

CYCLICITY OF MOVES IN THE INTRODUCTION SECTION OF RESEARCH ARTICLES WRITTEN BY FILIPINO ACADEMIC WRITERS IN APPLIED LINGUISTICS

The scientific and practical contributions of published research articles have benefited researchers with similar interests in a particular field in progressing knowledge and its application. It is deemed that the dissemination and publication of research findings are responsibilities of a researcher to reach the widest audience. Apart from that, publication creates an avenue where findings can be critically evaluated, supported, challenged, or even refuted that build an active participation between and among the members of the discourse community. Moreover, novice writers also refer to these published articles for modeling and reference as they write their own research articles. However, novice writers who aspire to publish their research works must be equipped with discourse strategies to meet the standards of academic scholars and reviewers for acceptance and publication. Acceptance of research articles can also be attributed to the way writers develop the structure of the introduction section of their RAs for it requires a vast amount of persuasive skills in providing the rationale of the study. This study aimed at analyzing the discourse features of 30 research articles' introduction sections (henceforth RAs) of published RAs from Applied Linguistics Journals selected under similar contextual conditions. Creating A Research Space (CARS) model for analyzing the discourse features in sentence level was employed. This study captured a basic representation of the rhetorical organization preferred by the writers in this study in structuring their research introduction. This provision would give Filipino academic writers a wide range of discourse preferences in structuring the introduction section of their RAs to meet the required standards for acceptance and publication. Pedagogical implications were provided for future research directions.

Key words: *rhetorical structure, cyclicity of moves, introduction section, research articles, Filipino academic writers, applied linguistics*

INTRODUCTION

Research is vital in progressing science. In the same way, the dissemination of research findings is of equal importance. One of the ways to disseminate research findings is through publication of research articles (RA henceforth) in scientific journals. Atai and Habibie [1, p.26] assert that RAs are “the main channel for sharing research findings among scholars.” As a result, the contribution of published research articles has been remarkable in enriching the pool of literature in a given focus across fields of specialization.

Accordingly, it is necessary and virtuous to publish RAs since it is one of the ways to reach the widest audience. Wager and Kleinert [2] believed that publication is the final stage of research and therefore a responsibility of all researchers. Scholarly publications are expected to provide a detailed and permanent record of research.

Apart from that, publication creates an avenue where findings can be critically evaluated, supported, challenged, or even refuted that build an active participation between and among the members of the discourse community. Hence, the culmination of facts gathered through an extremely thorough and accurate approach that has been scrutinized made RAs credible, thus gaining validity for decision making. Moreover, novice writers also refer to these published articles for modeling and reference as they write their own RAs.

Morales [3] underscored that adherence to the different writing conventions that are academically palatable to RA reviewers from a publication, or a field should be considered when writing and submitting research articles.

Armed with better research writing skills [4], novice academic writers would be able to perform writing more independently and be able to communicate their thoughts more effectively. Therefore, it is a must for one who attempts to publish a research article to employ rhetorical strategies and conventions in order to meet the standards of academic scholars and reviewers for acceptance and publication.

In a much closer look, acceptance of research articles can also be attributed to the way writers develop the structure of their papers. In fact, demystifying how RAs sections are developed have solicited a number of rhetorical analyses from different researchers in the field. Among these sections, the introduction section received notable attention from the scholarly community for it requires a vast amount of persuasive skills in providing the rationale of the study. Apart from that, Swales' (1990) CARS (Creating A Research Space) model paved its way as a distinguished framework in analyzing the rhetorical structure of the introduction section RAs across fields of specialization and have built an active participation from the discourse community stretching from academic scholars who tried to support, evaluate, challenge, and refute the model. Since then, CARS model became an important framework not only for discourse and linguistic analysts, but also for novice writers. Fernandez [5] hinted that the introduction section of the research paper would either make or break a research output. Poorly written introduction would affect the authority of the paper as well as the interest of the readers for they might find it incomprehensible.

The introduction section of a research paper [6] establishes key concepts, themes, and theories depicting information about the background of the study, relevant and related studies, research gap, the research problem, and objectives. However, this is a challenging task to novice writers as they seem to lack rhetorical strategies in conveying their communicative purpose.

