A Comparative Study on Rhetorical Structure of Articles Written by Iranian and English Native Scholars in Business Management

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Abstract

The most effective means of directing attention to an article in the academic community is to publish it in credential journals, however, writing in English can be challenging for novice writers especially non-native speakers (NNS) of English. Thus, despite the ample research in some fields, there is a great need for studies comparing the rhetorical features together with move structure of sections of Research Articles (RA) written by native scholars with non-native (NN) scholars' RAs to provide NN writers with academic writing patterns beside procedures needed for publishing in the field of Business Management. To this end, Hyland's (2000) five-move model was employed for identifying rhetorical moves along with a "bottom-up" approach for realizing linguistic signals in the Abstract, Introduction and Conclusion sections of thirty articles from international and national journals. The study revealed correspondence of most international articles to Hyland's move model, a tendency for writing informative Abstracts was apparent with the presence of all the moves in Introduction and Conclusion sections. Analysis of linguistic aspects of articles illustrated a striking difference in the use of language features between native and NN scholars. The findings of this study have some implications for people involved in genre analysis as well as teaching academic writing and material design.

1. Introduction

The dominance of English in the academic and international publication in all disciplinary fields means researchers from all over the world seek proficiency in the language of the academic field, which is perceived to be English. They try vigorously in composing their articles to get accepted in leading journals as "publishing is the main means by which academics establish their claims for competence and climb the professional ladder" (Hyland, 2012) and to achieve higher status in order to "be qualified for membership in the target discourse community" (Swales, 1990). However, it class for a high mastery over the target language especially for English foreign/second language speakers. Language practitioners particularly English for specific purposes (ESP) practitioners tried their best to make this demanding task easier by providing writing work-shops, guide books and writing classes, although this solution requires lots of time and energy. A more concise way to make academic writing less challenging for NNS is analyzing the articles written by native speakers and then teaching styles and strategies Native Speakers (NS) used to compose their articles which is the topic of genre analysis. Many researchers conducted studies on different chapters of RAs like Abstract, Introduction, Methods, Results, and Discussion (e.g. Hyland, 1990, 2000; Swales, 1990, 2004; Holmes, 1997; Williams, 1999; Peacock, 2002; Lorés, 2004; Lim, 2006; Bruce, 2008; Dzung Pho, 2008; Basturkmen, 2012; Jalilifar, Baninajar, & Saidian, 2015; Amnuai, 2018). Even though, the number of these studies increased significantly in recent years, most of them tend to analyze a single chapter, mostly Abstract section of a paper. In an article chapters have distinct functions, albeit, these differences in functions does not mean they have a separate purpose, in fact they are interdependent and indivisible, so in order to realize the whole structure of a research paper, genre analysts should examine two or three subsequent chapters to better understand the rhetorical structure of articles in various fields. These studies include Applied Linguistics (Dobakhti, 2016); TESOL (Thuy Nguyen & Pramoolsook, 2014); Sociology (Brett, 1994); Computer Science (Posteguillo, 1999); Biochemistry (Kanoksilapatham, 2005); Agricultural Science (Shi & Wannaruk, 2014); Linguistics (Khansari, Heng Chan, Yuit Chan, & Tan, 2016); Management (Zanina, 2017) and Economics (Jin, Li, & Sun, 2020). However, researchers have not treated other fields in much detail, hence to date there are few studies on fields like Business Management and its sub-disciplines. So far, scant attention has been paid to the overall language and textual organization of RAs chapters to grasp the linguistic signals in articles. Accordingly, the present genre-based study aimed to analyze the structure of moves made in the Abstract, Introduction, and Conclusion section of research articles written by native and non-native speakers in the field of Business Management as well as focusing on linguistic signals of the sections. It is expected that this research contributes to a deeper understanding of the academic writing genre by examining the nature of moves, together with providing research-evidenced implications to enhance the teaching of English for academic purposes (EAP) in an English as a foreign language (EFL) environment. Several frameworks for move analysis have been introduced; Swales (1990), Bhatia (1993), Dos Santos (1996), and Hyland (2000) are among the most influential move structures used in carrying out analysis. However, this study adopted Hyland's (2000) move structure analysis. The five moves are: Introduction (M1), Establishes context of the paper and motivates the research, Purpose (M2), Indicates purposes, outlines the aim behind the paper, Method (M3), Provides information in design, procedures, data analysis, etc., Product (M4),

