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Research Paper

Writer Interaction With the Reader via Move Recycling in the Introductory Sections of Social Science Research Articles

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Abstract

The current exploratory study sought to determine move recycling (MR) or move repetitions and the plausible rationales behind this phenomenon within the Introductory segments of scholarly research articles (RAIs). To embark on this endeavor, a dataset comprising 400 RAIs from social science disciplines (i.e., Psychology, Applied Linguistics, Economics, and Sociology) was assembled. These articles span the years 2006 to 2018. Afterward, the frequency of recycling of the five key moves within RAIs was identified. The findings revealed that the recycled moves, arranged by descending order of frequency, encompass M1 (Establishing a Setting), M2 (Reviewing Literature), M3 (Indicating the Gap), M5 (Stating the Value), and M4 (Stating the Purpose of the Study). It was assumed that within RAIs, MR serves as a means of interacting with readers through various rhetorical functions such as justifying the study and persuading skeptical readers. These findings could have far-reaching consequences for a wide range of audiences. EAP and ESP instructors can guide novice researchers away from viewing RAIs solely as linguistic documents. Instead, they can encourage these less experienced researchers to prioritize writer-reader interaction and emphasize the deliberate use of MR within RAIs as a potent tool for persuasion and engaging the reader's attention.

Keywords: Introduction Section; Move Recycling; Persuasive Discourse; Research Article; Social Science

1. Introduction

In the realm of scholarly communication, the ascendancy of English as the preeminent language has compelled scholars worldwide to master the intricacies of academic writing conventions in this language. Among the diverse genres of English academic discourse, the research article (RA) has garnered particular favor among researchers. This is because (a) it serves as a gateway for the exchange of knowledge among scholars from diverse discourse communities (Holmes, 2013), and (b) as a highly specialized form of discourse, it constitutes a critical exercise to approach disciplinary practices (Hyland, 2007). In fact, publishing RAs provides a great opportunity for scholars to showcase their academic research competence (Hyland, 2011) and “climb the professional ladder” (Swales, 2004, p. 3). Hence, it is comprehensible why practitioners from various academic fields are compelled to publish and disseminate their research discoveries in the form of RAs. This compulsion on academics is an indicator of the well-recognized ‘publish or perish’ dictum, mandating that academic lecturers and faculty members have to consistently publish their research papers or suffer the consequences, such as the lack of promotions in their academic careers. Similarly, postgraduate students have also encountered the necessity to publish RAs as integral components of their doctoral projects (Li & Flowerdew, 2020). However, this presents a challenge for novice academic members and researchers who may lack practical experience in implementing the conventions and benchmarks of RA writing. In this light, move analysis as a consciousness-raising endeavor might be beneficial in enhancing awareness among inexperienced researchers regarding the generic structures inherent in RAs. A move is defined as “a discursal or rhetorical unit that performs a communicative function in a written or spoken discourse” (Swales, 2004, pp. 228–29), forming the fundamental unit of textual organization, identifiable through move analysis. Numerous scholars and researchers (Abdelrahim, 2021; Bhatia, 1993, 2003; Cheng, 2008; Dudley-Evans, 1994;

Loi & Evans, 2010; Lu et al., 2021; Swales & Feak, 2009; Wannaruk & Amnuai, 2016) assert that move analysis plays a pivotal role in enhancing less experienced researchers' understanding regarding the rhetorical structure of RAs and assisting them in navigating the intricacies of RA writing conventions. For instance, according to Swales and Feak (2009), teaching the typical rhetorical structure of the RA to students, especially those with non-English backgrounds, enables them to discern the strategic deployment of moves within this genre. According to Wannaruk and Amnuai (2016), the utilization of move analysis empowers learners to redirect their attention from the surface-level features of texts toward their socially contextualized characteristics.

An intriguing yet overlooked avenue of inquiry within move analysis pertains to the identification of move repetitions, or move recycling (MR) in RAIs. According to Swales (1990), MR conceptualizes each occurrence of a particular move as an independent incident, thereby treating each manifestation of a single move separately. Notably, in MR, a text experiences multiple transitions between different types of moves before reverting to the initial move (Kanoksilapatham, 2007). In fact, MR helps reordering and further development of ideas hidden in the texts. According to Tessuto (2015), MR plays a crucial role in illustrating the diversity of moves and offering further elaboration on complex topics.

