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Rhetorical Structure of Marketing Research Articles for Academic Writing

Darunee Dujsik
School of Humanities and Applied Arts
University of the Thai Chamber of Commerce, Thailand
darunee_duj@utcc.ac.th

Wei Zhu
College of Art and Sciences
University of South Florida, U.S.A.
weizhu66@gmail.com

Abstract
Genre-based research has provided valuable insights into the rhetorical structure of research articles in various disciplines. While previous investigations primarily focused on the analyses of individual sections of research articles (e.g., abstracts, introductions, methods, results, and discussions), few studies have investigated research articles in their entirety. Attempting to fill this gap, this study examined the complete rhetorical structure of 30 research articles published in three high-impact marketing journals in 2011. The authors adapted two research instruments after Kanoksilapatham's (2005) coding scheme for biochemistry research articles and used the modified scheme to analyze the corpus of approximately 275,000 words. Findings revealed a total of 9,266 move instances and a rhetorical structure comprising 17 different categories of rhetorical moves, out of which eight moves were found to be obligatory, seven moves conventional and two moves optional. Each move type could be realized by a series of steps ranging from two to seven. The findings regarding the rhetorical structure of marketing research articles contribute to genre research and provide input for academic writing courses as well as inform academic writing instructors of the teaching of reading and writing of research articles.

Keywords: *rhetorical structure, marketing research articles, academic writing*

1. Introduction

Over the past two decades, genre-based research has provided valuable insights into the rhetorical structure of research articles (RAs) in various disciplines. Previous investigations have analyzed various parts of the research article (RA) genre, including abstract (Hyland, 2000; Samraj, 2005), introduction (Hirano, 2009; Ozturk, 2007; Posteguillo, 1999; Samraj, 2002; Swales, 1990), methods (Berkenkotter & Huckin, 1995; Lim, 2006; Nwogu 1997), results (Brett, 1994; Bruce, 2009; Nwogu, 1997; Williams, 1999), and discussion (Basturkmen, 2012; Nwogu, 1997; Peacock, 2002; Swales, 1990). In contrast to a strong interest in analyzing these individual sections of RAs, only a few studies (Posteguillo, 1998; Kanoksilapatham, 2005; Ruiying & Allison, 2004) have focused on the rhetorical structure of RAs as a whole. However, analyzing the entire RA may yield unique insights regarding the larger rhetorical structure of RAs and the behaviors of the rhetorical moves throughout the research article. Further, given that analyses of the whole RAs have focused on the fields of medical research, biochemistry, and applied linguistics respectively, there is a need to analyze RAs in other disciplines, particularly in business, which remains under-explored. Considering the increasing demand for business courses in public and private universities in Asia (Lim, 2006) and other continents as well as heightened institutional expectations on faculty members in the marketing field to publish their work in peer-reviewed journals (Mort, McColl-Kennedy, Kiel &Soutar, 2004), an examination of the rhetorical structure of business research articles has high theoretical and practical values in the fields of marketing and applied linguistics.

Swales' (1981, 1990) analysis of the rhetorical structure of academic texts in terms of moves and steps began an era of genre research. According to Swales (2004), a move refers to a discoursal segment that is associated with communication purposes. Swales' three-move model for analyzing article introductions, popularly known as Create a Research Space (CARS) model (1990, 2004), consists of Move 1[1]: Establishing a territory, Move 2: Establishing a niche, and Move 3: Occupying the niche, with each move realized via a series of steps. Swalesian CARS model has motivated a number of investigations of the rhetorical structure of RA introductions in various disciplines. Results of such investigations indicate that introductions in RAs from various disciplines generally adhere to Swales' CARS model with some variation.

Genre research has also examined rhetorical moves in other conventional sections of RAs including Methods, Results, and Discussion, and findings show similarities and differences in terms of the moves used in RAs from different fields. For instance, Lim (2006) reported three major moves in the methods section of management RAs: describing data collection procedures, delineating procedures for measuring variables, and elucidating data analysis procedures. Using Brett's (1994) categories of metatextual, presentation, and comment occurred in sociology papers, Williams (1999) analyzed the result sections of medical papers and confirmed the existence of these three moves. Basturkmen (2012) examined RA discussions in the Dentistry and found the following six moves: M1: background information, M2: Summarizing results, M3: Reporting a result, M4: Commenting on that result, M5: Evaluating the study, and M6: Implications for further research and/or clinical practice or policy. Out of these six moves, Moves 3 and 4 were found to be obligatory occurring in 100% of the corpus.

Only a few RA genre analysts have investigated the overall rhetorical structure of RAs. Nwogu (1997) analyzed 15 medical research papers and identified 11 moves, nine of which were found to be normally required and two optional). Influenced by Swales' model (1990), Kanoksilapatham (2005) examined how 60 biochemistry research articles were structured and discerned 15 distinct moves: three moves for introduction, four for methods, four for results and four for discussion. She reported that the introduction sections of biochemistry RAs generally conformed to the CARS model with variations in terms of the presence and sequence of moves. For the methods section, Kanoksilapatham found Moves 4 and 5 (Describing materials and Describing experimental procedures) to be obligatory (i.e., the move had a frequency of occurrence of at least 60%) while Moves 6 and 7 (Detailing equipment and Describing statistical procedures) to be optional. The four moves in the results sections comprised Stating procedures, Justifying procedures or methodology, Stating results, and Stating comments, all of which were found obligatory. The moves identified in the discussion sections included Contextualizing the study, Consolidating results, Stating limitations of the study, and Suggesting further research. The first three moves were obligatory and the last one optional. Overall, looking at biochemistry RAs as a whole, Kanoksilapatham outlined the rhetorical structure consisting of 15 moves, three of which were deemed optional. Multiple steps were associated with 12 of the moves.

