

A Contrastive Genre Analysis of Introductory Sections of Research Articles in the Social Sciences and Humanities

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Abstract

The introductory section of research articles (RAs) is an important component of scholarly writing since it takes readers on the research journey. It presents the research aims, defines the research questions, and informs the methodology, and thus it is paramount in establishing the stage for the paper. This research compares the introductions in RAs in the social sciences and humanities based on a contrastive genre analysis perspective. Swales' Create a Research Space (CARS) model was used to analyze 100 articles, 50 each in the two fields, based on random sampling. The results identify stark contrasts in rhetorical and linguistic characteristics between the two disciplines. Both have four primary moves, but their organization and wording differ. Social sciences articles usually start with a distinct problem statement, while humanities articles begin with contextual information. These findings highlight the importance of discipline-specific writing habits, assisting scholars to fulfill audience demands and improve the impact of their work.

Keywords: Research Articles, Introduction, Genre Analysis, CARS Model, Social Sciences, Humanities

Introduction

Genre study has an old history that stretches back to Aristotle's Poetics, where the features of tragedy and comedy in ancient Greek drama were described. After linguists had taken up the discourse analysis approach for examining spoken and written genres during the latter part of the 20th century, genre analysis became an established branch of academic study. Genre analysis is the optimum type of analysis in comparative linguistics. There have been many fields of use for this genre

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analysis in many disciplines. It employs a genre-based approach to examine how scholars across different fields of scholarship construct their introductions in line with disciplinary expectations and purposes. More particularly, it conducts comparative genre analysis of introductions in peer-reviewed journal articles published in two of the most central fields: the humanities (literary theory, philosophy) and the social sciences (education, sociology). The procedure for comparing and contrasting the rhetorical forms, discourse elements, and use of language in two or more genres is referred to as contrastive genre analysis. Contrastive genre analysis can reveal the discourse features and rhetorical trends of different disciplines in academic writing (Zhang, 2018). Both fields operate under the general umbrella of human studies, but they vary in epistemology and rhetoric. Problem-solution strategy is commonly employed in social science article introductions, which are usually based on empirical approaches and aim for cause-and-effect explanations of social phenomena that are generalizable. Humanities disciplines are generally interpretive, argumentative, and exploratory, and usually construct academic discourse using intertextual dialogue and theoretical staking (Sueb, Aminin, Zuhri, Rosyid, Hartanti, & Harti, 2022).

To examine the differences, the research invokes Swales' (1990) Create-A-Research-Space (CARS) model, which proposes three main rhetorical moves that are most commonly seen in introductions of articles. Each move involves smaller steps that writers can use to introduce the subject, note research gaps, and set out the research aim or thesis (Swales, 1990). Expanding on Swales' CARS model, genre theorists have highlighted how rhetorical "moves" and "steps" in introductions mirror discipline-expectations, methodological dispositions, and epistemological stances. The structure of an introduction to a research article, hence, becomes a portal to a discipline's values and identity (Geçikli&Gür, 2024). But a great deal of genre-based scholarship has concentrated either on individual disciplines or entire cross-cultural comparisons, with little attention given to intra-cultural yet inter-disciplinary differences, specifically between the Social Sciences and the Humanities, which, while frequently elided under one academic rubric, vary considerably in their construction of knowledge, research objectives, and rhetorical approaches (Johnstone & Andrus, 2024).

Genre analysis is not only useful in many contexts, but it has also helped shape theory and concepts in the fields of language and communication. Research on academic and professional language use, for instance, has benefited from Swales'

idea of discourse community (Swales, 1990). Bakhtin's (1986) theory of speech genre has been foundational to the analysis of oral communication and social and cultural aspects of language use. In the recent past, genre analysis can be applied to study the contributions of genres in computer-mediated communication, such as social media, blogs, and online forums. These genres tend to be informal, interactive, and multimodal, and are under threat from changing practices. Genre analysis has been extensively employed to examine RAs across various disciplines in academic writing. Research articles are the key channels through which authors disseminate their findings. But the rhetorical conventions and discourse markers differ across the numerous disciplines, and it is problematic for inexperienced writers to become familiar with the conventions of their discipline (Pascual, 2019).

This study emphasizes academic writing by comparing and contrasting the genres of the two fields' introductions. This study aims to assist aspiring writers by cataloguing the rhetorical discourse features found in introductions to these two fields of study. By doing so, novice writers will be better equipped to comprehend reader expectations and create high-quality academic writing that is more likely to be published in prestigious journals. Both fields contribute to the field of linguistics in their own unique ways. This research is important at several levels, enriching the areas of applied linguistics, academic discourse analysis, and "English for Academic Purposes (EAP)". Most importantly, it fills an important gap in genre-based research by providing a contrastive intra-cultural analysis, examining how the same genre (research article introductions) is instantiated in various disciplinary traditions within the same linguistic and cultural environment. This study offers empirical evidence of how disciplinary epistemologies and research cultures condition rhetorical organization, lexical options, and knowledge positioning in academic texts (Junanto, Zahrohtul, Triyawan, Suminar, & Wahidah, 2024).

Secondly, the research develops the use of Swales' CARS model by piloting its explanatory potential in different disciplines, the Social Sciences and Humanities. It therefore helps to build upon the current theoretical discussion of the flexibility of rhetorical move structures between a variety of academic knowledge systems. The results of this research have pedagogical implications for EAP teaching, academic writing instruction, and postgraduate research preparation. As universities now increasingly serve interdisciplinary researchers and international students, there is a mounting demand for writing pedagogy that is not only linguistically correct but rhetorically and disciplinarily sensitive. This research offers evidence-based

information on the rhetorical requirements of various fields, empowering writing instruction and curriculum planners with the means to craft more specific and helpful writing assistance. The study may also be important because of the strides it could make in Pakistani academic publishing. For postgraduate students and early-career researchers, particularly in cross-disciplinary or interdisciplinary settings, the research promotes genre sensitization by showing the versatility and plurality of academic writing conventions. Knowledge of these differences can empower researchers to write more in line with disciplinary expectations of intended audiences, thus enhancing publication success and scholarly communication. As the research shows, readers will be able to depict that the introduction section's structure can also differ from others. In the end, it will look at the introduction section using the MOVE point there for this purpose (Geçikli & Gür, 2024).

Review of the Literature

❖ Concept of Genre

Texts are classified into genres according to their discourse patterns, linguistic characteristics, and communicative purposes. Utilizing the term aids in comprehending the text's structure, purpose, and relationships to others within its category. Simply put, genre is a way to categorize texts according to their purpose. This categorization helps us anticipate the structure and language used in these texts (Swales, J., 1990). Literature, language, communication, media, and education are just few of the many fields that have made use of genre analysis. It has been used to analyze academic papers, commercials, political speeches, screenplays, and status updates on social media, among other types of texts. El and Dina (2018) state that these goals are accomplished by analyzing the features of diverse genres in various settings.

Genres, according to Miller's definition (1984), are social and cultural practices that reflect the normative attitudes and values of specific communities rather than just textual categories. The demands and expectations of specific groups dictate genres, according to Swales, who places an emphasis on the significance of context in the genre-making process (Swales, J. 1990). The communicative functions, rather than the formal qualities, of a genre are what define it, according to Devitt, who contends that genres emerge from the social and cultural activities of specific societies (Devitt, 2004).

From Bazerman's (1988) perspective, Genres are social activities impacted by the standards and beliefs of particular groups, not merely categories of texts, argues Bazerman (1988). Genres, according to Bhatia (1993), are defined by the demands and expectations of particular communities, and genres are heavily influenced by factors like purpose and context (Bhatia, 1993). According to Hopkins and Dudley Evans (1988), Genre analysis is the understanding of language used in a specific context, according to Hyland (1992). Every genre has its own distinct structure and objectives (Lakic, 1997). The creation of communicative events that adhere to the norms and values of a specific discourse community is characterized as a genre (Afshar&Doosti, 2018).

Amalia & Kurniawan (2025) highlights the fluid nature of genre studies, pointing to their foundation in interpreting texts within literary traditions. From the early work of Paul Van Tieghem to their utilization today in digital and oral communication, genre studies offer critical tools to interpret. The move away from static classifications towards dynamic, socially situated genres aligns with contemporary scholarly concerns, such as how genre operates through media. This is in line with the current study's emphasis on academic introductions, where genre is not just about form but also reflects disciplinary discourse practices and knowledge construction (Amalia & Kurniawan, 2025).

❖ Approaches to Genre Analysis

Different analysts and theorists have offered different descriptions of genre approaches. Sydney School (SFL), New Rhetoric, and English for Particular Purposes (ESP) are the three branches of genre analysis that Hyon (1996) classifies (Yasmin et al., 2019). According to Halliday, the Sydney School was founded on SFL theory (1994). According to New Rhetoric, how a genre is defined depends on its historical and social context (Bazerman, 1988). Genre, according to Miller, is a social action that unites people with society. The ESP approach takes a genre-based look at the pedagogical effects of text structure. The method's theoretical and conceptual underpinnings are a major highlight of the work of Swales (1990), Bhatia (1993), and Dudley-Evans (1994). Genre analysis, which Hyon highlights as a valuable tool for linguists, can be applied to the "spoken and written" (1996) speech of non-native speakers (Yasmin et al., 2019).

Kynes (2023) offers a receptionist model of genre, foregrounding how genres are constructed through historical and cultural interpretation, not stabilized textual

markers. Using network theory and conceptual blending, the book reimagines genre as a dynamic and reader-mediated construct. Through biblical Wisdom Literature, the multidimensional model showcases the genre's malleability and its instantiation within interpretive communities. To support the current study's goal of analyzing how disciplinary audiences influence the rhetorical arrangement of research article introductions in various academic disciplines, this framework improves the examination of how genres function in academic discourse.

