Developing EAP Graduate Students Research Article Abstract Writing through Genre-based Pedagogy

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ABSTRACT

The current study examined the impact of explicit genre-based instruction on the writing ability of the graduate students in article writing skills. The participants were 60 graduate students in two groups of 30 majored in soft and hard sciences. Swales' (1990) model was introduced to the participants in the study, applying a pre-test/post-test research design. The groups were instructed over a time period of three months followed by a post-test. To make sure of the normality of distribution of the pre- and post-test scores, a Kolmogorov Smirnov test was performed. In addition, to compare the results of pre-test and post-test, pair wised samples t-tests were run on the results of both pre-test and post-test. Results indicated that explicit instruction was effective in developing the participants in both branches of science to promote their command of developing well organized academic articles characterized with the four phase macro structure of Introduction, Method, Result, and Discussion (IMRD) which was the target genre organization in academic papers.

Key words: Research articles, Genre-based pedagogy, Swales' model

1. Introduction

Genre is defined as "structured communicative events engaged in by specific discourse communities whose members share broad communicative purposes" (Swales, 1990, p. 43). There has been substantial interest in the study of genre analysis (Dudley Evans, 1986; Hopkins & Dudly-Evans, 1988; Swales, 1990; Bahatia, 1993; Holmes, 1997; Williams, 1999; Ge & Li, 2009).The importance of research article development has inspired many scholars to conduct research into the organization structure of research article including the results (Bret, 1994; Willians1999), discussion part (Holmes, 1997) and conclusions of research articles.

Research on graduate students' academic writing gives credence to the fact that EFL writers are unaware of the schematic structure of research papers. Writing a research article appears to be demanding for EFL writers. Substantial research has been conducted on different parts on research articles including the introduction, result, and discussion parts. This study, however, is different from the previous ones that attempts to investigate Iranian L2 writing skills to write an effective abstract for a research article. The "abstract" part of a research article presents a summary of the paper and major findings of the research. In any abstract two or three sentences are devoted to past research and inform the readers what the present study is and how it fills the gaps in the

literature. The final sentences of an abstract provide information about major findings and results: Writing a succinct and convincing abstract is challenging for Iranian L2 writers. The L2 writers will be exposed to some research articles and are instructed about the convention to write an abstract through Swales move analysis for three month. Then, the generated articles will be analyzed to discover whether, L2 writers produced an effective abstract by applying the moves proposed by Swales in the "abstract" part of an article or not. Explicit instruction of moves and steps to develop structural' genre awareness and rhetorical consciousness raising (Swales1990) has been endorsed by graduate writing courses that target the research article (RA) and other research related genres. Such focus carries considerable pedagogical promise (Bianchi & Pazzaglia, 2007; Chang & Kuo, 2011; Charles, 2007; Cortes, 2007, 2011; Lee & Swales, 2006). The Swales model more famously known as the Create A Research Space (CARS) Model initiated a new concept of how the introduction for a research paper is best structured. CARS is exclusively designed for introductions because this section is considered the most problematic section amongst others (Flowerdew, 1999; Swales, 1990) not only for EFL and ESL writers, but also for native speakers.

Researchers followed and adapted the CARS model, yet others argue that there exists mismatch between the CARS format and the structure of introductions. Research findings now establish that rhetorical organization of texts are different in different cultures and moves in CARS are not fully applicable for varying languages and cultures (Safnil, 2000; Golebiowski & Liddicoat, 2002). Many text analysts, however, have drawn on this model to study moves in different parts of a research article including the introduction, method, results, and discussion. The present study, however, attempts to look at the application of Swales model (1990) to analyze the moves in the "abstract" part of an academic paper generated by Iranian L2 writers. The Swales model is illustrated as follow:

Move 1. Establishing a Territory

Step 1. Claiming centrality and/or

Step 2. Making topic generalizations and/or

Step 3. Reviewing items of previous research

Move 2. Establishing a Niche

Step 1.A. Counter-claiming or

Step 1.B. Indicating a gap or

Step 1.C. Question-raising or

Step 1.D. continuing a tradition

Move3. Occupying the Niche

Step 1.A. Outlining purposes or

Step 1.B. Announcing present research

Step 2. Announcing principle findings

Step 3. Indicating RA (Research Article).