Nwogu (1997) and Kanoksilapatham's (2005) studies have aided the readers' understanding of the rhetorical structure of RAs in medicine and biochemistry by not only providing a fuller framework of the rhetorical organization of research articles in the focused fields but also allowing readers to see how moves and steps are distributed throughout RAs. With a goal to understand the rhetorical structure of marketing research articles, the researchers adapted Kanoksilapatham's (2005) move structure to identify moves and steps used in marketing research articles. Marketing was chosen as one of the important subfields of business, others being accounting, finance, and management. Importantly, scholars in marketing find it extremely challenging to get their work published in peer-reviewed journals (Summers, 2001). Likewise, students and novice researchers in the field of applied linguistics have experienced similar difficulties in publishing their research articles in referred journals due to the lack of knowledge of rhetorical organization of research articles and the English language writing skills (Flowerdew, 2001). *The researchers aim to provide useful information regarding the rhetorical structure of research articles and teaching implications for academic writing teachers to assist students or novice researchers in writing their research articles.*

2. Research Methodology

2.1. Compilation of the corpus

Thirty research articles (approximately 275,000 words) published in 2011 were randomly selected for analysis, ten each from three high-impact journals in the field of marketing; namely, *Journal of Marketing*, *Journal of Marketing Research*, and *Journal of Consumer Research*. These journals were chosen based on high impact factors released in 2010 Journal Citation Reports. Both the number of journals sampled as well as the number of articles sampled from each journal are similar to those reported in published studies on move analysis (e.g., Hirano, 2009; Lim, 2006; Ozturk, 2007; Yang & Allison, 2003).

2.2 Analysis procedure

The analysis procedure consisted of two major steps: (a) development of a coding scheme; and (b) application of the coding scheme to the analysis of our corpus.

A. Development of the coding scheme. The coding scheme underwent two major cycles of development. During the first cycle, the researchers adapted Kanoksilapatham's analytical scheme by applying it to the coding of three articles in our corpus, one each from the three chosen journals. The researchers independently coded each article, and considered both the linguistic cues as well as the content conveyed in the texts being coded to determine moves and steps. Following conventions in move analysis (Kanoksilapatham, 2005; Swales 1990), distinct moves were identified within the different sections of the research article. During this process, each researcher took notes of the categories of moves and steps in Kanoksilapatham's coding scheme which were not applicable to the articles we were coding (e.g., Move 4 Describing materials and Move 6 Detailing equipment) as well as portions of the selected articles which could not be readily accounted for by Kanoksilapatham's analytical scheme. After independently coding each article, the researchers met to compare the obtained results and discuss the necessary modifications of Kanoksilapatham's analytical scheme. The coding of each article led to modifications of Kanoksilapatham's analytical scheme, and each modified version was applied to the next article being coded to test the fit between the modified analytical scheme and the marketing article being coded. Issues that arose from the coding process were discussed and agreement concerning how to resolve them was reached. The second step entailed the coding of another set of articles using the modified version of the analytical scheme. This time, the articles were coded together and compared after coding each section of an article. The researchers discussed further changes of the analytical scheme and agreed on the necessary modifications. The outcome of this round of coding and discussion was an analytical scheme, consisting of 17 moves and multiple steps under each individual move.

The second cycle involved revision of the analytical scheme the researchers developed. During this process, we added new moves, consolidated existing moves, and adjusted steps within some moves. This cycle resulted in a refined 17-move analytical scheme. Table 1 presents the moves and steps in our analytical scheme. As seen from Table 1, the first three moves in the analytical scheme are almost identical to those in Kanoksilapatham's analytical scheme. The researchers added Move 4 "Creating the context for current study" and Move 5 "Anchoring the current study" to reflect an important feature of marketing research articles (i.e., discussion of conceptual frameworks and related research), and modified, renamed, or added moves associated with the Methods section in Kanoksilapatham's scheme (Moves 4 to 7). Move 17 "Concluding the study" was also added to the scheme.

Table 1: Move Structure of Marketing Research Articles

Move/step
Introduction
Move 1: Announcing the importance of the field
Step 1: Claiming the centrality of the topic
Step 2: Making topic generalizations
Step 3: Reviewing previous research
Move 2: Preparing for the present study (establishing a niche)
Step 1: Indicating a gap
Step 2: Raising a question
Move 3: Introducing the present study (occupying the niche)
Step 1: Stating purpose/focus/main question/hypothesis
Step 2: Describing procedures
Step 3: Presenting findings
Step 4: Claiming significance of the present study
Step 5: Explaining the organizational structure of the current article
Related Literature
Move 4: Creating the context for current study
Step 1: Presenting knowledge claims based on existing research literature
Step 2: Supporting/illustrating knowledge claims with research evidence or examples
Step 3: Drawing conclusion/premises from previous findings/established knowledge
Step 4: Highlighting the gap(s) in existing research
Step 5: Introducing the next section on established knowledge
Move 5: Anchoring the current study
Step 1: Connecting current study to established knowledge in the field
Step 2: Presenting purpose/premise/focus/(expected) results of the reported study
Step 3: Presenting or referring to theoretical/conceptual framework and definitions

relevant to/underpinning the current study
Step 4: Presenting specific research hypotheses tested in the current study
Step 5: Explicating methodological decisions for testing hypotheses and provide rationale based on research literature

Methods

Move 6: Describing context, sample/participants and design
Step 1: Describing setting
Step 2: Describing research sample/participants and sampling procedures
Step 3: Providing background information of sample/participants/Justifying sample selection
Step 4: Describing research design

Move 7: Describing research data and procedure
Step 1: Describing data sources and features
Step 2: Explaining data collection approach and procedures
Step 3: Providing background of the procedures/ Justifying data collection procedures

Move 8: Describing research instruments and measurement scales
Step 1: Describing development or adaptation of the instrument
Step 2: Substantiating soundness of instrument (validity and reliability)
Step 3: Presenting the content of instrument/measurement scale

Move 9: Describing data analysis procedures
Step 1: Describing aims and purposes of research
Step 2: (Re) stating research questions
Step 3: (Re) presenting hypothesis
Step 4: Explaining analytical procedure

Results

Move 10: Stating results
Step 1: Justifying procedure/methodology
Step 2: Referring to stated hypotheses
Step 3: Presenting results
Step 4: Substantiating or Validating results

Move 11: Stating comments on the results
Step1: Explaining results
Step2: Interpreting results
Step3: Evaluating current findings

Discussion

Move 12: (RE) Contextualizing the study (focus on established knowledge)
Step 1: Describing established knowledge
Step 2: Presenting generalizations, claims, deductions, research gaps in previous research

