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A Contrastive Rhetorical Analysis of Anglophone and Turkish Authors' RA Introductions in ELT

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Abstract: The purpose of this study is to compare the rhetorical features of English research articles (RA) introductions using Swales' revised (1990, 2004) Create a Research Space (CARS) model in ELT. The 150 RAs (75 English Anglophone writers and 75 Turkish writers) were selected from national and international journals. The articles were selected according to predetermined criteria. The rhetorical moves and steps were quantitatively analyzed. Descriptive frequency analysis, normality test and t-test were used to determine whether the groups' corpora statistically differed. The results showed that both groups possessed similar rhetorical organizations with moderate discrepancies. No statistical differences were found. The study also highlights the importance explicit academic writing instruction to enhance awareness of the conventions of scholarly writing.

Keywords: Move analysis, Genre, Genre analysis, Academic writing, ELT


İngilizceyi Birinci ve İkinci Dil Olarak Kullanan Araştırmacıların İngilizce Eğitimi Alanındaki Bilimsel Makale Giriş Bölümlerinin Karşılaştırmalı Olarak İncelenmesi


Öz: Bu çalışmanın amacı Swales'in yenilenmiş (1990, 2004) (CARS) modelini kullanarak İngilizce yazılmış bilimsel makalelerin giriş bölümlerinin retorik özelliklerini karşılaştırmaktır. 150 bilimsel makale (75 İngilizce ana dilli ve 75 yerli olmayan İngilizce), ulusal ve uluslararası dergilerden önceden belirlenmiş kriterlere göre seçilmiştir. Retorik aşamalar ve adımlar nicel olarak analiz edilmiştir. Grupların istatistiksel olarak farklılık gösterip göstermediğini belirlemek için betimleyici frekans analizi, normallik testi ve en son t-testi kullanılmıştır. Sonuçlar, her iki grubun da orta düzeyde farklılık ile benzer retorik organizasyonlara sahip olduğunu göstermiştir. Farklılıklar arasında istatistiksel açıdan anlamlı bir fark bulunmamış olup çalışma, akademik yazım teamülleri konusundaki farkındalığın artırılması için gizil olmayan akademik yazım öğretiminin önemini vurgulamaktadır.


Anahtar Kelimeler: Aşamalar analizi, Tür, Tür analizi, Akademik yazma, İngiliz Dili Eğitimi

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I. Introduction

Writing as a key qualification for academic professions is widely acknowledged to reside in much more than solely being able to communicate what you already know, but it rather stands as a primary instrument for thinking, learning and knowledge construction. Academic writing conventions and norms lead writers to adopt a different version of language achieving a transition from common to scientific language. Writers who are incompetent to conform to the conventions and norms of academic language (e.g., at micro level; formality, clarity and connectedness, and macro level; standard structures and patterns such as commenting the research findings or evaluating reviewed sources) can be hardly recognized in academia. Given the demanding characteristics of scientific writing, there has been a considerable interest in various disciplines. Most of the attention of the studies has been attached to the research articles (RA) concentrating on the different sections of the research articles such as abstracts, introductions, methodologies, results, and discussions (e.g., Holmes, 1997; Kafes, 2012, 2016; Lim, 2006; Nwogu, 1997; Öztürk, 2007; Piqué, 2006; Posteguillo, 1999; Samraj, 2002, 2005; Suntara, & Usaha, 2013; Swales, 1990; Williams, 1999; Yang, & Allison, 2003, 2004) and particular attention has been attached to the introductions of RAs to investigate similarities and differences in disciplines and to detect the range of conformity to the western style academic writing. Swales' (1990, 2004) CARS model (Create a Research Space) is one of the commonest research tools to analyze text profile for academic purposes (Anthony, 1999). CARS model grabs the ways where academic writers warrant and emphasize their contribution to the research field through introducing a topic, summarizing previous knowledge about this topic, highlighting a gap or broadening its framework based on these writers' assumptions, claims or questions (Dudley-Evans, 2000). In particular, focusing on a contrastive perspective between disciplines and writing cultures provide opportunities for enhancing awareness of rhetorical conventions and facilitating adaptation to the written discourse variations between disciplines or languages. From a pedagogical perspective through contrastive research, writers who have less experience and interaction with another language may obtain significant insights to reduce the interference of L1 in writing.