Indicates results and the argument, or what was accomplished, and Conclusion (M5), Points to application or wider implications and interpretation scope of paper. Each move represents the realization of a communicative goal (Hyland, 2000). An influential definition for a "move" is "a discoursal or rhetorical unit that performs a communicative function in a written or spoken discourse," (Swales 2004: 228-229).

2. Literature Review
2.1 Rhetorical Structure
William Mann and Sandra Thompson from the University of Southern California department of Information Sciences developed Rhetorical Structure Theory (RST) in 1987 and then published it in seminal paper in 1988. Hyland (2009) defined classical rhetoric as "…organized into a series of categories which describe the composition and delivery of a text" and Modern rhetorical analysis as focusing "…on the subdivision of invention and particularly the appeals of non-evidential, or 'artificial', proof" (Hyland, 2009, pp. 211). Famous scholars have ever since worked on the notion of rhetorical structure and rhetorical moves (Mann and Thompson 1987,1988, Hyland 1990,1998, 2000, 2005, Swales 1990, Lorés 2004, Dzung Pho 2008). In the past three decades, a large and growing body of literature has investigated rhetorical structure of research articles (RAs) in different genres. The focus of these studies has been on rising the awareness of the RAs genre. However, the vast majority of studies on the structure of RAs has been carried out on only one or two individual sections of the article, specifically on Abstract (Marefat & Mohammadzadeh, 2013; Li & Pramoolsook, 2015; Derakhshan & Nadi, 2019), on Introduction section (Chahal, 2014; Kawase, 2018) and, to a lesser degree, on the Conclusion section.

2.2 Discourse Community
The definition of discourse community is important in defining the concept of genre as there is a mutual relationship between the two. Borg (2003) states that "the concept of discourse communities developed from the concepts of speech community and interpretive community…" however, "unlike a speech community, membership of a discourse community is usually a matter of choice; unlike an interpretive community, members of a discourse community actively share goals and communicate with other members to pursue those goals (Borg, 2003). As Paltridge (2012, p. 16) points out "a discourse community is a group of people who share some kind of activity. Members of a discourse community have particular ways of communicating with each other. They generally have shared goals and may have shared values and beliefs." Johns (1997) presents precise kinds of genre knowledge shared by members of a discourse community: a shared name, shared communicative purposes, shared knowledge of roles, shared knowledge of context, shared knowledge of roles, shared register, etc. This shared knowledge contributes to mutual understanding among members of a discourse community (p. 20-37). It should be noted that members of a discourse community; unlike a speech community, do not necessarily gather together physically in order to be a part of the community and share their knowledge. There may be ethical, geopolitical and linguistic differences between members of a discourse community. A discourse community selects its members by persuasion, training, or relevant qualification (Swales, 1990).

2.3 Genre and Genre Analysis

To fully understand the concept of genre analysis one needs a clear understanding of the term genre itself. Genre has been used to refer to a form, class, or type of literary work and it can be identified by its literacy technique, content, and style. Poetry, novel, drama, and short story are examples of genres in literary works. Several definitions of genre have been proposed, but Swales is one of the scholars who used it for the first time in 1981. Swales in his famous book of genre studies titled 'Genre Analysis: English in Academic and Research Settings' (1990) uses the term genre to refer to: "…a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style" (p. 58). The above definition suggests that every community occupies a set of communicative goals understood by all the members of the given discourse community. And the linguistic components used by the given members are affected and chosen regarding their functions and communicative purposes.