"Establishing a territory", which is the opening move of the CARS model, is considered as a commitment on the part of the writer to the academic discourse community of the relevance of the reported research to issues and propositions agreed upon by the members of that community. By adopting this move, the writer intends to assure the community that the study to be reported is among the concerns of that academic circle and might contribute to their understanding of some of the vague issues which are of interest to that circle. In move 2, i.e. Niche-establishment, the researcher adopts a challenging or even dubious stand toward the established territory, previous   Research and its findings. He attempts to highlight the shortcomings, gaps and unanswered questions regarding the established territory and consequently to emphasize the necessity for further and more profound investigations. In this move, the writer/researcher intends to draw the attention of the academic circle to some vague point in the established territory, therefore gaining the confidence of the academic community is of utmost importance to him. Move 3, as the last move of the CARS model, serves a justifying purpose to turn the established niche, created by move 2, into the research space that validates the present article. In this move, the writer/researcher finds himself on a vantage point to state his side of the story and inform the academic circle of the objectives, procedures, methodology, structure, and possible outcomes of his study.

In short, based on the above research problems, the study aims to deal with the following research questions:

1. Does instruction using Swales (1990) model have any impact on graduates' ability to use moves to develop abstracts for academic research articles?

2. Are there any significant differences among the graduate students in hard and soft sciences in using moves

after being explicitly instructed as to how professional researchers apply moves in their academic papers?

2. Review of Literature

2.1 Introduction to the Swales or CARS model

The launching of the CARS model in 1990 by Swales has been said to be one of the most important formulations for the structure of a research article introduction. Golebiowski and Liddicoat (2002) claim that CARS emerges as a primary idea in the schema of English academic writing written by Anglo-Americans. CARS is exclusively designed for introductions because this section is considered the most problematic section amongst others (Flowerdew, 1999; Swales, 1990) not only for EFL and ESL writers but also for native speakers. The research article (RA), as one of the outstanding media for sharing research findings among scholars, has been the most reviewed and analyzed type of academic written discourse, and a large number of studies have explored the holistic aspects of RA:

Historical evolution (Salager-Meyer, 1999), social construction (Myers,1990), the structural/ organizational aspect of RA including introduction, (Swales, 1981, 1990; Swales & Najjar, 1987), the result section (Thompson, 1993; Brett, 1994; Williams, 1999), discussions and conclusions (Holmes, 1997; Hopkins & Dudley-Evans, 1988; Yang & Alison, 2003), abstracts (Salager-Meyer, 1992; Hyland, 2000; Samraj, 2005), and the grammatical and stylistic aspects of RA including various lexico-grammatical features, ranging from tense choice to citation practices. Swales (1981), analyzing some forty-eight research article introductions from fourteen journals ranging from molecular physics through electronics, chemical engineering, neurology, radiology, educational research, educational psychology, management, language and linguistics, discovered remarkable similarities displayed by the authors of academic research papers in organizing their article introductions.

2.2 Previous research on the application of the CARS model

The CARS model has been used to analyze different kinds of academic and professional written works such as research papers, job applications, legislative documents (Bhatia, 1993) and various types of materials that university students need to read for their courses (Hyland, 2004, 2007; Paltridge, 1997; Swales, 1990, 2004).

When it comes to research papers, which are the most common materials for genre analysis as well as the target sources for the present study, plenty of studies adopting the CARS model have differentiated themselves from other research in terms of sectional aspect of analysis. Research papers are generally composed of five main parts: Abstract, Introduction, Methodology, Results, and Discussion[3] (Swales, 1990). Although the CARS model was originally designed to analyze the introduction section, variations of the model have been applied to other sections of academic articles as well. A number of researchers (Paltridge & Starfield, 2007; Swales, 1990; Swales & Najjar, 1987) have analyzed the introduction section, frequently considered an important section in writing (Swales, 1990). There have been also many other attempts to apply this model to other sections such as the Abstract (Samraj, 2005; Salager-Meyer, 1992), the Methodology section (Wood, 1982), the Result section (Brett, 1994; Thompson, 1993), the Discussion section (Dudley-Evans, 1994; Holmes, 1997), and even the Acknowledgements section through the concept of Cinderella genre (Hyland, 2003).

