GENRE ANALYSIS: STUDYING RESEARCH ARTICLES OF BUSINESS AND MANAGEMENT SCIENCES USING SWALESIAN AND HYLANDIAN APPROACHES

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ABSTRACT

Thesis Title: <u>Genre Analysis: Studying Research Articles of Business and Management Sciences Using Swalesian and Hylandian Approaches</u>

While some genre researchers have examined the schematic structures of research articles, few have studied them through the dual lens of Move Analysis and Metadiscourse Markers in genre-based inquiries. The present study explores the part-genre of Research Articles of the Business and Management Sciences discourse community in Pakistan. 50 Research Articles from Business and Management Sciences have been analyzed using Swalesian CARS (2004) and Hylandian MAI (2005) The study found that the RAs from the Business and Management Sciences discourse community display the structured presence of Swalesian Moves. Hylandian Stance Markers were used rather sparingly, however, the Engagement Markers were not present in the genre-based text. The outcome provides practical pedagogical resources, a theoretical basis to guide genre-based Research Article writing in Business and Managament Sciences schools, and implications for collaboration with researchers in designing instructional pedagogy for an effective research-paper writing course at universities

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LIST OF ABBREVIATIONS

RA: Research Article

BMS: Business and Management Sciences

ESP: English for Specific Purposes

EAP: English for Academic Purposes

CARS: Creating a Research Space Model

MAI: Model of Academic Interaction

SIGET: Simposio Internacionale de Estudos de Geeneros Textuals

SLW: Second Language Writing

JBE: Journal of Business & Economics

BR: Business Review

PBR: Pakistan Business Review

GMACS: Global Management Journal for Academic & Corporate Studies

NICE RJ: Newports Institute of Communications and Economic Research Journal

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DEDICATION

To Ammi, Abba, and Ovais!

CHAPTER 1

INTRODUCTION

1.1 An Overview of the Study

The present study is exploratory in nature and investigates the *part-genre* i.e. Introduction section, of Research Article of the Business and Management Sciences in detail.. The study focuses on examining the schematic structures and written discourse patterns as used by the Pakistani authors from the discourse community of Business and Management Sciences for the production of genre of research articles (RAs). The aim of the present study is to understand if the part-genre of research article in the selected community is schematic in nature as per Swales (2004), and to find out how authors from the particular discourse community develop introduction sections of their RAs in order to build a reader-writer relationship as per Hyland (2005). The study also sheds light on the pedagogical implications of Swalesian Moves (2004) and Hylandian Stance and Engagement (2005).

1.2 Genre Theory

Genre Theory is the field of academics which explores genre studies in the light of critical theory. The academic discipline of genre studies stretches its scope out to literary studies, linguistics and rhetoric. In terms of literary studies, a genre is studied with respect to structuralism which entails investigating the structural patterns used by the author, for example in story-telling, studying the common characteristics present in the collection of stories.

In traditional terms, genre is much often considered to be merely a writing style, for example, comedy, tragedy, romance etc. It also has broad categories like poetry, novels, plays etc. When such genres are read, the readers know what they are looking into as the context is predefined. Currently, the term genre can be understood as something more. It is a recurring rhetorical event. Its main and major dependence is on intertextuality. Intertextuality is a term derived from the Latin *intertexto*, means to intermingle while weaving. In the present study's context, it refers to the writing of the part-genre with reference to the author's "influences" and the text's 'sources', positing

that all signifying systems, from writing introductions to conclusions, are constituted by the manner in which they transform earlier signifying systems. Writers tend to take help from the intertextual element of the academic genre. A work, then, is not simply the product of a single author, but of its relationship to other texts and to the structures of language itself. Genre Theory's main concern, however, does not end with addressing intertexuality. It demands for interdiscursivity too. Interdiscursivity is the use of elements in one discourse and social practice which carry institutional and social meanings from other discourses and social practices, (Candlin & Maley, 1997). Generally, a text has little authority over what they are assumed to convey and/or will, therefore, they accept imported form and content from the other discourses. On the other hand, when a text exports content to other texts/discourses, there are expectations as to the exported form and content. Thus, the interdiscursive systems assist to shape the texts accordingly.

Genre theory describes how language is dependent on the context, hence,, context becomes more valuable than language itself. Genre theory focuses on the individual situation. It studies who is where, in what situation, and in which society and/or background. Because the context, the author, the reader and the situation as well as its reason of existence is crucial in the production of a genre, this gives rise to the unseen, unaddressed pressure a writer has i.e. to author a text which is recognized in a socially acceptable manner.

Because Genre Theory binds the concept of genre with currently existing body of research, it instructs researchers, academicians, teachers and academic writers to explore the text(s) in ways that they understand the underlying patterns and/or structures, question the commonly found dichotomy in the writing processes, and share their ideas for the research-based genre pedagogy. The present research, thus, explores how the structure or patterning of a written text is an integral part of its social context. The present research studies the existence of occurring and recurring patterns in the part-genre of RAs from the discipline of Business and Management Sciences, Pakistan, and the impact of language used for referencing to claim authenticity as well as building of the reader-writer relationship This study, therefore, examines the part-genre and its conventions in the light of genre studies.

1.3 Rhetorical Genre Studies

Rhetorical Genre Studies explore a genre (a given text with similar characteristics) as the form of social action (Miller, 1984). In rhetorical genre studies, a genre is seen as the result of situated cognition or/and social action. Without an in-depth understanding of ideologies, hegemony, and epistemological relations, a genre cannot be produced. It is a practical evidence of how individuals conceive the notions of community experiences and shape up these experiences in the form a document. Therefore, Rhetorical Genre Studies combined with Linguistic Genre Studies are the bases of this research. However, the blending of these two theories gives way to English for Specific Purposes or the ESP approach. The ESP addresses the nature of a text or a genre by examining its pedagogical implications (Bawarshi & Reif, 2010). Hence, genre analysts study a piece of text in its social context as well as the social action it performs, and finds out ways to teach a particular genre and its conventions to the non-native (and native) users of English language. Genre analysts also keep track of the phenomenon of regularity i.e. the repetitive nature of certain textual features as well as regularly occurring patterns and structures which could be a path to interpretation of given texts. All of this process takes place in the light of social action and social relations between writers and their readers.