Move 13: Consolidating results (focus on the current study)
Step 1: Restating key features of the study
Step 2: Stating selected findings
Step 3: Comparing and/or contrasting findings
Step 4: Making overt claims, generalizations, conclusions
Step 5: Offering alternative explanations
Step 6: Stating practical implications
Step 7: Introducing upcoming study/experiment

Move14: Stating Limitations of the present study
Step 1: Stating limitations about the findings
Step 2: Stating limitations about the methodology

Move 15: Suggesting further research
Step 1: Suggesting research questions/domain/direction

Step 2: Suggesting research methodology

Conclusion
Move 16: Highlighting the current study
Step 1: Restating the importance of the topic
Step 2: Restating key features of the study
Step 3: Restating key findings
Step 4: Claiming the significance of the study
Move 17: Projecting future research
Step 1: Suggesting further research
Step 2: Closing the article

B. Analysis of the corpus. To estimate the reliability of our revised coding scheme, each of the two researchers independently coded six randomly selected articles (20% of the corpus), two of each from the three journals. Codes assigned by the two researchers were compared. Table 2 presents coder agreement per different sections of the RA. With high reliability estimates of 95.63% on average, the next step was to apply the revised coding scheme to our corpus. Researcher 1 coded 12 articles, and Researcher 2 coded the rest of the corpus. During this process, both researchers adhered to the analytical scheme and the definitions of moves, and used the sets of articles in corresponding categories as anchor texts to check the researchers' coding if questions arose.

Table 2: The inter-coder reliability of the six sections in percentage

Section	Percentage
Introduction	95.59
Related Literature	94.97
Methods	98.86
Results	96.00
Discussion	94.80
Conclusion	93.55
Average	95.63

3. Results

The researchers successfully applied the analytical scheme of 17 rhetorical moves to the corpus of this study and captured 9,266 move instances. Each move was accompanied by a series of steps ranging from 2 to 7. These 17 moves can be divided based on the RA sections in which they appear: three moves for the Introduction section[2], two for the section on related literature[3], four for the Methods section, two for the Results section, four for the Discussion section, and two for the Conclusion section. We identified eight obligatory moves, which have a 100% occurrence rate, and seven conventional moves following Kanoksilapatham's (2005) criterion of a 60% appearance rate for determining conventional moves. The other two moves were deemed optional given their low occurrence rate (20% and 10% respectively). These moves and their frequency of occurrences are presented in Table 3. It is important to note that not all moves and steps associated with a particular move may appear in an individual article and that within each section of the RA, the moves and associated steps may appear in an order different from that presented in Table 1.

Table 3:

Frequency of Moves in Marketing Research Articles

Move	Frequency of occurrence (%)
Introduction	
Move 1: Announcing the importance of the field	100
Move 2: Preparing for the present study (Establishing a niche)	90
Move 3: Introducing the present study **(**occupying the niche)	100
Related Literature	
Move 4: Creating the context for current study	100
Move 5: Anchoring the current study	100
Methods	
Move 6: Describing context, sample/participants and design	97
Move 7: Describing research data and procedure	100
Move 8: Describing research instruments and measurement scales	63
Move 9: Describing data analysis or procedures	100
Results	
Move 10: Stating results	100
Move 11: Stating comments on the results	60
Discussion	
Move 12: (RE) Contextualizing the study (focus on established knowledge)	87
Move 13: Consolidating results **(**focus on the current study)	100
Move 14: Stating Limitations of the present study	67
Move 15: Suggesting further research	90
Conclusion	
Move 16: Highlighting the current study	20
Move 17: Projecting future research	10

The following sections describe the individual moves along with descriptions of steps and sample excerpts drawn from our corpus for purpose of illustration. The researchers indicate the source of each excerpt by providing the abbreviation of the journal title (e.g., JM=Journal of Marketing, JMR=Journal of Marketing Research, and JCR=Journal of Consumer Research) and the number assigned to the article from a particular journal.

3.1 The introduction section

The purposes of Introduction are to inform the reader that the field being investigated is important and to introduce the study. Three moves appear in this section: M1: Announcing the importance of the field, M2: Preparing for the present study, and M3: Introducing the present study.

Move 1: Announcing the importance of the field states the importance of the topic of the study. It establishes the value of the study and the centrality of the topic studied, presents general claims concerning the topic under investigation, and informs the audience of relevant findings reported by past research. Identical to Kanoksilapatham's (2005) results, three steps are associated with M1. Examples of the three steps of M1 are presented below.

Move 1, Step 1: Claiming the centrality of the topic

In recent years, strategic issues in emerging economies have attracted increasing attention in marketing strategy and relationship marketing literature. [JM 9]

Move 1, Step 2: Making topic generalizations

Researchers and practitioners frequently rely on surveys to gain insights into consumers' attitudes, preferences, and beliefs. [JMR 2]

Move 1, Step 3: Reviewing previous research

Prior research has shown that the majority of people estimate that they are above average at driving, using a computer mouse, telling jokes, investing, and securing jobs (Kruger 1999; Kruger and Burrus 2004; Svenson 1981). [JCR 5]

Move 2: Preparing for the present study informs the reader of inconsistent findings reported by previous research or points out gaps that need to be filled or raise questions relevant to the current study. There are two steps in this move.

Move 2, Step 1: Indicating a gap

To the best of our knowledge, this contrast effect when information is presented after trial has never been previously observed. [JCR 9]

Move 2, Step 2: Raising a question

Will consumers discount ambiguous reviewers because of skepticism about the reason for the "missing" reviewer information? [JMR 6]

Move 3: Introducing the present study (occupying the niche) introduces the current study through stating research aims or goals and questions or hypotheses, highlighting main procedures used in the study, drawing the audience's attention to key findings, stating the importance of the study, and indicating the overall organization of the article. Five steps are associated with this move.