In a close examination of the CARS model focusing on 12 research article introductions in software engineering, Anthony (1999) investigated whether his corpus accounted for the move cycle and found some rarities and redundancies in the use of steps in the proposed model and included new examples for the model such as the evaluation of research. This study shows some deviations from the model though it contributed to systematic set of patterns for writers. Similarly, using CARS model, Samraj (2002) examined the structure of twelve RA introductions from two related fields, Wildlife Behavior and Conservation Biology, and found that there are disciplinary variations in these related disciplines and revealed the presence of "the review of literature" in the three moves. Samraj attributed these rhetorical variations to the nature of the disciplines concerned, that is theoretical vs. applied disciplines and in terms of established vs. emerging fields which had no peculiar writing conventions yet. Further, the analysis showed some allegedly problematic hierarchical status and presence of some

the moves and related steps of CARS model. Öztürk's (2007) investigation into 20 RA introductions in sub-disciplines of applied linguistics, second language acquisition and second language writing can be said to support the complex relationship between the established and emerging fields which influences the writing conventions.

In addition to the disciplinary variations in introductions, comparative studies using CARS model have also focused on the related genres such as introductions and abstracts from two disciplines. For example, Samraj (2005) compared the introductions and abstracts in two disciplines and found functional and organizational similarities of the introductions and abstracts in Conservation Biology and in Wildlife Behavior.

In another study by Maswana, Kanamaru, and Tajino (2015) examined the complete structure of the articles in engineering, it is also found that moves and steps may vary according to sub-disciplines. Move and step employment seem to be one of the widely known and easily measured instances for comparative research approaches. The introductions of the articles are one of the research sites which have been investigated for various aspects in academic writing. For example, Öztürk (2018) investigated two types of introductions (with/without subsections) of 50 articles in the field of applied linguistics. Structural preferences in introduction writing were found to be significantly different. These studies have provided particularly novice researchers with the awareness of field-dependent scholarly writing. In another study, Kafes (2018) compared the rhetorical organization of two corpora of American writers and Turkish counterparts' RA introductions using Swales' (1990) model with a corpus of 75 articles' introductions. He found that all the introductions were written within three moves and the Turkish writers showed a general conformity to the conventions of writing in English; however, the steps of some of the moves varied to some extent. Despite these findings, the limited number of the analyzed sample should be regarded with caution for generalizable assumptions. For this reason, larger sample of materials are needed to obtain reliable data reflecting writing tendencies in disciplinary writing. Regarding the reasons for these tendencies, Kafes (2018) argues that social-cultural discrepancy might play a role when writing RA in terms of move employment to some extent. This assumption seems to be widely recognized as L1 linguistic and cultural factors has been argued to influence writing in many instances (Liu, 2005; Uysal, 2008; Yang & Cahill, 2008) through the examination of the introductions and the obtained knowledge about how writers organize their texts and ensure meaningful communication with their disciplinary community. Yang and Cahill (2008), in their contrastive rhetoric study, found the cultural influences of Chinese L1 on the L2 English writing in terms of directness in participant students' expository essays. However, given the complex status of writing between languages, the discrepancies and similarities should not be minimized to the merely cultural belongings as a variable. Furthermore, more genre analyses with larger sample may provide explanatory results for cross-linguistic writing traits in potential sources.

Using a different research tool, Liu (2005) conducted a comparative analysis of the instructional materials for American and Chinese students in writing course. While Liu displayed the commonalities towards argumentative writing between instructional

materials of the two groups, he revealed the differences in terms of epistemological and dialogical aspects attributing the differences to a spiral development by the effect of historical, philosophical and cultural reasons. Uysal (2008) investigated the relationship between writing and culture and whether L1 writing conventions affect L2 writing. For this purpose, she conducted a mixed methods designed study into the writing products in Turkish (L1) and English (L2) languages and found that culture was not the mere variable affecting L2 writing and despite the presence of transfer from L1 to L2 writing, transfer of L2 to the writing in L1 was also possible.