One rhetorical study was conducted by Rahman et al. [7] on introduction sections of 20 empirical RAs in applied linguistics using Swales' (1990 & 2004) (Create-a-Research-Space) CARS model. The findings of the study highlighted that the rhetorical structure of RAs in applied linguistics, both conform and depart from the CARS model. The findings of the study may facilitate better understanding of RAs in applied linguistics for novice scholars and contribute to these scholars' efforts to publish their research in this field.

In his 2012 published journal, Briones [8] reported a research on RAIs written in the field of Philosophy in University of Santo Tomas. The study aimed at determining how RAIs are structured by the local discourse community analyzing thirty (30) RAIs from the said

discipline on sentence level to identify the Moves and underlying Steps. The study revealed that there are similarities with Swales' CARS model (2004) but minor differences were also observed.

In a comparative study, Behnam et al. [9] employed Swales' (1990) model to examine the move structure of 40 physical and social sciences RAIs. The results showed that the frequency of moves for both physical and social sciences RAs imply similarities, however, it was noted that there is a significant difference between the frequency of steps. This means that, although the employment of moves in both RAIs from the disciplines are the same, the steps employed in realizing each move are different. They emphasized that the results might present the language teachers, students, and syllabus designers with useful information about the move structure of the introduction section of physical and social sciences research articles.

Likewise, Fernandez [5] analyzed seventy-nine (79) randomly sampled research introductions from Biology, Statistics, and English program RAIs employing Swales' (1990) CARS model which revealed that only the English program RAIs follow the sequence of moves and steps provided by Swales while the Biology and Statistics follow only few. Moreover, the introductions from English program are the wordiest and most cohesive based on the frequency of employed cohesion. The introductions in the field of Statistics are appropriately condensed and moderately cohesive, the Biology RAIs on the other hand are the most abbreviated and disjunctive.

Jalilifar [10] investigated the generic organization of 120 RAIs from local Iranian and international journals in English for Specific Purposes, English for General Purposes, and Discourse Analysis. Findings have pointed to the existence of variations and marked differences in utilizing second and third moves across the introductions of articles in ESP, DA, and EGP published internationally.

Much of the literature have explored the rhetorical structure of research article introductions [3,5,7-10] in applied linguistics claiming that awareness of the generic rhetorical structure

would provide academic writers with widely practiced writing conventions acceptable in a discourse community. Jalilifar [10] and Rahman et al. [7] suggested that understanding the rhetorical specifications of the introduction section as an important requirement would empower academic writers who wish to publish their RAs and have a greater chance for publication approval. However, given such copious amount of literature, none has ever explored the rhetoric structure as well as the cyclicity of moves evident in RAs published in international journals written by Filipino academic writers. This calls for more scientific inquiries as far as the introduction section of RAs are concerned.

The goal of this current study is to provide academic writers with rhetorical structure that would provide academic writers specifically Filipino academic writers a wide range of discourse preferences in structuring and shaping the introduction section of their RAs to meet the required standards and writing conventions specifically in applied linguistics.

A move analysis in sentence level will be employed in order to achieve the primary goal of this study. Amnuai et al. [11] credited that move analysis is one of the genre-based approaches used in the identification of the structure of RAs and became an important area of research. Thus, the present study employed a move analysis approach in sentence level in the introduction section of the corpora.

Theoretical Framework

The birth of the 2004 version of CARS model is due to the inapplicability of some steps in the CARS (1990) model, researchers such as Anthony [12] and Samraj [13] proposed that there are some steps lacking in the CARS (1990) model as they investigated research articles in the field of Software Engineering and Wildlife Behavior and Conservation Biology respectively. Since the present study is not concerned with research in those fields, the CARS (1990) model will therefore be employed in this study. The choice of using CARS model for this study is mainly on the account of its prevalence, the availability of findings from diverse studies to be referred to and because of its robustness.

Additionally, Hirano [14] believed that as an analytical tool, the 1990 version, still seems to be more widely used than the 2004 version, possibly due to the research tradition that has developed around that model. Hence, this study will also adhere with the said tradition.

