

Emotive Discursivity of Move Structures in the Organisational Rhetoric of Composing Academic Research Abstracts (ARAs)

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Abstract

This paper sought to explore the Aristotelian appeal of emotions (*Pathos*) based on the writers' emotive discursivity of writing through their rhetorical use of move structures in organising the content of their research abstract. It is referred to as the TPS move structure which represents the Territory (T), Problem (P), and Solution (S) moves. A total of 480 academic research abstracts (ARAs) of indexed journals from the outer circle of Malaysian Non-native English writers (MNNEWs) and the inner circle of Native English writers (MNNEWs). An NVivo12 software application was used in this study to analyse the frequency of the writers' different types of TPS move structures. It was found that both groups would prefer the non-linear TPS type (non-TPS) of move structures by organising their research ideas through PTS or TPTS structures. These non-TPS structures were discursive, non-linear, and repetitive which reflect the oriental way of writing in trying to appeal to the readers' emotional minds. Despite all writers' less usage of TPS structure in showing their linearity and directness, further analysis showed the Malaysian English writers would be more linear and direct than the native English writers. In doing so, Malaysian English writers would be more likely to omit the move related to the problem statement, demonstrating their less emphasis

on the research gap. Further research could be conducted to explore the reasons for the writers' lack of Anglo-European direct writing style in academic research abstracts.

Keywords: Pathos, TPS Move Structures, Emotive Discursivity, Oriental Style, Anglo-European Style

Introduction

Academic writing is perceived as a logically and analytically structured type of academic text which is supposedly deprived of emotional elements. Contrary to the common belief, the persuasive element in the tone of emotive language through various rhetorical resources in academic writing is gaining more attention among writers of academic research papers. It is demonstrated through various rhetorical tools of linguistic resources by academic writers such as emotive adjectives, impactful choice of words, indirectness in the passive voice, narrative forms of transitional markers and many more. According to Zolkapli et al (2022), despite being a very objective type of text, various linguistic constituents in the academic legal texts with strong legal connotations were used based on the original language of legal discourse to ensure the original meanings of the words could be retained, apart from being persuasive to the larger context of non-legal audience. The purpose of having an embedded strong language and lexicalisation style is to produce the persuasive effect of the legal texts to appeal to the larger legal as well as non-legal audience, locally and internationally. Similar is the case exhibited in the genre of academic research written discourse in convincingly trying to project the discursive but intense argumentative style of a research issue or standpoint related to a specific discipline or an area of research.

Marked Characteristics of Emotive Discursivity

A discursive academic essay is a genre type of writing used to guide the writers to examine a topic, narrow down its scope, gather and evaluate evidence; and present a standpoint related to the topic based on the gathered supporting evidence (Williamson, 2021). When it is applied in the content of academic research writing, the act of researching the topic is based on the supporting literature to be evaluated in terms of its strengths or lack of argumentation to be further studied and expanded as the research writer's new perspective. Based on this strict definition and its application, Williamson (2021) perceived this process as a highly logical and emotional argument from personal opinions which can be reflected through discursive writing. Human writers are naturally affected by their emotions and would manifest such rhetorical tendency of emotional argumentation in many ways which, according to Aristotle and Kennedy (1991), can be used to appeal to the emotions of the readers even though the type of written discourse deals with academic research matters. This can be termed as an emotive discursivity in the writing of general academic writing or academic writing related to research affairs. Mohamad (2023) argued that the element of emotiveness shown in the academic research writing discursivity could be demonstrated at the lexical and sentential levels of texts of the academic research abstracts through a rich degree of usage in emotionally loaded language. This may be deemed as the rhetorical strategies to appeal to the emotional dimension of the audience. Non-native English writers were identified by Kaplan (1966) in their study of academic style of writing development for their circumlocutory discursivity compared to the Anglo-European narrative style of writing which was substantiated by Williamson (2021) to be well known for its linear and straightforward discursivity.

This culturally mediated pattern in terms of the emotive characteristic of discursivity is distinctively shown by non-native English writers in their composition of academic research abstracts through their use of strongly evocative adjectives and expressive nouns (Mohamad et al., 2023). Lack of directness in putting forth their main message through the rhetorical employment of passive sentences is another circumlocutory form of writing discursivity in trying to evoke the emotions of the audience emanated from their cultural way of message implicitness. It is a marked feature of non-native English academic writing which differentiates them from the native English writers. Markedness is a linguistic concept introduced by Chomsky (1986) under the broad theoretical purview of Universal Grammar (UG) which underscored that there would be easily common and recognisable features to be adopted by other non-native English users, but there were also distinctive features which were difficult for non-native English writers to eliminate in the rhetoric of written academic texts. For instance, Mohamad et al (2022) found that the marked features of Malaysian ESL writers from the perspective of Aristotelian *logos* or logical appeal were prevalent in terms of the lack of frequent use of number- and statistic-related evidence to support their main ideas and long complex sentences to elaborate their points when these two items were markedly used by native writers as the appeal features to logical thinking dimension. As a result, these Malaysian ESL writers were not aware of these marked differences to be given more attention in composing their research papers. Jiang and Shao (2006) further explicated that ESL writers should have been made aware of the marked and unmarked features of their first language compared to the native English so that they were aware whenever there was a need to adjust their rhetorical style to match the ones shown by native English writers. This was necessary so that their written discourse would not be judged to be unnatural and unconventional. Based on the review of the earlier argumentation on the ESL writers' prevalence of emotive discursivity through supporting details related to emotional domain, and their distinct discursivity and lexico-phrasal elaboration style from the native English writers, further research should be dedicated in trying to find out the use of emotion-related discursivity through the rhetorical use of move structure tool in organising the content of academic research papers. It was studied by Mohamad (2023), move structures related to logical appeal was studied to find out that one of the elements of ILMC move structure, that was the Literature move, was the most frequent missing move shown by Malaysian ESL writers. As for the native English writers, they excluded the method-related move. These would be the marked features identified in the use of Aristotelian appeal of *logos*. However, a different move structure pattern may also be reflected in the use of Aristotelian appeal of *pathos* or emotional domain due to the discursive nature of the move structure. This refers to the Territory-Problem-Solution (TPS) move structure which can be arguably used to create an appeal of *pathos*. Thus, this specific type of move structure was emotive in nature that could be used to explore the marked and unmarked features.

Research Questions

In view of the above, the following research questions were formulated to investigate the frequencies of the rhetorical use of organisational move structures of TPS in the composition of academic research abstracts (ARAs).

- 1) Do ESL and ESNL writers demonstrate significant differences in their frequencies of the TPS and Non-TPS types of rhetorical structures in their academic research abstracts (ARAs)?

- 2) Do ESL and ESNL writers demonstrate significant differences in their frequencies of the non-TPS type of rhetorical structures through regular and missing subtypes in their academic research abstracts (ARAs)?
 - i. What is the best example of an irregular subtype of the non-TPS structures and its context of occurrence?
 - ii. What is the best example of a missing subtype of the non-TPS structures and its context of occurrence?
- 3) What is the list of most frequent lexico-phrasal items reflected in the problem (P) move?