Several studies into the introductions have been conducted through revised versions of move analyses because the awareness of the rhetorical structures is important for scholarly writing in another language. Researchers are expected to adapt themselves to the rhetorical conventions of an academic community which might have a different language (Ren & Li, 2011). Writing an introduction is slow, demanding and challenging for even native speakers as well as non-native speakers. Producing an ideal introduction, in a scientific report, requires experience and explicitly acquired conventions for particularly novice writers. Writing an introduction of a text may be assumed to achieve the half of the whole research paper. Given the significance of the introductions, to examine the rhetorical structure of introductions and reflect cross-linguistic and disciplinary variations throughout diverse communities can provide beneficial insights for writers and enhance their awareness.

II. Significance and Purpose

A well-designed introduction matters since it is the only chance that authors can create a positive impression on their readers. Introductions are important in that authors appropriately state the logic of arguments, the rationale and significance of a research study and its style. On the other hand, an unclear and poorly organized introduction which does not conform to the conventions and norms of an academic community probably deviates readers and cause a negative impression. Considering the fact that academic texts are not haphazard but written according to certain systematicity, then novice researchers who want to learn scientific writing, applied linguists and practitioners who aim to understand the transformation and development of the writing process over time will benefit from descriptive and comparative textual analyses. As English is overwhelmingly recognized as the language of scientific dissemination, western writing style across academic disciplines, for the above-mentioned reason, needs to be investigated as well as being learned. Relevant research comprises descriptive and comparative dimensions. Inter-community as well as inter-disciplinary analyses have provided many insights for applied linguistic researchers, practitioners and novice researchers to better understand the conventions and norms of the writing style (i.e. English as the academic language) of an academic community and the strengths and weaknesses of a community member. The current study attempted to descriptively analyze Turkish researchers' writing tendency in the field of ELT and compare this writing style to their Anglophone counterparts who use English as the most effective, natural and productive group in their scholarly writing. The instrument of this study,

Swale's CARS model may both provide textual awareness and understanding how rhetorical selection governs language use. Meanwhile these analyses contribute to understand how a discourse community disseminate knowledge through their expectations, conventions and norms.

Although there have been many research studies into the disciplinary rhetorical profile of a field from different languages and cultures, there has been less research encompassing Turkish context. Therefore, this study provides significant insights into current writing norms and conventions that Turkish researchers have implemented in scholarly writing and offers the aspects that they may need to improve. This study aims to investigate the rhetorical organization of research article introductions in the field ELT published by Anglophone and Turkish researchers by means of Soler-Monreal et al.'s model (2011), which was basically dependent upon Swales' CARS model (1990, 2004). A corpus of 150 RA introductions (75 Turkish writers and 75 Anglophone writers) were analyzed to find out the move-step sequences and potential variability between these two groups of authors.

III.Method

A.Data

The corpus in the current study comprises of 150 research articles, 75 of which were written by Turkish authors and the other 75 of them were written by Anglophone authors and published in national and international-wide journals and were randomly chosen. However, a predetermined criterion set was maintained throughout study to prevent potential rhetorical differences:

The field of English Language Teaching

Data-based research studies (experimental, quasi-experimental or non-experimental)

Anglophone writers vs. Turkish writers

Publication period (2007 - 2018)

Journals indexed in ULAKBIM, ERIC, ESCI and SSCI

As for the criterion 1, the previous research highlighted that scientific fields have their own conventions (Samraj, 2002, 2004; Swales, 1990). Thus, a single field was targeted so that no different conventions from another discipline may deviate the common organization patterns of the studies. The second criterion was that the selected research articles were merely data-driven studies unlike theoretical studies.

The corpora consisted of two groups; the articles of the researchers from Anglophone countries and Turkish researchers. Authors from Anglophone countries such as Australia, Canada, England, New Zealand and United States were taken. Adopting a convenience sampling approach, researchers attempted to have a set of data as comprehensive as possible, to collect current articles which had methodology sections, and finally due to the accessibility condition to the targeted sources, the period between

2007-2018 was decided to examine. The journals were indexed in SSCI, ESCI, ERIC and ULAKBIM (Turkish Academic Network and Information Center) in which well-reputed national journals are indexed providing accessibility to the articles published in Turkey. Turkish researchers are encouraged and required to publish in the journals indexed in ULAKBIM to disseminate their nation-wide scientific knowledge.