A study analyzed by Samraj (2008) on introductions for masters theses across the disciplines of philosophy, biology and linguistics has proved that the Swales model can be applied to various disciplines. The findings show that introductions for the three different disciplines follow the three moves suggested by the Swales model. The application of the Swales model across disciplines can be seen in the study conducted by Samraj (2002) on wildlife behavior and conservation biology. The result shows that introductions for studies of wildlife behavior and biology follow all parts of the moves contained in the new revised Swales model (2004). Formerly this study had suggested that the old version of Swales model (1990) be revised. Disciplinary variation, i.e. marked mismatches in the number, sequence, nature, and function of moves and their constituent steps, has been documented in a number of studies including analysis of social science RA introductions (Crookes, 1986), political science and sociology RAs (Holmes, 1997), medical science RAs (Nwogu, 1997), computer science RAs (Posteguillo, 1999), software engineering RAs (Anthony, 1999), Wildlife Behavior and Conservation Biology RAs (Samraj, 2002), and applied linguistics RA introductions (Ozturk, 2007). Some scholars have extended the scope of disciplinary variations in RAs to other parts of RA. For instance, Hyland (2000) and Samraj (2005) have documented disciplinary variations in RA abstracts as well.

Explicit teaching of moves and steps to develop students' genre awareness and rhetorical consciousness-raising (Swales, 1990) has been endorsed by graduate writing courses that target the RA and other research-related genres. Such focus on rhetorical complexity carries considerable pedagogical promise (see Bianchi & Pazzaglia, 2007; Chang & Kuo, 2011; Charles, 2007; Cortes, 2007, 2011; Lee & Swales, 2006; Swales, Barks, Ostermann, & Simpson, 2001; Swales & Lindemann, 2002).

Examples of the genre studies in the Iranian context are Jalilifar (2006), Saadinam (2005) and Gholampour (2005). Jalilifar (2006) studied thesis and dissertation abstracts from a variety of disciplines by Iranian and non-Iranian writers. Saadinam (2005), also, analyzed M.A. thesis abstracts written by Iranian TEFL and psychology students to identify and compare their schematic move structure while adopting the traditional IMRC sections for overall textual organization. As (Samar, Talebzadeh, Kiany, & Akbari under review) argue, however, not only should different research-process genres be considered as distinct (though related) genres, but their different sub-genres including different sub-genres of the genre of abstract like RA, thesis and dissertation, and conference abstract) should be studied in light of their distinctive structures and functions. Therefore, studies that specifically and separately deal with each of these sub-genres are of significance. Findings from Gholampour's (2005) analysis of TEFL (English and Farsi) and psychology (just Farsi) RA abstracts drawing upon Nwogu's (1997) model with the stated objective of checking the existence of the Moves and Steps of his model in the abstracts written by Non- native writers of these two fields could be very conducive in raising the awareness of psychology academics while writing abstracts in English.

Another issue which invites further attention and scrutiny is the "substantial agreement" on a four-way model, following Bhatia (1993, pp78-79), for the macro- structure of abstracts "mostly mirroring the IMRD structure   (Introduction-Methods- Results- Discussion [or Conclusion]" (Bondi, 2009, p. 32). While many studies (e.g. Bondi, 2009; Diani: 2011; Martin, 2003; Saadinam, 2005 among others) seem to adopt this four- way model, some researchers (e.g. Martin: 2003) report difficulties in identifying textual boundaries especially in the case of concluding sections (Results, Discussion, Conclusion, and Implications). On the other hand, there are a number of studies which suggest models with three (Hatzitheodorou: 2011, for law and economics), to five (Anderson & Maclean: 1997, for medical abstracts) and even six (Busch-Lauer: 1995a, 1995b, for medical abstracts) main Moves. Still, capturing the structure of psychology RA abstracts remains a task to be undertaken.