Significance of the Research

This study is important as it helps the general research writers and readers to identify the patterns of English nativeness and non-nativeness in the choice of move structures used to compose research abstracts. In addition, it allows them to recognise the specific emotive and non-emotive choice of words associated with the specific moves in guiding the academic research writers to write their abstracts. The findings of this study will also be useful for the proficient and non-proficient ESL academic research writers in learning and comparing the different rhetorical styles of the non-native English writers from native English in rhetorically structuring and organising the main ideas of their research abstracts in their persuasive attempt to appeal to minds of the readers. Eventually, it is up to the ESL writers to choose to maintain the same non-native English style to reflect their personal preference or to emulate the ones shown by the native English writers depending on the needs, contexts, and audience of their research publication.

Literature Review

According to Carrell (1984), an analytically arranged piece of textual discourse would help non-native English readers to recall the content of an academic essay more effectively. In addition, the act of recall would be much easier if the text was constructed with a logically and emotionally appealing choice of words as the rhetorical strategies of compositions due to the impact that it can leave on the readers' logical and emotional minds. This is substantiated by Mohamad et al (2023) who recommended the use of rhetorical choices related to logical, ethical, and emotional appeals in persuasively presenting academic or non-academic research texts. This persuasiveness could be attained by applying the universally accepted order of structure in composing any types of academic texts such as academic essays, research reviews or summaries, research proposals, research theses, research articles, research application letters, and research abstracts. Nonetheless, the task of writing an appealing text with its logical parts of the content arrangement was vital in potentially evoking the appeal to Aristotelian *logos* Mohamad (2023), but its mere application may not be sufficient to project the emphatic and affective voice of the writers, eventually failing the end goal of evoking the emotional appeal of the text. This was especially the case when academic writing is notable for abstraction and dreariness, distinguishing it from the creative types of texts. This is a writing challenge to some academic writers as substantiated by Swales (2014) who observed that academic research writing had difficulties in attracting the general readership due to the writers' poor orientation and lack of appeal in organising their academic research text. The writers could resolve this through effective choice of words and an engaging arrangement of textual content such as the use of specific organisational strategies to appeal to the emotional

domain so that they can produce a rhetorically persuasive academic text (Aristotle & Kennedy, 1991).

Arrangement of Various Parts of Textual Treatment Through TPS Move Structure

There were several layers of rhetorical discourse identified by Aristotle and Kennedy (1991) which could be utilised in making a persuasive content of written or spoken discourse. The multilayer or multi-level components of the Aristotelian conceptual framework for writing persuasive discourse were staggered in three levels. These were the lexical-phraseal level through the choice of words and various lexical items, the discourse-level through content organisational tools to arrange various parts of textual treatment, and the aim-oriented level through the fulfilment of the three modes of persuasion - *logos* (logic), *ethos* (credibility), and *pathos* (emotions).

The discourse level of text could be written to appeal to the academic readership by employing a specific move structure model associated with the Aristotelian appeal of *logos* (Mohamad, 2022). This move structure was referred to as the Territory-Problem-Solution (TPS) model to be employed in arranging the various parts of an academic research text in a universally accepted structure in line with the Aristotelian emotional appeal of *pathos* through the emphasis on the importance of problem statement as the focus of the structure. According to Swales (1990), based on his move structure model used to organise a research text, it was crucial to include and emphasise the steps or parts related to research problems and challenges as these constitute the gap of the research of academic research papers. As argued by Aristotle and Kennedy (1991), this would be one of the ways to achieve the rhetorical effect of persuasiveness to be explored in any possible manner with a goal to produce an effectively presented piece of discourse. Swales (1990); Swales (2014) identified two challenges of exploring academic research space which must be clearly shown in composing a research article. The first challenge was the rhetorical competition to create a research space (gap), followed by the second challenge in terms of the rhetorical competition to appeal to the readers to be persuaded by the research space.

To ensure that these challenges were addressed, Swales (2014) proposed a research rhetorical model to explore and organise a research endeavour, known as C.A.R.S. or 'Creating a Research Space' model to be demonstrated through the three major staggered parts of a research composition. The three major parts were known as the Territory-Problem-Solution model used as an organisational move structure in arranging various parts of a research text. Each part of the structure is known as rhetorical moves because it helps the textual development to rhetorically move from one section to another section of the research to complete the entire discourse. The first move of the model is the Territory (T) move which would be used to introduce the background information of the research. This is the part which contains the general information about the topic, the relevant definitions, and terms to set the stage for further development of the research idea. Next, the second move of the same move structure model is the Problem (P) statement move. It is used to present the research problem or grab that would drive the entire research endeavour. This is the section where the identified challenges, unexplored areas of research, and difficulties related to the topic under examination are exhibited by the writers, thus making the research work academically worthwhile as it was being driven by a valid purpose. Finally, the model is encapsulated with the Solution move which is amicably employed to be the resolving and closing section of the research. Details of the research findings would be allocated under this move to help enclose the entire CARS process, and major conclusions and implications would be drawn from these

findings to underscore the useful and beneficial advantages of the research. Each move of the TPS move structure model has breakdown sub-moves known as the secondary steps or sub-steps of the moves which were relevant to be used for an entire research article. For the composition of a short summary like a research abstract, the three major moves would be sufficient to be included to complete the CARS-driven textual development.

Before the formation of Swales' (1990) idea of this organisational move structure used to construct the research text, another similar idea on the development structure of a research enterprise was also proposed by Hoey (1983) as cited in Khaw (2020) who suggested the application of four facets or components of research investigation based on Problem-Solution Pattern (PSP). These four facets or components were sequentially arranged from Situation (S), Problem (P), Response Solution (S), and Evaluation (E). In the present research, it was referred to as the PSP-based SPSE move structure model used by academic research writers in rhetorically organising and elaborating their research content. The components for Situation (S), Problem (P), and Response Solution (S) would be similar to Swales's (2014) moves for the Territory (T), Problem (P), and Solution (S), respectively employed to set the setting and background of the research, highlight the specific challenges related the topic of the research to connect it to the major theme of the research, and finally offer findings of the research. However, the SPSE pattern contained an additional move of Evaluation (E), which would be the move to evaluate and reevaluate all the earlier moves from the beginning continuously in terms of the positive and negative aspects until the content of the discourse is repetitively refined to the finest extent. This PSP move structure pattern was built upon the general argumentation model underscored by Winter (1976) to contain the two main steps in developing and expanding an academic text - i) posing problem-oriented questions, and ii) proposing a thorough solution. Eventually, this writing strategy at the discourse level of text would aid the writers in framing and arranging the target information in a systematic, emphatic, and effective organisational structure. Due to the emphasis on the process of exploring the research gaps as suggested by Khaw (2020) by means of highlighting the issues known in the research in the form of clear and current problem statements, it would thus fulfil the rhetorical aim of Aristotelian emotional appeal (*pathos*).