B.Data Analysis

The present study employed both the revised version of Swales' (2004) CARS model and the adapted version by Soler-Monreal, Carbonell-Olivares, and Gil-Salom (2011) to ensure reliability in description the rhetorical organization of English and Turkish researchers' texts. The research framework followed the following model shown in the table 1.

Table 1. Moves and Steps in Research Article Introductions

Move 1	Establishing A Territory
	Step1: Claiming centrality Step 2: Making topic generalization and giving background information Step 3: Defining terms/classifications Step 4: Reviewing items of previous research Step 5: Explaining the institutional /research context.
Move 2	Establishing A Niche
	Step 1A: Counter-claiming Step1B: Indicating a gap in research area Step1C: Question raising Step 1D: Continuing/Extending a Tradition
Move 3	Occupying the Niche
	Step 1: Outlining purposes, aims or objectives Step 2: Announcing present research (Work done, works or aspects out of space) Step 3: Stating methods, materials or subjects Step 4: Listing research questions/hypothesis Step 5: Indicating the study structure Step 6: Announcing principle findings/results Step 7: Stating the significance / justification of the study Step 8: Stating the limitations of the study

On the basis of Swales' model, there are three categories identified: Establishing the Territory, Establishing the Niche and Occupying the Niche. The other levels include some steps and sub-steps (Soler-Monreal et al., 2011; p.6). However, sub-steps in this study were evaluated and classified in a related step.

Before analyzing the research article introductions, the authors, one of whom was an expert in the coding of written data, independently coded two of the selected articles according to the model, then they discussed each coding with reason, revised their decisions and discussed with a third person as an expert colleague. Though both researchers individually coded each of the introductions, they brought together and compared their codes in the main study phase. They discussed their codes until they reached a full agreement.

To determine if there is a statistically significant difference between the introductions written by Anglophone writers and non-native writers of English (i.e. Turkish authors' published articles in English), the data were quantitatively analyzed, and t-test analysis was conducted.

C.Findings

1.Move and Step Analysis

The selected published articles in ELT written by Turkish and Anglophone authors were analyzed based on both the revised version of Swales' (2004) CARS model and the adapted version by Soler-Monreal, Carbonell-Olivares, and Gil-Salom (2011). Under three main sections, the article introductions were categorized. The results provided in Figure 1 show the distribution of three move patterns.

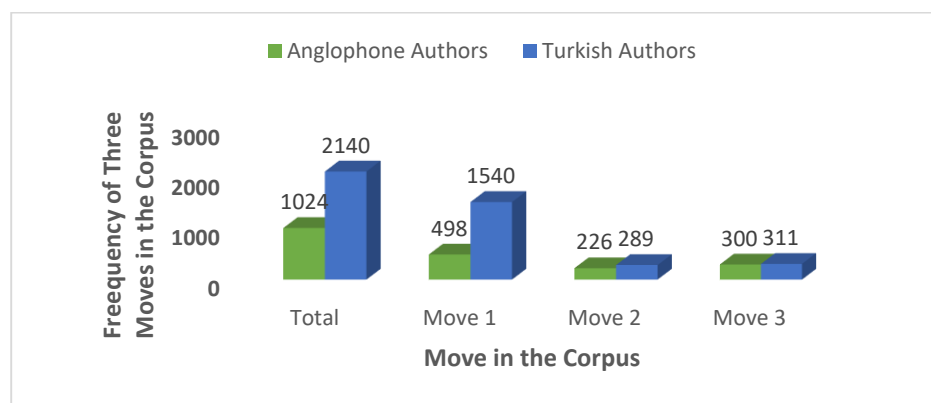


Figure 1. Frequencies of occurrences and distribution of the three moves in each group

The frequency of the occurrence of the three moves in introductory parts written by two groups is presented in Figure 1. The total framework illustrates the general tendencies of writing introductions of these groups. As can be seen, both article groups written by Turkish and Anglophone authors focused more on establishing their Move 1 (establishing a territory) than the other two moves ($f=498$ for Anglophone authors and $f=1540$ for Turkish authors). Particularly, the use of Move 1 seems to be prominent in Turkish authors' articles. The occurrences and distributions of Move 2 (establishing a niche) and Move 3 (occupying a niche) in this sample of introductions show relatively high similarity across groups. In the following figures, textual analysis for each move is given in detail.