Move 3, Step 1: Stating purpose/focus/main question/hypothesis

We propose that while some individuals will prefer and dedicate their attention to such direct of supporting the system, others will prefer more understated and indirect (both of which can be revealed by exploring an individual's consumption patterns). [JCR 2]

Move 3, Step 2: Describing procedures

We use a field experiment to generate a unique panel data set of daily clicks, orders, and cost for multiple keywords in the sponsored search and campaign of an online retailer and then use a hierarchical Bayesian model to analyze the probabilities of clicking and ordering in this environment. [JMR 1]

Move 3, Step 3: Presenting findings

Consistent with the moderator hypotheses, we find that an unanticipated increase in current-period earnings enhances the positive impact of unanticipated changes in brand quality on stock returns but mitigates their deleterious effects on change in systematic risk. [JM 1]

Move 3, Step 4: Claiming significance of the present study

Overall, this work offers several contributions. We not only provide new insights for system justification theory by demonstrating that people will defend their systems differently based on their level of confidence in the system, but we also demonstrate how consumption choices play an important role in this defense of the system. [JCR 2]

Move 3, Step 5: Explaining the organizational structure of the current article

We organize the remainder of this article as follows: In the next section, we present the conceptual framework for our model and analysis, drawing on the relevant literature whenever possible. Then, we discuss our data and methodology. Following this, we present our empirical results and discuss the implications of our findings for researchers and managers. [JM 4]

All articles in this marketing corpus contained M1: Announcing the importance of the field and M3: Introducing the present study whereas 27 out of 30 articles (90%) had M2: Preparing for the present study. Thus, Moves 1 and 3 are obligatory while Move 2 is conventional. Moves 1, 2 and 3 often occurred sequentially.

3.2 The related literature section

In the obtained corpus, this section appears under various headings such as "Theory and hypothesis," Theoretical framework," "Theoretical background," "Conceptual development," "Related literature," and "Hypothesis development." The purposes of this section are to create a context for the current study by discussing established knowledge in the field as well as gaps in the knowledge and to anchor the study by emphasizing its purpose, premise, focus, or expected results of the study and discussing its theoretical framework and hypotheses. Two moves appear in this section: M4 Creating the context for current study and M5 Anchoring the current study.

Move 4: **Creating the context for the study** discusses established knowledge on the research topic, draws conclusions/premises from the established knowledge, and highlights gaps in existing research. Five steps are associated with this move: Step 1: Presenting claims on the research topic; Step 2: Supporting/illustrating claims with research evidence or examples; Step 3: Drawing conclusions/premises from previous findings/established knowledge; Step 4: Highlighting the gap(s) in existing research; and Step 5: Introducing the next section on established knowledge. This is perhaps the move within which the order of the steps is the most flexible, as demonstrated by the example below.

Despite visual appeal being one of the driving factors in new product design, and despite widespread use of visual imagery in advertising and marketing research, the marketing literature has been rather silent on the role visual processing plays in schema-based evaluation (Step 4). Although a schema can be loosely defined as a cognitive framework or concept, the term is not reserved exclusively for conceptual properties. (Step 1) In fact, subsequent to George Mandler's (1982) schema congruity hypothesis, Jean Mandler (2000) advocated for what she referred to as image schemas, whereby meaning is formed through a redescription of perceptual inputs. (Step 2) Hence, image schemas can be incongruent if perceptual inputs (what we see) do not align with expectations (what we expected to see). (Step 3) [JCR 8]

Move 5: Anchoring the current study connects the current study to previous research and provides the theoretical framework guiding the study. It also defines and discusses key constructs and presents research hypotheses tested in the study, sometimes with an explanation of how the hypotheses are tested. This move may precede or follow M4 and ordering of steps within the move may be flexible.

Thus, on the basis of prior work suggesting that coping with self-esteem threats depletes self-regulatory resources (e.g., Schmeichel and Martens, 2005) (Step 1), the researchers predict that the resource –depleting effect of decision delegation (relative to independent decision making) can be recreated by simply reminding consumers of a decision that they delegated in the past (Step 2). H3: Remembering a decision that a person delegated in the past depletes self-regulatory resources more than remembering an independently made decision (Step 4). Testing H1 and H2 entails randomly assigning participants to either a delegated decision condition or an independent decision condition. (Step 5) [JMR 10]

M4: Creating the context for current study, and M5: Anchoring in the current study were found in all articles (100%) in the obtained corpus. Thus, both moves are obligatory in the articles the researchers analyzed.

3.3 The methods section

This section describes sample/participants, research design, data collection procedures, research instruments and/or measurement scales, and data analysis procedures. The following depicts the four moves found in this section and the associated steps along with excerpts drawn from the corpus.

Move 6: Describing context, sample/participants and design describes the research setting, the sampling method, and the background and characteristics of the participants. It also discusses the research design chosen for the study. Four steps are found to be associated with this move.

Move 6, Step 1: Describing setting

The first four studies were conducted in Hong Kong, and the last two studies were conducted in Singapore. All studies were run in small controlled lab sessions with participants assigned to separate partitioned stations equipped with computers and headphones, which were used to administer the relaxation manipulation. [JMR 3]

Move 6, Step 2: Describing research sample/participants and sampling procedures Participants were 163 students who participated in exchange for course credit. [JCR 5]

Move 6, Step 3: Providing background information of sample/participants / Justifying sample selection

Both domestic and foreign firms in China use local managers for their network building (Li, Poppo, and Zhou 2008), so we selected local senior managers (e.g., chief executive officer, general manager, senior marketing manager) as key informants and conducted the interviews in Chinese. [JM 9]

Move 6, Step 4: Describing research design

This experiment was a between-subjects design manipulating the difficulty of a DIY quiz (easy quiz vs. difficult quiz). [JCR 5]

Move 7: Describing research data and procedure provides information about data sources and data collection procedures and offers relevant background information as well as a justification for the chosen data collection procedure. Unlike M6 above which is concerned with a discussion of the sample (often human participants) and procedures related to sampling, M7 is concerned with a discussion of data elicitation/collection procedures, often a recount of the steps that participants go through in producing data for the study. Four steps are identified under this move.