Meanwhile, the widely embraced axiom that writing constitutes an interaction between authors and readers is supported by various scholars (e.g., Hoey, 2001; Mei & Allison, 2005; Nelson, 2008; and Widdowson, 1984). In this vein, MR in RAIs plays multiple functions; for instance, it not only underscores the significance of specific moves but also serves as a writing tactic aimed at engaging the intended audience. Additionally, MR contributes to the coherence of a text by reiterating previously encountered moves, thereby prompting readers to continue reading and fostering uninterrupted reading without the need to recheck the recycled moves (Soltani et al., 2021; Soltani & Kuhi, 2022, 2023).

Despite the potential advantages of employing MR in the RAIs, it is conceivable that some RA authors, particularly those new to the field, may not fully comprehend the underlying reasons for its utilization. Therefore, it remains uncertain whether they recycle the moves deliberately or, inadvertently in this section to align with the conventions of English RA writing in order to receive the green card of article acceptance from the editorial board of the journal. Nonetheless, it is crucial for these less-experienced researchers to diligently adhere to these norms and guidelines while simultaneously acknowledging the ramifications of such adherence. This situation parallels the dilemma encountered by patients who must rigorously adhere to prescribed medical practitioners and dietary plans as instructed by healthcare professionals. However, upon realizing that such directives are designed to improve their health, patients may willingly comply with them.

Needless to say, the acceptance of an article for publication does not mark the end of the journey. Many novice researchers will eventually assume roles as instructors, necessitating familiarity with the rationale behind established conventions in English academic writing. Regrettably, in some academic settings particularly non-English ones, English for Academic Purposes (EAP) courses rarely focus on the rationale underlying such established norms. Consequently, these prospective instructors may either misapply MR or do so haphazardly. This exacerbates the crisis: How can they effectively express the reasons for MR to their students if they themselves are unfamiliar with them? This underscores the risk of future generations of researchers emulating their English counterparts without comprehending the rationale behind such practices. Mere adherence to RA writing conventions is insufficient and jeopardizes academic literacy. Because educational environments necessitate instructors who possess a thorough understanding of academic writing conventions, alongside their students. This suggests that both educators and students should be well-versed in academic writing standards to promote a flourishing educational atmosphere. In summary, for novice RA writers and instructors to be embraced as integral members of their scholarly communities, they need to conscientiously assimilate and adhere to these increasingly accepted universal conventions.

Amidst the myriad sections of RAs where MR may occur, this study concentrates on MR within RAIs for several reasons. Firstly, numerous scholars (Adnan, 2011; Ferguson et al., 2011; Swales & Feak, 2004) have suggested that RA authors, regardless of their linguistic background, encounter greater challenges when composing this section compared to other sections. This is particularly critical for fledgling writers, who often face difficulties in crafting persuasive and informative RAIs (Swales & Feak, 2004). Secondly, RAIs are the initial sections encountered by readers after the Abstract, and the rhetorical presentation of this section significantly influences its impact and readers' subsequent decision to continue reading or not. Accordingly, if authors fail to establish a successful interaction with the readership and gain their confidence, there is a high likelihood that their readers will not proceed to read the entire article (Safnil, 2001).

Thirdly, several prominent genre analysts have displayed considerable interest in RAIs, underscoring the significance of this section. This enthusiasm is evident in the scholarly contributions of established scholars in move analysis (e.g., Lio, 2010; Lio & Evan; 2010; Ozturk, 2007; Samraj, 2002; Shehzad, 2008; and Sheldon, 2011). Lastly, and perhaps most importantly, MR was identified in Swales' seminal works (1990, 2004) on RAIs, increasing the likelihood of its inclusion in the corpus of the current study.

Acknowledging the critical role of MR and its associated challenges, it is essential to review how researchers have approached this phenomenon in their studies. The following review highlights key empirical studies on the use of MR across various academic fields.

Considering the significance of RAIs, extensive research into the structural organization of this section has been conducted, revealing the recycling of various moves across different academic disciplines, including Management (Bajwa et al., 2020; Lim, 2012; Mur-Duenas, 2012), Applied Linguistics (Ozturk, 2007, 2018; Sheldon, 2011), English Language Teaching (Rochma & Triastuti, 2020), Biochemistry (Kanoksilapatham, 2005), Psychology (Loi, 2010), and Environmental Engineering (Maswana et al., 2015). However, the researchers conducting these studies held differing perspectives concerning the underlying causes of MR. For instance, Kanoksilapatham (2005) analyzed four conventional sections of research articles in Biochemistry, employing Swales' (1990) model to examine the different moves and steps encompassed in these sections. One finding was that "Reviewing Previous Research" (M1S3) and "Indicating a Gap" (M2S1) in the Introduction sections exhibited cyclical patterns. Kanoksilapatham suggested that the recycling of M1S3 could be attributed to the lengthy introductions and extensive literature available in the field, whereas the recycling of M2S1 might be due to the complexity of the study.