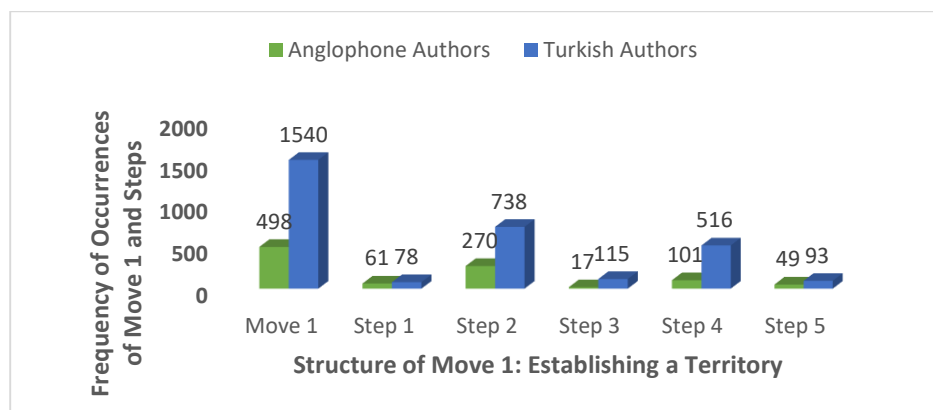


Figure 2. Frequencies of occurrences of Move 1 and steps in introduction section

The results show that both groups appear to focus on establishing their research territory than the other two moves. Accordingly, move 1 was the most used move in this corpus and different steps were used in somewhat various ways to achieve the function of the general move. Figure 2 shows the frequencies of Move 1 and relevant steps in both article groups written by Anglophone and Turkish authors. As seen in figure 2, Turkish authors generally tend to present the significance of the research territory by means of topic generalization (Step 2) and reviewing the relevant literature (Step 4) compared to the preferences of Anglophone authors. It can be said that Turkish writers often construct their introductions in their articles on the basis of general information (Step 2) ($f=738$) and previous studies (Step 4) ($f=516$). The frequencies of the claiming centrality (Step 1) are quite close to each other though this way of expression appears to be quite low. Explaining the institutional/research group context and presenting the current research area (Step 5) takes place with a moderate level of frequency in Turkish authors' articles ($f=93$) compared to Anglophone authors' studies ($f=49$). Moreover, Anglophone authors seem to less use defining terms in their introductions compared to Turkish authors (Step 3) ($f=17$).

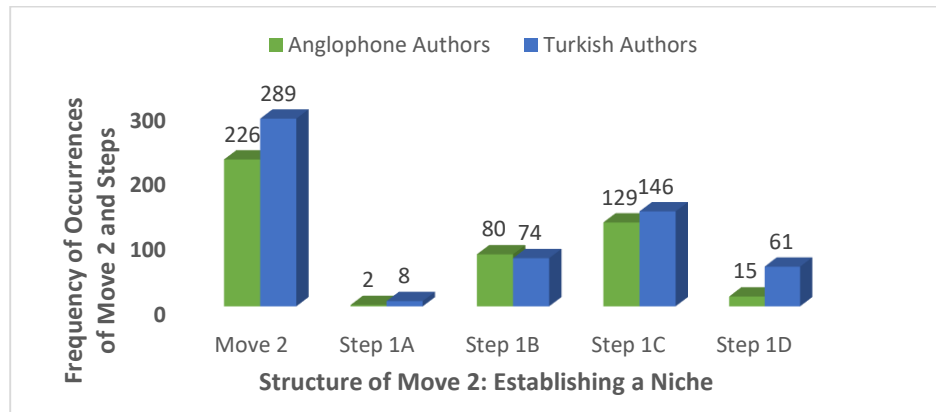


Figure 3. Frequencies of occurrences of Move 2 and steps in introduction section

The objective of Move 2, establishing a niche, is to constitute a space for the research. After researchers complete to establish a territory which likely contains previous research items or discussion, they ideally need to designate a gap in the relevant literature indicating the limitations in terms of methodological issues. Figure 3 displays frequencies of occurrences of Move 2 and relevant steps in both groups. Compared to the frequent use of Move 1 and its steps, Turkish authors and Anglophone authors tend to employ Move 2 and its steps less in their published articles. Furthermore, as counter claiming expressions (Step 1A), there are few frequencies in favor of both group of writers' introductions. As for indicating a gap in the literature (Step 1B) as the core part of the Move 2, native speakers' introductions display more frequency although its prevalence is not higher than that of non-native speakers. ($f=80$). However, the question raising (Step 1C) shows less frequency in Anglophone authors' introductions compared to that of Turkish counterparts ($f=129$).