❖ **Swale's Model**

Several approaches, such as move analysis and the Swales model, can be employed to evaluate linguistic characteristics of written language, like genres. Scholars can gain further knowledge on how language is employed to make sense and attain communicative objectives by employing these approaches to identify and analyze the features of genres. One popular approach to analyzing the nature and purpose of scholarly genres is the Swales model. It is made up of six steps that are aimed at specifying a genre's linguistic features, organization, and communication function (Sueb et al., 2022).

Junanto et al. (2024) examine the analysis of abstracts by Indonesian students of English language education applying Swales' CARS model. They affirm through qualitative research that all three rhetorical devices can be identified and verified in students' writing, affirming the validity of the model for academic genre analysis. The justification of the application of the CARS model in the current study, in investigating disciplinary variation of research article introductions across the social sciences and the humanities, is based on the emphasis on the significance of move-based structures to enhance coherence and academic conformism (Junanto et al., 2024).

Paramboor et al. (2025) provide a conceptual model for “academic research writing (ARW)” that combines Swales' CARS methodology with context-sensitive support. Their literature review highlights how disciplinary writing procedures are molded through language, structure, content, and epistemological awareness. The research promotes scaffolding strategies that develop academic identity and genre skills in the context of the tradition of the effectiveness of responsive teaching. As it further solidifies genre-based analysis as essential to the study of academic discourse organization, such a perspective sustains the present research focus on how

introductions in research papers signal disciplinary conventions (Paramboor et al., 2025).

Theoretical Framework for Genre Analysis

Throughout time, scholars have offered several models for the study of genre. Each of these models provides us with something new on how genres work and are made.

❖ Systemic Functional Linguistics

SFL is a method of linguistic analysis that concentrates on the way language functions in a certain social context to achieve particular objectives. In SFL, language serves the purpose of filling social functions, establishing relationships, and meaning negotiation in addition to acting as a vehicle for the transmission of information (Handford & Gee, 2023).

❖ Three-part framework

In an SFL environment, Halliday (1978) likewise constructed a three-part method for genre analysis: field, tenor, and mode. Tenor is about the players and their roles and relationships, mode describes the language and resources of communication employed to build the genre, and field is the background or topic of the genre (Halliday, 1978).

❖ Rhetoric Framework

The role of speech in influencing and convincing an audience is highly valued in the New Rhetoric genre analysis approach. Within the framework of the New Rhetoric model, genres both contribute to and form the social situation (Lavissière & Bonnard, 2024). According to the New Rhetoric model, language, situation, and audience all work together to create genres. Within the framework of the New Rhetoric, Perelman and Olbrechts-Tyteca (1969) developed a method for the analysis of the rhetorical structure. This strategy is centered on using persuasion and arguments to accomplish a certain communication objective.

❖ Discourse Analysis

Another technique for studying genres that concentrates on the socio-cultural context in which they are produced and used is discourse analysis. Genres are used to create and maintain social identity and power dynamics and are seen as a component of a social and cultural system (Johnstone & Andrus, 2024). Using

discourse analysis as a starting point, Fairclough (1995) established a paradigm for genre analysis. Language, power, and ideology are the three main tenets of this paradigm. Three tiers of analysis are incorporated into the structure: text, discourse practice, and social practice (Fairclough, 1995).

Genre Characteristics and Their Role

Genre analysis in the social sciences has its rhetorical strategies laid out by Lu et al. (2021). Every person has to put in a lot of work in this enormous field. Research articles from the social sciences' corpus can help to identify the various stages. All the various parts of the phrase frame will be shown by those. Here we see the beginning of the RA corpus's journey through the social sciences. This is a very broad topic. A high level of competence in literature and linguistics is necessary. This is why every detail of its structure is meticulously planned to ensure perfection. Accurate linguistic components are the bedrock of error-free research (Lu et al., 2021).

The study by Xiao et al. (2022) found that in the modern day, it is quite common to conduct research for the introduction of RA research articles. The researcher usually looks at the narrower effects of the study. For this reason, they usually read the introduction to get a feel for the material. This entropy-based research has looked at the ways in which RA introductions and the fields into which they fall—the natural, social, and humanities sciences—are actively involved. These are the most important areas of study. The necessity for a suitable working illustration is thus highlighted (Xiao et al., 2022).

Arsyad et al., (2021) thoroughly investigated the function of RA genre analysis in this study. The results indicate that the research should have generalizable conclusions. It is highly recommended to read the introductory chapters of disciplines, particularly those dealing with the social sciences and the humanities. Inevitably, it calls for a specific kind of adjustment. The importance of the introductory chapter is so great that it makes the readers want to read the entire research. That is why it is essential that they be written coherently, without using any unsubstantiated claims. This is why the study's credibility is susceptible to attack in the introductory chapter from a variety of directions (Arsyad et al., 2021).

According to Casal et al. (2021), the writers of this study delved into the synthetic intricacy of RA genre-based research. The study's findings have shown how various RAs' introduction sections draw from a variety of disciplines. In order to achieve this goal, the primary data has been thoroughly analyzed quantitatively. Results showed that the RA's conclusion is defined by the nature of the discipline, and the study included 240 corpora. The research's numerical findings could form the basis for it. Compared to other aspects of the job, it could be unique. Both the genre analysis and the follow-up research have been highlighted in the research conclusion (Casal et al., 2021).

Application of Swales' CARS model (1990)

Swales' CARS model has been the most popular and applied one for the analysis of RA introductions. Three approaches that are commonly observed in RAs' introductions are accounted for by the model: filling the niche, defining a research territory, and finding a niche (Swales, 1990). To determine the similarities and differences within disciplines and between genres, Swales' CARS model has also seen extensive use in research paper initiation studies. With the CARS model, for instance, Yang and Allison (2003) contrasted RA introductions across three different fields (linguistics, computer science, and chemistry) and established differences in steps and moves across fields (Ruiying & Allison, 2003). Another medical science study that used the CARS model to compare two genres (review articles and research articles) discovered that the model was effective in determining how to structure introductions in both genres (Aizawa, H., & Okamura, K., 2015).

Swales's early work has inspired several follow-up research studies (1981). With the contributions of Swales, many research studies were conducted where his move analysis model was utilized to legitimate claims in genres and subgenres (Yasmin et al., 2019). Researchers uncovered the first and second stages of his model (Crook, 1986). He returned to refine his framework in 1990. To begin, the updated CARS model from 1990 calls for "setting the research territory." "Centrality claims, subject generalization, and research evaluation" are the three stages that make up this method (Yasmin et al., 2019).

The goal of the research by Yasmin et al. (2019) was to examine the rhetorical strategies employed in the introduction of doctoral dissertations from Pakistan. There are 32 dissertations in the corpus that are introductions to doctoral theses in

the fields of science and the humanities from Pakistan. Content analysis and frequency counts were among the quantitative and qualitative methods used to examine the data. The hand-tagged move analysis was conducted using Swales' Model (2004) as a foundation. By keeping track of every action, we were able to compare and contrast the two faculties' rhetorical variety (Yasmin et al., 2019).

Move Analysis and Its Usefulness

Move analysis refers to a genre-based text analysis process. Identifying the communication moves that constitute a particular genre is referred to as "move analysis" (Amalia&Kurniawan, 2025). Move Analysis, as per Swales (1990), is the method applied to reveal a genre's structural organization to achieve its function of communication. A movement could be as brief as a single sentence or as lengthy as a few pages. Bhatia applied "cognitive frameworks" in 1993 to refer to strategies. He argues that the idea of move analysis clarifies the structural regularity and, by extension, the logic of the genre.

Using genre analysis, Nawaz et al. (2022) investigate the researchers' rhetorical structures in the introductory sections of various Pakistani journals. Twenty introductory sections from different Pakistani local journals, such as KJLR, NUMLJCI, IRJAH, and the Journal of Social Sciences and Humanities, were used to study the movement using Swales' CARS model. In order to write the introductions for these published research articles, this study found that MOVE 1 (Establishing a Niche) is the most frequently used strategy. Another publication that made use of MOVE 2 was the "Kashmir Journal of Research Language" and the "NUML Journal of Critical Inquiry". It was discretionary for IRJAH and the Baluchistan Journal of Linguistics, but 85% of the corpus included MOVE 3 (According to Nawaz and colleagues, 2022).

Research shedding light on genre differences across disciplines can inform ESP curricula (Bhatia, 2001). Research conducted by Kanoksilapatham (2007) on a corpus of English and Thai biochemistry research articles made use of Swales' (2004) Move analytic approach for the introduction. Background information, findings summary, acknowledgment of study limitations, and recommendations for future studies were the four steps that emerged from the analysis as the standard format for the Discussion sections (Khany&Tazik, 2010).

Using a genre-based approach, Adel (2020) analyzed rhetorical patterns in Persian, English literature, and applied linguistics courses in psychology. A model of move analysis known as Swales was the subject of this study. The final tally is 30 scholarly articles. The results of this study demonstrate that the introductory sections of research articles from different disciplines did not differ significantly for Moves 1 and 3, but there were significant differences for Move 2. In addition, the Swales model and the move structure of RAs were very similar. The three moves in applied linguistics were identified by Adel (2020), with Persian versions of moves 1 and 3 being the most common (Adel, 2020).

Linguistic and discourse features of introductions

A strong introduction section, on the other hand, is frequently perceived as a battle won hard, and writing an introduction is frequently viewed as a frightening task (1994). A RAI's dual purpose—engaging readers and providing a foundation for the research by outlining the aims and significance—makes it a challenging piece of writing (Afshar&Doosti, 2018). According to Martn, Rey-Rocha, Burgess, and Moreno (2014), the most rhetorically complex and challenging parts of RAs to write are the Introduction and Discussion, which is why editors and reviewers of journals are critical of these sections when considering them for publication. Consequently, the publication of the RA will likely depend on the quality of its introduction (Afshar&Doosti, 2018). According to Azar et al. (2022), the rhetorical aspects of each research are unique. The research is a major focus in academic writing, and the introductions to these pieces are crucial. An efficient comparison between the introductory sections is a product of the mixed-methods approach used in this study. The research's introductory chapters have included qualitative analysis. Characteristics of the writers are detailed in the introductions.