Move 7, Step 1: Identifying data sources and features

We obtained an Information Resources Inc. panel data set from a major metropolitan area for this study. [JM 4]

Move 7, Step 2: Explaining data collection approach and procedures

Participants completed the study over the Internet using their personal computers. They learned that they would participate in two unrelated studies. The first part, which included the reminder manipulation, was presented to participants as "Study 1—Brand Logo Preference and Personality." To conceal the true purpose of the study, participants were told that the study was designed to help understand how people's preference for brand logos is related to their personality. [JMR 10]

Move 7, Step 3: Providing background of the procedures/ justifying data collection approach/procedures

Every year, Harris Interactive conducts an online survey of 20,000–43,000 consumers for approximately 1000 brands. Each consumer is asked to rate a brand's perceived quality on a scale from 0 ("unacceptable/poor quality") to 10 ("outstanding/extraordinary quality"), with each brand being rated by at least 1000 consumers. For each brand, the brand quality score is the weighted average of consumer responses. The weights assigned are based on matching the sample's demographic composition to the demographic composition of the United States. [JM 1]

Move 8: Describing research instruments and measurement scales describes the process of the development or adaptation of the instrument(s) used in the study and provides the content of the instrument(s)/measurement scale(s). It also presents evidence concerning the reliability and validity of the instrument(s)/measurement scale(s). Three steps are related to this move.

Move 8, Step 1: Describing development or adaptation of the instrument

In terms of the dependent variable, we assessed emotional brand attachment using six items adapted from measures previously used in consumer research (Thomson, MacInnis, and Park 2005). As Thomson, MacInnis, and Park (2005) propose, we loaded these items on three second-order factors (i.e., affection, connection, and passion). To keep the number of parameters in our model at a manageable level while preserving the multifaceted nature of the construct, we followed Little et al.'s (2002) suggestions and used item parcels to measure the consumers' emotional brand attachment in our structural model. [JM 5]

Move 8, Step 2: Substantiating soundness of instrument (validity and reliability)

We assessed reliability and validity of the measures with confirmatory factor analyses for each factor. This included a higher-order factor analysis (Brown 2006), with customer orientation in sales encounters as the second-order construct and its five dimensions as the first-order constructs. Thus, equivalent to item reliabilities, we can compute the percentage of variance of the five dimensions explained with the underlying customer orientation construct. [JM 3]

Move 8, Step 3: Presenting the content of instrument/measurement scale

Participants' evaluation was measured on a five-item 7-point semantic differential scale ("dislike" vs. "like"; "not enjoyable" vs. "enjoyable"; "bad" vs. "good"; "not delightful" vs. "delightful"; "unpleasant" vs. "pleasant"; α = p .96). [JCR9]

Move 9: Describing data analysis procedures (re) states the research goals, questions, or hypotheses and details the methods and procedures with which the collected data were analyzed to address the research goals, answer the questions, or test the hypotheses. Four steps are associated with this move.

Move 9, Step 1: Describing aims and purposes of research

The goal of this research was to examine whether females, due to superior visuo-spatial elaboration, can utilize a competing ad context to accommodate a visually incongruent product that would otherwise not be accommodated. [JCR8]

Move 9, Step 2: (Re) stating research questions

We organized our analyses around three general questions: First, we examined whether opposites tend to attract and whether spending-related distress is related to the selection of a dissimilar mate. Second, we examined whether TW-ST differences within a marriage predicted conflicts over money and (diminished) marital well-being. Third, we examined whether spouses' spending tendencies predicted important financial outcomes and whether TW-ST differences predicted financial harmony and (diminished) marital well-being beyond what could be predicted from financial outcomes. [JMR 5]

Move9, Step 3: (Re) presenting hypothesis

We hypothesized that exposure to the system threat condition would threaten beliefs in the justice of the system and therefore lead to faster reaction times for justice-related words (but not for neutral words). [JCR 2]

Move9, Step 4: Explaining analytical procedures

We analyzed the time participants spent pressing the key using a mixed analysis of variance (ANOVA) with decision mode as a between-subjects variable and trial (before vs. after the decision task) as a within-subject variable. [JMR 10]

All of the articles in this marketing corpus made use of M7: Describing research data and procedure and M9: Describing data analysis / procedures. Twenty-nine out of 30 articles (97% of the corpus) included M6: Describing context, sample or participants and design and 19 articles (63% of the corpus) used M8: Describing research instruments and measurement scales. Thus, based on the rate of 100% occurrence, Moves 7 and 9 were considered obligatory whereas Moves 6 and 8 were conventional, appearing 97% and 63% respectively.

3.4 The results section

The results section presents findings, as well as comments on the findings, and may justify procedure/methodology used in the study. Moves 10 and 11 appear in this section.

Move 10: Stating results presents the results of statistical analyses. It may provide justifications of the chosen analytical procedures and validate the results against theory or results of other analyses. The hypotheses being statistically tested may also be presented. Four steps are found.

Move 10, Step 1: Justifying procedure/methodology

Of note, response to the passage in terms of consumption choice (national vs. international brands) was measured as the total number of national brands chosen instead of using repeated measures logistic regression to allow us to make direct comparisons to the direct response index. [JCR 2]

Move 10, Step 2: Referring to stated hypotheses

We predicted that this alternate measure of elaborative processing would replicate the results from study 1. [JCR 8]

Move 10, Step 3: Presenting results

Participants made faster decisions in the choice (*M* p 14.65 seconds) than in the rejection-task condition (*M* p 18.17 seconds; $F(1, 159)$ p 4.40, $p < .05$). The effect of the baseline preference and the interaction were not significant (both *F*'s < 1). [JCR 4]

Move 10, Step 4: Substantiating/Validating results

Thus, we not only validated the memory superiority for incongruent information using a visual operationalization, but we also validated the working memory constrain by extinguishing the phenomenon. [JCR 8]

Move 11: Stating comments on the results provides explanations and/or interpretations of the results and offers comments and evaluations on the importance of the results obtained. Three steps are associated with this move. "Explaining results" discusses what may have influenced the results (e.g., "this may be partly due to," "a possible explanation may be…,"and "this is contrary to…but") whereas "Interpreting results explains what the results mean (e.g., "this can be interpreted as…," and "this suggests that…")

Move 11, Step 1: Explaining results

This is contrary to what we would expect from their financial constraints, but it is important to note that low-income households already have lower shares of regular-priced national brands and higher shares of promotional national brands and private labels (see the main effect of income), so when gas prices increase, high-income households have more "room" to shift. [JM4]

Move 11, Step 2: Interpreting results

The coefficient can be interpreted as elasticity; that is, for a 100% increase in gas prices, the average household reduces these three variables by approximately 20%, 6%, and 14% respectively. [JM 4]