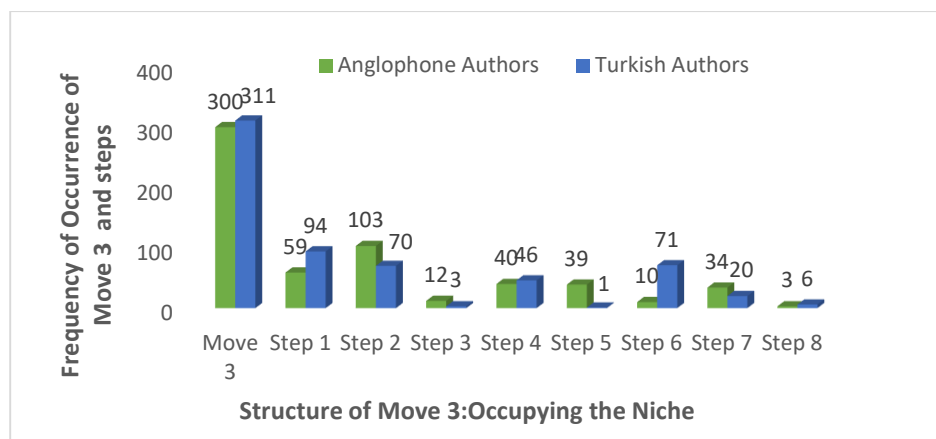


Figure 4. Frequencies of occurrences of Move 3 and steps in introduction section

Swales (1990) states that if writers establish Move 2, they should follow Move 3. As can be seen in Figure 4, the writers of the corpora ensure it by employing one of the three options either by outlining purpose (Step 1) or announcing the present research (Step 2) or stating the significance/justification of the study (Step 4). The objectives of the studies are more frequently mentioned in Turkish authors' articles ($f=94$) whereas Anglophone authors tend to announce their studies (Step 2) including methodology ($f=103$). Moreover, they seem to pay more attention to indicate the study structure (Step 5) ($f=39$) than their Turkish counterparts ($f=1$). However, the research questions and hypotheses of the studies are more frequently given in Turkish authors' articles ($f=71$). Furthermore, some research article introductions written by Turkish researchers contain both research hypotheses and research questions. However, as Figure 4 shows, the general tendencies of both groups do not show significant differences about the employment of the Move 3.

2.The Results of Quantitative Analysis

The quantitative data of the study were analyzed with the program of SPSS through which t-test analysis between independent samples was calculated. Table 2 presents the results of descriptive statistics.

Table 2. T-test results according to the items of move 1, move 2, move 3

n	m	s.d	t	p
3164	849.07	1102.18	1.028	.41

As it is shown in Table 2, there is no significant difference between the groups of Anglophone and non-native writers of English in terms of constructing their research article introductions. In other words, the quantitative results emphasized that both Anglophone writers and Turkish writers attached almost the same importance to the employment of three moves and related steps in the introductory parts of their research articles.

IV. Discussion & Conclusion

Introductions, "the central genre of knowledge production" (Ruiying & Allison, 2003, p.365), are the first stage attempting to attract the attention of the readers and affect them to decide to continue reading the rest of the study, and determine the coherence of the text as a whole. Therefore, it is not surprising to pay extra attention to the study of introductions of research articles and to what they may reveal about the writer's attitude towards the target academic discourse community.