Genre analysis was first introduced in the field of ESP in the 1980s as the forth linguistic approach used to develop ESP syllabus design and material. Genre analysis is the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals. It derives from the work of Swales (1981, 1990) and describes the typical discourse structure of research articles in terms of a number of moves and its research findings have established common rhetorical patterns in academic writing. Swales (1981) described genre analysis as "a system of analysis that can reveal a system of organizing a genre" (p. 1). According to Bhatia (1993) "genre analysis… is a very powerful system of analysis in that it allows a far thicker description of functional varieties of written and spoken language than that offered by any other system of analysis in existing literature." In this view "linguistic analysis expands from linguistic description to explanation taking into account not only socio-cultural but psycholinguistic factors too" (p. 89).

2.4 Move Analysis

Move analysis was first introduced by Swales (1981, 1990) in his pioneering work on genre analysis. It was grounded in Swale's genre theory which focuses on communicative purposes referred to as moves and rhetorical strategies called steps. A Move can be broadly defined as a shift in the information flow: that is to say, a change in topic, or in information being covered. Moves and steps are used to describe and investigate the rhetorical composition of texts within a genre and the linguistic means used within discourse communities to accomplish rhetorical actions. Distinguishing move in the English language is a subtle task. English syntax system allows not only the embedding of one move within the other but also the reversal if syntactic positioning of the reversal of the moves, so it is difficult to distinguish the moves in discourse (Bhatia, 1993). Originally, genre analysis by using moves to analyze rhetorical patterns in research articles was developed by Swales. The goal was to illustrate the communicative purposes of a text by categorizing the discourse units based on rhetorical moves. Each move had a communicative purpose and contributed to the overall communicative purpose of the text. The rationale of genres was created by these purposes.

2.5 Contrastive Rhetoric

Contrastive rhetoric was first introduced by Kaplan (1966) in his article "Cultural thought patterns in intercultural education" by analyzing 598 paragraphs organization written by English as a Second Language (ESL) students who studied English for academic purposes (EAP) at US universities. Kaplan believes that the rhetorical patterns of the first language interfere with second language writing. To put in another way, he found that idiosyncratic rhetoric and sequences of thought patterns in these ESL students' essays which did not meet the expectations of native speakers of English who are accustomed to see linear sequence of thought patterns in paragraphs. He ascribed these variations to the ESL students' first languages, cultures and background educations which were negatively transferred into second language writings. The area of contrastive rhetoric studies has had a significant impact on the teaching of writing in both ESL and English as a Foreign Language (EFL) classes" (Connor et al., 2008, pp. 1–3). It views writing as a cultural behavior and "examines differences and similarities in writing across cultures" (Connor, 2002, p. 493). As noted by Connor (2002, p. 497), contrastive rhetoric draws on four areas: 'text linguistics, the analysis of writing as a cultural and educational activity, classroom-based studies of writing, and contrastive genre-specific studies'. Connor (2002, p. 495) claims that regardless of its origin, CR is an important notion because it has reminded the scholars that "writing is culturally influenced in interesting and complex ways." Connor (2002) concludes that this approach has an invaluable influence on the teaching of writing in ESL and EFL settings and on recognizing the differences in writing across cultures.

Objectives of the Study

The present study intends to investigate the rhetorical moves along with linguistic features of Business Management (BM) RAs Abstract, Introduction and Conclusion sections. Thus the following questions are drafted:

1. What are the rhetorical differences in the Abstract, Introduction, and Conclusion parts of English research articles written by native and non-native speakers of English?
2. What are the linguistic differences of English research articles written by native and non-native speakers of English?

3. Method
3.1 Corpus

The corpus of study consisted of thirty RAs selected from three international journals, namely, *Journal of International Business Studies, Journal of World Business* and *Journal of Management studies* and three national journals, namely, *Iranian Journal of Management Studies*, *Iranian Economic Review* and *International Journal of Management and Business Research*. The articles were published between years 2015 to 2021. All journals are available online and the articles were all checked in terms of the authors' nationality.