Table 1. Creating A Research Space (CARS) 1990 Model

Moves	Steps
Move 1, Establishing a territory	Step 1: Claiming centrality Step 2: Making topic generalization(s) Step 3: Reviewing items of previous research
Move 2, Establishing a niche	Step 1A: Counter-claiming Step 1B: Indicating a gap Step 1 C: Question-raising Step 1D: Continuing a tradition
Move 3, Occupying the niche	Step 1A: Outlining purposes Step 1B: Announcing present research Step 2: Announcing principal findings Step 3: Indicating RA (Research Article) structure

Table 1 presents the moves and steps in the CARS (1990) (Creating A Research Space) Model. As can be seen in the table, there are 3 rhetorical moves namely Move 1 – Establishing a territory, Move 2 – Establishing a niche, and Move 3 – Occupying the Niche. Each move has step/s to be taken to achieve the writing move. Achieving the sub steps would mean achieving the major moves.

Research Questions

This study aims to determine and analyze the linguistic features of some selected RAIs written by Filipino academic writers from non-high impact applied linguistics journals. Specifically, this study sought to answer the following research questions:

1. What are the cyclicity of moves and steps evident in the introduction section of RAs written by Filipino academic writers in applied linguistics?
2. What rhetorical structures are developed from the findings of the study?

METHODOLOGY

Research Corpus

A total of thirty RAs was selected employing Moreno's [15] criteria of data under similar contextual conditions. Moreno went on to explain that "for corpora to be considered comparable, the data need to comprise texts that have been produced under similar contextual conditions" (p. 35). As such, the following criteria were used in selecting the corpus for this study:

1. All RAs are written by Filipino academic writers;
2. RAs are extracted from non-high impact applied linguistics journals. The impact factors of the journals were obtained from <https://www.Researchgate.net>.
Moreover, publishing sources of NHIJ RAs were counterchecked in the Beall's List [16] to ensure the quality;
3. RAs should be published from 2015-2019;
4. All corpus should have "Introduction" labels.

Table 2. *Distribution of RA Data from Applied Linguistic Journals*

Journals in Applied Linguistics	No. of RAs	Percentage
Asian Journal of English Language Studies (AJELS)	15	50
Philippine Journal of Linguistics	6	20
AsTEN Journal of Teacher Education	2	6
The Philippine ESL Journal	2	6
International Journal of Education & Literacy Studies	2	6
Journal of Language Studies	1	3
Asian Journal of Multidisciplinary Studies	1	3
International Journal on Language, Research and Education Studies	1	3
Total	30	100

As can be seen in Table 1, a total of 30 RAs were extracted from the NHIJ applied linguistics journals retrievable online. The Southeast Asian Journal of English Language Studies has the greatest number of extracted RAs for this study.

Research Procedure

The purpose of the study was to examine the discourse features of 30 empirical RAs from published journals. The counting of sentences and paragraphs as termed by Simpson [17] as the physical characteristic of academic article was achieved through the move-analysis employed in the study since the level of analysis in determining the discourse features in the introduction section RAs is sentence level.

As regards the cyclicity of moves, the frequency of occurrence of the major moves and steps were determined. The established discourse features found in RAs was used to demonstrate the RAs' structures.

Intercoding

In order to ensure a high degree of accuracy in the identified rhetorical moves, an intercoder-reliability procedure was employed by assigning two independent intercoders. The intercoding reliability agreement for this study is 95%.

They tagged the major moves and/or sub-moves or steps found in RAs from 30% of the research corpus—such an approach was adopted from Kanoksilapatham's [18] study. Furthermore, the intercoders were oriented as regards the framework for coding and provided clear instructions on how to identify and code the major moves and/or sub-moves or steps and how to determine the typical cyclicity of moves in the introduction section of the RAs. Moreover, the researcher and the two intercoders met to analytically compare the coded moves and the typical cyclicity of moves in each of the RAs.