According to Azar et al. (2022), some parts of the introduction can lead to good outcomes and conclusions. These researchers have studied the arts and social sciences (Vuong et al., 2021). Despite their differences, these two topics are connected in some way. Based on these findings, the social sciences are undergoing a period of significant policy implementation in the scientific community. The scientific side of a model can explain its logic, while the social side provides the subject with the right framework and its capabilities. The description has also been defined by the imperative standards set by the humanities. Qualitative methods were used to draw conclusions in the cross-sectional study. The data used in the

articles and their comparisons come from reliable and open sources (Vuong et al., 2021).

According to Suwarni (2021), a strong abstract and conclusion are two aspects of a research paper that the writers of this piece have investigated. The RA article's abstract and introduction are its most important parts. In terms of humanity, it also specifies the research methodology that will be employed in subsequent chapters. The writing styles of these various fields are also very distinct from one another. That is why the chapter numbers are being divided based on what the abstract needs. Those chapters are based on the abstract. Likewise, the introduction usually provides a suitable order for the work and up-to-date statistics (Suwarni, 2021).

Lavissière and Bonnard (2024) explore the macrostructural shifts of American court opinions through a comparison of prescriptive advice on professional writing and real texts. Their findings indicate a convergence between prescriptive structures and real genre practices, as well as variation not accounted for in professional accounts. By situating professional discourse as a window into genre expectations, the research enriches genre theory and discourse analysis. This view underlines the current study by highlighting how disciplinary communities enact and internalize genre conventions, specifically in framing research article introductions in various academic fields (Lavissière & Bonnard, 2024).

In this study, Xiao et al. (2022) explain how the RA's abstract and introduction components contribute to the articles' persuasive frameworks. There may be major informational gaps or omissions in the introductory section as well. In order to achieve this goal, the RA's introductory sections contain more thorough and precise results. However, the abstract also briefly discusses the methodologies that were used to arrive at the results. Although the introductions fail to provide a conclusion, they do serve to introduce the topics and their goals (Xiao et al., 2022).

Methodology

Two supplementary approaches, one from the top down and one from the bottom up, will be used to analyze the corpus. Using a pre-existing rhetorical framework, the top-down approach zeroes in on thematic structures and rhetorical moves in the introduction. In the bottom-up method, introductory sections are examined using

corpus linguistic tools, such as frequency analysis and concordance analysis, to determine their lexical and syntactic features.

❖ **Mix-Method Approach**

This study uses a mixed-methods approach, which comprises quantitative and qualitative techniques, to analyze research article introductions in the humanities and social sciences. The quantitative part of the analysis involves using statistical methods (Fujimori & Nango, 2008). Contrarily, the qualitative dimension of analysis entails an in-depth scrutiny of individual instances of introductions to discern and understand the underlying intentions and meanings behind the authors' words (Graziano & Raulin, 2019).

❖ **Data Collection**

The initial step is to select an appropriate corpus of social science and humanities research articles. For this, 50 articles from each field have been chosen. The corpus is representative of the genre as well as big enough to enable a thorough analysis. The corpus consists of a collection of articles drawn from diverse online sources.

❖ **Data Analysis**

After identifying the genre's key features, is to analyze the data. For this, we use both quantitative and qualitative approaches, drawing on tools like statistical analysis, corpus linguistics, and Swale's CARS model to spot trends and patterns. Authors' use of language and rhetorical strategies to achieve their communicative goals is the primary focus of the analysis.

❖ **The Corpus**

A method based on genre analysis is used in the research. This study bridge the gap between the social science and humanities applications of generic analysis. The one hundred articles that make up the corpus consist of fifty pieces from the humanities and fifty from the social sciences. The corpus now contains all of the abstracts of research articles. Given the importance of settling on suitable analytical methods, it is challenging to apply a large number of approaches to the textual analysis of complete theses (Khoury, 2006).

Application of AntMover Software to Analyze Moves

The analysis of text structures in any discipline or field is made very easy with AntMover 1.0, a version of a universal learning environment. It has many important features that will be required for the system to be used seriously for text analysis. If you want to know how structures and moves work in any text, AntMover is the way to go. In order to break the text down, the main window of and over has five sections with different file options. It is a simple program that can be customized to analyze the structure of text using a variety of user-friendly tools (Anthony, 2004).

Utilization of Antconc software for corpus Analysis

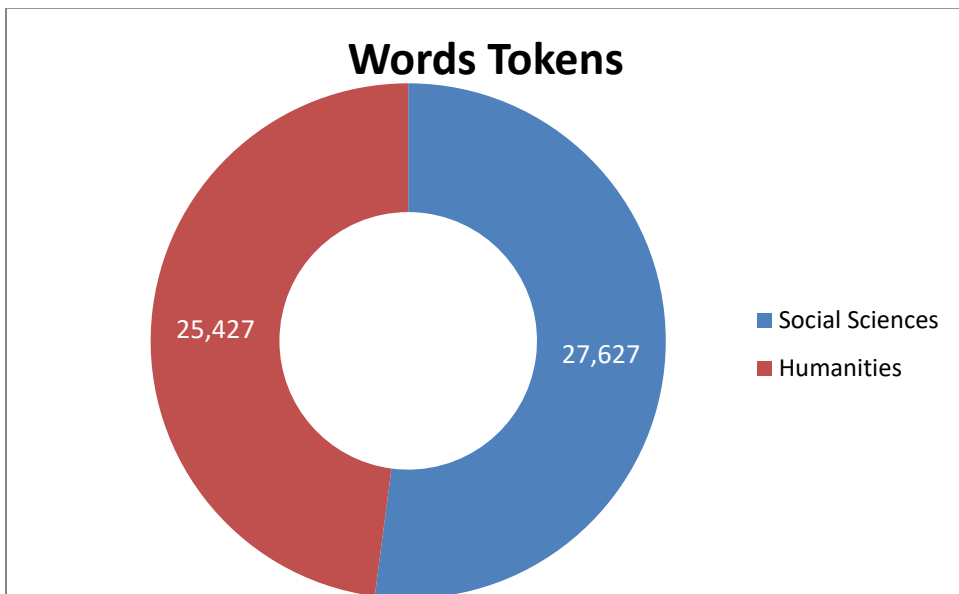
Corpora language data have grown in importance in language learning over the last ten years. Research on translation, stylistic analysis, and lexical development has all been enhanced through the application of corpora, Hunston (2002) asserts. Utilizing a data-driven method of education is one of their most important impacts on the field. Noguchi's (2002) work is known to emphasize the effectiveness of the method by explaining how science and engineering graduate students can enhance their writing skills through the study of small-sized corpora of their source domains (Anthony, 2004). AntConc is also cheap enough to be accessible to individuals, schools, and even less privileged universities (Anthony, 2004).

Results & Discussion

The current research utilized Ant Cone and Ant Mover software to analyze the corpus. Utilizing Ant Cone, the chosen corpus could be scrutinized in great detail for language structures and patterns, and great insights could be gained regarding the research questions and hypotheses. The software could be used to identify the most common words and phrases and their collocates, as well as co-occurring semantic fields. Also, Ant Cone allowed the creation of concordance lines, which showed language usage based on context. The findings derived from the application of Ant Cone and Ant Mover were instrumental in guiding the analysis and discussion of results of the research. For the research total of one hundred articles have been considered from the two fields, one is social science is another other is Humanities. Both of these fields contain their five subfields. The Corpus of this field is prepared with the assistance of AntConc software (Paramboor, Kamaruddin, & Al-Hudawi, 2025).

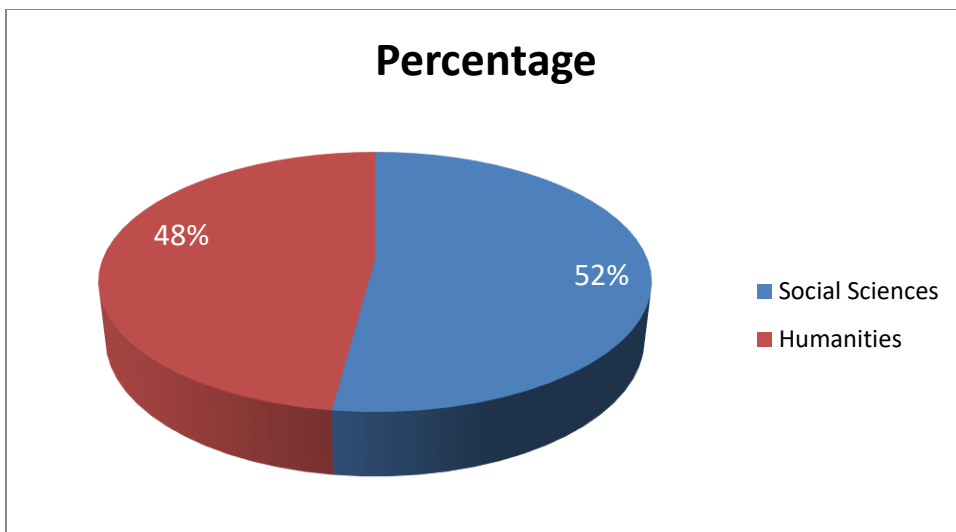
Table 2 Word Tokens in Both Fields

	Social Sciences	Humanities	Total Word Tokens
Words Tokens	27,627	25,427	52,424

Figure 15 Word Token in Both Fields

The word tokens in both fields is 52, 424 while the Social Sciences article contains a great number of word tokens compared to research articles in the Humanities. Word tokens of each sub-field are built independently and counted afterward with the assistance of both Ant Cone software as well as manually.