2.3. Rationale and objectives of the study

Research on graduate students' academic writing attests to the fact that students have problems organizing their thesis chapters as shown by Casanave and Hubbard (1992). The abstracts chapter is no exception. Genre-based pedagogy, in particular the ESP approach, is seen to be an effective tool for teaching purposes, and relevant to students' needs. Besides, very few studies have focused on how such a pedagogy helps students analyze target texts and how it impacts their writing.

Even though academic / thesis writing courses are offered in a few universities in Iran, they are usually teacher-centered lectures, with only referencing skills and thesis layout being taught, while elaborations on moves [the smallest discourse units that perform a certain communicative or rhetorical function (Swales, 1990)] or steps and linguistic features used in academic papers are ignored. Taking into account the special context where graduate English majors in Iran receive their ELT education, with academic writing being the most urgent need for the completion of their studies, they were chosen as the group to study. It is hoped that the results of this study can serve as a window for investigating the transformation of the College English unit, which is becoming a needs-based institute helping graduate students become international scholars across disciplines.

2.4.1. Research questions

The two research questions addressed in the study were:

1. Does instruction using Swales (1990) model have any impact on graduates' ability to use moves to develop abstracts for academic research articles?

2. Are there any significant differences among the graduate students' in hard and soft sciences in using moves after being explicitly instructed as to how professional researchers apply moves in their academic papers?

3. Methodology

3.1. Participants

To gather the required data for the study 60 graduate students were invited. They were 24 male and 36 female students with an age range of 25-37. Their fields of study were Chemistry (n=12), Civil Engineering (n=8), Information Technology (n=10), Management (n=12), Psychology (n=8), and Economics (n= 10) with the first three fields as examples of hard science and the second three fields as examples of soft science disciplines. They were all senior students studying at Shahid Chamran University of Ahvaz, Iran, in 2018.

3.2. Instruments

Two types of activities were provided for the participants, one as pretreatment and the other as post treatment. Prior to any instruction, the participants were asked to develop an imaginary abstract on a research topic. Then, following Creating a Research Space (CARS) model developed by Swales (1990), the participant graduate students were instructed to develop their abstracts after explicitly being instructed as how to utilize the model to apply the widely normal and standard moves which are commonly used by professional researchers. Swales (1990, p.141) posits a three move pattern for article introduction, as shown below:

MOVE 1:	ESTABLISHING A TERRITORY
Step 1	Calming centrality and/or
Step 2	Making topic generalization and /or
Step 3	Reviewing items of previous research
MOVE 2:	ESTABLISHING A NICHE
Step 1A	Counter calming or
Step 1B	Indicating a gap or
Step 1C	Question raising or
Step 1D	Continuing a tradition
MOVE 3:	OCCUPYING THE NICHE
Step 1A	Outlining purpose or
Step 1B	Announcing present research
Step 2	Announcing principle findings
Step 3	Indicating RA structure

3.3. Procedure

Two groups of hard and soft science students were selected for the study. The students were assigned to two treatment sessions, before and after instruction. They were first required to develop an imaginary abstract on a topic research of their own interest. We then utilized the CARS model by Swales (1990) to inform the participants of how the professional researchers use moves to develop abstracts for academic articles in both hard and soft areas of inquiry in science. A move is defined as "a part of a text whose purpose is to fulfill the overall purpose of a genre" (Swales, 1990, p.43). In other words, "A move can be thought of a part of a text, written or spoken, which achieves a particular purpose with the text. The move contributes in some way to fulfilling the overall purpose of the genre" (Henry & Rosebry, 2001, p. 154). Many researchers in the genre analysis research tradition (e.g. Bhatia, 1993; Dudley-Evans, 1995; Ramanathan & Kaplan, 2001) have argued that such moves can be taught to a novice writer of a particular genre. Upton and Connor (2001) argue that learning L2 genres requires relearning at least part of the genre in the light of its construction in the new culture. After explicitly being instructed over a period of three months, two groups of graduate students were asked to develop an abstract of about 200 words on the following topics:

1. Oxidative weathering of a copper sulfate ore and its influence on pulp chemistry and flotation.

2. Exploring differences between smaller and large organizations' corporate governance of information technology.

3. Environmental impact of ferrous slag usage in civil engineering.

4. Effects of the Maytiv positive psychology school program on early adolescents' well-being, engagement,

and achievement.