3.2 Research Instrument

Analysis was based on the framework proposed by Hyland's (2000) five move model to analyze the rhetorical structure of the Abstract, Introduction, and Conclusion section of the selected articles. Based on this framework, five moves are Introduction (M1), Purpose (M2), Method (M3), Product (M4) and Conclusion (M5). Moves represent the realization of a specific

overall communicative purpose (Hyland, 2000, p. 67). In conducting the research, Hyland's (2000) five move model which seemed easy to adopt and implement for the realization of moves in other sections of RAs was utilized, so it is the first time that Hyland's (2000) model will be used for investigating moves in the Introduction and Conclusion section of RAs. The analysis of data was implemented in the form of text and specifically disintegrated into sentences.

Table 3.1

Hyland's (2000) Move Model

MOVES	FUNCTION
INTRODUCTION	Establishes context of the paper and motivates the research or discussion.
PURPOSE	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
METHOD	Provides information on design, procedures, assumptions, approach, data, etc.
PRODUCT	States main findings or results, the argument, or what was accomplished.
CONCLUSION	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

3.3 Procedure

By using a bottom-up approach starting from the sentence-level and then assigning each sentence to a move as presented in Hyland's (2000) model, moves were identified and classified in both corpora. The texts were analyzed by using move analysis, that consisted of several moves and steps. Each sentence was classified by using specific codes in the form of word and color and then put it to the table provided. The final stage of the analysis comprised a syntactic approach adopted to obtain further in-depth information on the rhetorical structure of sections by examining the overall textual organization of each part through two methods. The first method is based on a "top-down" approach for realizing the content of the sections, and the second method is a "bottom-up" approach for realizing linguistic signals of the sections. In each section the frequency of tenses, active and passive sentences and modal auxiliaries were counted. The modal auxiliaries counted were can, could, may, might, must, shall, should, will and would.

Results

After analyzing the corpora of the study it was revealed that the Abstracts serve two major functions. These two functions were informative and indicative, the former are longer and more thorough Abstracts that describe the objectives and conclusions of the article or publication, and the latter are short, simple and objective Abstracts that describe the theme of the article or publication as well as the contents. Informative Abstracts appeared in almost 70% of the corpora, while indicative Abstracts occurred in 30% of the corpora. These two types of Abstracts had an almost identical rhetorical structures. The rhetorical structure of informative Abstracts tends to follow I-P-M-P-C (Introduction-Purpose-Method-Product-Conclusion) structure as identified by Hyland (2000) and it consists of references to the main sections of an empirical research Article. On the other hand, the rhetorical structure of indicative Abstracts followed P-M-P-C (Purpose-Method-Product-Conclusion) structure, missing out the introduction move and directly referring to the purpose or reason of conducting the research.

Table 4.1 presents the distribution of these two functions of an Abstract in the two corpora of RAs in this study.

Table 4.1

Distribution of the Two Functions of the Abstracts

Function	Model No. (%)	Native speakers No. (%)	Non-native speakers No. (%)
Informative	I-P-M-P-C _ 21 (70%)	12 (57.2%)	9 (42.8)
Indicative	P-M-P-C _ 9 (30%)	3 (33.3)	6 (66.7)

It is apparent from this table that most of the native scholars (80%) write their Abstracts in an informative format and in doing so they employ an introduction move in their Abstract to establish the context of the research. However, more than a third of the non-native researchers (40%) write their Abstracts in an indicative format overlooking the introduction move altogether. Although some Introductions in the corpora employed all the five moves and steps introduced by Hyland (2000), some other Introductions only used one or two move. Concerning the moves/steps used in the corpora of RAs in this study, the next section provides detailed information on the characteristics of each move and its steps established in the Introduction section of RAs in this study. Table 4.2 shows an overview of the classification of moves in introduction section.