Past Studies

One study on the use of PSP-based SPSE move structure model was conducted by Bunton (2002) who examined this move structure shown by postgraduate student writers in 45 samples of the introduction sections of PhD-level theses in the discipline of Science and Technology. The findings highlighted the significant use of this move structure in constructing the meaning-making process of important research points in a staggered and structured form. In addition, the PSP structure, which was like TPS structure in terms of its significant components and functions, was discovered to be the most frequently employed structural form of writing development in carving out the crucial parts of the PhD level introduction section. Furthermore, another study PSP-based SPSE move structure was also investigated by Khaw and Tan (2018) in 30 sample journal articles in the field of Engineering and Material Science. They found a similar application of this structure in the introduction sections of all these research articles which was used to highlight the significant function of the problem-solution pattern of writing development. The study was based on a review of past literature which supported the use of a similar cyclical expansion of a research issue. The constructive information presentation for creating a research impact was concluded to be better articulated with this problem-solution pattern as it would be recursively and explicitly

reviewed by research writers until it reached the point of rhetorical refinement. Apart from the narrative tone, the inherent element of recursiveness in this move structure pattern was also indirect but emphatic to appeal to the readers' mode of emotional dimension.

In a contrastive analysis of genre-based written discourse by Asadi (2022), the rhetorical application of the CARS model by Swales (1990) was explored in 50 International English Language Test System (IELTS) essays composed proportionately by male and female, and native and non-native English writers. It was found that native English writers would demonstrate the important use of territory setting in their academic compositions. This use was more frequently disregarded by the non-native English writers. They did not offer the adequate background details and show the centrality of their topic but jumped to the argumentation of their main ideas about the topic without properly preparing the readers with the relevant context. Based on this, Asadi (2022) further interpreted that the non-native writers failed to foreshadow the issue and accommodate the build-up expectations of readership, thus potentially making it less intriguing to the general readers. Another issue found among the novice non-native writers was the lack of explicit expression of the writers' position in underscoring their standpoint and issue under examination. This was where the move to indicate the problem related to the topic was emphasised by native English writers and should have been employed by the non-native English writers before offering the solutions to the readers.

In conclusion, Khaw (2020) showed that the PSP pattern, as suggested by Hoey (1983), would be used as a narrative and recursive strategy in rhetorically compartmentalising the different parts of research content to generate the logical and emotional appeals. The entire pattern was associated with logic due to its element of regularity, and the highlight of the problem was emotive in nature, underscoring the need for rhetorical emphasis of the issue. The pattern was reintroduced by Swales' (2014) as the Territory-Problem-Solution (TPS) move structure, thus signifying the continuous significance of this pattern over many decades, despite being re-invigorated by different researchers. It was further termed by Khaw (2020) to be the PSP-TPS CARS move structure model by integrating the two models of move structures with the unified purpose of creating an effective and rhetorically appealing research space to appeal to the target research community.

Methodology

This section offers information about the research design and the sampling method as well as the details related to the methodological exercise of the research. This includes the independent and dependent variables and their sub-classifications, and the list of predetermined criteria for selecting the research abstracts. In addition, the details on data collection and data analysis tools are also included in the following section, followed by the discussion of the internal consistency reliability reports.

Research Design and Sampling

This study employed 480 academic research abstracts (ARAs) from 88 indexed national and international journals in the field of English language and linguistics. All the ARAs were sampled for 6 years from 2013 until 2018 proportionately from native English writers of the inner circle (ICNEWs) and Malaysian non-native English writers of the outer circle (MNNEWs). The inner circle native English writers (ICNEWs) were represented by the selected writers who originated from the countries of English as a native language which were the UK, USA, and Australia. The outer circle of non-native English writers (MNNEWs) was represented by the

Malaysian writers whose English was their second language based on the colonial history of the inner circle countries. These writers' ARAs were selected based on a criterion method of sampling. This was done based on a set of predetermined criteria for the ARAs to be selected. One of the main criteria was the writer's information background, apart from the proportionate number of ARAs from both groups of writers, the length of the ARAs within 150-250 words, the topics of the research related to English language and linguistics.

To execute the research analysis, the quantification of the qualitative content was adopted as the main research design. Qualitative content analysis is a systematic method of analysis commonly used in the research of social sciences and humanities done by the manual codifications as well as quantification of lexical, phrasal, sentential, partial, segmental or discursal constituents of information in a text. Then, the identified occurrences of codified constituents were converted into frequencies or percentages (Franzosi et al., 2010). This quantification of qualitative data was adopted by previous researchers in their studies of content analysis to explore the frequencies of specific linguistic elements in a specific type of discourse (Berhan & Hamid, 2012; Mohamad, 2022; Mohamad et al., 2022; Zolkalpi et al., 2022; Mohamad, et al., 2023). Next, the nativeness types of ARAs, either native English or Malaysian non-native English, were determined as the independent variable whereas the frequencies in the use of Territory-Problem-Solution (TPS) move structures were the independent variables. Based on this, the study would seek to investigate if certain types of ARAs based on the English nativeness levels (native or non-native) would show their frequential variations in terms of the use of TPS move structures in organising the content and highlighting the important parts of their research abstracts. The TPS move structures as an independent variable were firstly categorised in dichotomous form - TPS versus non-TPS. The TPS category was further divided in terms of regular and irregular types prior to the analysis. Regular TPS move structures must follow the exact structure of arranging the content from Territory, Problem, and Solution moves accordingly, whereas the non-TPS must not observe this sequential pattern of organisation. The first move of 'Territory' is defined as the rhetorical act of territorial setting (T) by indicating the topic centrality, significance, as well purpose through an explicit stress of research concern driven by the subsequent move of a clearly spelled-out problem statement (P) and concluded by the final move of offering solutions in the form of results, data, and major findings as well as implications of the research. This specific reference of definitions for each move would be used as the thematic guide in determining, identifying, and validating the compartmentalisation of the rhetoric of composing research abstracts. Finally, the TPS move structures were further classified into irregular and missing types to know more about their common structures used by the writers in terms of this two-level subclassification. Finally, the missing subtypes were further determined and identified for each move of territory, problem, or solution to see if one of these was more frequently missing over the other.

Data Collection and Analysis

The collection of samples was done based on the criterion method of sampling, which is a type of convenient sampling. During the journal browsing, any academic research abstracts (ARA) which fulfilled these criteria would be copied and saved into the excel master list until it reached a total of 240 samples from native English writers and another 240 samples from non-native English writers. These selected ARAs were then labelled as MNNEW_ARA_Number_YEAR (e.g., MNNEWs_ARA_001_YEAR) for the outer circle of Malaysian Non-native English writers (MNNEWs) and MNNEWs_ARA_Number_YEAR (e.g.

ICNEW_ARA_001_YEAR) for the Inner Circle of Native English writers (MNNEWs) in one column of the excel. The next column contained the authors' names and their origins, followed by another column with the title of ARA and the final column with the content of the ARA. These ARAs were then transported into word file format before they were imported into the qualitative analysis tool, NVivo12 software application. This application was used as the qualitative analysis tool to analyse the identified constituents of the text's content which were made up of the various moves of TPS structure. As suggested by Franzosi et al. (2013), NVivo software application would be a reliable and valid tool to conduct a manual codification of qualitative data as it allows for the analysed data to be counted in terms of the frequency of occurrences which could be generated in an excel format for easier further analysis. This qualitative software application was equipped with many features to customise the unique codes preferred by the researchers to which the occurrences could be easily tagged during the analysis of the text. The tagging feature could be applied to specific words, phrases, sentences, or paragraphs which can be referred to as the targeted constituents depending on the analysis requirements and design of the research. The tagged constituents are then displayed with the specified codes or labels or sub-labels (subcategories) to be examined in terms of their quantity and quality of occurrences. These were displayed as cases and codes (parent and child codes) with their frequency values in a hierarchical form as shown in the following Figure 1.