1.3.1 Function and Form or Form and Function?

In terms of genre tradition, it's the function which is the driving force for the language to be produced. Academically, a research article requires the ultimate understanding of its context of production with absolute knowledge about the conventions controlling it. A research article without references to the previous researches or/and researchers is not valued. The reason is the function it serves. If it does not meet the expectations of the readers, the discourse community and/or the generic conventions it is expected to address, the genre stands unidentified and remains unacknowledged. The readers read an academic research article having prior knowledge of the fact that the author must present his new ideas in the light of previously conducted researches. When the expectation and basic genre convention is not met, the work of the author is not validated. Hence, in terms of genre theory, function (academic expectation) gives way to form (research article).

Brooke (2010) questions the function of genre. He suggests that a text's function is more of a controlling force than its language and content. Here, stance and engagement, the two branches of Hyland's (2005a) Model of Academic Interaction, as well as move analysis from Swales' CARS (2004) come to practice. The question of function has its significance but the question of language and content still prevails.

1.4 Introducing the term 'Genre'

In terms of general language, it is the choice of the producer of the language (speaker/writer) to design, invent or create a message as they will. However, in terms of genre studies, it is the receiver (listener and reader) who has the power of interpretation. Theories of social construction suggest understanding and interpreting (academic) language in a social context. Genre analysis, therefore, is a tool of interpreting language in social context.

Genre is a term for grouping texts together (Hyland, 2006). These texts represent ways that writers/authors typically adopt and/or adapt language in order to respond to recurring situations. Here, production of a genre becomes demanding as the writers must keep in mind the readers' expectations based upon the texts they have read previously. In genre studies, a writer's production is largely dependent on the reader's expectations. Expectations vary in style, use of language, similarities and differences which a discourse community adopts to declare itself an independent body.

Genres are seen as abstract, socially recognized ways of using language. (Hyland, 2000). These socially recognized norms can be characterized by either using the top-down or bottom-up approaches. In the context of this study, understanding a genre using top-down approach points towards the *move analysis* (Swales, 2004) while bottom-up approach studies lexical and grammatical features (Hyland, 2005a). While we look at both of these approaches simultaneously, we address the presence of intertextuality and interdiscursivity in the text.

Genres are guiding frameworks for shaping and upgrading instructional pedagogy. To genre analysts, any text is a tool to study a discourse community to understand its practices. They can even see classrooms as sources of artifacts for their study (Hyland, 2006). When they study genres, they produce frameworks for further production of genres which can be a standardized for genre producers, instructors and researchers. This phenomenon may be a matter of cautiousness for instructors as genres

tend to change, evolve and die (Shehzad, 2005), and, they are always developing and changing (Berkenkotter & Huckin, 1995). Therefore, genre instructors must not take the phenomenon of genre as something permanent or objective, and continue to generate more research on studying the ever-changing, ever-evolving genres.

In the light of the definitions and characteristics of genres above, one can say that the term *genre* is "elusive" (Hyland, 2006, p. 49). John Swales (1990), the pioneer of Genre Analysis, also suggests that the phenomenon of *genre* should better be seen as a "metaphorical endeavor" (Swales, 2004, p. 61). These metaphors help researchers understand the background and foreground of a genre.

Different genre analysts have named genres differently. Whatever the names, the main purpose of studying genre remains to look into the rhetoric construction and discursive organization of the discourse community. Although there are many approaches to genre theory, the approach that has been selected for the current study is that of English for Specific Purposes. In the context of the present study, Swales' CARS – Creating a Research Space Model (2004) and Hyland's MAI – Model of Academic Interaction (2005a) are the two frameworks under the ESP approach which have been used as tools data analysis. Chapter two addresses each one of these approaches and their methods. (See chapter 2, section 2.4 for Swalesian Approach and section 2.5 for Hylandian Approach)

1.5 The Genre of Research Article

The very first time, when 'research article' got recognition as the most important part of academics was only after Swales' (1990) monograph. He termed it as academic text which reports on some investigation carried out by its author or other authors. The RA relates the findings of its study to other researchers, and examines issues of theory or methodology.

The genre of RA is usually intended for the sake of publication. Because publication requires a long procedure which includes writer's ideas, intentions and shaping up the document in the form where it meets international standards, it's anticipated that it has been checked for its quality. This means that writing an RA is not as simple as it seems. Genres are produced keeping in mind a broad organizational procedure and it is even harder to maintain them because they are fluid. Their features and characteristics change depending on the communicative purpose as well as the

controlling discourse community. One of the most important academic and research genre that students should learn producing at university is Research Article. Learning to write an RA brings the author recognition among international academic, research, and discourse community. The traditional researches on genre-studies usually focus on part-genre. Part-genre is a part of the whole genre which the researcher chooses to study. Usually, a multitude of RA-based studies explore the part-genres as they appear to be four main sections of the RA i.e. Introduction, Methods, Results and Discussion (IMRD).

Hyland (2006) sees different university genres using multiple styles of writing that authors adopt in order to achieve the purpose, for example, narration, argumentation, stating the recounts, discussion and exposition. Studying academic genres in this manner makes it easier for genre analysts to study the frequently occurring and reoccurring patterns and schematic structures.

The present research approaches to study the genre of the introduction sections of RAs using Creating A Research Space Model (Swales, 2004) and Model of Academic Interaction (Hyland, 2005a) respectively. It is important to note that CARS and MAI both study interdiscursive and intertextual elements of the genre of RA. However, the main concern of the study remains to explore the schematic structures and features of academic interaction only.

1.6 The Background of the Study

Undergraduate students face institutional pressure at some point of their study programs. The term institutional pressure comes from the Institutional Theory (Klofsten, 2006) which suggests that institutions tend to have a forceful impact on people, individuals, communities, social groups and organizations by setting unseen boundaries, restrictions and social pressures about what should be and what should not be. Davidson et. al (2006) describe the three kinds of institutional pressures as a) Normative Pressure, where members of a particular organization have the pressure to conform to the particular norms or set of rules. b) Coercive Pressure, where members are expected to meet certain expectations of the organization. These can include formal rules and regulations as well as the informal expectations, and c) Mimetic Pressure, where individuals are required to imitate another organization to meet certain standards.

Depending upon the context of research-genre production, this can mean lack of originality in their own work.

.   In Pakistan, English language has the status of being the language of the powerful and the prestigious. Most of the white collar jobs ask for the highest levels of English language proficiency. Not only this, an individual capable of speaking English effectively is considered to be knowledgeable, respectable and worthy of more important jobs. However, the instructional pedagogy for research-writing in English language requires an upgrade. Since English language is the second language, as well as the language of academics in Pakistan, it needs to be taught with conventions of a second language and its genre-based pedagogy. Being the non-native speakers/users of English language, with ever-building pressure of learning English perfectly, the students face challenges when it comes to producing a research genre, such as the research article.