Statistical Treatment

The quantitative data were presented through the frequency of the discourse features (major moves and steps) found in the introduction section of RAs. The data obtained from

analyzing the realized moves and steps were converted into quantitative data through the use of percentile formula below as adopted from the study of Kanoksilapatham [18]. Furthermore, the present study determined the major move or sub-move as obligatory (100%), conventional (61%-99%), and optional (below 60%).

$$\text{Percentile} = \frac{\text{Number of Values Below}}{\text{Total Number of Values}} \times 100$$

A major move or sub-move is considered as an obligatory move if the frequency of occurrence reached 100%. In contrast, a move is deemed as a conventional move if the frequency of occurrence reached from 60% to 99%. Conversely, if the occurrences were found below 60%, then it will be regarded as an optional move or step. If there are two moves or steps in a sentence, the researcher assigned the schematic unit to the move or step that appeared to be more salient. With regard to the cyclicity of moves, patterns of move sequences were recorded. In case, there are observed new moves evident in the corpora, the two intercoders and the researcher assigned a new move in addition to the moves provided by the CARS model. Such could probably be one of salient features of corpora under investigation.

RESULTS AND DISCUSSIONS

The analysis of discourse features in different disciplines was heavily investigated since Swales introduced a framework in analyzing the communicative purposes found in the introduction section of research articles. Using Swales' (1990) framework, this study focuses on the analysis of RAIs published and written by Filipino academic writers in the field of applied linguistics.

Table 3. *Frequency and Distribution of Occurrence of Major Rhetorical Moves and Steps in RAIs from Applied Linguistics Journals*

Moves		Steps	Frequency of Realized Rhetorical Moves in RAls	
			f	%
Move Establishing territory	1, a	Step 1: Claiming centrality	86	3.86
		Step 2: Making topic generalization(s)	202	9.06
		Step 3: Reviewing items of previous research	1386	62.18
		Step 4: Writer's Evaluation *	16	0.72
		Step 5: Drawing Implications from previous Study *	9	0.40
				76.22
Move Establishing niche	2, a	Step 1A: Counter-claiming	4	0.18
		Step 1B: Indicating a gap	40	1.79
		Step 1 C: Question-raising	7	0.31
		Step 1D: Continuing a tradition	10	0.45
				2.74
Move Occupying niche	3, the	Step 1A: Outlining purposes	120	5.38
		Step 1B: Announcing present research	23	1.03
		Step 2: Announcing principal findings	6	0.27
		Step 3: Indicating RA (Research Article) structure	2	0.09
		Step 6: Defining the framework	235	10.54
		Step 7: Describing the subject	83	3.72
				21.04
Total		2229	100	

Legend: *Added move as a result of the coding procedures

Table 3 shows the frequency and distribution of occurrence of the realized rhetorical moves and steps in introduction section of the research articles under study. As can be seen in the table, *Move 1 Establishing a Research Territory* obtained 76.22% frequency of occurrence which is considered a conventional rhetorical move based on Kanoksilapatham's [18] category of move stability posited in a particular study. According to Kanoksilapatham [18], a move is considered obligatory if it obtains 100% frequency of

occurrence which means it is present in every RA, if the occurrence ranges from 60-99%, the move will be classified as 'conventional', and a move below 60% occurrence is optional. This result shows that Move 1 is the most substantial and frequent move which implies that academic writers were able to establish a research territory.

In particular, Move 1 Step 3 (*M1S3*) '*Reviewing items of previous research*' obtained 100% which means it appeared in all RAs as means of realizing Move 1 and considered as an obligatory step.

As a nature of such analysis, specifically in the coding procedures which involves the discussion, negotiation, and clarification with the intercoders, two steps were added in Move 1 namely: *Writer's Evaluation* * and *Drawing Implications from previous study* * coded as Step 4 and Step 5 respectively. The added moves turned out to be the least employed steps in realizing move 1 obtaining 0.72% for step 4 and 0.40% in step 5. This linguistic phenomenon indicates that NHIJ writers prefer to plainly provide the readers a rationale for the research, arguing its significance and locating the research as part of an active, well established area of study but not particular in evaluating and giving implications in related studies.