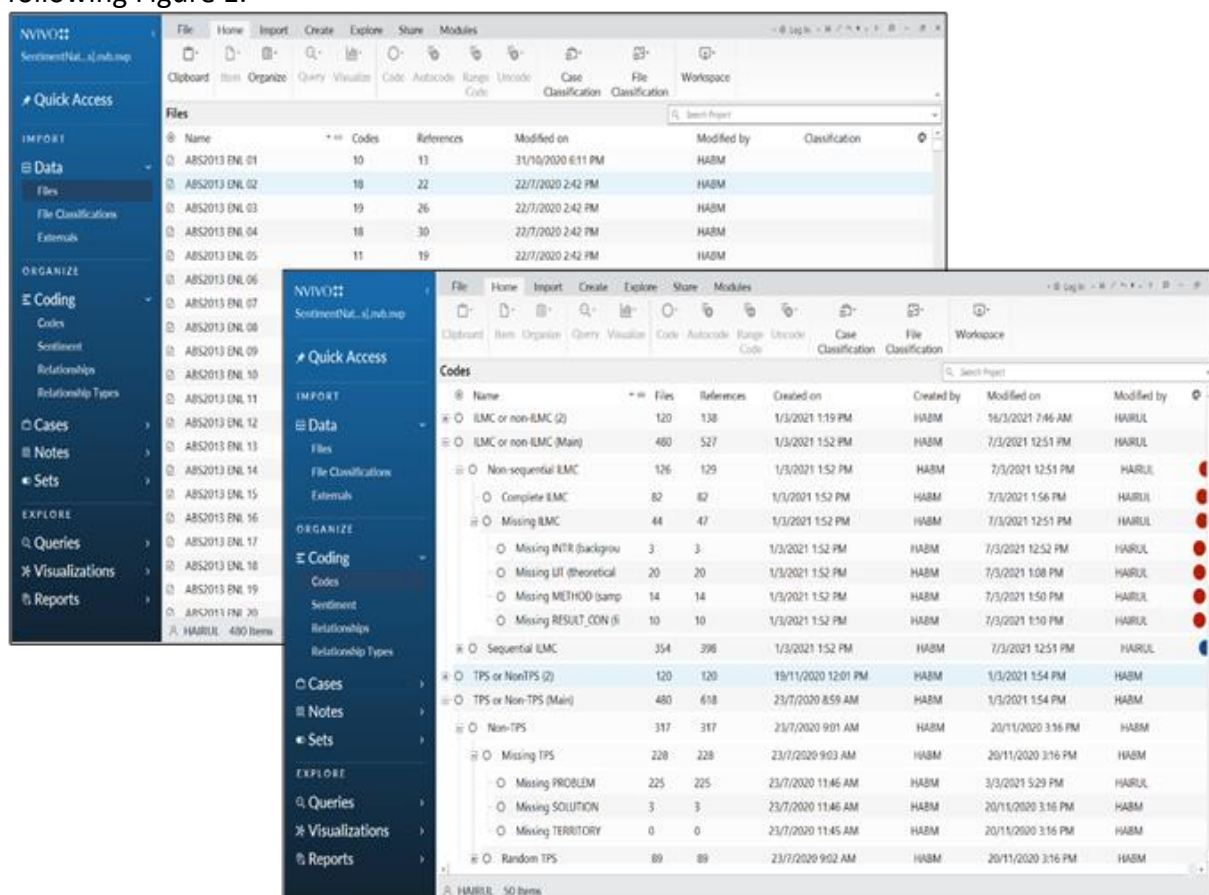


Figure 1: NVivo12 Hierarchical Illustration with Displayed Parent and Child Codes of Classification

Based on Figure 1, it shows that the NVivo12 software application has a dashboard in a hierarchical visual display of the main codes (parent codes), followed underneath by the child

codes. This application allows the users to create up to 10 codes and subcodes to be used for repetitive tagging functions. This was described by Lewins and Silver (2007), as cited in Franzosi et al (2013), who pointed out the significant function of the NVivo12 in terms of multilayer codifications which could then be used to tag any lexical, phrasal, sentential, as well as organisational constituents. After the tagging completion, the codified (tagged) data could be retrieved using a retrieval engine feature and then exported into an excel format file. Based on the useful features and its practical application, it was employed in the present study by creating the parent codes (Regular versus Irregular TPS move structures) and child codes (complete versus missing subtypes) as shown in the visual illustration above. The analysis was done to the textual content of the ARAs by tagging the text's identified constituents with these parent and child codes. After the manual tagging analysis of 480 ARAs with this software application, the codified data were then exported through the retrieval engine feature into the Microsoft Excel format file for an overall view of the data. Then, the frequencies of TPS move structures and its subcategories were analysed with SPSS software by comparing the occurrences between the inner circle native English writers (ICNEWs) and outer circle Malaysian non-native English writers (MNNEWs).

Intra- and Inter-Rater Reliability

To ensure the reliability of the tagging analyses done to the samples of ARAs, internal consistency reliability tests were performed to the codified data. Two tagger research coders were employed in this process to be the primary coder and secondary coders. The primary coder was tasked to analyse all 480 ARAs, whereas the secondary coders was tasked to analyse 30 percent of all ARAs sampled in this research. Their codified samples were then analysed through intra-rater and inter-rater reliability tests. The proportion of the samples coded by the secondary coder was based on previous studies which employed the same size of 30 percent proportion rule from the total samples (Amnuai, & Wannaruk, 2012; Jalilifar, 2010; Lehman & Sułkowski, 2020; Mahzari & Maftoon, 2007; Mohamad, 2023; Zolkapli, 2022). For the intra-rater reliability, it was accomplished by the primary coder of data analysis in which the first round of tagging process was done to all 480 ARAs. After a 3-month interval, 30 per cent, or 120 ARAs were reanalysed by the primary coder. As a result, two sets of data were generated from this exercise and analysed with Phi product moment correlation coefficient (φ). The intra-rater reliability was confirmed for the analysis of TPS versus non-TPS moves structures as the first data set was found to be significantly correlated with the second data set coded at two different temporal intervals ($\varphi > = .832, p < 0.01$). As for the consistency of data codifications done in the subsequent level of reliability analysis to the non-TPS subtypes (irregular versus missing subtypes), the first codified data set was also significantly correlated with the second codified data set at two different temporal intervals ($\varphi > = .851, p < 0.01$). Lastly, the the consistency reliability of data codifications of the was further conducted to the missing TPS subtypes (missing problem versus missing solution only as there was no missing territory move identified in all ARAs), the first codified data set was also found to be significantly correlated with the second codified data set at two different temporal intervals ($\varphi > = .707, p < 0.01$). It was concluded that intra-rater reliability was established for the tagging exercises done by the primary coder for all types and subtypes of TPS move structures. In terms of the inter-rater reliability, it was accomplished by the primary coder and secondary coder of data analysis in which the first round of tagging exercise was done by the primary coder to all 480 ARAs. It was basically the same first data set used in the intra-rater reliability test. In addition, 30 per cent, or 120 ARAs were simultaneously analysed by the second coder