Figure 16: Frequency of Word Tokens



The observation in terms of research articles in both of these disciplines is the variation in the publication frequency. The finding of this study corresponds to the research of Teixeira da Silva and Dobránszki (2015), the publication frequency of social science research articles is more frequent compared with that of the humanities. The research compared the publication output of four big academic publishers between 2000 and 2014 and realized that social sciences had accounted for 56% of the total output, with humanities accounting for only 44%.

❖ **Structural interpretation**

This section focuses on Question #1, the similarities and differences in both fields' move structure. The corpus has been examined in light of Swales' (2004) "CARS" model as a model of reference. It should be noted that "The CARS" model has been commonly applied to macro analysis of introductions to RAs and dissertations across a broad range of fields, and that such a framework has, following these studies, been developed in its enhanced form. Swales' CARS model is appropriate for rhetorical analysis of introductions. The research employed Swales' (2004) CARS model in analyzing the rhetorical organization of the RA introductions (Solli&Ødemark, 2019). This model breaks down the introduction into "Move 1," "Establishing a territory," "Move 2," "Establishing the niche," and "Move 3," "Presenting the present study," with each further divided into subparts.

As can be observed from the diagram below, "Move 2" has been retained, whereas "Move 1" and "Move 3" have been altered. As the articles in the corpus were already segmented into separate portions, it was an easy task to locate the introductions. A particular move and step were assigned to every sentence in the introduction (Solli&Ødemark, 2019). Swales' (2004) "Move 1" described steps that differed from the authors' typical steps. Lewin et al. (2001) were referred to in this elaborate analysis of "Move 1," specifically in terms of their approach to the authors' centrality claims and the importance of the time (Solli&Ødemark, 2019). Researchers employ a broad range of lexical cues, such as "useful," "significant," and "interesting," to justify the originality of their research (Lewin et al., 2001). To assist authors in uncovering the "time frame of relevance" (2001), Lewin et al. expanded on certain lexical terms. Scholars have encountered a few hiccups in trying to locate and define the limits of moves (Khoury, 2006). There remains no argument regarding the labeling. We completed our quantitative and qualitative analysis of "Move 1" by examining the frequencies of manually labeled steps (Khoury, 2006).

❖ Moves in Corpus of Humanities:

Different Claims in Move 1 (Establishing the Centrality) of the Topic

The establishment of territory is the initial phase in Swale's CARS model. A general background statement that introduces the study issue and highlights its value is normally found in Move 1, which sets the research territory. One of the key components of Move 1 is the centrality claim, which asserts that the research problem is central to the field.

Table 3: Lexical signals in move 1 of the corpus

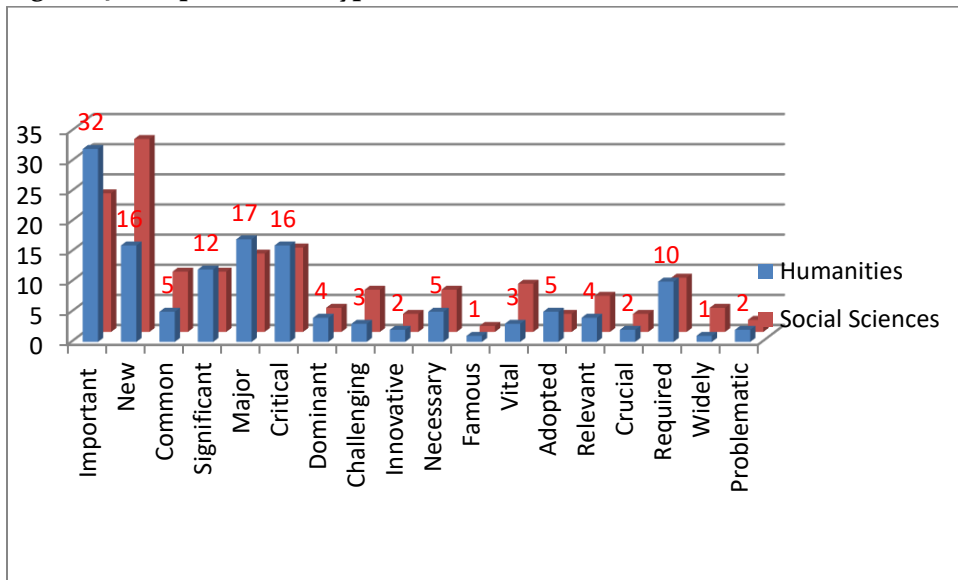
Types of Claims	Humanities	Social Sciences
Important	32	23
New	16	32
Common	5	10
Significant	12	10

Major	17	13
Critical	16	14
Dominant	4	4
Challenging	3	7
Innovative	2	3
Necessary	5	7
Famous	1	1
Vital	3	8
Adopted	5	3
Relevant	4	6
Crucial	2	3
Required	10	9
Widely	1	4
Problematic	2	2
Total	140	159

In the initial step of move 1, various types of signals are employed and recognized by various researchers and scholars, which are dominant, new, important, and common to their discipline. Generally, the occurrence of various categories of claims is high in social sciences. The findings are consistent with Wang's (2016), study

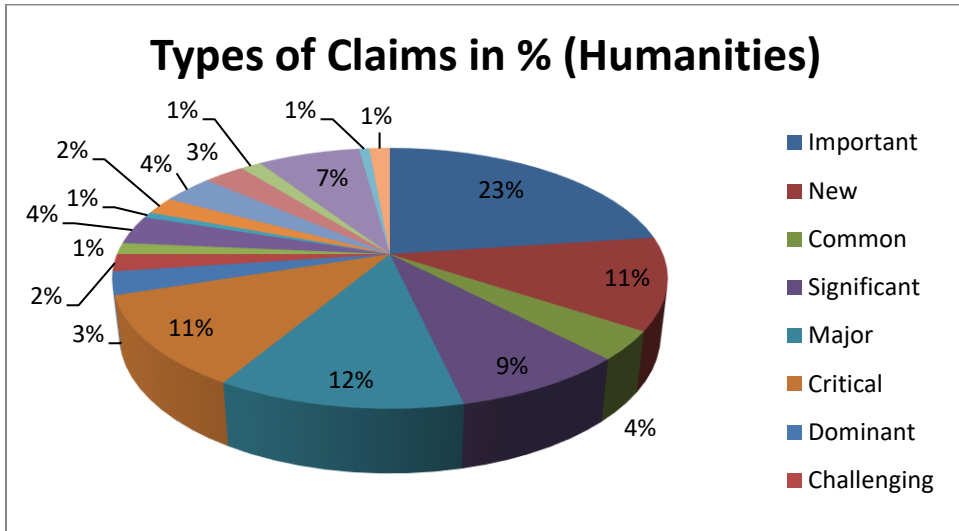
which surveyed the introduction parts of 60 research papers published in Applied Linguistics and concluded that most introductions used the move structure suggested by Swales involving the three sub-moves of Move 1. Figure 17: Frequencies of Types of Claims in Both Fields.

Figure 17: Frequencies of Types of Claims in Both Fields



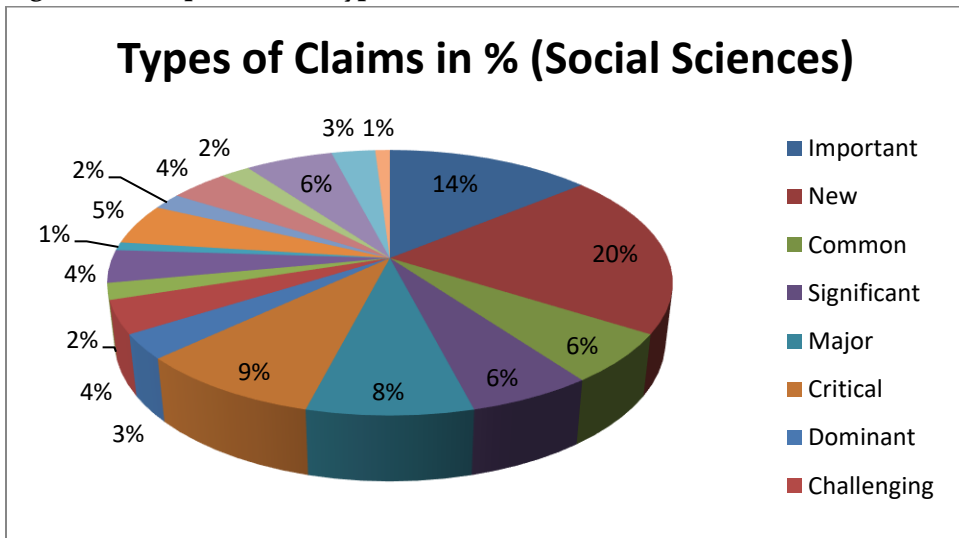
Different signals, which are prevalent, substantial, new, and dominant in their respective fields, are utilized and acknowledged by different scholars and scientists in move 1 step 1. Overall, the social sciences are extremely common in cases of different claim types. The results conform to Wang's (2016) research, which examined the introductions of 60 research articles in applied linguistics and found that the majority employed the move structure proposed by Swales and comprised the three sub-moves of Move 1.

Figure 19 Types of Claims in Social Sciences RAs



Major, important, and significant claims are the most typical types in the humanities. The weakest claims are "broad," "popular," and "groundbreaking." There can be fewer centrality claims in Move 1 due to the fact that humanities research is often more exploratory and potentially not necessarily a precise problem or issue that must be solved.

Figure 20: Frequencies of Types of Claims in Social Sciences RAs



In addition, social science research is often more interested in solving specific societal issues or challenges, and therefore, a clear articulation of the importance and relevance of the topic of study is required. In the social sciences, though, claims such as "new," "important," and "critical" abound.