Ozturk (2007) examined two sub-disciplines of Applied Linguistics, namely Second Language Acquisition and Second Language Writing Research, and found that a linear pattern predominated in the former, while the latter was primarily characterized by extensive recycling of "Topic Generalization" (M1S2) and "Literature Review" (M1S3). Ozturk suggested that Second Language Acquisition authors presume readers possess prior knowledge, and hence do not reiterate moves. However, Second Language Writing Research is a relatively new field of study, or in Ozturk's terms, an emerging discipline that is still in its infancy. This issue, accompanied by the extensive Introductions typical of this field, may prompt authors to establish a more theoretical foundation for their research through the use of MR in RAIs. Likewise, several prominent scholars (e.g., Anthony, 1999; Kanoksilapatham, 2005; Mur-Duenas, 2012; Posteguillo, 1999) proposed that lengthy RAIs can contribute to MR.

In another study, Maswana et al. (2015) investigated Environmental Engineering and identified recurring patterns of M1 within RAIs. They posited that authors in this field may reiterate M1 to furnish contextualization for their research.

In a recent inquiry undertaken by Soltani and Kuhi (2022), an analysis was conducted on the recurrence of research purposes, hypotheses, and questions, throughout the Introduction, Methods, Results, and Discussion (IMRD) segments of social science RAs. The findings revealed a higher prevalence of MR within the Discussion sections, contrasting with its lesser occurrence in the Method sections. The authors attributed this disparity to the distinctive placement of the Discussion section within the RA. Given the positioning of the Method and Results sections between the Introduction and Discussion sections, which creates gaps between them, authors may recycle these moves in the Discussions to remind readers of them.

While earlier investigations briefly touched upon the recycling of one or two moves as mentioned above, upon closer examination, it becomes evident that MR in RAIs was not the primary focus of these studies and might have been mentioned only peripherally as one of their findings. Given the paramount significance of RAIs, the recurrence of moves within this section cannot be a mere coincidence; rather, it is plausible that English scholars deliberately employ MR in this section. Considering the pivotal role of MR in RAIs, efforts should be undertaken to identify its presence across diverse academic fields and acquaint novice researchers with the foundational principles and rationale governing it. Motivated by these assumptions and to address the aforementioned lacunas, the present study endeavored to address the following research inquiries:

1. How frequently are recycled moves incorporated into social science RAIs?
2. What are the potential rhetorical functions of the recycled moves in social science?

2. Methodology

2.1. The Corpus

The current study utilized a dataset comprising 400 empirical RAs published in four esteemed academic journals spanning the years 2006 to 2018 (see Table 1). The authors' cultural backgrounds did not influence the selection of RAs, whereas careful attention was paid to disciplinary diversity during the RA selection process. Specifically, RAs were selected from a spectrum of social science disciplines, including Economics, Sociology, Applied Linguistics, and Psychology. These disciplines were chosen for several reasons: Firstly, Swales (1990) identified MR as a prevailing phenomenon in scholarly articles within the social sciences, and the selected disciplines were deemed to be representative of broader fields within the social sciences domain (Becher & Trowler, 2001). Additionally, it was anticipated that empirical RAs adhering to IMRD structures would be prevalent within these disciplines.

2.2. Criteria for Journal Selection

In the current investigation, informant nomination, as advocated by Hyland (2002), was utilized to select journals. Four experienced Iranian academics specializing in the relevant disciplines were consulted to recommend four reputable journals within their respective fields. From their list of frequently cited journals, a subset comprising four journals was chosen based on accessibility (see Table 1 for the selected journals).

Table 1. *List of Selected Journals for the Study*

Disciplines	Journals
Sociology	Sociological Review, American Sociological Review, International Journal of Sociology, European Journal of Sociology
Applied Linguistics	English for Specific Purposes (ESP), System, Language Teaching, Modern Language Journal (MLJ)
Economics	Economic Modeling, Energy Economics, Energy Policy, Cambridge Journal of Economics
Psychology	Europe's Journal of Psychology, Psychology and Psychotherapy, British Journal of Social Psychology, British Journal of Clinical Psychology