Move 11, Step 3: Evaluating current findings

This is a sizable effect. While one must exercise caution in comparing this finding to other driving statistics, because we analyze fatalities per day rather than annually, we can gain some sense of the magnitude of this close-games effect by comparing it to a recent study of the estimated effects of mandatory state seat belt laws on traffic fatalities.
[JCR 10]

When Moves 10 and 11 co-occurred, M10 tended to be followed immediately by M11. Multiple steps associated with M10 and M11 could be used, as indicated in the following excerpt:

H_3 predicts a negative moderating role of government support (Move 10, Step 2). The interaction of government support and business ties is not significant (B=.03n.s, Table 3, Model 3), providing no support to H_{3a} (Move 10, Step 3). A possible explanation may be that public information and resources obtained from the government cannot substitute for the market resources obtained from business ties; therefore, changes in government support do not alter the impact of business ties (Move 11, Step 1). [JM 9]

Out of the two moves in the results section, M10: Stating results was found to be an obligatory move, appearing in all of the articles analyzed whereas M11: Stating comments on the results was found to be conventional, occurring in 18 of 30 articles or 60% in the current corpus.

3.5 The discussion section

This section typically restates the study contexts, highlights selected findings, discusses selected findings by situating them within findings of past research, and addresses the significance of the study. It also discusses the limitations as well as implications of the study and offers suggestions for future research. Four moves are found in this section.

Move 12: (RE) Contextualizing the study focuses on the importance of the research topic and situates the current study in the larger body of established knowledge and research gaps in the field. Two steps are associated with this move.

Move 12, Step 1: Describing established knowledge

Loyalty programs have gained popularity since American Airlines pioneered its frequent flyer program 28 years ago. [JCR 1]

Move 12, Step 2: Presenting generalizations, claims, deductions, research gaps

in previous research evidence of the economic value of simulated WOM and of the customers it helps acquire has been sorely lacking. [JM 8]

Move 13: Consolidating results is arguably the most important move in the marketing research articles being analyzed. It accentuates the key features (e.g., focus, purpose, research methodology) of the reported study and highlights those findings the marketing researchers believe merit special attention and discussion. It establishes the significance of the findings by comparing and/or contrasting them with those of relevant studies and draws conclusions and makes claims about the significance of the study. It also discusses the implications of the research for marketing practice. Occasionally, an alternative explanation to a finding is presented. In articles that report a series of studies/experiments, M13 may also introduce the next study to be reported. Seven steps are associated with this move.

Move 13, Step 1: **Restating key features of the study**

To address whether firms should spend more on R&D and advertising during recessions, we developed a contingency-based approach to model the relationship between a firm's R&D and advertising spending in recessions and its performance and tested that model using a data set that covers seven recessions. [JM10]

Move 13, Step 2: Stating selected findings

As a result, reviews written by an ambiguous reviewer (1) are similarly persuasive to reviews written by reviewers known to be similar to the self and (2) are more persuasive than reviews written by reviewers known to be dissimilar to the self. [JMR 7]

Move 13, Step 3: Comparing and/or contrasting findings

This finding is contrary to the conventional wisdom that top-tier brands suffer when times are tough but is consistent with research on context effects; private labels are much more likely to take share away from bottom-tier brands than from top-tier ones. [JM 4]

Move 13, Step 4: Making overt claims, generalizations, conclusions

To the best of our knowledge, this article is the first to investigate the link between identity and vulnerability estimates for identity-specific risks. [JMR 4]

Move 13, Step 5: Offering alternative explanations

A final alternative explanation is that relaxation decreases task involvement, leading to more heuristic processing, which in turn would lead to higher valuations. [JMR 3]

Move 13, Step 6: Stating practical implications

Therefore, marketers can induce resource depletion by reminding consumers of previous incidences when they lost the freedom to choose. For example, advertisements might be designed to link such occasions to a product whose purchase results from a failure of self-control. [JMR 10]

Move 13, Step 7: Introducing upcoming study/experiment

However, consumers might have different naive theories (e.g., Friestad and Wright 1994) of whether a question offers an opportunity to express their attitude, and thus we examine this issue in Experiment 3. [JMR 2]

Many articles in the obtained corpus report a series of studies/experiments, with each study having its own introduction, methods, results and discussion sections. In these articles, Move 13, Step 7 serves to introduce the next study in the series of studies.

Move 14: Stating limitations of the present study discusses the limitations of the reported study/studies in two major steps with respect to research findings and research methodology.

Move 14, Step 1: Stating limitations about the findings A possible limitation of the current work is that we do not investigate why people have negative preconceptions about slogans but not about brands. [JCR 3]

Move 14, Step 2: Stating limitations about the methodology

First, the cross-sectional nature of our study limits tests of causal linkages in our model. [JM 9]

Move 15: Suggesting further research offers suggestions for future research by recommending either general research directions or specific research questions or research procedures. Two steps are found.

Move 15, Step 1: Suggesting research questions/domain/direction

Further research, therefore, should not only examine the main effects of marketing metrics on stock returns and risk but also consider the moderating effects of both firm-and industry-level factors. [JM 1]

Move 15, Step 2: Suggesting research methodology

Further research could also consider other operationalizations of similarity. [JM 10]Moves 14 and 15 may occur sequentially, with M14 immediately followed by M15, sometimes in the same sentence. When this happens, M15 seems to serve as a response to an acknowledged limitation of the reported study, as shown in the excerpt below:

While this article does not explicitly address the factors underlying consumer perceptions of different marketing tactics (Move 14, Step 1), an important agenda for future research is to uncover the reasons why consumers tend to perceive some marketing tactics as persuasion tactics, and to determine when this perception is more or less salient (Move 15, Step 1). [JCR3]

Of all the four moves in the discussion section, M13: Consolidating results, which appeared in all the articles analyzed, was found to be an obligatory move. M15: Suggesting further research was used in 27 of 30 articles or at an occurrence rate of 90%. M12: Contextualizing the study appeared in 26 articles or 87% of the corpus, and M14: Stating limitations of the present study appeared in 20 of 30 articles with an occurrence rate of 67%. As such, these three moves were conventional.

3.6 The conclusion section

The purpose of the conclusion section is to present a summary of the important points which appear in the study's main sections. Two moves are found in this section.

Move 16: Highlighting the current study restates the value of the investigated topic, restates key features of the study, restates key findings, and claims the significance of the study. Four steps are associated with this move.