Time Relevance

Time relevance in Move 1 is the extent to which the research subject is recent or up-to-date. This can be quantified by the rate at which references are made to recent events, recent studies, or other recent developments surrounding the research subject. For instance, a researcher can reference recent newspaper articles or policy developments concerning the research subject to establish its up-to-dateness. The time-relevance frequency of both disciplines is indicated below:

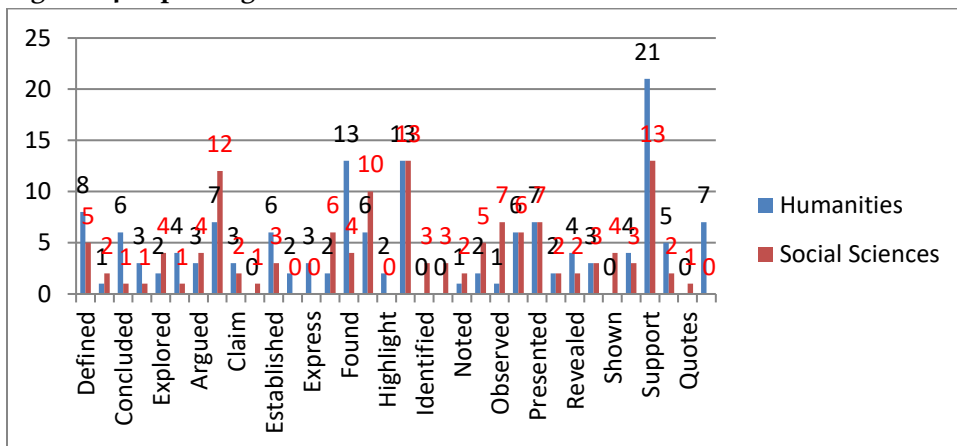
Table 4: Signals of Time Frame in Both Fields

Signals of Time Frame	Humanities	Social Sciences
Today	3	9
Past	10	10
Present	16	19
Future	23	14
Tomorrow	0	0
Century	9	9
Before	3	14
Earlier	1	2
In recent years	1	0

In past years	1	0
Later	6	1
Nowadays	0	0
Time	30	24
During	20	15
After	11	19
Decade	2	5
Contemporary age	0	0
Current	9	14
Era	2	3
Recently	6	6
Years	21	24
Present	16	19
Total	190	207

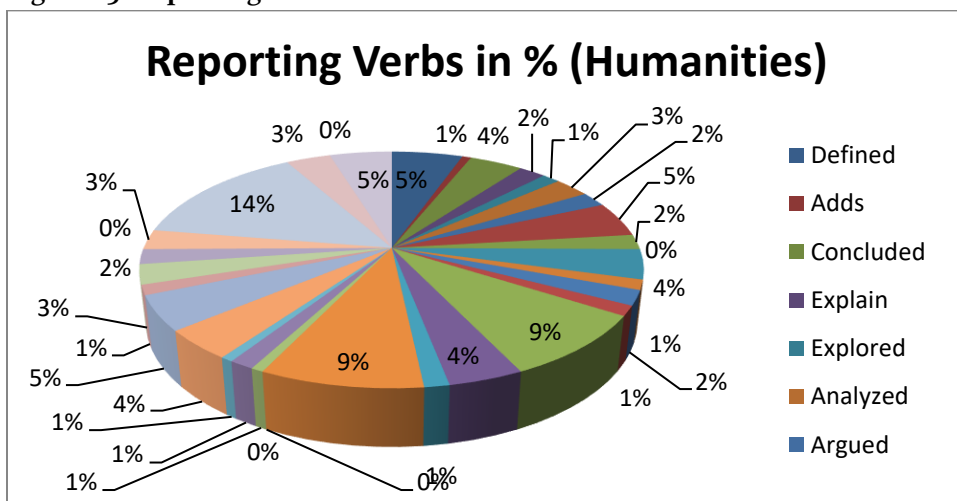
In these instances, the focus in Move 1 can be on offering a broader background that sets the stage for the importance of the study without necessarily highlighting its contemporary relevance. In the humanities research article, the time frame indicators like future, time, and during occur in large quantities. While in the field of social sciences, the time frame indicators, future, time, after, and years occur more in number.

Figure 24 Reporting Verbs in Both Fields



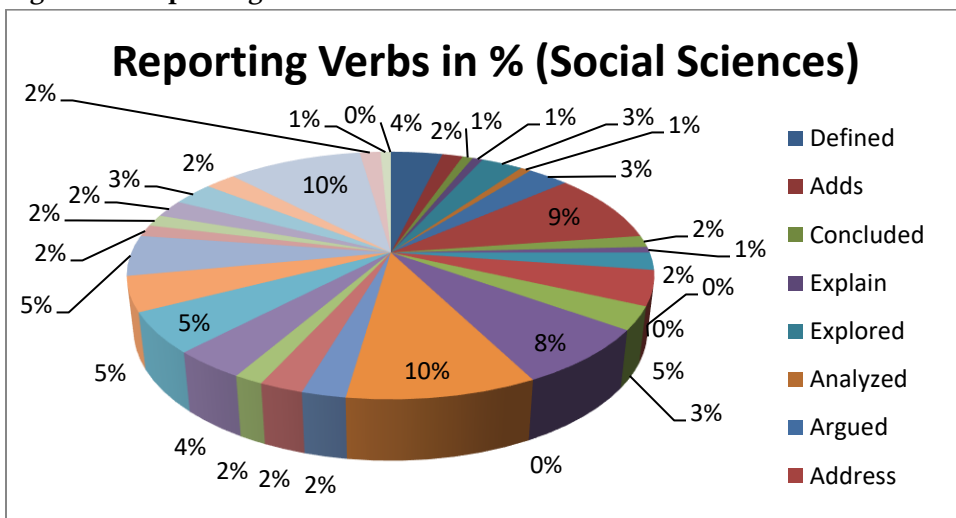
From the corpus analysis of research articles in the social sciences and humanities, it has been discovered that writers in the humanities discipline are likely to employ reporting verbs that are related to the rhetorical use of citation. The aforementioned finding coincides with Hyland, K. (2000) study. Hyland’s research compared research articles across six varied scholarly fields of study and determined that reporting verbs occurred more frequently in the humanities fields of literary criticism and philosophy.

Figure 25: Reporting Verbs in Humanities



The way reporting verbs are used in the two fields differs. The humanities are said to frequently rely on arguments that are more subjective or interpretive. The type of the research questions and technique is partly responsible for the higher frequency of reporting verbs.

Figure 26: Reporting Verbs in Social Sciences



Conversely, social science research, which frequently calls for the use of certain indicators to bolster assertions and arguments, has a broader range of evidence and an empirical character. Empirical studies are used in social science research, which means that another academics' work is not as heavily relied upon.

Lexical Signals for Move 2 in Corpus

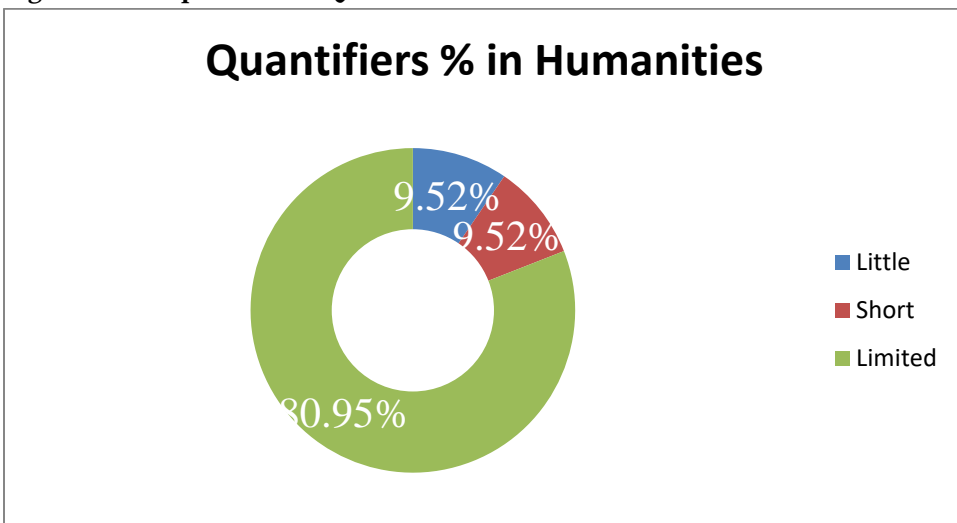
In terms of Swales' CARS model, Move 2 of an introduction of a research paper is typically known as "Establishing a Niche." This move aims to further define and narrow down the topic of research and to explain why the research is important or necessary. In Move 2, lexical signals are employed to present detailed information regarding the research niche and to establish the importance and relevance of the research. In the research article corpus in the social sciences and humanities, lexical cues for Move 2 can differ by discipline and topic area, but all aim to further narrow and specify the research focus, and to justify why the research is important or needed.