Universities in Pakistan give general instruction to the undergraduate students by giving courses on academic writing, technical writing, and research methodology however, teaching of a genre-based research article writing course needs to introduced. The students may have proficiency in writing in English Language but research-based genre instruction needs to be incorporated with language teaching.. The universities and HEC, Pakistan, may introduce a 3-credit-hour course on research-based genre-production for the undergraduate students from all disciplines. This will not only save them from the pressures and agony of not having the genre-awareness but also give way to more opportunities for teachers, students and researchers at national and international platforms.

Along with the need of a full course on research-based genre-production, it is important to note that no studies have been conducted in terms of writing a research article for the Business and Management Studies in Pakistan. Studies of similar nature have been conducted for other disciplines such as Computer Sciences and Linguistics, and their outcome is beneficial for young researchers and academicians in their discourse communities. The present study, specifically, aids the discipline of Business and Management Sciences for the production of research-based part-genre.

1.7 Significance of the Study

Internationally, Genre Analysis is a much celebrated field of study which puts languages in its background and their function (genre) in the forefront (Perez-Llantada, 2015). It has been used to study academic as well as professional genres in the light of diversified academic, linguistic, and discourse communities since its emergence in the late 20th century. However, the status of genre analysis changed altogether with the seminal works of Swales (1990). Following the tradition set by Swales (1990), many researchers such as Thompson and Ye (1991), Salenger-Mayer (1992), Hyland (1996, 2005a, 2005b, 2008) expanded on the notion proposed by him. Since then, the international researchers and academicians have started to pay attention to the field and extensive utility it offers to research-based academic genre-production.

In the Pakistani context, however, the area is still under-researched. There is awareness of literary genres but the academic community needs to understand the importance of research-genres , and their significance to the students who strive to produce a particular genre, the teachers who wish to help their students on how to write the text of research-based genre, and the researchers who aim to investigate, learn, and explore about the practices associated with a research-based genre-production. The researchers in Pakistan in the field of genre analysis whose works have been acknowledged nationally and internationally are numbered, such as Shehzad (2005, 2007, 2008, 2010, 2011, 2013, 2015 and 2016), Khan & Tim (2012), Imtiaz & Mahmood (2014), Aslam & Mehmood (2014), Qurat-ul-Ain & Mahmood (2015), Ahmad & Hafsa (2015), Asghar & Mahmood (2015), Abbas (2015, 2016), and Rofess & Mahmood (2015).

However, the present investigation aims to address the gaps present in the Pakistani reservoir of knowledge in terms of research-based genre investigation and genre-awareness by studying the genre of RA of the Business and Management Sciences discourse community through the Swalesian Moves (2004) and Hylandian Features of Metadiscourse (2005). The findings of this research will be helpful to the researchers, genre-instructors, students, and genre analysts who seek to produce a research-based genre, discipline-specific models of the genre, and study their pedagogical implications. Conducting this study shall also help the researcher to undertsand the genre of Research Article in depth, and possibly be able to contribute to

the field of Genre Analysis Although, the research has been conducted in the area of Business and Management Studies, it will be beneficial for anyone seeking genre-awareness and research-based genre exploration in other fields of study as well.

1.8 Statement of the Problem

The research-based genre-pedagogy writing courses are not part of the formal instruction of the students of Business and Management Sciences at the undergraduate levels in Pakistan resulting in the students struggling with writing a research article independently to meet the standardized forms. Although they use the English language in written academic contexts effectively, they still need to understand the concept of the research genre in order to meet the standardized forms of a research article. However, in Pakistan, the universities do teach 'genre' as an academic domain but not a research domain.

Mostly, a general course on research methodology is offered which may lead to some pedagogical guidelines on writing a thesis, or a research report, but not particularly an RA, or other specialized forms of academic research-genres. Higher Education Commission (HEC), Pakistan, sometimes, arranges workshops and seminars but the reach of these seminars is limited. Not meeting the standardized forms at the local and international levels and not being able to publish a research article is a major setback for a number of students.

In order to address the problem, a genre-based investigation of Research Article based on Swalesian Move-Analysis (2004) and Hylandian Features of Stance and Engagement (2005) for the undergraduate students of Business and Management Sciences in Pakistan shall be carried out. The Move Patterns and the Metadiscourse Features will also be examined for their occurrence and implication in the light of genre theory followed by suggesting pointers for genre-pedagogy of Research Article for the chosen discourse community.

1.9 Research Objectives

Following are the objectives of the study:

1. To explore if the authors of Business and Management Sciences have used Swalesian moves (2004) in the introduction sections of their research articles.

2. To study the implications of these Swalesian moves in research articles authored by them.

3. To investigate if the features of Hylandian Stance and Engagement (2005) appear in the introduction sections of research articles authored by the Business and Management Sciences community.

4. To understand the implication of these Hylandian Stance and Engagement features in the research articles authored by them.

5. To explore in the light of the mentioned objectives if Swales' CARS (2004) and Hyland's MAI (2005) have pedagogical implications for research-based genre-pedagogy at undergraduate level for the Business and Management Sciences discourse community in Pakistan.

1.10 Research Questions

The study aims to answer the following questions:

1. How do the authors of Research Articles from the Business and Management Sciences use Swalesian moves as per CARS (2004)?

2. What are the implications of these Swalesian Moves as found in the Research Articles authored by them?

3. How are the features of Hylandian Stance and Engagement (2005) used by the authors of Research Article in Business and Management Sciences?

4. What are the implications of these Hylandian Stance and Engagement markers in the part-genre of Business and Management Sciences Research Article?

5. In the light of the questions above, what pedagogical implications do Swales' CARS (2004) and Hyland's MAI (2005) offer for research-based genre-instruction at undergraduate level for the discipline of Business and Management Sciences?

1.10 The Route-Map

Following is an elaborated view of what to expect in the coming chapters and that how this research has been designed to meet the goals it has aimed for.

This study has been divided into 8 chapters.

Chapter one has given a detailed introduction of the study, the background, its rationale, significance and the objectives. It has also introduced the term 'genre', its

theoretical background, its utility and importance in general as well as a particular discourse community. The second chapter gives a detailed introduction to the models/frameworks, a full fledged description of their background, relevant literature and latest studies conducted using the frameworks as used in the present study. The studies discussed in chapter two depict literature review from both the models (CARS and MAI) studied. Chapter three answers the description of methodology, defines genre theory, its theoretical frameworks for this study, and the two models used as tools of inquiry for the present study. It also uncovers the methods, sampling techniques, their rationale and delimitation.