5. Breaking down the barriers between economy physics and financial economics.

6. Relationship between Teacher's Self-efficacy Perceptions and Job Satisfaction Level.

3.4. Data collection and analysis

Based on the CARS model by Swales (1990) academic writing tests were developed to obtain the necessary data for the study. Based on an academic writing tests data was collected at the beginning of the explicit instruction before students were given any pedagogical input on writing an imaginary abstract and after they wrote their first drafts. They were asked to rate their awareness of the organizational elements on a scale of 1-5. A Likert five options scale of (very poor, poor, average, quite good and very good respectively) was exploited. On the other hand, the grid asked for the application of each steps in the model (See Appendix A).

Similar post-training data were collected after they were written the first draft. They were also asked to comment on the learning they acquired. Students' abstract samples were also analyzed for their understanding, using the genre framework taught to them. Data from the academic writing tests about their levels of improvement are identified and also quantitatively analyzed in terms of percentage scores to answer research question 1. Data from the academic writing tests about two group of hard and soft science students were provided answers to question.

4. Results

To analyze the data, some descriptive statistics were run to describe the characteristics of the data. Table 1 displays the KS test to assess the normality of the data.

Table 1

Results of One-Sample Kolmogorov-Smirnov Test on The Pre-Test Post-Test Scores of the Hard Science Groups

		Pre-test Chemis.	Post-test Chemi.	Pre-test Engin.	Post-test Engin.	Pre-test Techno.	Post-test Techno.
N		12	12	8	8	10	10
Normal Parameters[a,b]	Mean	9.00	18.91	9.62	21.50	10.90	25.00
	SD	3.78	4.90	4.37	5.68	2.88	5.90
Most Extreme Differences	Absolute	.188	.100	.123	.229	.159	.200
	Positive	.119	.079	.095	.229	.122	.200
	Negative	-.188	-.100	-.123	-.167	-.159	-.106
Kolmogorov-Smirnov Z		.650	.346	.349	.648	.502	.632
Asymp. Sig. (2-tailed)		.792	1.000	1.000	.795	.963	.819

To ascertain that the pre-test scores of the groups labeled as hard science were normally distributed, a one-sample Kolmogorov-Smirnov Test was performed on the results. As Table 1 displays, the P value of pre-test and post-test scores were greater than 0.05 (P > 0.05), then it can be suggested that the pre-test post-test scores of all the experimental groups were normally distributed.

Table 2

Results of One-Sample Kolmogorov-Smirnov Test on the Pre-Test Post-Test Scores of the Soft Science Groups

		Pre-test Management	Post-test .Management	pre.-test Psychology	Post-test .Psychology	pre.-test Economics	Post-test .Economics
N		12	12	8	8	10	10
Normal Parameters[a,b]	Mean	10.75	32.50	11.00	35.87	10.30	33.00
	SD	3.51	7.05	3.07	7.19	3.56	6.73
Most Extreme Differences	Absolute	.11	.15	.25	.20	.13	.15
	Positive	.10	.11	.25	.14	.13	.15
	Negative	-.11	-.15	-.16	-.20	-.11	-.12
Kolmogorov-Smirnov Z		.38	.53	.71	.57	.42	.50
Asymp. Sig. (2-tailed)		.99	.93	.68	.90	.99	.96

Table 2 presents the results of one-sample Kolmogorov-Smirnov Test on the pre-test post-test scores of the soft science groups. At a .95 level confidence (P > 0.05), the scores of both pre-test and post-test gained by the soft science groups were normally distributed making it reasonable to compare the scores obtained from both the pre-test and post-test of the groups.