2.3. Model of Analysis

The current study examined the recycling of five moves within RAIs. These encompass M1: Establishing a Setting, M2: Reviewing Literature, M3: Indicating the Gap, M4: Stating the Purpose of the Study, and M5: Stating the Value. Nevertheless, the corresponding steps within the CARS model proposed by Swales (1990) were also elucidated (see Appendix 1 for the CARS model). The parallel steps are outlined as follows: M1: M1S2 (Topic Generalization), M2: M1S3 (Background Information), M3: M2-S1b (Indicating a Gap), M4: M3S1A (Outlining Purposes), M5: M1S1 (Centrality Claim) (see Appendix 2). Among the myriad moves and steps that may be recycled in RAIs, our study deliberately selected these five pivotal moves within RAIs (see Weissberg & Buker, 1990) to narrow down the scope of the study. It should be noted that the present study was exploratory in nature and Swales' (1990) model was employed solely as a guiding framework. There were two primary reasons for selecting this particular model. Firstly, Swales' (1990) model includes corresponding steps to the main moves focused on in this study, which were absent in other models such as Swales' (2004). This facilitated the identification of equivalent steps to the major moves under investigation. Additionally, Swales' (1990) move model enjoys widespread utilization in academic research, establishing it as a comprehensive framework for move analysis.

2.4. Procedure

The dataset utilized in this study was sourced from the Internet in late 2018 and comprised a comprehensive compilation of journal publications spanning the years 2006 to 2018. The IMRD structure was meticulously adhered to in constructing the intended corpus, ensuring that all RAs were organized according to this structure. It is important to clarify that in this study, the term 'Introduction' refers to the section following the Abstract and preceding the Method section in empirical RAs. The sample corpus was carefully selected to include an equal number of (i.e., 100) RAIs from each discipline. Subsequently, the first author of the present study analyzed all 400 RAIs. To ensure the precision of the findings, the second author, who was an expert in move analysis, independently analyzed half of the corpus (200 RAIs). Moreover, the first author conducted a re-analysis of 20 randomly selected RAIs from each field to mitigate potential

inaccuracies and strengthen intra-rater reliability. The reanalysis was undertaken with a one-month interval between the two analyses. Following the analysis of RAIs, measures of inter-rater reliability ($r = .89$) and intra-rater reliability ($r = 0.95$) were computed, both of which were high, allowing us to proceed with the study. To identify moves, the guidelines proposed by Connor and Mauranen (1999) were used. These guidelines emphasized the main criterion for delineating move boundaries as a shift in communicative purpose. Additionally, they recommended considering lexical words, phrases, and linguistic cues as aids in the move identification process. In the sample RAIs from Applied Linguistics (Rolls & Rodgers, 2017) and Psychology (Linley-Adams et al., 2014), bold typefaces are used to identify textual cues indicating the gap move (M3) and Stating the Value (M5) respectively. Additionally, the recycling of these moves has been demonstrated.

Example 1 (Rolls & Rodgers, 2017)

The First Occurrence of Gap Move (M3)

To date, though, **no research** has been undertaken to determine quantitatively how well science fiction-fantasy (SFF), or any literary subgenre, covers scientific technical vocabulary.

The Recycling of M3

Several studies have briefly considered how well technical vocabulary is covered in general fiction texts..., **but** they have only done so to validate specialized word lists. There has otherwise been **no research** examining the frequency of technical vocabulary in specific subgenres of literary fiction.

M3 Recycling for the Second Time

No existing research examines the texts themselves for their coverage of technical vocabulary.

Example 2 (Linley-Adams et al., 2014)

The First Occurrence of Stating Value Move (M5)

The importance of developing a measure of anxiety for use with those with communication difficulties is highlighted by estimates suggesting that 23–38% of stroke survivors are affected by aphasia.

The Recycling of M5

The need to develop suitable measures to detect and monitor anxiety after stroke has become **more urgent** as treatments are developed for this disorder in the stroke population.

After identifying moves, the study proceeded to ascertain any instances of their recurrence within RAIs, along with their respective frequencies. In order to address the inherent variability in text length, the raw frequency counts of recycled moves underwent normalization, wherein they were adjusted as occurrences per 100,000 words. Subsequently, these adjusted frequencies were rounded up.

3. Results and Discussion

3.1. Research Question 1

The first research question centered on the frequency of recycled moves incorporated into social science RAIs. Table 2 presents the calculated frequencies of the five principal moves within RAIs, namely, M1: Establishing a Setting, M2: Reviewing Literature, M3: Indicating the Gap, M4: Stating the Purpose of the Study, and M5: Stating the Value. As previously stated, the tabulated frequencies are normalized to a rate of occurrences per 100,000 words and rounded up.