Based on this rationale, the current study was conducted adopting two perspectives; firstly, the writing tendency of the Turkish academic community in the field of ELT has been descriptively analyzed, secondly a comparative analysis of two academic communities in the same discipline (Turkish vs. Anglophone) has been conducted. Results showed that both Anglophone and Turkish authors employed the three moves in

their introductions to a certain extent. Move analysis revealed that the corpora by Turkish and Anglophone academic writers displayed similarity to the discourse conventions in English in general. However, the introduction parts of the studies by Anglophone and Turkish authors are not completely uniform. Additionally, the Move 1, Move 2 and Move 3 arrangement as the structural pattern is mostly followed, yet, the two sets of introductions do not fully conform to the CARS model. Both groups of authors are mainly motivated by the presentation of the background information (Step 2 of Move 1) and questions the authors ask about previous research and suggest that additional research needs to be conducted (Step 1C of Move 2), as well as indication the gap in research area (Step 1B of Move 2). On the other hand, the introductions of Turkish authors displayed greater concern for the employment of background information and the review of previous research than their Anglophone counterparts (Step 2 and Step 4 of Move 1). But Anglophone academics also tended to stress the work carried out and the study structure (Step 2 and Step 5 of Move 3).

As previous findings have shown, promoting the importance of the research topic was commonly used moves and steps in several RA introductions (Samraj, 2002). The current study was found to have the same features in terms of move employment. Despite the common assertion of the centrality of the topic, in Samraj's study, few of the introductions mentioned the research context. It is interesting that this finding shows similar features with the finding of the current study in both groups. However, Turkish authors were found to rather explain the research context compared to Anglophone counterparts. Two groups of published articles were examined in terms of employment of the model selected. It is seen that both groups pay more attention to the Move 1 and Move 3 components while constructing their introductory parts of the articles. Particularly Turkish authors, given the relevant steps, prefer to mention previous research and provide a general overview. However, generalization may increase the threat of deviating the reader from the main theme. Considering the frequency of generalization in the introductions of Anglophone authors is lower than Turkish authors' introductions, it can be said that Anglophone authors are more cautious about topic generalization. Another distinctive step preference between the two groups is within the previous research. It is seen that Turkish authors often use direct and indirect citations to support the centrality of the topic. This tendency may be due to the demand of presenting the richness of the relevant literature and showing the power of having adequate knowledge. Such a tendency can also contribute to the clarification of the limitations and weaknesses of the studies of others. Unlike the introductions of Anglophone authors, Turkish authors moderately employ background information. While making generalization, they most likely need to make some definitions.

Move 2 is the phase where the rationale of the study is constructed by means of indicating a research gap, counter claiming and question raising. Such an approach is actually demanding and often requires critical and evaluative reading of the relevant literature. Therefore, the frequency of the relevant steps in Move 2 is quite low in both groups. Given the importance of knowledge transforming in academic text, some

suggestions can be provided to strengthen the evaluative aspect of the ideas. Nevertheless, as already mentioned, referring to the knowledge transferring, the number of the sentences focusing on listing previous research is quite common. Both group of authors appear to avoid claiming and criticizing, thus, authors seem to feel uncomfortable to highlight the problematic side of the literature. In Samraj's (2002) study, the authors were found to establish a niche by means of indicating a gap, though the current data tend to arise questions in two related fields. Samraj's (2005) study demonstrated variability in the introductions of RAs and the abstracts between two disciplines. The findings of the current study suggest that such variation is probably limited to inter-disciplines or parental disciplines (Öztürk, 2007) rather than within a particular field. In a more recent study of Kafes (2018), it has been reached that Turkish researchers tended to ignore Move 2 structure compared to the other moves as in the current study. Anglophone group displayed the similar tendency in the move analysis of the current study. The Anglophonic cohort tended to deemphasize the contents of Move 2 and its subcomponents to establish the niche. The reason for Anglophone writers' emphasis or ignorance to the widely acknowledged conventions of genre structure can be an inquiry topic for further research.