Table 4.2. *Summary of the moves in Introduction section*

Move	English L1 No (%)	English L2 No (%)
M1: Introduction	15 (100%)	15 (100%)
M2: Purpose	10 (66.66%)	12 (80%)
M3: Method	8 (53.33%)	8 (53.33%)
M4: Results	8 (53.33%)	4 (26.66%)
M5: Conclusion	11 (73.33%)	6 (40%)

The results illustrate that all of the moves are utilized in composing the Introduction section. Move 1 was present in all of the Introduction sections of both corpora, proving the importance of this move in Introduction section. However, there is a downward trend in the final moves, particularly Move 3 and Move 4. Although Move 1 was utilized in all articles, Move 2 was used in less articles compared to Move 1, Move three was employed in almost half of the Introduction section of both native and NN scholars research papers while Move 4 was employed in less than quarter of articles. The most interesting aspect of table 4.2 is the difference in the use of Move 5 by Business Management scholars. Although native scholars utilized this move in quarter of their papers Introduction section, no more than two NN scholars made use of this move in the Introduction section of their research papers. One point to bear in mind is that this section has different titles and subsections in Business Management RAs, such as: 'Discussion and Implications', 'Theoretical and Practical Contributions', 'Limitations and Future Directions' and 'Future Research'. Some RAs did include Conclusion section at all, instead they use the title Discussion and some others merged Discussion and Conclusion section together. Therefore, the primary goal of this study to focus on only Conclusion section

was extended to include all the above sections and subsections. Table 4.3 presents the results on the density of the moves in Conclusion section.

Table 4.3. *Summary of the moves in Conclusion section*

Move	English L1 No (%)	English L2 No (%)
M1: Introduction	5 (33.33%)	3 (20%)
M2: Purpose	5 (33.33%)	6 (40%)
M3: Method	3 (20%)	5 (33.33%)
M4: Results	10 (66.66%)	10 (66.66%)
M5: Conclusion	15 (100%)	15 (100%)

Once again all the moves are employed according to the results in table 4.3, however, there are similarities and differences between the Conclusion sections written by native and NN scholars. Although Move 1 was utilized in Conclusion section of both corpora, albeit native speakers tend to use this move more frequently than their NN counterparts. Move 2 which is restating the goal of study was apparent in both sets of data with NN speakers making use of this move more often. Move 3 was not a common move among native scholar, on the other hand NN scholars referred to the method of their study to a greater extent. As expected Move 4 and Move 5 were utilized to the greatest extend among both native and NN researchers, with Move 5 having complete steadiness. Table 4.4 displays the summary of the tense features in three sections of Business Management RAs in the corpus of this study. As indicated by table 4.4 NN scholars' RAs had more density inn the use of verb tenses compared to native scholars' RAs.

Table 4.4. *Summary of the tense features in RAs Abstract, Introduction and Conclusion section*

Type of RAs		English L1	English L2
Verb tense	Past tense	29	24
	Simple present	87	106
	Present continuous	63	75
	Present perfect	74	92
	Future	49	30
Total		302	327

What stands out in the table is the use of different tenses in composing these sections by native authors. Out of 302 total used tense in the Abstract, Introduction and Conclusion sections of RAs, 74.17% of tenses used were the present tense including simple present, present continuous and present perfect, 16.22% were future tenses, and past tenses included 9.61% of the total tenses used. It illustrates how native English speakers make use of a variety of verb tenses to compose their articles. On the contrary, out of 327 total used tenses by NN authors in these sections of RAs, 83.49% of the tenses utilized were present forms of simple present, present continuous and present perfect, the future tense was 9.18% and 7.33% had the past tense. It reveals the difference in the application of verb tense between English native and NN authors in their RAs Abstract, Introduction and Conclusion sections. Most writers in the field of Business Management employ active voice in composing their RAs and the same pattern

was apparent in the both corpora of this study. The number of sentences written in active voice was much higher compared to the sentences written in passive voice by both native and NN authors. Figure 4.1 compares the use of active and passive voice between native and NN scholars in the field of Business Management. Although there is no crucial difference between English native and NN scholars in the application of active and passive voice, there is a clear trend of increasing use of active voice among both native and NN scholars. Based on the results, both native and NN researchers use more active sentences compared to passive sentences. This result is consistent in the Abstract, Introduction and Conclusion sections of RAs of this study.