Quantifiers in Two Disciplines

Quantifiers	Humanities	Social Sciences
Little	2	5
Short	2	1
Limited	17	10
Total	21	16

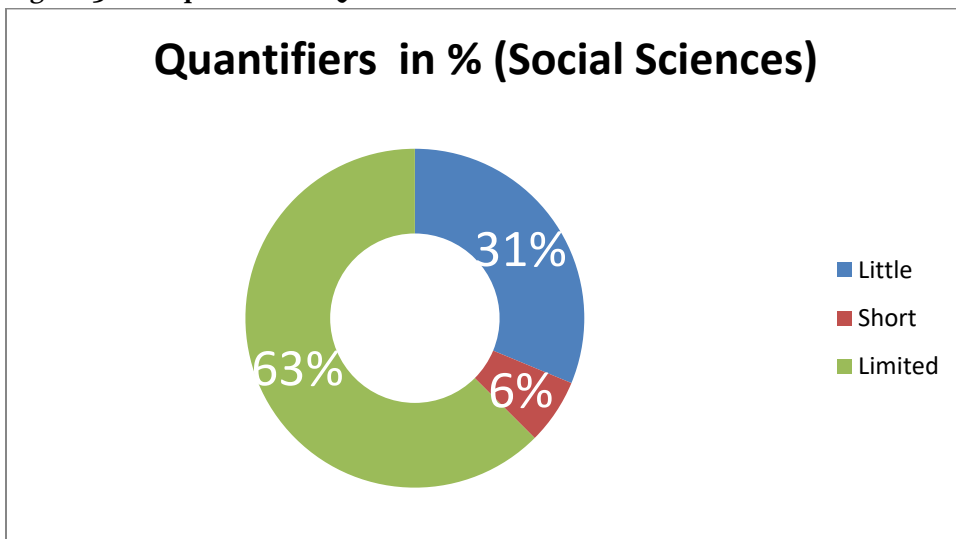
The scope and constraints of the research findings are made clearer by these quantifiers. Authors in the humanities are more likely to employ quantifiers to establish the knowledge gap in Move 2 of the introductory section, according to a corpus of research articles in the social sciences and the humanities.

Figure 28: Frequencies of Quantifiers in Humanities



Three quantifiers are visible in the humanities as shown in the charts above. The proportion of quantifiers in the humanities is also revealed by the frequency with which these quantifiers occur.

Figure 30: Frequencies of Quantifiers in Social Sciences



Instead of depending on quantifiers, authors in the social sciences may be more inclined to support the significance of the research issue with statistical data or actual proof. This is because social science research frequently entails more quantitative data analysis and hypothesis testing.

Lexical Negations

Lexical negations are just one of how authors may establish the significance of their research area in Move 2. Lexical negations are words or phrases that express a negative or contrasting relationship between ideas. To prove that there is a need for more research, words like "lack," "deficit," or "gap" could be employed to describe a deficiency or absence of information in a field.

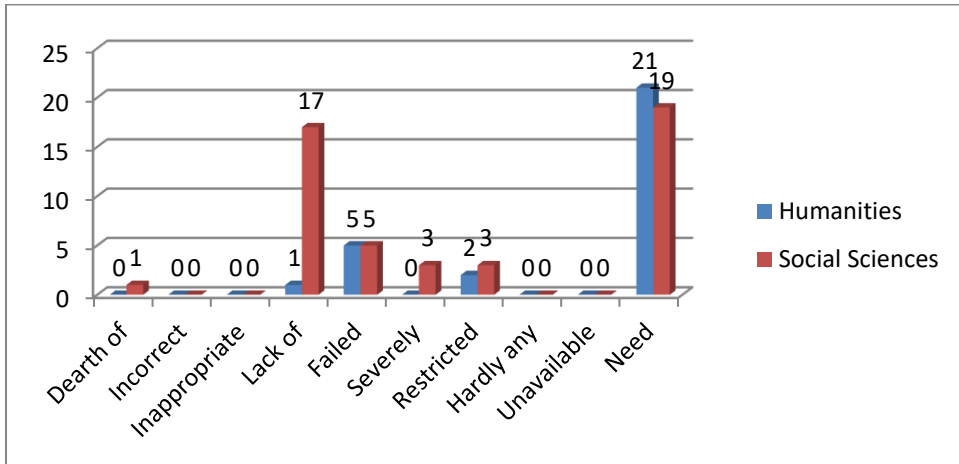
Table 7: Lexical Negations in RAs

Lexical Negations	Humanities	Social Sciences
Dearth of	0	1

Incorrect	0	0
Inappropriate	0	0
Lack of	1	17
Failed	5	5
Severely	0	3
Restricted	2	3
Hardly any	0	0
Unavailable	0	0
Need	21	19
Total	29	48

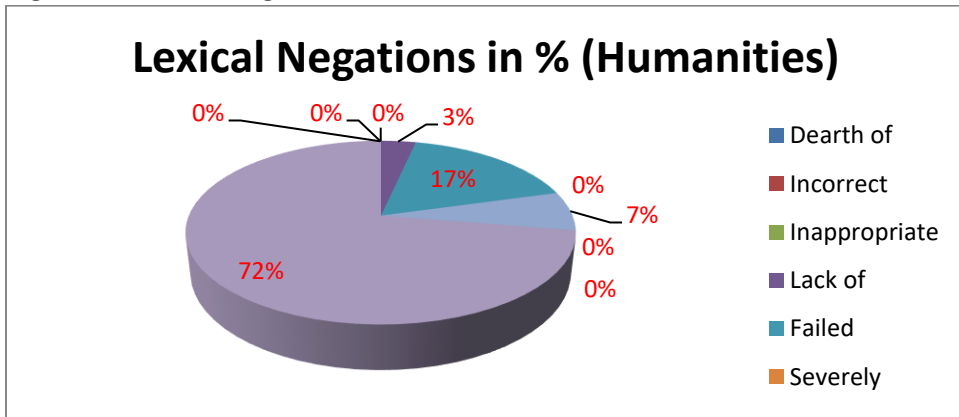
The application of lexical negations in corpora from different domains can differ depending on the specific study discipline and character of the research problem. To illustrate the necessity for additional research, writers in the humanities. In the social sciences, however, authors will sometimes use lexical negations to define a knowledge or understanding deficit that is to be satisfied through empirical research or data examination.

Figure 31: Lexical Negations in Both Fields



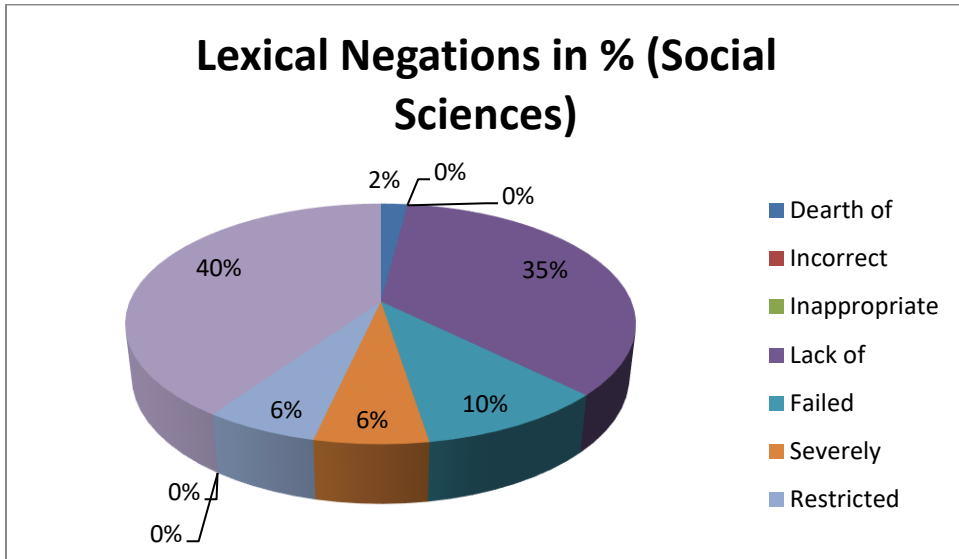
Lexical negations occur frequently in the social sciences. This might be because studies in this area are very analytical and critical. Accuracy and impartiality are its primary goals.

Figure 32: Lexical Negations in Humanities



In order to demonstrate the importance of their research issue, authors in the humanities may employ different forms of language or rhetorical techniques, and their work may rely more on interpretive reasoning. Lexical negations are less common in the humanities.

Figure 33: Lexical Negations in Social Sciences



Authors in the humanities, for example, might utilize lexical negations to describe an absence of focus or attention to a certain topic in the body of current literature. Lexical negations are more commonly used in the social sciences to indicate a lack of understanding or knowledge that can be addressed through data analysis or empirical research.

Contrastive Expression

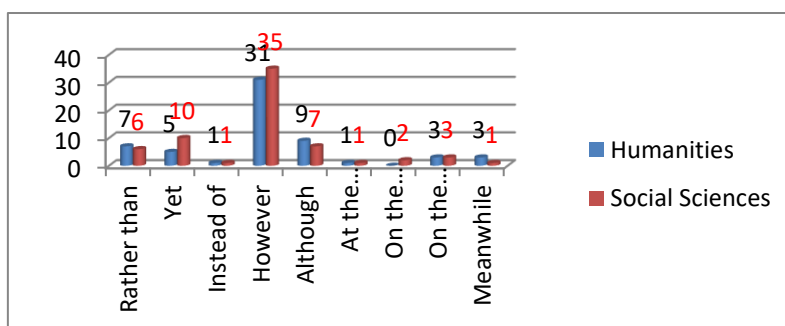
The purpose of using contrastive expressions is to draw attention to the dissimilarities or differences between two ideas or concepts.

Contrastive Expression	Humanities	Social Sciences
Rather than	7	6
Yet	5	10

Instead of	1	1
However	31	35
Although	9	7
At the same time	1	1
On the one hand	0	2
On the other hand,	3	3
Meanwhile	3	1
Total	60	66

In every field, the contrastive phrase "however" is employed most often. The contrastive phrases applied in the two disciplines are not so different from each other. Chen and Baker (2010) found that sociology publications employed contrastive markers more than the other three disciplines.

Figure 34 Contrastive Expression in Both Fields



The employment of contrastive expressions in the introduction section is a significant means for researchers to set up the importance of their research subject and to clarify the reason why their research is essential or worthwhile. Although the extent of the employment of contrastive expressions will differ according to the research field and topic, it seems to occur more frequently in the social sciences.

Presenting Verbs in Corpora

The verbs "to present" are those that report on the work of other researchers or scholars rather than doing their own work. The purpose of these verbs is to cite other people's work in order to back up the author's claims and arguments.