Below are sample paragraphs which employed (*M1S4*) *Writer's Evaluation* and (*M1S5*)

Drawing Implications from previous study in realizing move 1:

RA No.2 (*M1S4*)

Sinclair (1995) describes an editorial as "an article in a newspaper that gives the opinion or ideology of the editor or publisher on a topic or item of news" (as cited in Ansary & Babaii, 2004, p. 7). Shams (2007) echoed that it "is the expression of the opinion or the position of the owners and editors of a newspaper on current issues in the news" (p. 164). **The aforementioned definitions certainly point to one thing, editorials are the mouthpiece of any newspaper.**

RA No.2 (*M1S5*)

However, in the study of Munro, Derwing and Morton (2006) on L2 speech, it was shown that regardless of the language background of the speakers,

the listeners demonstrated moderate to high correlations between intelligibility and comprehensibility and accentedness. **It can therefore be deduced that L1 background and exposure to a certain kind of accent are not major players to understanding the L2 speech.**

Table 4. Cyclicity of Steps in Research Article Introduction Move 1

Cyclicity of Moves/Steps	Frequency	Percentage
M1S2+M1S3	1	3
M1S1+M1S3	1	3
M1S1+M1S2+M1S3	17	57
M1S1+M1S2+M1S3+M1S4	5	17
M1S1+M1S2+M1S3+M1S5	2	7
M1S1+M1S3+M1S4+M1S5	1	3
M1S2+M1S3+M1S4+M1S5	1	3
M1S1+M1S2+M1S3+M1S4+M1S5	2	7
	30	100

Table 4 illustrates the cyclicity of steps in realizing Move 1, as shown in the table the cyclical pattern *M1S1+M1S2+M1S3* obtained 53 %, the highest frequency of occurrence among the patterns. This also means that the said cyclical pattern was found to be the most common as it was recognized in 17 Introductions or used more than half of the corpora. The result implies that academic writers were able to establish a research territory and prefer employing Swales' (1990) CARS model. Specifically, *Move 1 Step 3* which was consistently found throughout the Introduction section of the corpora reflecting the richness of literature in applied linguistics. In fact, Step 3 was present in all the cyclical patterns recognized in realizing Move 1 with a total of 1386 instances throughout the corpora. It can also be noted that Steps 1 and 2 are pervasive in the corpus, both were used 28 out of 30 Introduction. This suggest that persuading readers that the topic is worth investigating and providing the overview of the subject is a must for academic writers who aspire to publish their RAs in international applied linguistics journals. As far as the added steps as a result of the coding procedures are concerned, it can be noted that Step 4 (*Writer's Evaluation*) was recognized in 8 Introductions with 16 instances while Step 5 (*Drawing Implications from previous study*) was recognized in 6 Introductions with 9 instances.

Though not as pervasive as the other steps, some writers belonging to this group provide their own evaluation of the literature being reviewed as well as the implications of the assumptions presented. The reason for the added steps and considered a deviation is due to the lack of steps to categorize sentences that are not covered with the description of steps provided by Swales (1990).

In move 2, *Establishing a Niche*, Step 1B *Indicating a Gap* gained 40 frequency of occurrence, the highest among the steps. The result implies that academic writers underscore that the current study is a major contribution to fill the seeming gap in the literature under study. This also indicates that writers are familiar in putting emphasis on what is to be gained from the current research and its importance. The least employed step in realizing Move 2 is Step 1A (M2S1A) *Counter-claiming* with an obtained frequency rate of 0.04% which implies that academic writers in this group do not prefer questioning previous research.

The sample paragraphs below exemplify Move 2 Step 1B *Indicating a Gap*:

RA No.4 (M2S1B)

It can be argued then that various areas of discipline have distinct ways of learning, which may be reflected on how language learners from across fields of specialization may differently perceive and practice language learner autonomy. While there have been studies that examined the views on learner autonomy and the autonomous practices of language learners, and the learning styles and strategies of learners from varying disciplines, it seems that no substantial body of literature has been conducted to compare the learner autonomy of tertiary language learners from different disciplines. Thus, it is of interest to investigate how the beliefs of language learners from two different language learning contexts influence their autonomous learning practices.