Figure 4.1 Use of active and passive voice in the Abstract, Introduction and Conclusion sections of RAs in this study
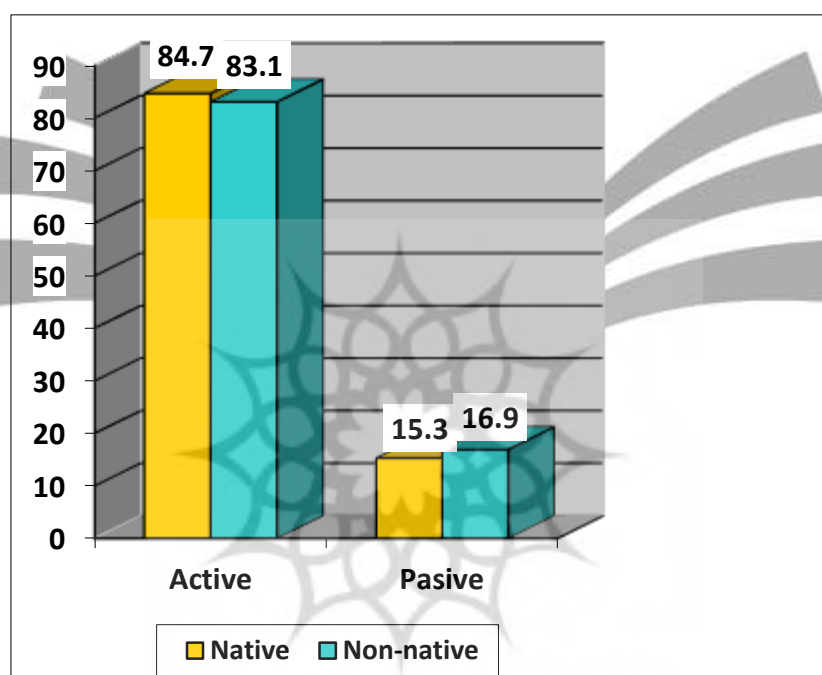
As can be seen from the table above, in both corpora more than 80% of sentences were composed in active form and less than one-fifth of the sentences were written in passive form in the Abstract, Introduction and Conclusion sections of Business Management RAs. Modal auxiliaries are used in the RAs to suggest potential outcomes, future expectations or to give advice. As described in chapter 3, the modal auxiliaries counted were can, could, may, might, must, shall, should, will, would. Figure 4.2 presents the distribution of frequencies of modal auxiliaries in the two corpora of this study. Figure 4.2 reveals that the modal auxiliaries most widely used modal in both corpora is *can*, whereas *must* and *shall* are not very frequent. *Shall, must* and *could* are not commonly used by native scholars, they tend to employ *can* and *will* more in composing their RAs, in contrast NN scholars overuse most of the modals like *can* and *will,* except for *must* and *shall* which seems highly occasional in both corpora of this study.