to be the second codified data set. Thus, two sets of data (one from the primary coder and the other from the secondary coder) were generated from this tagging task and then analysed with Phi product moment correlation coefficient (φ). The inter-rater reliability was confirmed for the analysis of TPS versus non-TPS moves structures as the first data set was found to be significantly correlated with the second data set coded by two different coders ($\varphi \geq .591$, $p < 0.01$). As for the consistency of data codifications done in the subsequent level of reliability analysis to the non-TPS subtypes (irregular versus missing subtypes), the first codified data set was also significantly correlated with the second codified data set done by two different coders ($\varphi \geq .975$, $p < 0.01$). Lastly, the consistency reliability of data codifications of the was further done to the missing TPS subtypes (missing problem versus missing solution only as there was no missing territory move identified in all ARAs), the first codified data set was similarly found to be significantly correlated with the second codified data set done by two different coders ($\varphi \geq .765$, $p < 0.01$). It was concluded that inter-rater reliability was established for the tagging tasks done by the primary and secondary coders for all types and subtypes of TPS move structures.

Results

Three levels of data analysis were performed based on three-level categorisation of TPS move structures. The first level of data analysis involved the categorisation of data into TPS and non-TPS. The use of these two move structures was examined between the inner circle native English writers (ICNEWs) and outer circle Malaysian non-native English writers (MNNEWs) to find out if the latter used the TPS and non-TPS more than the former group of writers in arranging the content of their academic research abstracts (ARAs). Next, the second-level categorisation was the breakdown of non-TPS move structures into the irregular and missing subtypes. The irregular subtype contained complete moves which were irregularly arranged whereas the missing subtype contained one missing move, making it an incomplete non-TPS structure. Similarly, comparative analyses were conducted between the two groups of ICNEWs and MNNEWs. The final level of quantitative content analysis was done to investigate the affected missing moves and the frequency of its occurrences between the two groups as well. For the contextual analysis, an instance of ARAs taken from the entire research abstract sample database of ICNEWs and MNNEWs with the most frequent missing move were presented and analysed in terms of its contextual details.

Frequency Analysis of Territory-Problem-Solution (TPS) Move Structures (i.e., TPS versus non-TPS) with Pearson Chi-Square Test Between ICNEWs and MNNEWs

As mentioned earlier, the first-level analysis was done to the two types of TPS moves structures (TPS versus non-TPS). TPS type was used when all moves were included by writers according to its sequence in composing their academic research abstracts (ARAs). Meanwhile, non-TPS moves would be analysed in ARAs with a complete but irregular form and ARAs with an incomplete/ missing but irregular form. The codified ARAs and its frequencies were analysed with a chi-square test of independence.

Table 1

Pearson Chi-Square Results of ARAs with TPS and Non-TPS Structures Between ICNEWs and MNNEWs

Rhetorical Structure	MoveTypes of ARAs	TPS	Non-TPS	TOTAL	χ^2	df	p
TPS	ICNEWs	70	170	240	5.77	1	.016
	MNNEWs	95	145	240			
	TOTAL	165	315	480			

$\chi^2 = \text{Pearson Chi-Square}$

Table 1 shows a comparative analysis of ARAs with TPS and non-TPS move structures between ICNEWs and MNNEWs. It was found that 95 ARAs from MNNEWs used the TPS structures more often than the ICNEWs who only applied them in 70 ARAs. Meanwhile, 170 ARAs from ICNEWs used the non-TPS structures more often than the MNNEWs who only applied them in 145 ARAs. The frequency differences of ARAs between the ICNEWs and MNNEWs in terms of their rhetorical employment of TPS and non-TPS move structures were significant, $\chi^2 (1, N = 480) = 5.77, p = .016$.

Based on the above finding, it could be suggested that ICNEWs group demonstrated a denser and richer use of non-TPS structure (including both irregular and missing forms) than their MNNEWs counterpart. On the other hand, MNNEWs demonstrated a richer application of common TPS structures than their ICNEWs counterpart in composing and rhetorically organising their research main ideas in research abstracts. Although both groups showed significant differences in their use of TPS and non-TPS structures, their ARAs were mostly written with the non-TPS compared to the TPS structure in which this finding could suggest that the writers did not demonstrate the commonly recommended move structure model of Territory - Problem - Solution (TPS) in writing the research abstracts in potentially appealing to the affective minds of the general academic readers.

Frequency Analysis of Non-TPS Move Structures (Irregular versus Missing Subtypes) with Pearson Chi-Square Test Between ICNEWs and MNNEWs

For a further categorical analysis on the subtypes of non-TPS structure, Table 2 shows the frequency in using the non-TPS structures in terms of their Irregular and the Missing forms of structures. The irregular TPS forms were any other structures from the main standard form of TPS structure (i.e., PTS or TPTS). As for the missing TPS forms were the TPS structures with any missing move of T, P, or S. The codified ARAs for these subcategories and the frequency of its use were analysed with a chi-square test of independence.

The analysis of these sub-categories showed that ARAs from ICNEWs and MNNEWs only had one missing move only (either Problem or Solution move) without any missing move of Territory. Therefore, ARAs with the missing move of TPS structure were not analysed under the category of the ARAs with the complete irregular TPS move structure or vice versa. Based on this clear categorisation, it allowed the comparative analysis of ARAs from the ICNEWs and MNNEWs to separate the non-TPS structures into the Irregular subtype and Missing subtype as shown in Table 2.

Table 2

Pearson Chi-Square Result of ARAs with Irregular and Missing Subtypes Between ICNEWs and MNNEWs

Rhetorical Move Structure	Types of ARAs	Irregular TPS	Missing TPS	TOTAL	χ^2	df	p
Irregular versus Missing TPS	ICNEWs	66	104	170	20.35	1	.000
	MNNEWs	23	122	145			
	TOTAL	89	226	315			

$\chi^2 = \text{Pearson Chi-Square}$

As shown in Table 2, ARAs from the ICNEWs were found to show their frequent usage of 66 irregular TPS structures more often than ARAs from the MNNEWs who showed their less frequent usage with only 23 irregular TPS structures. On the other hand, the group of MNNEWs had 122 ARAs with missing TPS sub-type more often than the ICNEWs who only applied 104 missing TPS structures. The frequency differences between the ICNEWs and MNNEWs in terms of the recurrent application of these irregular and missing subtypes of non-TPS structures were significant, $\chi^2 (1, N = 480) = 20.35, p < .001$.