Chapter four, five, six and seven comprise of the analyses and an in-depth discussion from both the models applied for genre study. Because the present investigation has used Swales' CARS Model (2004) for the analysis of the data, chapters 4, 5 and 6 show the analyses and discussions from the CARS (2004) model. The model has three moves. Each move further has various steps. The analysis comprises of all three moves and thus, their further steps, as proposed by Swales (2004). The division of chapters of analysis is as follows:

- Chapter 4: Move One

- Chapter 5: Move Two

- Chapter 6: Move Three

The chapters study schematic patterns and structures as used by the authors of RAs from the particular field of study. The detailed discussion on discoursal patterns as well as the examination of structural-rhetorical characteristics can also be seen.

Chapter seven entails a detailed analysis of the second model i.e. Ken Hyland's Model of Academic Interaction (2005a), that has been used for the micro-analysis of my data. The chapter studies the language of academic interaction used by the authors and its significance as depicted by the selected RAs from the field of Business and Management Sciences..

Finally, Chapter eight, closes the discussion by answering the research questions proposed in chapter one in the light of analyses from chapters 4, 5, 6 and 7. It also includes a section of suggested models (CARS and MAI) for the writing of the

introduction section of RAs in the field of Business and Management Sciences as well as recommendations and suggestions for future researchers, curriculum designers, academicians, teachers and students.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the background of this study at two levels. First, the background of the discourse community of Business and Management Sciences in Pakistan has been discussed. Then, a discussion on how the two genre analysts have brought forward their approaches of genre analysis and therefore, their frameworks i.e. Swales' revised-CARS (2004) and Hyland's MAI (2005a). The chapter also studies the major concepts under genre theory with respect to English for Specific Purposes approach. Both the frameworks and their applications in the light of relevant studies can be seen in detail. The chapter closes with emphasis on research-genre awareness with reference to Chomsky's (1965) idea of linguistic competence and performance adapted as research-genre competence and performance.

2.1 Overview of the Study in the Light of Business and Management Studies

The history of business and management dates back to as recent as the 20th century.

2.1.1 Induction of Business in Academics

As an academic discipline, Business History was founded by Professor N. S. Gras of the Harvard University Graduate School of Business Administration in 1927. Professor Gras is entitled to be the very first man to have contributed to the field with his subject matter and approaches. He also remained one of the most refined researchers in the Harvard Business History (Decker, et al., 2015).

2.1.2 The Business and Management Research

Chandler's (1977) production "The Visible Hand" addresses strategies of small entrepreneurship, and latest techniques being used in accounting, finance and stats with major stress on innovation integrated with technology.

His works and research have been source of novel techniques and ideas in the fields of business, economy and sociology. His works have turned out to be guiding light for the organizational sociologists since 1970s (Fligstein, 2008, p. 77). Chandler

is believed to be the 'guru' of management. For a number of management researchers and think tanks, his works are seen as classics.

2.1.3 The Recent Picture

In the recent past, Jones (2010) and the Business History Initiative at Harvard Business School worked together to sought out research and teaching methodologies in Asian, African and Latin American cultures. The project was named, "Creating Emerging Markets" and it turned out to an inspiration for budding researchers in the said field.

Friedman-Jones (2011) worked collaboratively on an editorial in Business History Review that got recognition from international communities in the favor of comparative research to be "essential for the future business history as a discipline". (p. 13)

2.1.4 The Scope of Business and Management Studies in Pakistan

Pakistan is the country which has seen many ups and downs in terms of its business, economy and industry. Because of the increasing rate of unemployment in Pakistan's shaky economy, more and more individuals are taking interest in starting and owning their own business. In order to get the know-how and all necessary knowledge for the mentioned purpose, a large number of students get enrolled in business schools. Therefore, at present, business and management studies are one of the most demanded fields in Pakistan.

This sector of education is flourishing fast as it is vast and its branches such as marketing, finance and human resource management provide individuals with a number of opportunities to avail for a better secure future. An individual with having a degree in this discipline can also find opportunities in banking sector. They may also start their very own financial consultation firm. More doors of success in the field of business studies lead to being a training or/and consultation officer in the development sector, an advertiser or a marketing executive, a business development executive or an entrepreneur.

2.1.4.1 The First Business School in Pakistan

Institute of Business Administration (IBA), Karachi is known to be Pakistan's first business institute established in 1955. The school is known for its international

standards, quality education and elitist academia. It is also one of the oldest business schools outside North America. The school's alumni are leaders in the fields of industry, government and academia. Institute of Business Administration also holds the title of being the first institute in Asia to have started Masters in Business Administration. The institute was ranked to be the best business school in Pakistan in 2014 by Higher Education Commission, Pakistan.

Some of the most prestigious business schools in the country are Lahore University of Management Sciences (LUMS), Lahore, Shaheed Zulfiqar Ali Bhutto Institute of Sciences and Technology (SZABIST), Karachi, Sukkur Institute of Business Administration, Sukkur, and Institute of Management Sciences, Peshawar.

2.1.5 The Spirit behind the Present Study

This study has been conducted with the spirit of shedding light on the exploration of the research-based part genre i.e. Introduction section of a research article. The research articles have been collected from the discipline of Business and Management Sciences from HEC approved journals in the recent past in order to study their schematic patterns and language convention. The main thought behind this study is to find out the schematic-structure of the part-genre of these research articles, to investigate how Swalesian Moves (2004) appear in them, and to study Hylandian Stance and Engagement Markers through MAI (2005). Once this is explored, the researcher would investigate if these findings could have pedagogical implication for the Business and Management Sciences discourse community for research-based genre-writing.

Students at undergraduate level are required to grasp and produce certain research-genres in order to be considered valued members of a discourse community (Ting et al., 2013). Not only academicians but also students are expected to have full command over conventionalized academic discourses and research-genres so that they are able to bring out the best in the interest of the their discourse communities. In fact, the students who are linguistically competent still have problems with genre-performance. Their only hope then remains their genre-instructors and/or ESP instructors who could teach them independent genre-production (Osman, 2004).

On a broader level, they have to outshine the established discourses in other disciplines in order to achieve what Hyland (2009, p. 13) calls 'successful navigation

of learning'. This conceived discourse doesn't stop there. It then sprouts its buds in all fields of life, other than academia, where examples of these can be seen everywhere, everyday, in the form of language used in media, newspaper, advertisements, emails, blogs as well as entertainment. This tends to be a forceful phenomenon here as we see all these discourses interconnected yet entirely separated from one another through language, which Lemke (1995, p. 93) titles as "the discourse of truth". The term truth is also subjective and therefore, controversial. Every individual has their own understanding of truth, thus, so has every discipline which they depict or project through language. Academic discourse in the light of genre analysis studies these truths that disciplines project.