Table 2. *Frequency of Recycled Moves in Social Science RAIs (Per 100,000 Words)*

Disciplines		Soc	Eco	Psy	AL	Total
Moves	M1	85	92	35	54	266
	M2	76	83	29	47	235
	M3	53	60	18	32	163
	M4	29	35	10	18	92
	M5	42	48	15	25	130
	Total	285	318	107	176	886

Note. Soc = Sociology; Eco= Economics; Psy = Psychology; AL= Applied Linguistics

As illustrated in Table 2, the recurrent moves observed in social science RAIs can be organized by frequency, ranging from highest to lowest occurrences as follows: M1 (f = 266), M2 (f = 235), M3 (f = 163), M5 (f = 130), and M4 (f = 92). Furthermore, the data presented in Table 2 indicates that MR displays a higher prevalence in Economic RAIs (f = 318) while exhibiting comparatively lower frequencies in Psychology RAIs (f = 107), reflecting the disciplinary preferences inherent within each academic field. The increased prevalence of MR in Economic RAIs can be attributed to the typically long Introductions specific to this discipline, spanning between 3500 to 4000 words. If this scenario is true, the low frequency of MR in Psychology is not hard to understand and can be explicable as a result of relatively short RAIs (1500-2000 words) in this discipline. This reasoning aligns with prior research that has established a correlation between length and MR in RAIs (Anthony, 1999; Soltani & Kuhi, 2022, 2023; Kanoksilapatham, 2005; Mur-Duenas, 2012; Ozturk, 2007; Posteguillo, 1999; Swales, 1990, 2004). Moreover, it is indisputable that RA authors strive to contextualize their studies to project a credible disciplinary voice recognized by their peers in the field (Hyland & Tse, 2005). One possible rationale is that scholars in Economics may feel obligated to produce longer RAIs due to discipline-specific norms, leading to increased utilization of MR. Conversely, adherence to discipline-specific conventions in Psychology may lead RA authors to craft shorter Introductions, consequently resulting in less frequent use of MR. As posited by Hyland (2012), this phenomenon can be attributed to two primary tactics employed by authors: (a) proximity, which involves how writers establish a relationship with readers through the utilization of familiar discipline-specific discursive norms, and (b) positioning, which pertains to the stance that authors take regarding the message they communicate. Deviating from these conventions may cause authors to violate the epistemological orientations of their respective fields, thereby jeopardizing the acceptance of their RAs and facing rejection from journal editorial boards.

While previous studies have acknowledged the length and disciplinary voice as contributors to MR, the underlying reasoning behind these issues has remained overlooked. One possible explanation could be the writer's endeavor to facilitate readers' journey through the text, driven by the prevalent writer-responsibility rhetoric in English. Another factor might involve the persuasive discourse inherent in the English language. These aspects will be elaborated upon in the following section.

3.2. Research Question 2

The second research question explored the potential rhetorical functions of the recurrent moves within social science RAIs. The subsequent subsections elaborate on these functions.

3.2.1 M1 and M2

In Swales' (1990) model, M1 (Establishing a Setting) and M2 (Reviewing Literature) are labeled as M1S2 (Topic Generalization) and M1S3 (Background Information), respectively. Before delving into the plausible rhetorical functions of M1 and M2 recycling, it is worth noting that the simultaneous presentation of these two moves for discussion can be justified by their inherent interdependence. The following excerpt from a Sociology RA adeptly illustrates how the author (Moore, 2010) has adroitly recycled these two intertwined moves.

Example 3

The First Occurrence of M1

The prevailing view among labor market analysts and others is that discrimination assumes subtler forms than in the past and that its impact upon individual life chances in general, and employment outcomes in particular, has declined substantially.

The Recycling of M1

To the extent that it persists, discrimination is therefore more likely to be covert and, presumably, to be less consequential for individual employment outcomes.

The Recycling of M1 for the Second Time

This human capital theory would appear to be contradicted by a large and diverse set of studies that document continuing racial inequalities in labor market outcomes.

The First Occurrence of M2

Changes in the legal and social environment have made overt expressions of prejudice harder to reconcile with egalitarian values while insuring that overt discrimination is more likely to be met with social disapproval and legal sanctions (Schuman et al. 1997; Sears et al. 1997)

The Recycling of M2

In a review and critique of the research on employment discrimination, the Nobel laureate James Heckman (1998, p. 101) summarily expresses this perspective when he states that “labor market discrimination is no longer a first-order quantitative problem in American society.”