The above findings suggested that the native English writers would prefer to exhibit the writing of their ARAs with the irregular TPS move structures compared to the ESL writers through PTS or TPTS structures. The PTS structures were exhibited by presenting their research details with the statement of research problem (P) first, followed by the territory of research background information (T), and finally with the presentation of solutions and findings (S). Meanwhile, the TPTS structures were exhibited by presenting the territory of research background information (T) first, followed by the part related to the problem statement (P), but further re-highlighting the background information related to the territory (T) move, and then solution finally with the presentation of solutions and findings (S). The TPTS structures were rather repetitive and circular in form. Meanwhile, despite showing the sequential order, the ESL writers would exhibit their textual research abstract writing with the frequent structures containing the missing Territory (T), Problem (P), or Solution (S) move compared to the ENL writers. The findings on the ESL writers' frequent missing move suggest that writers from the ESL background demonstrated their lesser usage of irregular move structures, as their most preferred organisational method in rhetorically presenting their research ideas, than the ENL writers of ARAs.

Frequency Analysis of Missing Subtypes (Problem and Solution) with Pearson Chi-Square Test Between ICNEWs and MNNEWs

First and foremost, it is important to note based on the samples of the present study that only two moves were discovered to be the missing moves in the TPS structures, which were the missing moves of Problem (P) and Solution (S). Territory (T) move was applied by all research abstracts from both groups of writers, this signifying the indispensable function in composing their research abstracts. In addition, there were no ARAs with two or more missing moves which indicate that the minimum number of two moves were compulsory to be included in the TPS structure in the writing of research abstracts by both groups of writers. The ARAs with

missing moves were shown to be either in Territory-Solution (TS) structure or Problem-Solution (PS) move structures used by both groups writers in rhetorically organising the content of their research abstracts. Table 1 shows the report of the affected missing moves of Problem (P) and Solution (S) shown by ICNEWs and MNNEWs and analysed with a chi-square test of independence.

Table 3

Pearson Chi-Square Result of ARAs with Missing Subtypes (Problem and Solution Moves) Between ICNEWs and MNNEWs

Missing Moves	TPS Types ARAs	of	Missing Problem (P)	Missing Solution (S)	TOTAL	χ^2	df	p
Problem Solution Moves	vs ICNEWs		102	2	104	2.36	1	.124
	MNNEWs		122	0	122			
	TOTAL		224	2				

$\chi^2 = \text{Pearson Chi-Square}$

Table 3 shows a Pearson Chi-Square result of ARAs with missing subtypes which are problem (P) and solution (S) moves between ICNEWs and MNNEWs. It was discovered that MNNEWs demonstrated 122 ARAs with missing problem move structure more often than ICNEWs who demonstrated lesser frequencies with 102 ARAs. The results also showed that there were no ARAs with the missing moves of Solution (S) shown by the MNNEWs, but 2 ARAs with the missing move of Solution (S) were exhibited by the ICNEWs. However, the rhetorical differences between the ICNEWs and MNNEWs in demonstrating their missing Problem (P) and Solution (S) moves were not significant, $\chi^2 (1, N = 226) = 2.36, p = .124$.

Thus, the above findings suggest that both groups of writers from the Malaysian ESL and native English background showed a nearly similar form of textual richness in terms of their rhetorical frequencies in writing their research abstracts through an organisational structure with the missing Problem (P) move. In other words, all these writers from both groups would exclude the research details which were necessary in highlighting the research problems or problem related move to rationalise their research endeavour. Apart from that, they would include their written content with the territory of background information and conclude the composition of their research abstracts by offering the solutions in the form of findings and conclusions in rhetorically organising the relevant research ideas in their research abstracts.

Contextual Analysis of Selected Instances of ARAs with Irregular TPS Structure, TPS with Most Frequent Missing Problem and Missing Solution

As shown in the preceding section, non-TPS structures were categorised further into the Irregular forms of TPS (e.g., PTS/ TPTS) and Missing forms of TPS (Non-TPS structures with either missing Problem or missing Solution). The following section exhibits an ARA written by one of the ICNEWs with the Irregular form of non-TPS structure, herein specifically referred to as an example of ARA with the Problem-Territory-Solution (PTS) structure. This is based on the finding reported in the preceding section that ICNEWs would apply more ARAs with this

PTS structure than MNNEWs. Figure 1 shows an illustration of an ARA written by an ICNEW, numbered with 030, sampled from 2018, thus it is labelled as ICNEW_ARA_030_2018.

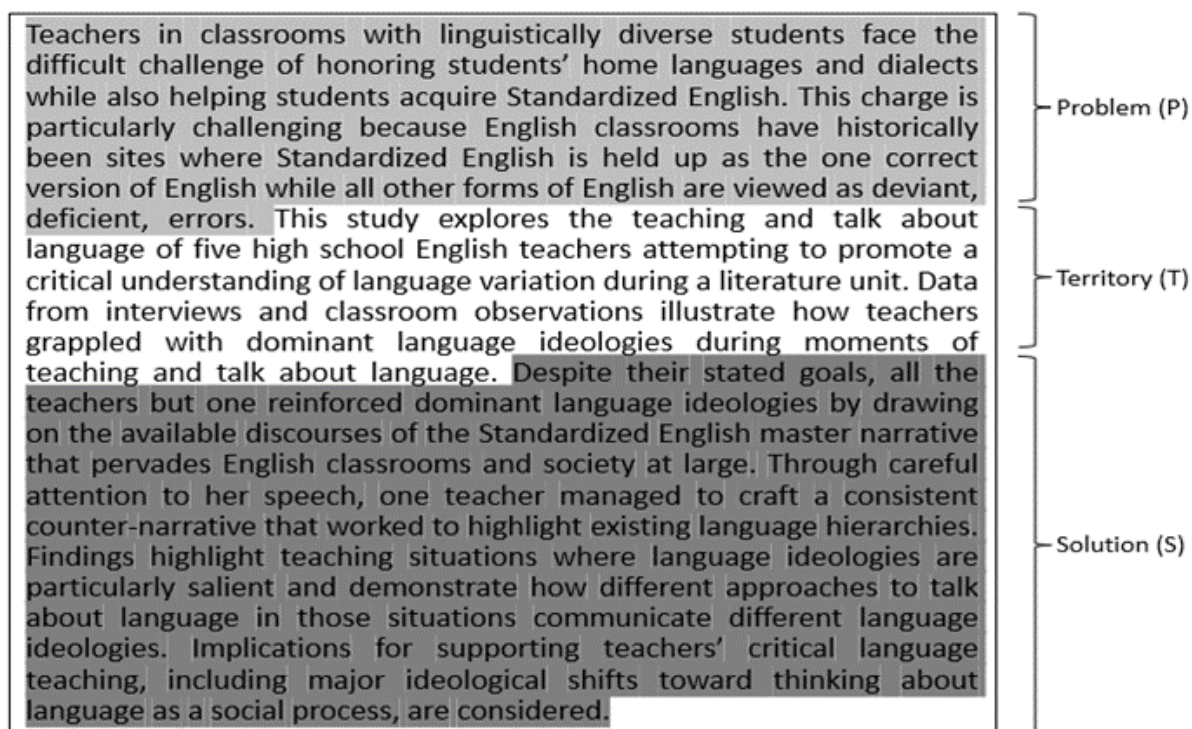


Figure 1 ICNEW_ARA_030_2018 with an Irregular form of PTS Move Structure

As shown in Figure 1, it was sampled in this section to represent all ARAs with PTS move structure. The title of the ARA is '*Challenges of Confronting Dominant Language Ideologies in the High School English Classroom*'. Referring to the TPS move structure model by Swales (2014), this ARA was analysed with the first move of Problem (P) statement used to fulfil the requirement of the Swales's (2014) model to establish the creation of a research space. This move was included to be the basis of the researcher's endeavour by highlighting the *difficult challenges* in reconciling the students' native language with the standard English. Then, the writing continues by establishing the Territory (T) move. This was demonstrated by presenting the research topics related to the critical understanding of language variations among students and their ideological standpoints about it. Based on the TPS move structure model by Swales (2014), the placement in presenting these first two moves should have applied the reverse order, however, it was not accordingly observed. The writing of the ARA was concluded by presenting the Solution (S) move by deducing the importance of drawing all types of discourse based on the standard English and employing different approaches and strategies in communicating students' different ideologies.