English language enjoys the status of being the international language community today and it has proved itself in the field of research, publication, science, media, internet, fashion, advertisement, education, law, economy, business as well as computers. "With half the world's population predicted to be speaking the language by 2050, English is becoming less a language than a basic academic skill for many users around the world" (Hyland 2009, p.4). Wilson (2002) claims to have an evidence of the fact that many doctoral students studying in overseas universities complete their PhD theses in English language, if they have a choice. Not only this, more than 90% of the journal literature in scientific domains and 68% of the 58,698 scholarly periodicals indexed by Ulrich's Periodical Directory in 2007 are published in English language (Thompson, 2007).

Hyland (2009) quotes Swales (1997) where he uses a rather self-explanatory term for the current status of English language i.e. "Tyrannosaurus Rex: a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds". Genre researches tell us that we can construct, deconstruct and then reconstruct the text while making meaning out of it. Genre analysis unfolds all the layers behind the text of the research-based academic discourse. Besides this, many universities and higher education institutes have introduced their ideology of students as 'customers' which has given rise to more technique-based pedagogical issues in academia. There is an ever-increasing number of such institutes which is why tutors are no more sure if these learners are capable of literary competence needed to be in the win-win situation of a research-based academic discourse.

Geertz (1983) and Bruffee (1986) encourage students "to see texts as disciplinary practices", that is, writing and talk which is embedded in the activities of individuals acting as members of social groups. Kuhn (1970) further elaborates on the idea by adding that scientific knowledge is the common property of a group or else nothing at all. Theory of social construction proposes that reality or truth is not somewhere out there. We have to create it through meaning-making process. As a matter of fact, meanings are created through discourses. Hyland (2005) demonstrates in terms of genre-based research and publication that "the significance and originality of research have to be balanced against the conviction and expectations of colleagues taking into account their likely objections, background knowledge, rhetorical expectations and processing needs" (p. 213).

Genre-based research writing is a specific discipline which describes how different disciplines describe themselves, their genre-based discourses, and their readers. Indeed, discourse and its reward go hand in hand. It depends upon the harmony between the two how strongly a discourse emerges. Reputation is the symbolic capital of the academy (Bordieu, 1991). He also claims that discourse is jealous-protected, which means not one discourse can be better or worse than another as they all have different perspectives. However, this reputation can be very decisive and competitive.

Competitions tend to have a great effect on creation and maintenance of institutional hierarchies. Each of the institutes in these hierarchies have their own discourses and genres. Since all these research-genres as well as written discourses are complex and dynamic in nature, it is important to study them in the light of academia and genre-analysis in order to benefit the students and researchers.

2.2 An Introduction to Genre Theory

This section redefines the concept of genre, its background, conventions and formation as well as the three main approaches under it.

2.2.1 Defining Genre

"A text cannot belong to no genre, it cannot be without … a genre. Every text participates in one or several genres, there is no genreless text". (Derrida, 1981, p. 61)

Etymologically, the word 'genre' means 'form' or 'type'. The literal meaning of the word "genre" is "a style or a category of art, music or literature", according to

the Oxford Advanced Learners Dictionary (2015). The Cambridge Dictionary (2016) defines the term as, "a style, especially in the arts, that involves a particular set of characteristics". Connecting the latter definition of the term to research-genre studies, it can be seen that genre is the study of a particular piece of text having similar or variable characteristics or sets of characteristics.

There are two types of analyses a genre analyst performs; interdiscursive (Swalesian) and intertextual (Hylandian). Some may be more interested in finding the text-internal factors i.e. Swalesian interdiscursivity, within the text produced by the particular community because discursive and professional practices and traditions of any profession compliment with each other (Chiappini & Nickerson, 1999; Bazerman & Paradis, 1991; Bhatia 2004; Freeman & Medway, 1994; Russell, 1997; Swales 1998), while others research on the power an author gives via language usage to its readers to develop a Hylandian relationship. This relationship addresses text-external factors i.e. Stance and Engagement. The author uses his "textual voice" or community recognized personality which Hyland (2005) calls 'Stance'. On the other hand, a simultaneous action is performed by the author which is to psychologically engage their readers with reference to the lexical choices advanced in the given text, called 'Engagement'.

A genre analyst explores research-genres with variable intentions i.e. to study its structure, context, features (textual, rhetorical and linguistic) or communicative events. Genre analysts, worldwide, have conducted studies on different types of research-based academic as well as professional genres, for example, conference presentations and speeches (Morton, 2009), college lectures (Lee, 2016), research articles (Shehzad, 2005, 2008, 2010, 2011), theses/dissertations (Bunton, 2002; Shehzad & Abbas, 2015; Fruttaldo, 2016), book reviews (Tse & Hyland 2008; Ulum, 2016), tax computational letters (Flowerdew & Wan, 2006) and business letters (Santos, 2002).

Since academic genres can be extensive and advanced in their characteristics, some researchers choose to do their research on a given structural unit of the said genre. These structural units are called part-genre (Shehzad, 2010). Examples of these part-genre or selected sections are research articles and theses/dissertations, their headings, their abstracts (Golebiowski, 2008; Samraj, 2005), introduction (Abbas & Shehzad,

2015, 2016; Sheldon, 2011; Swales, 1981, 1990, 2004), literature review, methodology, result and discussion (Holmes, 1997) as well as conclusion (Ruiying & Allison, 2003).

The term 'genre' is also used for pointing at a particular performance in a given discourse community (Bawarshi & Reiff, 2010). These performances show how unique a research-genre is. It is as unique as the producer of the genre itself (Devitt, 2011), which means each one of the performances has a message to give. A research- genre analyst looks at those messages via its textual features. Encouraging students to perform a new genre may be one of the most challenging jobs an ESP/research-genre instructor has. Besides that, they need to be given genre-awareness through critical thinking, reading of the RAs, and analytical methods such as move analysis for production of a new genre (Cheng, 2011; Devitt, 2004; Johns, 2002). This can't be done until the students are given genre-awareness. Students are able to produce better if they are given tasks, for e.g. analyze the non-prototypical features of a genre in a given text (Cheng, 2011). The instructors need to inculcate students' metacognitive awareness (Artemeva & Fox, 2010; Beaufort, 2007; Nowacek, 2011, Reiff & Bawarshi, 2011).