RA No.16 (M2S1B)

Several studies and constructs on the modal must have been carried out (e.g., Collins, 2009; Gustilo, 2011; Jacobsson, 2008; Nartey & Yankson, 2014; Nkemleke, 2005); however, less attention has been given to the functional semanticity of the modal must found in editorial texts.

Table 5. Cyclicity of Moves/Steps in Research Article Introduction Move 2

Cyclicity of Moves/Steps	Frequency	Percentage
<i>M2S1B</i>	14	47
<i>M2S1C</i>	1	3
<i>M2S1A+M2S1B</i>	1	3
<i>M2S1B+M2S1C</i>	2	7
<i>M2S1B+M2S1D</i>	2	7
<i>M2S1A+M2S1B+M2S1D</i>	1	3
<i>M2S1A+M2S1B+M2S1C+M2S1D</i>	1	3
<i>NONE</i>	8	27
	30	100

As shown in Table 5, there are 7 cyclical patterns of steps identified in realizing Move 2 (*Establishing a Niche*) and the most frequent pattern is *M2S1b (Indicating a gap)* which is recognized in 14 RAIs. In this case only one step was used to realize Move 1. It seems that academic writers opted to establish a niche by employing a single step. Nevertheless, the said step is present in other sequence patterns with a total of 40 instances throughout the corpus. On the other hand, it is recognizable that 8 out of 30 RAIs do not have Move 2 since there are no steps identified.

As far as Move 3, *Occupying the niche*, is concerned, academic writers opted to outline the purpose or purposes of the about-to-be reported research with a total of 120 instances rather than announcing the features of the present research (Step 1B Announcing present research), the findings (Step 2 Announcing principal findings) or the description of structure or content of the rest of the research article (Step 3 Indicating research article structure) as means of realizing Move 1 or to occupy the niche that has been identified as the rationale of their study.

Below are sample paragraphs to exemplify RAI Move 3, Steps 1A (*M3S1A*):

RA No.3 (M3S1A)

The objective of this paper is to examine the discourse organization of Filipino university student written opinion articles in selected campus newspaper publications. Specifically, it seeks answers to the following questions:

- a. What are the rhetorical moves in the orientation, exposition, and summation blocks of Filipino university-student written opinion columns?

RA No.6 (M3S1A)

Previous studies on Multimodal Discourse Analysis focused on advertisements as the most common subject (Rodriguez, 2016). However, this study aims to show that multimodal perspective can be applied to the representation and interpretation of meaning by analyzing LRT Line 1's publication materials in terms of modes, meta-functions, and communicative acts. Specifically, this study aimed to answer the following questions:

RA No.4 (M3S1A)

The primary objective of this paper was to explore how Filipino college students from the liberal arts and natural sciences disciplines view learner autonomy in English language learning. Specifically, the study sought answers to the following questions:

Table 6. Cyclicity of Moves/Steps in Research Article Introduction Move 3

Cyclicity of Moves/Steps	Frequency	Percentage
<i>M3S1A</i>	5	17
<i>M3S1A+M3S2</i>	2	7
<i>M3S1B+M3S5</i>	1	3
<i>M3S1A+M3S3</i>	1	3
<i>M3S1A+M3S4</i>	8	27
<i>M3S1A+M3S1B</i>	2	7
<i>M3S1A+M3S2+M3S4</i>	1	3
<i>M3S1A+M3S1B+M3S4</i>	7	23
<i>M3S1A+M3S1B+M3S2</i>	1	3
<i>M3S1A+M3S1B+M3S2+M3S4</i>	1	3
<i>M3S1A+M3S1B+M3S4+M3S5</i>	1	3
	30	100

Table 6 demonstrates the cyclical pattern of steps in realizing Move 3 in the Introduction section of RAs. As can be seen in Table 6, *M3S1A+M3S4* and *M3S1A+M3S1B+M3S4* pattern were identified in 8 and 7 research articles respectively followed by the one step pattern *M3S1A* with 5 obtained frequency of occurrence in realizing Move 3. Moreover, it can be observed that *M3S1A* (*Outlining purposes*) is present in 10 out of 11 cyclical patterns identified in achieving Move 3.