Table 3

Results of Paired Samples Descriptive Statistics on Results of Hard Science Groups

		Mean	N	SD
Pair 1	Pre-test Chemistry	9.00	12	3.78
	Post-test .Chemistry	18.91	12	4.90
Pair 2	Pre-test engineering	9.62	8	4.37
	Post-test .engineering	21.50	8	5.68
Pair 3	Pre-test Technology	10.90	10	2.88
	Post-test. Technology	25.00	10	5.90

Paired samples statistics results of the hard science groups are given in Tables 3 and 4. The observed mean scores of the pre-test of chemistry, engineering and technology groups turned out to be 9.00, 9.62, and 10.90,

respectively. The table also demonstrates the results of the post-test of respected groups. As it is indicated in the table, all groups have experienced a gain of the mean scores. This suggests that the type of the instruction to which the groups were assigned have been effective.

Table 4

Results of Paired Samples Statistics on Results of Hard Science Groups

Paired Samples Statistics		Paired Differences				
		Mean	**SD**	**t**	**df**	**Sig.**
Pair 1	**Pre-test .Chemistry – post-test .Chemistry**	-9.91	4.25	-8.07	11	.00
Pair 2	**Pre-test .engineering – post-test .engineering**	-11.87	3.48	-9.64	7	.00
Pair 3	**Pre-test .Technology – post-test .Technology**	-14.10	4.50	-9.89	9	.00

We had to make sure that the observed mean scores of the groups on pre-test and post-test were statistically significantly different. With *df* values of 1, 7, 9 and P < 0.05 (P = 000), it might be suggested that in all pairs the mean scores of pre-tests of the groups were subject to a significant increase.
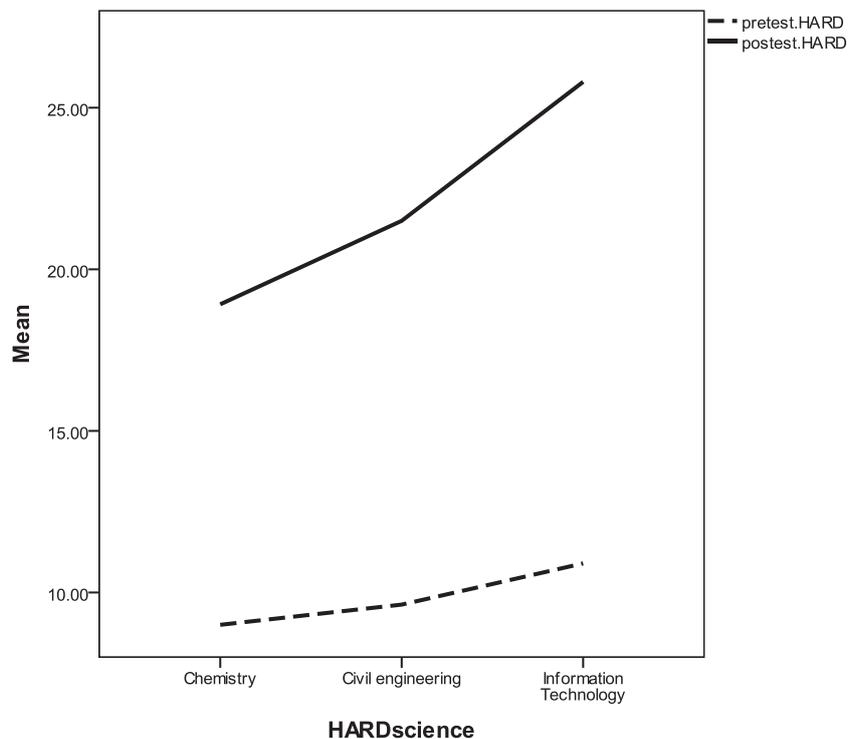
Figure 1: Line graph of the performance of the hard science groups on pre-test and post-test

Figure 1 gives a visual representation of the results of pre-test and-post-test scores of the groups. The figure clearly demonstrates that all groups have experienced a significant increase in their mean scores from pre-test to post-test. The Figure further illustrates that although all three groups had an increase in their mean scores, the technology students have outshined the other two groups.