Research-genre studies are the result of emerging usage of English for Specific Purposes in the field of English language pedagogy. ESP is that essential part of English language pedagogy today which we cannot separate from the previously thought of notion of ELT. Today, all English language instructors, researchers and professionals have to use ESP either for their instructional, research or professional purposes. Hence, while studying the theories of ESP, its important to explore the deeper layers of the discipline i.e. Genre Theory.

2.2.2. The Background

Genre analysis is not a very old field of research. It emerged with the main concern of designing a direct pedagogical solution for ESP lessons in early 1980's (Bhatia 2012). However, the importance of studying different research-genres and their significance was realized in the 1970s when major focus of research was on discourse analyses. The researchers studying discourse analyses brought forward the need of knowing and exploring the organizational patterns of the discourse under study. Bhatia (2004) points towards the works of Hoey (1983) on structure analysis which directed many researchers' attention away from studying the lexico-grammatical features of text and to more of textual and organizational features.

Today, it has the status of a new but not-much-recognized area of research in many parts of the world, particularly Pakistan where, this type of research has taken part by some emerging scholars (Imtiaz & Mahmood, 2014; Shehzad & Abbas, 2015, 2016, Qurat-ul-Ain, Mahmood & Qasim, 2015; Aslam & Mehmood, 2014) and a renowned scholar Wasima Shehzad. Shazad (2005, 2007, 2008, 2010, 2011, 2013, 2015, and 2016). Internationally, genre analysis is much known by the seminal works of Swales (1990, 2004) and Bhatia (1993).

Genre Analysis first got into the spotlight when Swales (1981) published his first work on Language for Specific Purposes. In section 2.3.3 of this chapter, ESP and its contributions to Genre Analysis have been discussed. His work is considered to be the back bone of research-genre studies today. His main emphasis was on the communicative objective that a particular event of language usage has. His idea of communicative objective is exactly how we can define research-genre as well. A genre too, is a communicative event. Its language is organized and its internal structure takes place according to the communicative purpose(s) (Bhatia, 1993).

2.2.3 Genre as a Form of Social Reality

A text has no meaning of its own until the reader makes a meaning out of it. The meaning can't be made without a context. Hence, linguistically and philosophically, we can say that genre is a social reality. It cannot stand at its own with authenticity without presence of its social acceptance. Genre is a social action (Miller, 1984). The concept of genre being a social reality comes from Bhatia (2013) where he relates genre with sociology. He argues that understanding of genre is an ongoing process which entails negotiation, context(s) of its usages, purpose(s) with which a group produces it, roles that society takes and performs, and their cultural as well as organizational prerequisites. He refers to Geertz (1973) while supporting his notion of genre having a sociological orientation that a genre is a "thick description of a social reality, including the linguistic behavior of any speech community, academic or professional'. Miller (1984) stresses on the study of ethnography and ethnomethodological concerns while producing and understanding a particular genre. Eggins and Martin (1997) say that genres are different only because they use a different type of language. The main purpose of each usage of language is to understand culturally differing task(s). Hence, looking at any genre, one has to use the triangular approach where they can look at and

understand a genre deeply, completely and extensively. The changes in any culture or society give birth to the changes in the formation of their genre as well. This is inevitably true that the newness we find in any genre is pushed by the new or changed value in a system of their society.

However, it is important to see other orientations of function of genre as well, as Bhatia (2013) elaborates in his work. He suggests genre analysts to look at the sociological as well as linguistic and psychological orientations. As discussed above, genre is indeed a social reality as it is backed by the culture, norms, society and mind sets of people who produce it. Likewise, it's important to understand the other two orientations of genre as he proposes. The linguistic association of a genre is a predominant one. Genre analysts interested in linguistic orientation of a text may go for stylistic or discourse analysis, and style, register, jargon or lexeme. There is large variety of works produced in terms of linguistic analysis (such as Barber, 1962; Halliday, McIntosh & Strevens, 1964; Huddleston, 1971; Gopnik, 1972; Gustaffson, 1975; Crystal & Davy, 1969). These studies, however, do not focus on the social orientation, therefore, the analysis of their sample genre is potentially misinterpreted due to no address to their social reality.

The other type of orientation in understanding a genre comes from the psycholinguistic perspective. Here, Bhatia (2013) suggests the genre analysts to look at the tactical aspects which are used in production of a genre. These aspects let the producer of the text show his intentions through the text. The writers here know what is expected of them in terms of their production so they devise strategies such as using their language as well as the social function in order to produce what is expected of them. They focus on the nature as well as the function of the text they produce. The analysts studying a text from the psycholinguistic perspective have to study the cognitive structures of the text as well.

2.2.4 Genre Competence and Genre Performance

Genres are a unique creation, however, each genre depicts a certain purpose or social reality(s). It can either be shared social actions (Miller, 1984), communicative purposes (Swales, 1990) or social processes (Martin, 1997). In the article on Genre Studies, Amy J. Devitt (2009) discusses John Swales' Genre Analysis and Rhetorical Linguistic Genre Studies. She also shared her reflections from the Simposio

Internacional de Estudos de Generos Textuals - SIGET (2007) conference on Genre Studies in Brazil where she presented her own analysis of:

a. Teaching of particular genres
b. Teaching of genre antecedents i.e. a set of skills and strategies learnt from a genre to be used later in other contexts, and
c. Teaching genre awareness.

Her idea of genre awareness is of great significance, but what is more inspiring about her article is her notion of genre competence and genre performance. She has, intelligently, related Chomsky's (1965) idea of linguistic competence and performance i.e. something one is capable of and something they can actually do/produce at their own, to her very own idea of genre competence and genre performance. Hence, the actual performance can have the tendency to be far more different than one's competence. Devitt (2009) stresses describing the same idea in a classroom setting where students are expected to show genre performance before they are aware of genre competence. This situation leads to frustration for students as in the first place, they do not have genre awareness. Secondly, they are told to perform without competence and finally, their performance doesn't necessarily show their competence.

Therefore, it can be seen how important it becomes for the English language teachers to use genre-based pedagogy so that they can inculcate genre-competence as well as genre-performance in their students' minds.

In a similar study by Cheng (2011), he examined the genre-competence of his L2 students at graduate level. His study focused on letting the students read their texts over and over again to a point where they could find out and highlight certain features from the texts to be labeled as "genre", for example, non-prototypicality. Once the students were able to identify their own work as a genre, they were given the concept of genre-awareness. Then, after they could identify a text as a genre, they were marked to be genre-competent. And finally, when they were able to produce a proper form of genre, they were marked to be genre-competent.