In fact, a total of 120 instances were recognized using *M3S1A* in combination patterns as means in realizing Move 3. The main rhetorical sections of RAs have undergone in-depth investigations to establish a rhetorical preference in a given field. Research introductions have also been heavily explored by the discourse community for it contains the rationale of the study. However, there are no studies yet which examined the rhetorical feature and structure of the introduction sections of research articles written by Filipino academic writers in applied linguistics.

Developed Rhetorical Structures of RAs

In order to determine the structure of the discourse features of the RAs, genre analysis was employed. Figure 1 illustrates the rhetorical structure of the discourse features of the introduction section of research articles written by Filipino academic writers.

Rhetorical Structures of RAs Written by Filipino Academic Writers in Applied Linguistics Journals

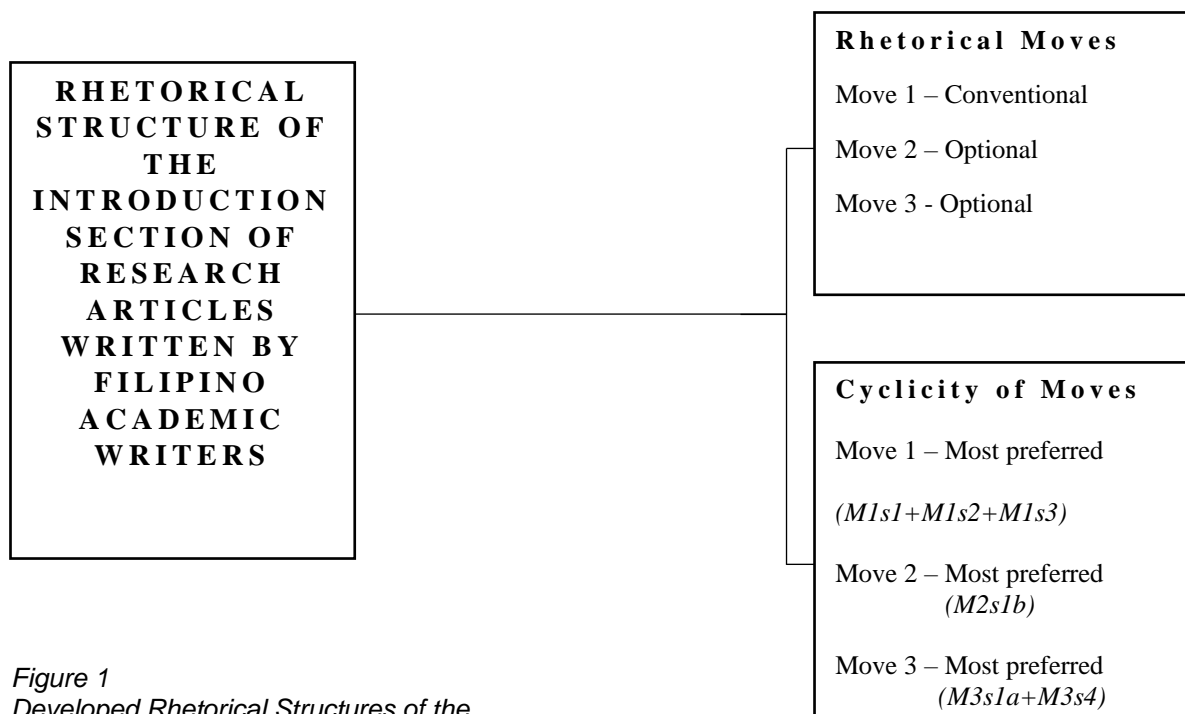


Figure 1
Developed Rhetorical Structures of the
Discourse of RAs

With respect to the moves and cyclicity of moves evident in the corpus, the structure presented in figure 1 for the cyclicity of moves does not suggest that the moves occurred linearly in the corpus but were often, interwoven in nature. It can be noted, based on the structure developed, that academic writers have a distinct rhetorical preference more specifically in realizing each move. This may imply that existing linguistic frameworks are being utilized as guides by academic writers in crafting their introduction section. Furthermore, Move 1 is categorized as a conventional move, Moves 2 and 3 as optional moves based on stability measure for writing moves as it appeared in the corpus.