Move 16, Step 1: Restating the importance of the topic

The impact of brand quality on shareholder wealth is of relevance to managers, investors, and marketing research. [JM 1]

Move 16, Step 2: Restating key features of the study

It documents sizable differences in contribution margin, retention, and customer value; analyzes whether these differences erode or persist over time; and investigates differences across customer segments. [JM 8]

Move 16, Step 3: Restating key findings

Our study shows that there are important contingencies that determine when building embedded relationships with customers pays off for suppliers. [JM 6]

Move 16, Step 4: Claiming the significance of the study

Our research contributes to understanding how consumers interpret others' opinions in an online world that often allow people to customize the level of personal identification that accompanies the opinions they share. [JMR 7]

Move 17: Projecting future research wraps up the study by reiterating suggestions for further research and closing the article.

Move 17, Step 1: Reemphasizing suggestions for further research

The dyadic interdependence in the behavior of the referrer and the inferred customer deserves special attention in further research because it is likely to prove highly relevant to both better theoretical understanding and more effective program management. [JM 8]

Move 17, Step 2: Closing the article

We hope that our work stimulates further research in this important domain. [JM 4]

Six out of 30 articles (or 20% of the corpus) contained the conclusion section. More specifically, four articles in *Journal of Marketing* and two articles in *Journal of Marketing Research* closed with conclusions whereas none of the articles in *Journal of Consumer Research* included this section. M16 appeared in all of the six articles whereas M17 appeared in three articles. Based on the cut-off of a 60% appearance rate, these two moves were deemed optional.

Over the course of our analyses, the researchers encountered two patterns of the marketing RA in terms of the overall organization. One focuses on a single study and indeed consists of an introductory section, a methods section, a results section, a discussion, and perhaps a conclusion (the IMRD pattern). Eleven articles in our corpus followed this pattern. For example, one article in *Journal of Consumer Research* began with Introduction (Moves 1-3), followed by Empirical Analysis (an alternative term to Methods) which included Moves 6-9, the Results section (Moves 10-11), and ended with General Discussion (Moves 12-15).

The other pattern occurs in articles which present a series of studies/experiments, with studies/experiments discussed later in the article often building on the ones reported earlier in the article. Nineteen out of 30 articles in the obtained corpus fell under this category. These articles were referred to as the Introduction-Study-Discussion (ISD) pattern, whereas S refers a series of individual studies. That is, these articles begin with a general introduction to all studies/experiments to be reported along with relevant theoretical frameworks and related research (Moves 1 to5). The general introduction and discussion of related literature is followed by a Study/Experiment section in which each individual study/experiment out of a series of studies is reported with its own introduction, methods, results, and discussion sections. In each individual study, Moves 1-13, with an exception of Moves 4 and 5, may be present. Thus, many of the moves presented in Table 1 are repeated within the section devoted to each individual study/experiment. These articles end with a General Discussion of the results from all the studies reported (Moves 12-15), highlighting key findings, comparing and/or contrasting the current findings with previous ones, discussing limitations and implications of the studies, and providing suggestions for future research.

Absence of a main method and results sections and systematic recycling of rhetorical moves throughout the article are two distinct features of articles demonstrating the ISD pattern. For example, an article from *Journal of Marketing Research* (JMR2) began with a general introduction and then went on to report three experiments, each with its own introduction, methods, results, and discussion. The article concluded with a "General Discussion" section.

There seemed to be a connection between the pattern (whether ISD or IMRD) the researchers used and the journal in which the article was published. The majority of the articles we analyzed from the *Journal of Consumer Research* (90%) and *Journal of Marketing Research* (80%) applied the ISD pattern. In contrast, only two articles published in *Journal of Marketing* followed such pattern. The IMRD pattern, however, was found to be more commonly used in this journal.

4. Discussion

The current study analyzed the rhetorical organization of 30 marketing research articles. Findings reveal that a marketing RA may contain 17 moves with three moves in the Introductory section, two in the Related Literature section, four in Methods, three in Results, five in Discussion, and two in Conclusion. Eight moves (Moves 1, 3, 4, 5, 7, 9, 10, and 13) were found to be obligatory, occurring in all the articles analyzed. Seven moves (Moves 2, 6, 8, 11, 12, 14, and 15) were found to be conventional, occurring between 60-99% of the articles under study. Two moves associated with the Conclusion section were deemed optional, occurring in 20% and 10% of the articles in this corpus respectively. In addition, we identified two variations of organizational patterns of marketing RAs: the IMRD pattern, which is often assumed to be a typical pattern of RAs, and the ISD pattern. Corresponding to the different organizational patterns were variations in rhetorical structures (i.e., move structures) of the articles.

The move structure consisting of the first three moves in the introductory section is consistent with that depicted by Swales' (1990), Kanoksilapatham's (2005), Posteguillo's (1999), and Nwogu's (1997), and Zhang's (2014), suggesting that academic writers may draw from a core set of rhetorical means to introduce their research and establish its significance. The structure of M1-M2-M3 was captured in most of this marketing corpus with the exception of three articles which had no M2 and a few other exceptions in which the M1-M2-M3 sequence was not observed. A distinct departure from the previous studies is that the researchers also included the analysis of related literature, which appeared to be an integral part of marketing research articles. This part was analyzed as Move 4: Creating the context for current study and as Move 5: Anchoring the current study. These moves appeared in all the articles, being analyzed as essential to marketing research RAs. M4 and M5 which always follow M3 in the obtained corpus, appear to serve a purpose similar to that of the background section of natural sciences RAs (Holmes, 1997) and the literature review section of some applied linguistics research articles (Ozturk, 2007). It should be noted that research articles in second language acquisition adhered to M1-M2-M3. Ozturk (2007) however pointed out that Move 2 (Establishing a niche) was not frequently used in research articles in second language writing, suggesting variability within the applied linguistics field.