2.3 Approaches in Genre Theory

The three approaches of genre analysis and functional usage in genre studies is as follows:

2.3.1 The New Rhetoric (NR) Approach

The approach, also called Rhetorical Genre Studies, was introduced to the field of genre analysis by Miller (1984). To him, the term genre refers to a social context where meaning is derived from the social context in the light of its discourse. His approach was taken forward and adopted by Bazerman (1988) who conducted a study on 100 scientific articles over the period of 144 years. Later on, Berkenkotter & Huckin (1995) elaborated on the same theme using 350 research articles from the fields of hardcore sciences such as chemistry, physics and biology over a period of 45 years. However, Paltridge (1997) clarifies that the NR approach does not address the formal structure of the text, but sociocontextual structure. Methodological procedures used in the NR approach usually study the enthnographic analysis. They don't leave behind the linguistics characteristics of course, but they focus more on the purpose of orientation of the text (Cummin & Davidson, 2007).

The New Rhetoric Approach indeed provides a rich and in depth sketch of a particular genre under study. Works from Myers (Myers 1985, 1990, 1992, 1994) show a good description of genre analyzed through the NR approach. However, this approach is not considered suitable for the extensive study of linguistic features alone as its direction is toward the sociocontextual and ethnographical perspectives.

2.3.2 The Systemic Functional Linguistics (SFL) Approach

The SFL Approach or the Sydney School Approach originated from Australia in the 1970s. The approach was originally a creation of Halliday (1978) but it was not used for any sort of genre study until Hasan and Martin (1985) created models and frameworks to be used to study for genre analysis. The approach works on examination of schematic structures of texts as well as their linguistic relationship with components of the social context.

The SFL approach is in some contexts like the NR approach but it is broader than the NR as it addresses linguistic features as well as the communicative purpose (Cummins & Davidson, 2007).

2.3.3 The English for Specific Purposes (ESP) Approach

The English for Specific Purposes Approach is the most widely used approach in the field of genre analysis. Today, most of the studies conducted on genre analysis

are due to the ever-growing status of ESP worldwide. The present research is also based on the ESP approach.

The pedagogical importance of English for Specific Purposes has been in the spotlight since 1960s (Dudley-Evans, 1998). However, the approach was introduced in the field of ESP in 1980s and it is the most celebrated approach of genre analysis since the works of Swales (1981, 1990) and Bhatia (1993). Their approach had an applause-worthy influence on the teaching of writing at graduate level. Being an English as Second Language (ESL) learner, learning to write for a college assignment is indeed a stress phenomenon. Even the native users of language struggle with defining their work and producing a piece of writing that meets all the criteria of their college standards as well as their discourse community. Swales' (1990) model of genre analysis gave direction to the teachers as well as students. The celebratory aspect of this approach is that it can be/has been applied to a range of academic and professional genres for example introduction sections of research articles (Shehzad, 2005, 2008, 2010, 2011; Lakic, 1997; Habibi, 2008; Ahamad, 2012; Chahal, 2014; Arsyad, 2013), introduction and discussion sections of theses (Bunton, 2002; Ho, 2003; Shehzad & Abbas, 2015; Fruttaldo, 2016) introduction and methodology sections of theses (Khamkhien, 2016), abstracts of research articles (Golebiowski, 2008; Samraj, 2005), job application letters (Paramasivam & Rahim, 2016), sales promotion letters (Kristina, 2011), grant proposals (Feng, 2004; Tseng, 2011), the graduate seminar (Weissberg, 1993), classroom/academic lectures (Chahal, 2014) and poster session discussions at conferences (Shalom, 1993).

With the ESP approach to genre analysis, opportunities are endless. The studies conducted as yet are inspired by Miller's (1984) social action and the New Rhetoric Approach as they show how genres are identified and described in terms of their form and function (Davidson, 2007). Many of the few studies mentioned above are mostly form-focused because of their need to connect with ESL pedagogy and that is why one can see over and over how schematic structures, grammar and lexeme are given a lot of significant attention (Hyon, 1996).

2.3.3.1 The Scope of English of Specific Purposes

The English for Specific Purposes Approach was developed to cater the needs of second language learners/users of English and help them use the language effectively

in professional as well as academic settings. ESP has stretched out its helping hand quite generously in both the educational and professional directions. The approcah intended to help students and learners of English as Second Language to explore, understand and then produce a genre keeping in mind the standards of its discourse community. Hence, following is the breakdown of genres and sub-genres that the ESP addresses:

2.3.3.2 Genres under English for Specific Purposes
Academic Genres

Essays, reports, case studies, researh proposals, books reviews, research reports, research articles, test papers, theses and dissertations are all forms of academic genres. Class discussions, seminars, conference discussions, their proceedings and classtoom lectures are also forms of academic genre. However, there is a term "part-genre" used for studying one or more parts of any one of these genres, for example, introduction section of one of the above academic genres, literature review, methodology, analysis and discussion section of an article, conclusions, abstracts etc.

Professional Genres

Genres are a byproduct of social systems and communities and hence they are a source of connection between stability and structure. Because they are always changing, there is always a need to do more and more research on the new genres. Analyzing professional genres takes study of text as well as their terminology. Some professional genres are tax forms, admission forms, undertaking-forms, request-making forms, medical reports, court orders, , survey reports, news reports, newspapers, emails, advertisements, inaugural speeches, political speeches, business letters, job-offer letters, inquiry letters, termination letters, acceptance and/or decline letters, letters of compliant, acknowledgement of acceptance and/or rejection letters, time extension requests, minutes of the meeting, technical documentation, driver's liscence, social security order etc (Flowerdew, 1993; Ferris 2004).

2.4 Swalesian Approach

John Swales' theory of genre analysis is a blend of linguistic and rhetorical analyses. His theory is an open invitation to all teachers who intend to explore a genre, or want to make a fool-proof strategy for their academic writing classrooms, and

researchers who want to explore any genre conventions for the sake of contributing to the field of genre analysis. Swales' theory, when applied to a classroom or an academic research setting, has brought great significance to both native and non-native users/speakers of English language.

His model can practically be applied to any research article written by professionals or students and the results can be used to benefit the particular discourse community as well the field of education. Swales has specially focused on the genre of research articles with great impact resulting in it being used world widely among scholars, academicians, researchers and teachers from a number of disciplines in international universities.

2.4.1 Defining Swales' Genre

In his book on Genre Analysis, "Genre Analysis: English in Academic and Research Setting" (1990), he defines the term rather broadly from multiple perspectives.