The aforementioned highlights of the rhetorical structure developed in this study may offer a few significant roles not only for those who aspire to publish their works in different journals but also to novice academic writers. First, familiarizing themselves with the features found in the established structure will help them write a standard discourse and linguistic structure that is acceptable for academic scholars and reviewers. Shaping the introduction section with a reference would lessen the difficulties since one is already informed of what is expected of the content. Second, this structure may serve as a blueprint that school heads as research leaders in public schools can provide and model for their teachers. More importantly because research is a symbol of professional advancement and innovation. Third, using the established structure, teachers of research in senior high school, may localize their curriculum guide to accustom their students with the awareness of the linguistic and discourse features that should be employed in writing research papers. Fourth, it is hoped that Filipino academic writers in the field of applied linguistics may gain insights to even diversify or use the structure found in this study as an analytical tool to enrich the current writing practices.

Table 7. Inter-coding reliability analysis

Moves & Steps	Coded Unit	Agreement	Disagreement	Percent
Move 1	2017	2016	1	99
Move 2	58	58	0	100
Move 3	151	151	0	100
Total	2,226	2,225	1	99.6

In terms of the inter-coding reliability agreement which was set to 95%, it turned out that the percentage of agreement among the intercoders computed as shown in Table 11 revealed that there was a high consistency (99.6%) of the application of the coding system between and among the intercoders. Categorically, the devised coding system was a reliable tool for tagging the major moves and/or steps in the employed linguistic and discourse frameworks.

CONCLUSIONS

The findings of the study provide a range of standard rhetorical preferences and linguistic structures as guides for academic writers when developing their research introductions. Thus, enriching the ever-evolving information that specific discipline is understood of having expected writing conventions. The analysis of the rhetorical organization developed from the study offer an in-depth assessment and understanding on the formation of proposed standard introduction of RAs. Though some rhetorical moves and cyclical pattern of moves and steps are more stable compared to others, it can still be noted that writers incorporate flexibility in exhibiting the communicative purpose of their RAs. It is hoped that novice writers, curriculum designers, research teachers, and aspiring writers who intend to publish their research works be informed and guided with the writing conventions that are academically palatable in the discourse community.

The main limitation of the study is the size of the corpus, the sample size may not be large enough to generalize the results. On the other hand, it may still reflect the writing conventions developed from the study since it is anchored on focused and identified criteria of comparability.

The study hopes to enrich the existing literature in the analysis of discourse features in applied linguistics and serves a reference for future studies. In addition to the theoretical contributions of the study, the rhetorical structures captured may offer practical and pedagogical implications to students, teachers, researchers, and curriculum designers which will empower them to become proficient academic readers and writers.

Below are the pedagogical implications of the study:

- The structure emanated from the study is only a means of directing ideas to organize the text but does not conclude that the text is expected to be linearly organized by the writers, rather, it is highlighted that the moves and steps present in the structure are interwoven.
- To further establish the findings of the study, it is recommended that a larger size of corpus may be considered and employed.
- As far as the proposed rhetorical model is concerned, revision of the structure is likewise recommended to enrich a wide range of rhetorical preferences.
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The end goal of this study is to capture rhetorical structure of the discourse features from research article introductions written and published by Filipino academic writers. Hence, the following are recommended:

- The provisioned structure could serve as a guide in demystifying academic writing and writing conventions in the discourse community, thereby enabling novice writers to produce publishable and acceptable research articles.
- The rhetorical structure could be presented to senior high school students to raise consciousness of discipline specific reading skills. The awareness of conventions of research articles can empower learners to become proficient academic readers.
- The rhetorical structure could be presented to research teachers and curriculum designers as a rhetorical benchmark.
- The structure could be presented to the graduate school especially for students who aspire to publish their work in international journals.
- Future studies are urged to establish an exhaustive analysis to authenticate the rhetorical preferences derived from the corpus composed of RAs written by Filipino writers in this discipline.

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