Based on this information presentation and rhetorical organisation of this ARA's research ideas in creating the research space with the TPS move structure model, this finding represents the patterns of the writers from the inner circle native English who composed the ARA by displaying the irregularity of their moves in applying the non-TPS structure. Guided by Aristotelian rhetoric of textual discourse, this may imply their emotive tendency of discursivity through a greater demonstration of irregular forms of the non-PTS move structure than the Malaysian non-native English writers in potentially appealing to the emotional domain (*pathos*) of the academic readership.

As for the analysis of the non-TPS move structures with missing moves, an ARA of MNNEWs with the Missing Problem is presented in the following section of the report. This was based on the results reported in the preceding section of the paper that MNNEWs composed their ARAs with the most frequent occurrences of the missing Problem (P) move compared to the ARAs from the ICNEWs. The missing move of Problem (P) was also the most frequently excluded move compared to other moves - Territory (T) and Solution (S). Figure 2 shows an ARA from the MNNEWs, numbered 018, sampled from 2017, thus it was labelled as MNNEW_ARA_018 2017 with Missing Problem Move.

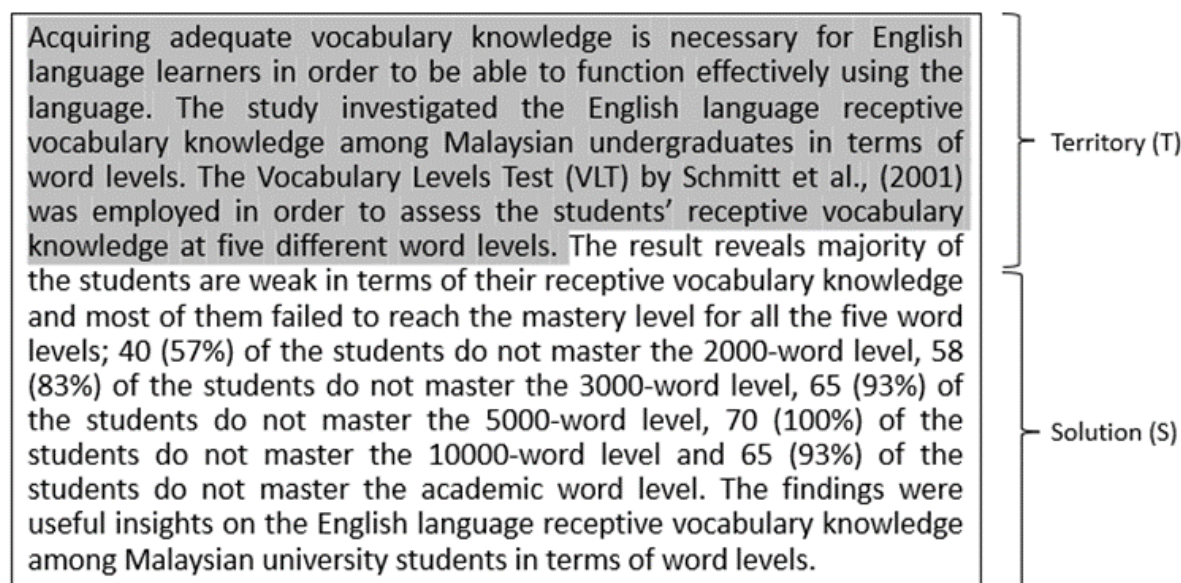


Figure 2: MNNEW_ARA_018 2017 with Missing Problem Move

Figure 2 shows an example of ARA with non-TPS structure and missing move of Problem (P), herein specifically referred to as the Territory-Solution (TS) structure. These non-TPS structures were more frequently used by MNNEWs than the ICNEWs. The title of the ARA is *'Receptive Vocabulary Levels of Malaysian University Students'*. Based on the descriptions of TPS move structure model by Swales (2014), this ARA was correctly initiated with the the Territory (T) move (i.e., by identifying the topic on the learners' acquisition of adequate vocabulary and type of test used - VLT) in trying to create a research space of the study. However, the next part of the composition exhibited in the RA did not employ the Problem (P) move which should have been included to provide the highlighted information of the underlying issue which shapes the direction of the research, thus potentially failing to clearly drive the research endeavour. Finally, the ARA was abruptly concluded with the application of the Solution (S) move by giving all the details related to the findings of the research and making useful insights about the importance of different levels of vocabulary to be mastered by students.

Based on this information presentation and rhetorical organisation of this ARA's research ideas in creating the research space with the TPS move structure model, this finding represents the writing patterns of the writers from the outer circle of Malaysian non-native English who would compose the ARA through their rhetorical exclusion of their move related

to problem statement while simultaneously applying the non-TPS structure. Guided by Aristotelian rhetoric of textual discourse, this suggests their lack of emotive tendency in textual discursivity through a lesser demonstration of research gap in the application of the non-PTS move structure than the native English writers, thus potentially failing to appeal to the emotional domain (*pathos*) of the academic readership. It was because the appeal was most likely reflected only with all moves in the TPS or non-TPS structures.

List of Most Frequent Lexico-Phrasal Items Reflected in The Problem (P) Move

It is important to note that each move of T, P, and S were supposed to co-occur with some common keywords and phrases. However, since the move of Problem was the most significant move to be included in the application of TPS or non-TPS structure, certain common keywords or phrases were frequently exhibited with the use of problem (P) move. During the codification of TPS structure, researcher coders annotated these keywords and phrases to eventually generate a list of common keywords, and phrases for this move used in ARAS from the ICNEWs and MNNEWs. shown in Table 4.