The Recycling of M2 for the Second Time

Despite minority gains in educational and occupational attainment, labor force surveys show substantial and persistent racial gaps in employment and earnings (Cancio, Evans, and Maume 1996; Darrity and Mason 1998).

As indicated in Table 2, M1 (f = 266) and M2 (f = 235) emerge as the most frequently recycled moves in RAIs. Numerous academics (e.g., Anthony, 1999; Baibatyrova & Zharkynbekova, 2021; Bunton, 2002; Kanoksilapatham, 2005; Lim, 2010; Maswana et al., 2015; Ozturk, 2007; Posteguillo, 1999; Samraj, 2002) posit that the potential rhetorical function of reiterating M1 and M2 by RA authors could be to furnish readers with sufficient background information. For instance, Ozturk (2007) observed the reiterated presence of M1 in lengthy Introductions, proposing that this recycling arises from the authors’ intentions to acquaint readers with additional theoretical background. However, we argue that the recycling of this move serves a broader purpose than merely reviewing prior research. It could be contended that by doing so, authors can elucidate the shortcomings in previous studies, thereby creating space to emphasize their own knowledge claims and contributions to address these gaps. This could be particularly consequential for expert writers seeking to showcase their nuanced familiarity with existing studies on the topic within the specialized spheres of their discourse communities. Consequently, the scholarly audience may perceive these seasoned writers as esteemed authorities in their respective fields.

3.2.2. M3 (Gap Move)

The move identified as M3 in the present study corresponds to M2-S1b (Indicating a gap) in Swales’ (1990) model. This move endeavors to highlight the deficiencies and constraints of earlier research through gap signaling. Shehzad (2008) describes this move as a mini-critique, which functions to establish a link between past research and the present study. An illustrative example below demonstrates how authors in the field of Psychology (McNamara & Parsons, 2016) have incorporated M3 recycling within RAIs.

Example 4

The First Occurrence of Gap Move (M3)

While research in the Social Cure paradigm has explored unhealthy eating behavior, the role played by social identity in eating disorder (ED) recovery has *yet* to be considered.

The Recycling of M3

There is *very little* research on how social relationships promote recovery from an ED.

The Recycling of M3 for the Second Time

While social identity processes are believed to maintain EDs, *there is no consideration* of how they might support recovery.

The Recycling of M3 for the Third Time

There is very *limited* exploration of recovery identities in general in the social cure tradition with the exception of the developing literature on addiction recovery.

The Recycling of M3 for the Fourth Time

Social cure research remains primarily quantitative and has *yet* to examine in detail group dynamics in situ.

The analysis of rhetorical moves within RAIs, as depicted in Table 2, highlights that following M1 and M2, M3 ($f = 163$) exhibits a notable frequency of recycling. The high occurrence of this move in RAIs, as acknowledged by Amnuai (2021), can be attributed to authors recognizing its significance as a pivotal element within this section. It is conceivable that RA authors recycle this move as a strategy to catch readers' attention, emphasize the distinctiveness of their own inquiries, and furnish a rationale for their study. Some scholars also argued that in this manner, authors may intend to engender reader engagement by adeptly tackling deficiencies in prior research (Amnuai, 2021; Farnia & Barati, 2017; Kanoksilapatham, 2005, 2012; Lim, 2012; Mur-Duenas, 2012; Pho, 2008; Posteguillo, 1999; Rahaman et al., 2017; Samraj, 2002, 2005; Saz Rubio, 2011; Shehzad, 2008; Sheldon, 2011).

3.2.3 M4 (Purpose of the Study)

M4 (Purpose of the Study) corresponds to M3S1A (Outlining Purposes) in Swales' (1990) model. The recycling of M4 in RAIs has been documented in several prior studies, including those by Soltani and Kuhi (2022), Kwan (2021), Saz Rubio (2011), and Feak and Swales (2011). Example 5, extracted from Applied Linguistics RAIs (Staples, 2015), illustrates the recycling of this move.

Example 5

The First Occurrence of M4

This study *aims* to identify differences in the lexico-grammatical features used by IENs and USNs in their interactions with patients.

The Recycling of M4

This study *asks* whether there are differences in the lexico-grammatical features used by USNs and IENs in their interactions with patients.