Figure 4.2 Frequencies of modal auxiliaries in the Abstract, Introduction and Conclusion sections of RAs in this study
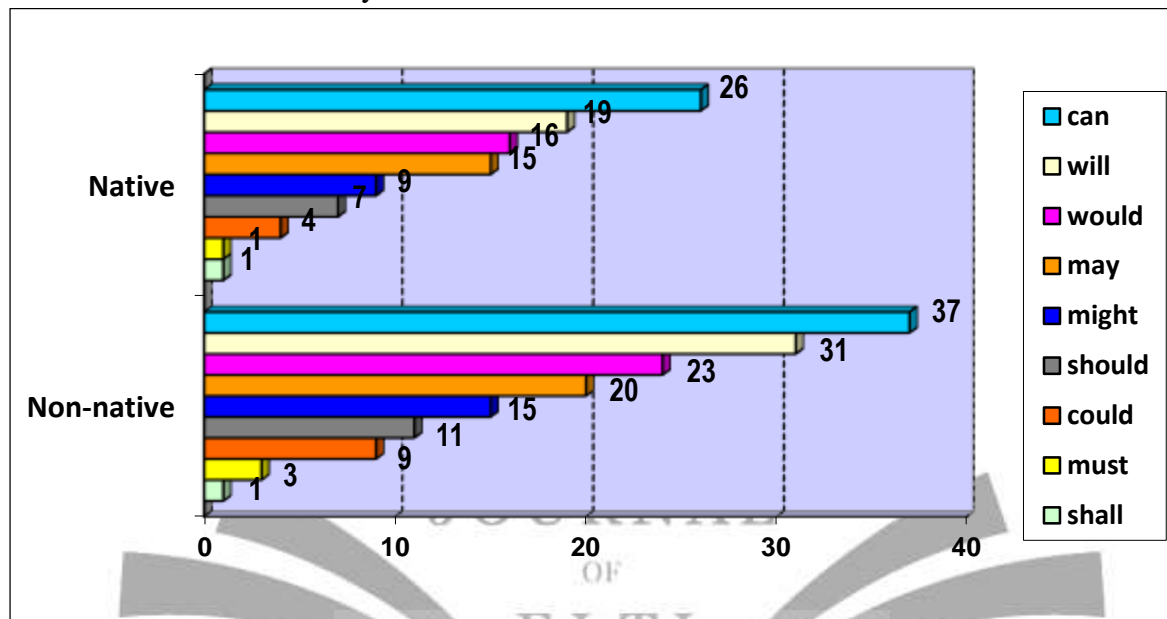
Discussion

The findings in this study offers new insights in the analysis of rhetorical structure of research papers. One interesting finding was that informative Abstracts are favored among native scholars, however such practice was not common between NN scholars. Native scholars also tend to use Move 1 and Move 5 more frequently compared to their NN counterparts. Another important finding was the adoptability of Hyland's five-model move (2000) in analyzing the Moves in Introduction and Conclusion section of Business Management RAs. It is interesting to note that all the five moves occurred in Introduction and Conclusion section of RAs written by both native and NN speakers of English. The most important difference in the Introduction section was the greater use of Move 5 among native authors followed by a higher use of moves/steps in general in comparison to NN authors. The results of this study did not show any significant difference in the implementation of moves in Conclusion section of RAs. The only difference was that the length of Conclusion sections written by native writers was twice as much as the length of Conclusion sections written by NN writers. The analysis of lexico-grammatical features proved that native scholars utilize a variety of verb tenses, while NN scholars are highly dependent on present tenses. Prior studies that have conducted analysis on the Abstract section (Hyland; 2000, Li & Pramoolsook; 2015, El-Dakhs 2018, Tamela; 2020) mostly found the same pattern I-P-M-P-C (Introduction-Purpose-Method-Product-Conclusion) in the Abstracts. The results in this study are consistent with previous studies, hence the most common pattern used in the Abstract section was I-P-M-P-C (Introduction-Purpose-Method-Product-Conclusion). Thus, the results from these study are in line with prior studies, these may be due two already accepted practices in writing Abstract section of RAs. The Introduction sections of this study was somehow similar to the Introduction section of the study carried out by Kawase (2018). Scholars in the field of Business management include research questions, descriptions of research subjects or material, and review of previous literature, however they indicate problems or needs to the same degree. This inconsistency may be due to the fact that