Four moves (Moves 6-9) occurred in the methods section in the obtained corpus, and all were found to be obligatory. In particular, M9 in this corpus is found to be similar to Kanoksilapatham's (2005) M7: Describing statistical procedures, and Nwogu's (1997) M6: Describing data-analysis procedure. This suggests the central place of explicating analytical procedures in reports of empirical research. At the same time, the results in this study reveal different moves associated with the methods section of marketing research articles. For example, the researchers identified M6: Describing context, sample, and design, and M8: Describing research instruments and measurement scales versus M4: Describing materials and M6 Detailing equipment identified in Kanoksilapatham's (2005) study of biochemistry corpus. These differences in moves perhaps reflect different research traditions and approaches in different disciplines. Articles in the obtained corpus often report studies which analyze data elicited from human subjects. This renders a discussion of research sample, design, and instruments necessary.

Two moves occurred in the results section in the corpus: M10: Stating results; and M11: Stating comments on the results, with both of these two moves being obligatory. These moves are identical to those identified for biochemistry research articles (Kanoksilapatham, 2005) and education research (Zhang, 2014), suggesting that academic writers perform similar rhetorical acts when reporting results of empirical research. The analysis also sheds some light on the behaviors of moves which occur in the results section in marketing RAs. M10 is frequently further elaborated by M11: Stating comments on the results. The use of M11 allows the results to be more accessible to readers, especially the non-specialist audience. It may also enhance the value of findings by situating them in the body of established knowledge (through Step 3: Evaluating current findings).

Four moves, one obligatory (M13) and three conventional (Moves 12, 14, and 15), appeared in the discussion or general discussion section of the marketing research articles being analyzed. M13: Consolidating results is found to be used extensively to highlight key findings and situate them within previous findings. While most of the identified moves are consistent with Kanoksilapatham's (2005) and Mozaheb, Saeidi & Ahangari (2015), the researchers found a unique step (Step 6: Stating practical implications) within M13 in the corpus which states the implications of the research for managers, consumers, etc. This difference may reflect different disciplinary goals and practices. Marketing is generally considered an applied field while biochemistry regarded a pure science field. As applied fields are usually concerned with addressing real-world issues, it is not surprising that stating practical implications is an important step in marketing research articles. Similarly, in the field of applied linguistics, pedagogical implications appear frequently to enhance the value and practicality of research findings (Amnuai & Wannaruk, 2013; Dujsik, 2013).

Two moves occurred in the conclusion section. These steps are similar to those under the Consolidating results and Suggesting further research moves captured in the discussion section. This might explain why only six articles in the corpus closed with these moves.

This study adds to the growing body of genre analysis literature by examining research articles from a discipline which remains underrepresented in genre research literature and by shedding additional light about potential similarities and differences in rhetorical structure of articles from different disciplines. It also suggests the existence of intra-disciplinary variations in genre practices. The researchers identified two organizational patterns in the analyzed articles: The IMRD pattern, and the ISD pattern. That articles using the ISD pattern tend to appear in *Journal of Consumer Research* and *Journal of Marketing Research* but not *Journal of Marketing* might indicate that the authors are addressing audiences with somewhat different expectations. While further research is needed to explain why this is the case, it is not unreasonable to speculate that this may reflect the existence of divergent sub-discourse communities within a discipline, with each community employing somewhat different genre conventions. People who wish to participate effectively in the discursive practices of these various communities need to be aware of and be able to use the different genre conventions sanctioned in these communities.

Rather than focusing on selected sections of the RAs, as often the case in many genre studies, the researchers analyzed the full research articles. This approach enabled the researchers to make observations of how rhetorical moves are distributed throughout research articles in marketing RAs and how move and steps are related. The findings indicate that rhetorical moves may be recycled in a patterned manner (e.g., Moves 1-3 and 6-15 as they appear in articles using the ISD pattern) within a research article and that the same step may be associated with different moves. For example, the step "indicating a gap" may be associated with M2, M4, and M12, and the "stating purpose/focus/main question" step may be associated with M3, M5, and M13, indicating that the relationship between a move and a step is not always implicational or automatic. Rather, academic authors may use the same step in different parts of the RA to accomplish different rhetorical purposes.

5. Pedagogical Implications

The knowledge of 17-move structure of marketing research articles can be applied to develop and/or enhance the understanding and awareness of students, academic writing teachers and novice researchers when reading and writing research papers, especially marketing research. For example, our findings indicate that not all articles follow the IMRD pattern, so students need to be aware of different variations of the RA genre. Also, our findings reveal that the same rhetorical step may be associated with different moves, indicating that students need to learn how to use the steps for diverse rhetorical goals. As such, we would like to provide some suggestions for teachers to train students to write their research papers.

1. Discuss the importance of the rhetorical structure of research articles.
2. Prepare several articles in their specific fields and ask students to identify different sections of the article and their functions.
3. Inform students of different moves appeared in each section and their flexibility (obligatory, convention and optional) and let students code the moves.
4. Point out linguistic features in each move, move sequence and move cycles that students can use as a resource when they write a research article.
5. Ask students to practice writing different sections of a research article.
6. Conduct a peer-review activity by asking students to exchange their writing with their peers and give feedback to each other.

6. Conclusion

The study represents an initial effort of both researchers to explore the rhetorical structure of business RAs. The focus was on one business discipline and an analysis of moves used in 30 articles from three journals in marketing research. Further studies may refine the analytical tool, work with a larger corpus, and analyze RAs in different business disciplines. The researchers believe that continued research in this direction can support a richer and deepened understanding of the rhetorical structures of business research articles, which, in turn, can inform a better understanding of genre practices of business disciplines and more effective instruction of business research writing for novice research writers.

7. End Notes

The heading *Introduction* is rarely used in the articles we analyzed. For the purpose of analysis, we included the first major section of each article as the Introduction section.

[2]This is the part of the article devoted to the discussion of the theoretical/conceptual framework and related literature. This part immediately follows the initial section and precedes the Methods section.

[3] In some of the articles we analyzed, other headings were used to refer to the *methods section*; for example, *empirical analysis* and *methodology*. In some articles, Move 9: Describing data analysis /procedures, appeared in the *results* section rather than the *methods* section.

8. The Authors

Darunee Dujsik is a full-time lecturer in Department of English for Business Communication, School of Humanities and Applied Arts, University of the Thai Chamber of Commerce, Thailand.

Wei Zhu is currently a staff member in the Department of World Languages, College of Art and Sciences, University of South Florida U.S.A.

Both authors have been working on linguistic research as applied to language learning and instruction.

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