The relatively low rate of M4 recycling in RAIs ($f = 92$) compared to other moves can be attributed to the sequential positioning of the Introduction section following the Abstract, where authors typically present this move. Consequently, authors may deem it redundant to reiterate this move multiple times within RAIs. Nevertheless, writers may opt to recycle this move in lengthy Introductions, where they feel compelled to reinforce it in readers' minds and refresh their memory. Put differently, the primary rationale behind the recycling of this move appears to be the emphasis on the study purpose while concurrently ensuring a coherent flow of information to aid readers' understanding of this move. In broad terms, the recycling of the purpose move serves to streamline communicative interaction as envisioned by the authors and ultimately augment readers' grasp of this move. This propensity could stem from the prevalent writer-responsible rhetoric found in English academic texts (Kuhi, 2017; Soltani et al., 2021; Soltani & Kuhi, 2022, 2023; Hinds, 1987; Salski & Dolgikh, 2018), wherein authors bear the responsibility of making the text understandable.

3.2.4. Move 5: The Stating of the Value

The Stating of the Value (M5) corresponds to the 'Centrality Claim' or M1S1 in Swales' (1990) model. The following example extracted from Kaltenbrunner (2017) is presented to highlight the recycling of this move in Economics RAIs.

Example 6

The First Occurrence of M5

Qualitative methods are crucial to uncover the underlying processes and structures which condition human agency beyond their specific context and temporality.

The Recycling of M5 for the First Time

Quantitative methods, allow additional insights into the structured and layered nature of economic reality.

The Recycling of M5 for the Second Time

They can identify, quantify, and compare the potential empirical surface phenomena of these underlying processes and structures.

The Recycling of M5 for the Third time

Importantly, though, in contrast to neoclassical economics, these empirical surface phenomena are to be seen as demi-regularities rather than empirical generalisations, which means they will be partial and multifaceted, and neither predictable nor universal.

The Recycling of M5 for the Fourth Time

Moreover, the qualitative study points to the recent changes and the underlying processes and structures which have shaped EE FX market actors' expectations and behaviour over recent years.

The Recycling of M5 for the Fifth Time

They show the increasingly internationalised and financialised character of these markets and the subordinated nature of EE's integration into them.

Studies conducted by Loi (2010), Zhang and Wannaruk (2016), Wang and Yang (2015), Ye (2019), Warsidi (2023), and Baibatyrova and Zharkynbekova (2021) have all documented the recycling of M5 in the RAIs. The frequent appearance of M5 ($f=130$) in the dataset may indicate the use of promotionalism, boosterism, and persuasive devices in English RAIs. It is indisputable that authors endeavor to endorse and advocate their studies, as well as persuade their scientific communities that the subject under scrutiny is both challenging and deserving of investigation. In other words, through deliberate recycling of this move, authors can make their text more appealing to readers and secure readers' acceptance of their claim. Consequently, it is plausible that the recycling of M5 is driven by the author's strategic intent for promoting the research and capturing their scientific communities' interest. This, in effect, could motivate readers to delve deeper into the manuscript and potentially convince journal gatekeepers that the study is worthy of publication. These arguments support Swales' (1990, p. 144) assertion that 'Centrality Claims' are best understood as 'appeals to the discourse community whereby members are asked to accept that the research to be reported is part of a lively, significant, or well-established research area'.

4. Conclusion

Studying how writers engage with their audience in English academic texts is becoming increasingly crucial. The writer-reader interaction in RAIs can be explained by two predominant practices in English academic writing: writer-responsibility and persuasive discourse. In fact, written communication in writer-responsible languages such as English begins with the writer's assumption that the reader possesses minimal background knowledge of the subject matter. Consequently, the writer endeavors to organize the text as clearly and unambiguously as possible. They utilize various signals and comprehension cues to guide the reader through the text. This results in a reader-friendly text, enabling readers to make reasonable interpretations of the writers' intended meaning and navigate through the text. This, in turn, fosters the writer's social engagement with anticipated readers. Meanwhile, the Introductory sections of RAs serve as the primary platform for authors to establish their presence and set the stage for communication. This provides authors with a good opportunity to employ various tactics aimed at engaging the audience, capturing their interest, and persuading them of the significance of their research pursuits. The use of MR in RAIs can be considered an effective strategy that reduces the reader's necessity to repeatedly decipher implicit information within moves and elaborate on them. These assumptions are evident in the findings of the present investigation:

Firstly, the frequent recycling of moves such as Establishing the Setting (M1), Referring to Previous Research (M2), Highlighting the Flaws in Previous Studies (M3), and Outlining the Significance of the Study (M5) may stem from the authors' endeavors to gain approval and persuade their readers. This aligns with the persuasive discourse prevalent in English academic writing, wherein authors strive to present compelling evidence to support their claims and bolster their arguments. While the recycling of the Purpose of the Study (M4) move initially appears to shape a coherent flow of information, closer examination reveals that this function also plays a pivotal role in fostering fruitful writer-reader relationships.