Table 4

Contextual Analysis of Frequent Keywords and Phrases in ARAS from the ICNEWs and MNNEWs

TPS Move	Annotated Common Keywords and Phrases
Problem (P) Move	gap, challenges, challenging, a relative number of, relatively, rarely, few studies, need for further study, a necessity to study, major differences (found prior to the study, but not comparison of two groups), difficult challenges, issues, problems, little information, little attention, yet to be done, yet to be examined, lack of research, research in its infancy, scarcity, scarce, no longer, not any more, under-represented, under-representation, unclear, incomprehensibility, limitations, missing information, overwhelming information/ condition, common, assumption, belief, fallacy, dissatisfaction, growing concern, unreadiness, if or whether (or not) (to indicate uncertainty). <i>Note: "Errors" as in grammatical/ language errors/error analysis, types of task complexities, impoliteness, language anxiety, common writing challenges are not key words for problem statements, these are focused concepts/ topics of the study. Reading the entire sentences assists identification.</i>

As shown in Table 4, it shows that a list of recurring words and phrases of the different parts of speech annotated for the Problem (P) move. The words and phrases were presented in the form of powerful nouns, adjectives, and adverbs to evoke the appeal of the emotional dimension of the research community. The common words and phrases in the form of nouns would include 'gap', 'challenges', 'issues', 'under-representation', 'lack of research', and 'in its infancy'. Other words and phrases were used in the form of adjectives and nouns such as 'challenging', 'unclear', 'major differences', 'difficult challenges', 'little attention', 'missing information' 'growing concern', 'unreadiness' as well as common phrases in the form of adverbs such as 'no longer', and 'not anymore'. Based on these findings on the recurring use of the above lexico-phrasal items, it is adequate to suggest that emotionally appealing common keywords and phrases were associated with the move related to the statement of

research problem and research gap. The list would be useful in guiding the research writers to employ the most frequent words in presenting and writing their research ideas when applying the Problem (P) move of the TPS or non-TPS move structures.

Discussion

This section presents the discussion and conclusions of the major findings from the earlier section in relation to emotive discursivity of the textual compositions of research abstracts to appeal to the academic readership by also supporting the findings with the prior literature. Topic on irregularity and exclusion of moves in structuring the content of the research abstracts is also included by associating it with the effects on the emotive discursivity and emotional appeals of the readers. In addition, the significance of the TPS and non-TPS structures used by Malaysian non-native English writers and native English writers as well as its theoretical and pedagogical implications are subsequently discussed and any further gaps to be further investigated are then highlighted for future research recommendations.

Emotive Discursivity of Academic Research Text with TPS Move Structures

This study was generally guided by the theory of discourse types and genres on academic writing articles (Kinneavy, 1971; Swales, 1990) and Aristotelian pathos or emotional domain as the element of persuasion (Aristotle & Kennedy, 1991). It was discovered in this study that the non-TPS move structure was more often used by both native English writers from the inner circle group and Malaysian non-native English writer from the inner circle group compared to the regular TPS move structure in rhetorically organising their academic research text, particularly, academic research abstracts in the field of English language and linguistics. Despite the irregular order or arrangement, all parts or moves of the model were significant in forming the textual coherence of the text. However, it was arranged without strictly following the standard order due to its function to appeal to the emotional minds of the academic and general readership, rendering it to be emotively discursive in rhetorical form. The argument of this emotive discursivity was supported by the significant rhetorical function of Aristotelian rhetoric used to achieve any form of persuasive aim through any means possible (Aristotle & Kennedy, 1991), and the organisational function of the TPS model in organising the persuasive parts of academic research text as suggested by Swales (2014) through the non-typical narration of research 'story' as long as it could create an effective research space (C.A.R.S model) to be persuasive to the academic research audience.

When the sub-categorisation of the writers into native and non-native writers was examined in terms of their TPS or non-TPS patterns in the study, it was found that writers from the non-native English background employed the regular TPS structure more often than the writers from the native English background. To a certain extent, Swales's (2014) TPS model were more preferably used by the non-native English writers in demonstrating and highlighting the organisational worth of their research endeavour by standardising their composition of their research space through the territory setting, issue emphasis, and amicable presentation of the solution to the research readers' audience in a thorough, narrative, and impactful manner. Eventually, this will potentially make their academic texts appealing to the emotional minds of the readers (Aristotle & Kennedy, 1991; Pennebaker et al., 2015). According to the Problem-Solution Pattern model postulated by Hoey (1983) as cited in Khaw (2020) accompanied with the integration of TPS CARS model Swales (2014), the finding of the present study has validated Bunton's (2002) application of TPS-PSP model as an effective organisational move structure to organise the the logical parts of the research content with an emphasis on the act

of solving the problems under consideration. This argument was derived based on the studies by Khaw (2020) on the application of this move structure model in the PhD thesis introductory sections of the expert English writers which underlined the importance of going back to the issue at hand to be resolved. Otherwise, the research narration was left incomplete and emotive in discursivity by avoiding from concluding based on the presented issue. The latter pattern of emotive discursivity was portrayed by a considerable number of writers from native English backgrounds as shown in the present study, despite the majority's application of the regular TPS over non-TPS model, thus possibly evoking the emotional minds of the readers as suggested by Aristotle and Kennedy (1991) that can be used to reflect the Aristotelian appeal to *pathos*.

Move Irregularity and Absence in Rhetorically Carving the Structure of Research Compositions

It was concluded that native English writers of ARAs exhibited the irregular use of TPS structure in carving out the writing of their research compositions. This was rhetorically attained by forming the problem statement as a further means of building the territory of the research space that was contradictory with the common structure despite concluding it with the proper move of forming a solution at the end. They also presented another repetitive move of territory after the problem statement when the TPS structure was observed, making it an irregular form of TPTS structure. This finding was in contrast with the concept of writing development styles proposed by Kaplan (1966) who suggested the feature of repetitiveness and reiteration to be the writing style of non-native English writers from the Asian region. At some point, the Asian writing style of repetitiveness must have possibly been integrated into the system of native English writers. Despite having more regular TPS move structures, Malaysian English writers of ARAs more frequently exhibited their structures with the missing move of the details on the problem statement compared to the native English writers. The finding on the lack of problem move was in contradiction with the findings by Bunton (2002) who necessitated the inclusion of the details related to the problem statement as it was significant in showing the research gaps. Finally, it was discovered that both writers showed some common words used for the move dedicated to the problem statement. This is supported by Khaw (2020) who maintained that some words were commonly used for each part used to elaborate the details related to territory, problem, and solution. However, the words reflecting the move for the problem statement were more frequent than other moves due to its crucial function in indicating research missing links and the need for connecting the links between the research aim and final conclusions.

Conclusion

Several major research conclusions can be highlighted in this research. The first conclusion is that both groups of Malaysian English and native English writers would use the non-linearity of writing development through non-TPS structures in organising their research abstract compositions. The specific sub-conclusion shows that native English writers applied the non-linear form more often than the Malaysian English writers. This is contradictory to the international practice of underscoring the use of linear writing originating from the Anglo-European style as the standard form of writing development at the international level. In terms of the use of linear TPS structures, Malaysian English writers would organise their research ideas in a regular and linear manner of territory, problem, and solution, thus making it the second important conclusion of this research. This finding suggests that Malaysian

English writers could have adopted certain rhetorical levels of conventional Anglo-European style in composing their research work in a very systematic and linear manner in their professional attempt to appeal to the emotional minds of general academic research readers. In contradiction, the Anglo-European writers could have adopted some degree of the Kaplan's (1996) suggested Asian unconventional way of organising their research ideas through their frequent uses of non-linear writing style. This specific finding would be the third important conclusion to be derived from this research that may need further investigation by future researchers. Finally, apart from writing with a linear TPS pattern, Malaysian English writers would exclude the important move of stating the research problem. Future research endeavours could be directed in identifying this pattern in these Malaysian English writers compared to the Anglo-European native English writers and further exploring the reasons behind the latter's oriental pattern of writing as suggested by Kaplan (1966) in their style of academic writing development.

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