Business Management scholars look for reason(s) the study was conducted. Since the move-model of Introduction section has not been analyzed in other studies it is difficult to discuss the possible differences. One anticipated finding was the utilization of Move 4 and Move 5 in the conclusion section of RAs, since this section is mainly used for restating the significant findings and drawing conclusion based on them. This result may be explained by the fact that researchers focus on what contributions and implications their study has in the examined discipline, so they employ the moves for presenting the results. Therefore, move 4 was regarded as a conventional move and Move 5 was considered as an obligatory move with complete consistency in both corpora of this study. There are very few studies on the Conclusion section of RAs in the field of Business Management thus making it hard to compare this study with others of its kind.

Conclusion and Implications

Based on the results of this study it can be concluded that native scholars are aware of the conventions in the Business Management field and follow these practices in writing their RAs. NN authors on the other hand seem to know that such conventions exist, but they frequently fail to follow them in the process of writing their RAs, particularly due to a lack of instruction as well as insufficient attention to writing skill in English classes. A further issue that emerges from these findings is the lack of clear, careful and accurate analysis the writing style of natives of English, as most of the studies in the English Foreign Language (EFL) context are highly inclined to conduct a move analysis. This results in insufficient understanding and comprehension of the move analysis and implementation of language features between NN researchers, thus they fail to correctly follow their native counterparts in academic contexts. This problem arises from the lack of planning and teaching of academic writing in the EFL as well as inadequate course books and/or time allocation in schools and universities. Another reason is that NNS do not perceive academic writing as necessary and crucial as it is, partly because they tend to think of speaking as the ultimate way of showing English language proficiency. However, like any other speaker, English speakers do not write the way they speak and this can be problematic especially for NN speakers of English as they are not introduced to academic writing until they start higher education when they need a wider vocabulary repertoire and advanced grammar to successfully perform in academic writing genre by composing an article or writing a thesis. Thus, continued efforts are needed by policy makers and English writing instructors to teach both language skill development and strategy development to NN students, in order to compete better in the academic field.

Theoretical Implications

The findings obtained from this study along with move analysis promote the idea that identifying the properties of academic discourse and recognizing discipline-specific genres and discourses can be very useful in the process of understanding the nature of academic writing in terms of both process and product. It is hoped that by assisting NNS in developing academic fluency and communicative competence as well as genre specific conventions they can function appropriately in the given discourse. The present study found that some moves are specified to some disciplines and some moves vary in the same field, thus highlighting the need for further adjustment of the already established move models to be applicable in the analysis of different fields of academic writing. Finally, this study showed that contrastive rhetoric and

contrastive move analysis studies can be very helpful in diagnosing possible issues of academic writing in general and writing sections of a RA in specific.

Pedagogical Implications

The findings of this study have some pedagogical implications in teaching academic writing and material design. The shortcomings in composing Abstract, Introduction and Conclusion sections of RAs among NN scholars indicated a lack of enough instruction and practice in the academic communities in EFL contexts. These findings can be implemented in the ESP courses especially academic writing courses for English NN scholars to contribute to the improvement of learners' awareness of the structures and grammatical forms that represent the patterns in the academic discourse. These courses can benefit learners by teaching them about the rhetorical structure of RAs, along with the conventions and practices used in a specific genre. The results supplies teachers and materials developers with evidence-based information concerning relevant discourse within the Business Management field. The information is also applicable for ESP teachers working with research students in Business Management or postgraduate students who may need to publish academic papers. The findings also suggest that policy makers and the authorities in charge of course planning should pay more attention to the present status the academic writing and productions of NN scholars have. An implication of this study is the functional set of obligatory, conventional and optional strategies that was proposed in the analysis of data, which can aid Business Management researchers in the process of writing their RAs.

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Appendix

Appendix A

List of articles in international corpus

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Appendix B

List of articles in national corpus

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