Another trace of writers' efforts to establish effective interaction with their readers is their endeavor to meet the expectations of their disciplinary peers. According to the study findings, MR in RAIs was not a monolithic entity operating in a vacuum. That is, disciplines like Economics, characterized by lengthier Introductions, exhibited a higher tendency towards MR compared to disciplines like Psychology, which typically have shorter Introductions. This commitment to discipline-specific norms reflects RA authors' striving to align with the conventions prevalent in their academic

communities, thereby enhancing the likelihood of RA acceptance. This assertion strengthens the importance of approximating the specific standards set within different academic communities to convince readers, especially journal reviewers and editors. While it is true that journal editors typically do not prescribe a specific structural format for authors regarding MR, writers have to adhere to RA writing norms to persuade journal editorial boards and secure publication approval. These scenarios vividly demonstrate how authors' endeavors to gain acceptance from scientific committees are intertwined with writer responsibility and persuasive discourse in English, as discussed above.

The insights garnered from this study may shed light on the importance of MR in RAIs, offering practical implications for a wide range of stakeholders, including ESP, EAP, and ERP practitioners, novice researchers, and educators. ESP program designers for various academic fields may provide a framework to raise novice researchers' awareness of the underlying reasons for using MR. This template can serve as a foundational tool for novice authors to integrate MR into their RAIs in alignment with established norms of English RA writing in various disciplines of social science. EAP writing teachers and ERP instructors can incorporate knowledge of recycled moves and their rhetorical functions into their class activities. They can steer novice researchers away from regarding RAIs merely as linguistic documents, urging them to prioritize writer-reader interaction. This encouragement can result in crafting RAIs that anticipate and address readers' inquiries by including an adequate number of MR. Furthermore, by providing opportunities for strategic use of MR for novice members, they can help these less-experienced researchers attract the attention of journal gatekeepers, thereby increasing the likelihood of RA acceptance. In addition, understanding recycled moves and their rhetorical functions may enable effective audience engagement and aid them in anticipating MR, facilitating coherent reading.

Moving forward, researchers could explore the efficacy of instructing MR to fledgling researchers and its impact on their ability to craft persuasive RAIs. Forthcoming research can also delve into MR in the Introductions of various academic genres, such as theses and dissertations, to elucidate genre-specific norms. Another promising research direction could involve comparing the use of MR by expert and novice RA authors. This comparison could be accompanied by interviews to discern the two groups of scholars' rationale behind using MR. Finally, forthcoming studies can investigate MR in RA sections other than the Introduction.

Conflict of Interest

The authors have no conflicts of interest to declare.

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Appendices

Appendix 1

Swales' (1990) CARS Model for Analyzing RAIs

Move 1: Establishing a territory (citation required) via

Step 1: Claiming centrality

Step 2: Making generalizations of increasing specificity

Step 3: Citation/Literature review

Move 2: Establishing a niche (citation possible) via

Step 1a: Counter-claiming (or)

Step 1b: Indicating a gap (or)

Step 1c: Question raising (or)

Step 1d: Adding to what is known

Step 2 (optional): Presenting positive justification

Step 3 (optional): Implicit inconsistencies precluding gap signaling

Move 3: Occupying the niche (citation is optional) via Step 1 (obligatory):

Announcing present research descriptively and/or purposively

Steps 1A: Outlining purposes

Step 1B: Announcing present research

Step 2 (optional): Presenting research questions, hypotheses or assumptions

Step 3 (optional): Definitional clarifications

Step 4 (optional): Summarizing methods

Step 5 (PISF): Announcing principal outcomes

Step 6 (PISF): Stating the value of the present research

Step 7 (PISF): Outlining the structure of the paper

Note 1: PISF: Probable in some fields but unlikely in others.

Note 2: The corresponding steps for the recycled move under investigation are written in italics and bold type.

Appendix 2

Five Major Moves in RAIs and their Corresponding Steps in Swales' (1990) CARS model

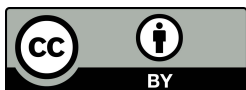
M1: Establish a Setting: M1S2 (Topic Generalization)

M 2: Literature Review: M1S3 (Background Information)

M 3: Gap: M2-S1b (Indicating a Gap)

M4: The Purpose of the Study: M3S1A (Outlining Purposes)

M5: The Statement of the Value: M1S1 (Centrality Claim)



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