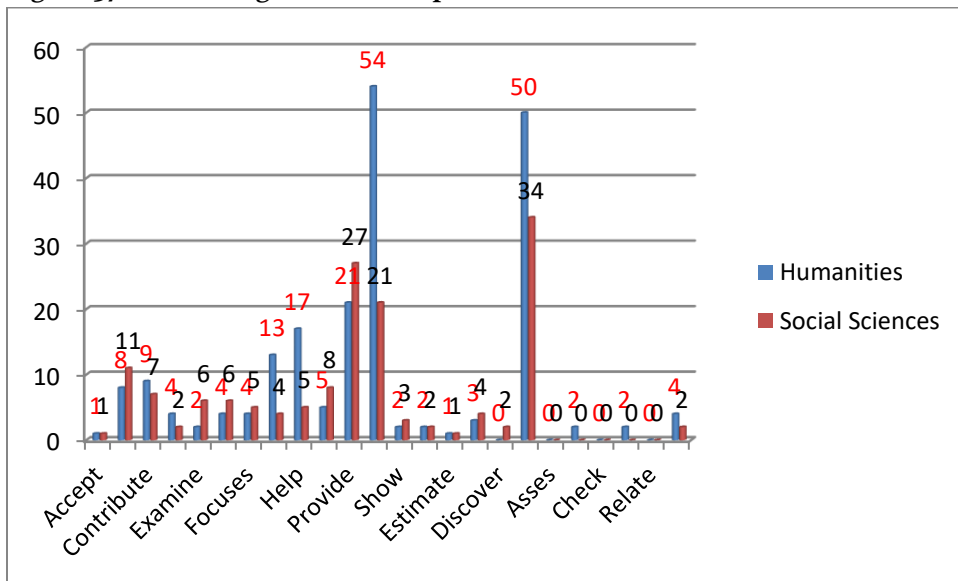
Table 8: Presenting verbs employed in the introduction section of two fields

Presenting Verbs	Humanities	Social Sciences
Accept	1	1
Aims	8	11
Contribute	9	7
Carried out	4	2
Examine	2	6
Enhance	4	6
Focuses	4	5
Found	13	4
Help	17	5
Investigate	5	8

Provide	21	27
Use	54	21
Show	2	3
Highlight	2	2
Estimate	1	1
Analyze	3	4
Discover	0	2
Study	50	34
Asses	0	0
Optimize	2	0
Check	0	0
Observe	2	0
Relate	0	0
Familiarize	0	0
	4	2
Total	208	151

The rate of presenting verbs is high in humanities disciplines since the type of research in humanities entails higher degrees of interpretation and analysis of texts, and thus authors need to interact with the works and arguments of other scholars more often to place their work. Research in social sciences tends to incorporate more empirical data analysis, which might not entail as much interaction with past scholarly work.

Figure 37: Presenting Verbs in Corpus



Result of structural interpretation

This section covers Question 2 and 3 of this paper. It explains the structural interpretation, differences in rhetoric, and generic structure variation of social sciences and humanities research papers that have been the focus of a great number of studies on how these types of texts tend to be organized. The section below outlines the grammatical and lexical characteristics employed by authors of both disciplines.

❖ Move 1: Establishing a Territory

The CARS model begins with "Establishing a Territory," the first step in which the research topic is introduced and placed within a larger context.

❖ **Centrality Claims**

Social science research articles will put a premium on the establishment of the centrality claim because social science research is intended to resolve complex problems or concerns in society. Humanities research, however, is normally centered on more theoretical or conceptual themes and may be more concerned with the topic's generalization and positioning the research in a larger intellectual tradition. Key, significant, important, necessary, critical, and major are most commonly used words in soothing the centrality in Humanities research papers' introductory sections, while the preferred lexical choices of authors for social sciences are important, new, critical, and major.

Examples from the Introductory section of the Humanities

- In a discussion on "remaking tradition," it is important to trace and reground this context... (His A&D, multi. txt).
- In our already urbanized planet, the major chunk of future urbanization will be concentrated in Asia and Africa... (U&T Plan, multi. txt).
- Examples from the Introductory section of Social Sciences
- These effects and mediators are important to dissect, as previous evidence suggests... (Sp-Edu (2) txt).
- A new concept of education now prevails, the full impact of which will probably be felt by the turn of the century... (His (2). txt).

❖ **The Frame of Relevance:**

The Establishing a Territory is also considered by setting the time frame of relevance. The time frame of relevance can be set by making reference to earlier research, historical occurrences, or present-day debates in the field. In the present research, the applicability of the time is more in the initial part of social sciences in move 1 and its applicability of the time period is less in the discipline of humanities.

Following are the instances of the time space of the applicability of move 1 in both disciplines:

Examples from the Introductory section of the Humanities

- We conclude by summarizing the findings and recommending directions for future research in this area (His, multi. txt).

- During the early period of Islam, when the Persian Emperor Khusraw Parvêz conquered the Byzantine... (His, (1). txt).
- Examples from the Introductory section of Social Sciences
- More than 70 years after the Partition, India and Pakistan continue to wrangle on major political and strategic issues (Inter-Rel (1). txt).
- Students born after 1980 are known as Digital Natives, or the Net Generation, and they were assumed... (Pak.S (GSSR). txt).

❖ **Topic Generalization**

Topic generalizations may be grounded on existing research, theoretical views, or conceptual models that offer a larger picture for the research. The occurrence of this step is lower in the Humanities than in the discipline of social sciences.

Examples from the introductory section of the Humanities

- Leaders of innovative technology companies and design firms often say that one must fail to innovate (His A&D (1). txt).
- It is a dominant feature in determining the bases of nationalism or ethnicity, as it represents a nation's identity and preserves its heritage (Lang & Lit, multi. txt).
- Examples from the introductory section of the Social Sciences
- In most Western countries, women currently outperform men in education but continue to experience significant disadvantages in the labor market, even when they complete higher education (G&W (2) HE. txt).
- Studies have proved that an ethical leader is a successful leader (Pak.S (2), txt).

❖ **Reviewing Prior Research**

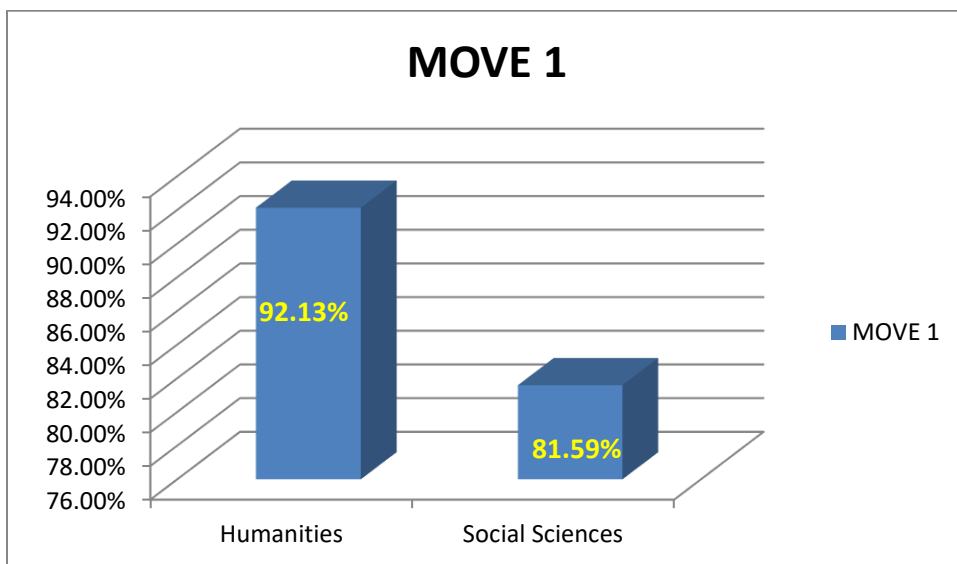
The third and last sub-step of "Establishing a Territory" is the examination of previous research in detail, which includes summarizing and assessing previous research on the subject. The application of this step is high while introducing humanities and lower in social sciences. Various reporting verbs are employed by writers of two disciplines. Application of such reporting words is presented by the examples provided below:

Examples from the introductory section of the Humanities

- Individual support, making the necessary accommodations as well as developing specific teachers' competencies (Sp-Edu, multi. txt).
- Though ETPB is a sound theoretical model, however, it does not include any evaluative beliefs... (Pak.S, multi. txt).
- Examples from the introductory section of the Social Sciences
- In this sense, and its clandestine military support of the Kashmir insurgency (Inter Rel (1). txt).
- Until and unless India and Pakistan address issues within their states... (Inter Rel (1). txt).

From the above analysis, it is found that reporting verb support is frequently used in two fields. Other than this, include and conclude are also higher in frequency in the introduction of humanities research articles, whereas social sciences have a higher frequency of address and focus.

Distribution of Move 1



Studies have shown that the frequency of move 1 is higher in research articles of social science as compared to the humanities. In a study of introductions to research articles, Hyland (2004) discovered that move 1 was used more in economics and sociology, social science subjects, than in biology, which is a natural science subject.

In the same vein, Pho and Swales (1994) discovered that move 1 occurred more in social science articles than in those of the humanities.

Move 2: “Establishing a Niche”

Step 2 of John Swales' CARS model is to create a niche. This step is normally found in the introduction section of a research paper and is intended to position the author's research within a particular academic community or field of study. The author begins this step by describing the general research topic and the available literature on the topic.

❖ Indicating a Gap

In this sub-step, the writer delineates a problem or void in existing research or literature that the study will fill.

Examples of Humanities

- Meanwhile, women find their experience limited due to discrimination, marginalization, harassment, and restricted mobility within public life (Pak.S, multi. txt).
- Viewing prosuming through the gender lens reveals a need for policies (G&W, ERSS.. txt).