Table 5

Results of Paired Samples Descriptive Statistics on Results of Hard Science Groups

		Mean	**N**	**SD**
Pair 1	Pre-test .Management	10.75	12	3.51
	Post-test .Management	32.50	12	7.05
Pair 2	Pre-test .Psychology	11.00	8	3.07
	Post-test .Psychology	35.87	8	7.19
Pair 3	Pre-test .Economics	10.30	10	3.56
	Post-test .Economics	33.00	10	6.73

Table 5 presents the results of the descriptive statistics of the scores of the soft science groups on pre-test and post-test. The observed mean scores of the groups show that all soft science groups have increased their knowledge of the standards of article writing from pre-test to post-test.

Table 6

Results of Paired Samples Statistics on Results of Soft Science Groups

Paired Samples Test	**Paired Differences**				
	Mean	SD	t	df	Sig. (2-tailed)
Pair 1					.00
Pair 2 Pretest. Psychology Posttest. Psychology	-24.87	7.140	-9.85	7	.00
Pair 3 Pre-test. Economics post-test. Economics	-22.70	5.10	-14.07	9	.00

Results of descripti

ve statistics provided in Table 5 reveal that the observed mean scores of the groups on pre-test and post-test are different with all the groups experiencing a gain from pre-test to post-test. The results of the paired wised samples statistics presented in table 6 demonstrate that with a *df* values of 7 and 9 and P < 0.05 (P = .000) the observed mean scores given in Table 5 are significantly different. That is to say, all the groups had much better performances on the post-test. In other words, the type of instruction the soft science students were assigned to proves to be positively effective in developing the participants' command of standard abstract writing.

5. Discussion and Conclusion

This study revealed that there was a statistical difference between the pre-test and post-test performance of participants attending explicit genre-based instruction. It suggested that the genre-based pedagogy is an effective tool to teach students to write an academic paper in particular "an abstract". For academic papers, in other words, a genre-based approach (GBA) offers writers an explicit understanding of how target texts in particular "an abstract" are structured and why they are written in the way they are. Also, the (GBA) helps students to identify the moves and strategies normally used to meet their communicative purposes. This is crucial because of the challenges faced by EFL writers when asked to produce an academic paper in particular the abstract part. They often have an inadequate knowledge of how texts ought to be organized to convey their purpose to present the gist of the study. Another conclusion is that GBA aids improve students' cognitive processes and critical thinking about the order, and linguistic features of the moves in the abstract. In addition, students can also use appropriate linguistic features of each move in terms of sociolinguistic knowledge. Effective improvement in writing requires doing tasks that help to develop cognitive processes. Similarly, Gavigan (1999, p. 13) claims that having an explicit knowledge of genres enables teacher to have a much deeper idea of the skills students need to possess in order to accomplish adequately the tasks they assign to the students when they ask them to write. In other words, based on the results of the study, the answer for the first question is YES. The answer to the second research question is yes because the results from the post-tests indicated that participants in soft science (i.e management, psychology, and economics) outperformed those in hard science (i.e chemistry, civil engineering, and information technology). Accordingly, it can be concluded that explicit instruction using John Swales' model (1990) contributed to the students' ability to use moves correctly to write academic article abstracts.

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Appendix A

The sample grid developed for the study based on Swales (1990) model with three moves with their sub steps in the model. The grid asked for the application of each steps in the model. A Likert five options scale of (very poor, poor, average, quite good and very good respectively) was exploited.

	1	2	3	4	5
Move1: Step 1. Did the participants deal with **claiming centrality** in their sample abstract?					
Move1: Step 2. Did the participants deal with **making topic generalization** in their sample abstract?					
Move1: Step 3. Did the participants deal with **reviewing items of previous research** in their sample abstract?					
Move2: Step 1A. Did the participants deal with **counter calming** in their sample abstract?					
Move2: Step 1B. Did the participants deal with **indicating a gap** in their sample abstract?					
Move2: Step 1C. Did the participants deal with **question raising** in their sample abstract?					
Move2: Step 1D. Did the participants deal with **continuing a tradition** in their sample abstract?					
Move3: Step 1A. Did the participants deal with **outlining purpose** in their sample abstract?					
Move3: Step 1B. Did the participants deal with **announcing present research** in their sample abstract?					
Move3: Step2. Did the participants deal with **announcing principle findings** in their sample abstract?					