There is no doubt that the CARS model is often established in many disciplines, researchers have found both conformity and variations on moves and their steps in within disciplines and between disciplines. However, Swales (1990) states that different steps may be preferred according to disciplines, particularly the use of steps may considerably vary, too. In the current study, the introduction patterns of both corpora (i.e. Anglophone vs. Turkish authors) in the field of ELT have shown somewhat flexible tendency to the model despite two culturally and linguistically diverse languages. Authors tended to skip certain moves or steps as the figures above displayed. Dudley-Evans (2000, p.6) corresponds to "regular and systematic variation on a general model". The rhetorical purposes of the authors according to disciplines or even in a single field may change the presence and order the patterns of the genre models, here in CARS model. The variation on the steps are also attributed to the status of a disciplines (i.e. established vs. emerging fields). Anthony's (1999) argument highlighting the pervasive use of move 1 and move 2 in which background information and definitions are given has been partly confirmed in the current study due to lack of Move 2 use. This might be due to disciplinary differences or the contemporary authors' modified approach avoiding from counter-claiming and questioning stance. Authors often provide information about what they are investigating in the research concerned, which is labeled as move 3 in the CARS model. This move includes the purpose of the study and introductory statements of the research. It also comprises the principal findings and overall structure of the research. Further, they do not appear to directly expose the research purpose and the findings in an organized way. Burgess (1997) states that move 3 is built with less information with only a few sentences. In this study, both groups prefer to write considering the relevant steps with moderately low attention.

Many guidelines about writing academic texts underline that writer concludes the introduction of a research study by pointing out the significance/justification of the

research for scholars, practitioners and/or the general public (Frey, Botan, & Kreps, 2000; Swales, & Feak, 2004). In other words, the writer should pronounce the implication of the research. Nevertheless, the low number of sentences of all the introductions ($f=300$ for Anglophone authors' introductions, and $f=311$ for Turkish authors' introductions) alludes to the significance of the research concerned and attempt to provide some implications. Though the interdisciplinary differences or discipline-specific variation from the proposed model (i.e. CARS model) is acceptable, the potential reasons for the deviations are worth discussing. Aside from cross-disciplinary differences, the current study focused on the genre analysis of the same discipline across diverse authors. Relative discrepancies between the Anglophonic and Turkish authors might be at first attributed to the cultural differences. In line with the research results that Kafes (2018) highlighted, the findings of this study suggest that the cross-linguistic discrepancies and rhetorical variations cannot be thoroughly explained by the cultural differences between the Anglophonic writing and its counterparts. It is strongly argued that there is a complex relationship in terms of conventions and the rhetorical preferences of writers. Uysal's (2008) argument is highly acceptable to well understand this complexity attributing writing tendency of L2 writers not only to the cultural differences but also to educational context, L2 proficiency, and audience which lead to L1 interference. Therefore, enhancing learners' awareness of similarities and differences can be assumed as one of the tools to reduce the effect of L1 interference (Yang & Cahill, 2008). The findings of Maswana et al. (2015) demonstrate relative discrepancies in the rhetorical structures of engineering articles with their subfields. Particularly, the use of steps was not similar in the analyzed articles of each section. These differences were due to community and culture in these fields. The differences between established and their emerging fields can be another reason for the use of move diversity. These rhetorical differences were also detected within a single field because of types of introductions (Öztürk, 2018). Particularly in the use of move 3, a significant difference between introductions with subsections and without subsections in Öztürk's (2018) study, including the findings of the current study in the rhetorical structures, fosters to assume that a transformative writing approach at academic level is possible. In addition to the aforementioned cross-disciplinary differences, these findings, in other words, imply that the function, perceived necessity and the manner of the moves and relevant steps seen in the analyses are differently approached. For this reason, perceptions, preferences and challenges with a disciplinary writing perspective need to be investigated for further research. Addressing the complex relationship between texts and actual practices, mediation between applied linguistic and pedagogic theories seems to be useful for academic purposes. Focusing on the commonalities and variabilities by using CARS model can be a pedagogical tool for teaching academic writing particularly for one discipline. This is possible for English L1 and L2 academic settings where actual texts can be analyzed and further produced. In the case of less exposure and experience of English academic writing, pedagogical based genre implementation such as how moves and steps function can enable novice writers to meet the needs of academic discourse in a discipline by enhancing them to a deeper understanding of the structure of a research

article. This study was carried out with 75 articles from each corpus. Even though this sample group is more than previous studies' materials, further research with larger corpora is needed to strengthen the findings. Moreover, the number of the sentences in these analyzed articles was not considered as the factor that might to some extent affect the results of the analysis. Finally, researchers may interview article writers for a deeper insight about writers' aim and intentions.

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