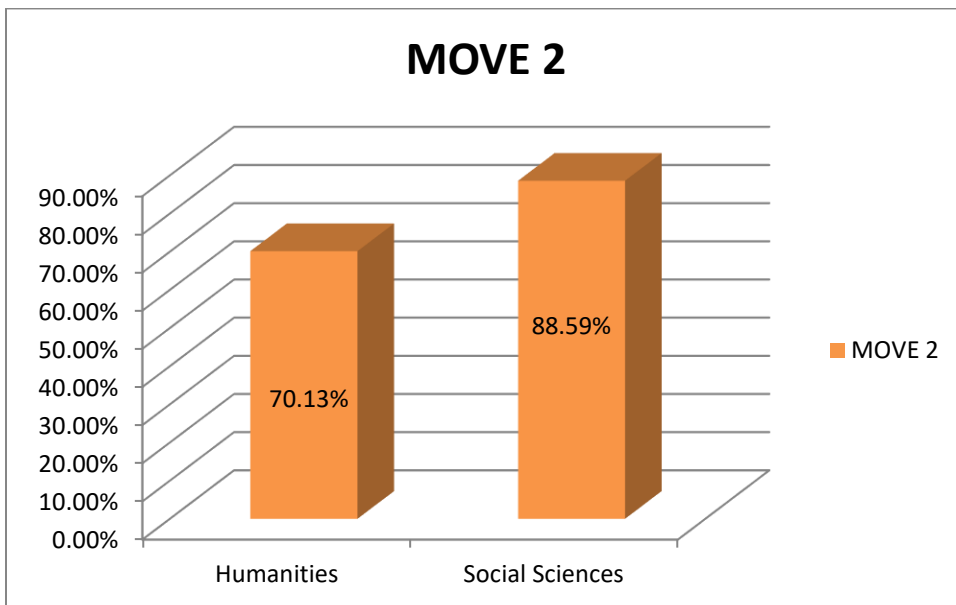
Example of Social Sciences

- With some exceptions, gender has generally been given little focus in the energy scholarship in the global North (G&W, ERSS Txt).
- This lack of commitment to normalize relations has led to disastrous consequences not just for these two countries (Inter Rel (1). txt).

Statement of Problem

The statement of the problem is a sub-step to Move 2 of John Swales' CARS model. Under this sub-step, the author defines a specific problem that will be solved by their research. The problem should be pertinent to the study area and must add to the current knowledge in any way. The problem statement usually comes after the identification of a gap and offers more detailed information about the problem that the author seeks to resolve.

Distribution of Move 2



Yang and Allison (2003) compared the move structures of research articles in applied linguistics (a social science field) and electrical engineering (a humanities field). The findings indicated that move 2 occurred more often in applied linguistics articles than in electrical engineering articles. Hyland and Tse's (2004) study also contrasted the move structures of research papers in two economics sub-disciplines, microeconomics (a social science discipline) and tourism economics (a humanities discipline). The results also suggested that move 2 was more frequently used in articles in tourism economics than in articles in microeconomics.

Move 3: "Occupying a Niche"

Move 3 in John Swales' CARS model is the action of filling a niche in a discourse community. A niche is an area of special expertise or interest in the discourse community that a writer or researcher can specialize in. Through this move, the author or researcher shows knowledge of the current research and literature in the niche by offering an extensive literature review relevant to the niche.

❖ Presenting the Present Work

In this step, the author provides an introduction to his or her study, encompassing the research questions, the method followed in conducting the research, and the primary findings or contribution of the study. The author articulates why his or her approach is innovative or distinctive and how it varies from previous research work in the area. The purpose of Move 3 is to give readers a precise idea of what the study is and what the most important findings or contributions are.

Examples of Humanities

- This research aims to demonstrate how multilingualism in the Pakistani context is responsible for constructing individual identities (Lang & Lit, multi, txt).
- The selected date is analyzed through comparative textual analysis of two texts and examining the differences between them (Trans-St (2). txt).
- Examples of Social Sciences
- To explore this issue and find ways to combat it, the present study tested whether an in-service teacher training program (Sp-Edu (2). txt).
- Nevertheless, it is noteworthy that most of these attempts were made in developed Western countries (Pak.S, multi, txt)

❖ Presenting the Present Work

Here, the author provides an overview of their research, such as the questions under investigation, the methodology adopted to carry out the research, and the findings or contribution of the study. The purpose of Move 3 is to give readers a clear idea about what the study is about and what the key findings or contributions of the study are.

Examples of Humanities

- This research aims to demonstrate how multilingualism in the Pakistani context is responsible for constructing individual identities (Lang & Lit, multi, txt).
- The selected date is analyzed through comparative textual analysis of two texts and examining the differences between them (Trans-St (2). txt).
- Examples of Social Sciences

- To explore this issue and find ways to combat it, the present study tested whether an in-service teacher training program (Sp-Edu (2). txt).
- Nevertheless, it is noteworthy that most of these attempts were made in developed Western countries (Pak.S, multi, txt)

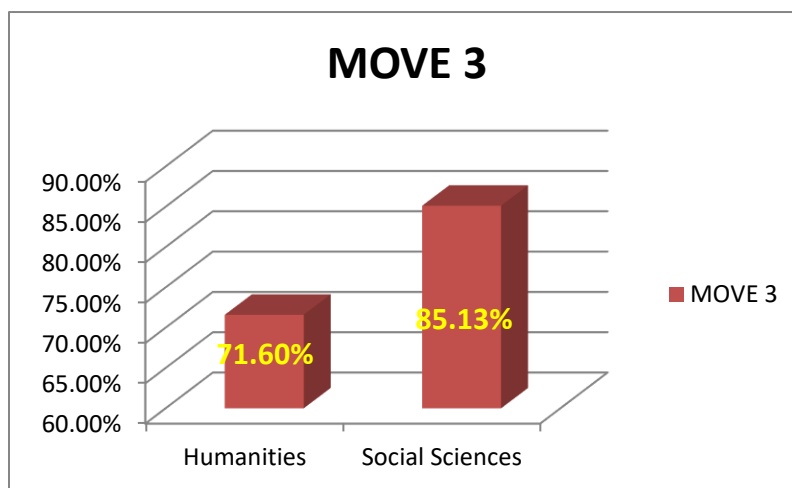
❖ **Announcing Principal Findings**

The summary and announcement of main findings ought to be brief and easy to understand. In order to prove that the writer has helped advance knowledge in the niche and the discourse community, this is an essential step.

Examples of Humanities

- The cartoons are often drawn to explain a principle or an idea about any person or thing (His (1). txt).
- Language knowledge is essential but insufficient to convey proper meaning whenever the translation of an idiom is there (Trans-St, multi. txt).
- Examples of Social Sciences
- Secondly, as the study of opposition to gender equality is still limited in drawing on the concept of resistance, this article also gives new insights into why there is a gap between GM in principle and practice (G&W, EJWS. txt).
- Maintaining the status quo is no longer a realistic alternative for companies (Pak.S (2). txt).

Distribution of Move 3



Move 3 exists primarily in the social sciences and to a lesser extent in the humanities. The findings indicated that move 3 occurred more in applied linguistics and management journal articles, both social science disciplines, compared to literary studies, a humanities field.

Discussion

An examination of the opening paragraphs of research articles from the humanities and social sciences reveals both commonalities and variations in rhetorical preferences. The preferred moves in both domains are summarized in the table below:

Table 9: The Summary of moves/steps in the introduction section

Moves/Steps		Humanities	Social Sciences
M1S1A	Claiming centrality	Less Preferred	Highly Preferred
M1S1B	Reference to time	Less Preferred	Highly Preferred
M1S2	Topic Generalization	Preferred	Highly Preferred
M1S3	Previous Research	Less Preferred	Preferred
M2S1A	Indicating a Gap	Highly Preferred	Preferred
M2S1B	Problem Statement	Missed	Missed
M2S2	Presenting Positive Justification	Less Preferred	Highly Preferred
M3S1	Presenting the Present Work	Preferred	Highly Preferred
M3S2A	Research objectives	Missed	Missed

M ₃ S ₂ B	Research Hypothesis	Missed	Missed
M ₃ S ₃	Definitional Clarification	Less Preferred	Preferred
M ₃ S ₄	Announcing the Principles outcomes	Preferred	Highly Preferred
M ₃ S ₅	Stating the Value of present research	Highly Preferred	Preferred
M ₃ S ₆	Outlining the Structure of Research	Preferred	Highly Preferred

The authors of Social Science studies were more likely to use move 1, which is applicable to a variety of types (e.g., claiming centrality, period applicability, topic generalization, and review of existing research), because it occurs more frequently in their work. The social science community has mixed feelings about Move 2, while the humanities community has made heavy use of Step 1. Hypotheses and research questions are rare, and there are only a handful of Moves are 3 steps that are absent from both domains. Although the frequency of the three model moves and steps varies across fields, they are all present in the data.

Conclusion

In conclusion, it answers the main research questions based on a comparative examination of the move structures in the introduction paragraphs of research articles (RAs) of social sciences and humanities. Applying Swales' (2004) CARS model, with some modifications, the study found that there are three primary moves: establishing a territory, identifying a niche, and occupying the niche. Yet these moves vary in pattern, frequency, and step patterns between the two fields. Significantly, the social sciences place greater weight on Move 1 (claims of centrality), whereas the humanities depend more on Move 3. Disciplinary variation, rhetorical tastes, and conventions of discourse drive these differences. The model was modified by adding more steps, including problem statements and reviews of prior research, underpinned by Lewin's categories. The research also uncovered unique generic headings and lexical cues employed in each discipline. While the two disciplines are part of soft disciplines and present rhetorical similarities, they differ

in their organizational patterns owing to their specific academic cultures. Contrarily, the hard sciences employ fewer and more fixed moves. In general, the results indicate the role played by disciplinary norms in shaping academic writing and attest to the argument that the genre construction of academic introductions is a product of the intellectual and cultural context of individual disciplines.

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