"A genre comprises a class of communicative events", (Swales, 1990, p. 58). A communicative event is a situation where communication has taken place via use of language and language users. "A communicative event is one in which language plays both a significant and an indispensable role", (Swales, 1990, p. 45). His idea of a communicative event reveals that it is not only an event or a happening alone but one which has discourse, its communicative purpose, a particular setting, a culture, and an environment engulfing it. Hence, Swalesian vision of communicative event is broad. He limits the use of language to its setting, culture, environment and purpose of usage to demonstrate the notion of communicative event.

Swales then describes, "a collection of communicative events are turned into a genre by a shared set of communicative purposes", (Swales, 1990, p. 46). A communicative purpose of a text is determined by the author by unifying all the rhetorical features in the intended direction. Any two texts on the same subject can be two entirely different genres. For example, a research paper on Gender Inequality and a news report on Gender Inequality are two genres that share the same subject but have difference communicative purposes. Hence, genre's boundaries are loose by nature. This makes genre studies an interesting subject for the researchers, as an analyst analyzing text of a research article may end up finding properties which do not belong

to the genre of research article. In this regard, Swales' (2004) concept of constellation seems handy. These are the systems according to which genres are inter-related. He mentions four characteristics of constellation which are genre heirarchy, genre chain, genre set, and genre network.

Swales (1990) continues to define genre in terms of its three conventions, "the rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form", (p. 52). Such a rationale is actually created by the discourse community of that genre. It is extremely important for any discourse community to establish these conventions. He adds, "a community's nomenclature for genres is an important source of insight", (Swales, 1990, p. 54). By commenting this, he seems to give responsibility of naming genres and their sub-genres to the professionals in the discourse community. He sums up his definitions of a genre by stating that these definitions should be elaborated upon, added to and further developed.

2.4.2 Swales' Creating a Research Space (CARS) Model

The Creating a Research Space (CARS) Model by Swales (1990) is the most widely used model for genre analysis at macro levels as it broadly studies the patterns of rhetorical structures and varying organizational moves. It was originally and typically designed for the introduction section of research articles. The model comprises of moves and steps. A coherent academic text has a series of well-knit rhetorical structures called moves. Holmes (1997) defines a 'move' as a segment of text that is shaped and constrained by a specific communicative function. According to Biber (2010), a move is "a shift in focus in a text" (p. 83). To Edmondson (1981), a move is a part of the conversational analysis with reference to speech acts. Swales (1981), however, has referred to the term in order to determine the structure, informational pattern and organization of RA introduction.

2.4.2.1 Swales' 'Moves'

Creating a Research Space Model or better known as CARS was first presented by John Swales (1981). Originally, Swales studied the part-genre i.e. Introduction section of 48 RAs from the fields of natural sciences and observed the typicality in text structures and constructions of argument. He categorized these generalizations into four sections and named them 'rhetorical moves'. A rhetorical move, according to Plato's philosophy, is the presence of "metalanguage" beyond the "normal" language. To him,

a rhetorical move was a "superior form of language" (Porter, 1998). To Swales, it is "a discoursal or rhetorical unit that performs a coherent communication function in a written or spoken discourse… a functional, not a formal, unit" (Swales, 2004, p. 228)

The rhetorical move analysis of a genre gives an in depth understanding of a text, its structurization and understanding of its particular hidden segments. The understanding of rhetorical move analysis and its utility helps writing of certain academic genres. Swales' CARS is a diverse model for the study of rhetorical moves which encourages genre analysts to understand and highlight the text segments constituting a section that further uncovers specific communicative functions. The move-by-move analysis finally contributes to the understanding of particular communicative purpose and objective of the genre as a whole (Parodi, 2010).

2.4.3 The CARS Model: Variation over Time

CARS model is one of the most frequently used tools for the sake of genre analysis worldwide. Dating back from 1980s until now, the model has been revised multiple times by Swales himself (1990, 2004) and other researchers such as Anthony (1999), Samraj (2002) and Bunten (2002). Interestingly, the model is so versatile that it can be applied to any discipline in order to study its RA, sometimes with mild changes. In this section, the versions of Swales' CARS model have been discussed.

a. The Original Version - 1981:

The original CARS model was presented in 1981 by John Swales entitled as "Aspects of Article Introduction". It was a ninety-page long monograph. The main purpose was to help English language professionals understand the rhetorical patterns and their organization while writing or teaching to write research article. The development of this discoursal approach is said to be a landmark in the field of genre analysis. The spirit behind the design of his pioneer work was to meet the needs of non-native speakers (NNS) of English language striving to learn reading, writing and further research article writing. It also addressed the needs to those NNS professionals who aimed to write a research article in English language in order to have a publication in English journals.

Move 1   Establish the field
Move 2   Describe the previous research
Move 3   Indicate the gap
Move 4   Announce the present research

Figure 2.1: The Four-Move Pattern from Swales Pioneer CARS Model (1981)

b. The Second Version – (1990)

However, the model was revised in 1990. The revision occurred in Swales' work titled "Genre Analysis" and reduced the four-move model to a three-move model. The revision also sub-divided the moves into individual steps, thus making the model more organized and easy-to-apply. The reasons for revisions which Swales (2011) gives are as follows:

1. Because of the growing publication of RAs in multiple fields of study, a computer generated, well-formatted document was need of the day as the 1981 version was the production of a type-written design.
2. The first version was a four move long model. Swales folded the Describing the Previous Research move into the very first move (step three) of the 1990 version. Swales (2011) says his reason for the said change was that during the 1990s, the referencing of the previously conducted works became common on a larger scale than he envisioned them to be.

The need of including one concluding step "Indicating Structure" to Move 3, Occupying the Niche, was felt because it was found that authors were more comfortable explaining the structure of the parts of the RA while closing the introduction. Extension of Move 3 with this one more step turned out to be a wisely practical decision as many disciplines including engineering, economics, astrophysics, linguistics and management studies use this as an integral part of their introduction section. (see figure 3.2)

Move 1	Establishing a territory	
Step 1	Claiming centrality, and/or	
Step 2	Making topic generalization(s), and/or	
Step 3	Reviewing items of previous research	Declining rhetorical effort
Move 2	**Establishing a niche**	
Step 1A	Counter-claiming, or	
Step 1B	Indicating a gap, or	
Step 1C	Question-raising, or	
Step 1D	Continuing a tradition	Weakening knowledge claims
Move 3	**Occupying the niche**	
Step 1A	Outlining purposes, or	
Step 1B	Announcing present research	
Step 2	Announcing principal findings	
Step 3	Indicating RA structure	Increasing explicitness

Figure 2.2: Swales' CARS (1990, p. 141), the Three-Move Revised Macro-Structure for the Writing of RAs.

c.   The Third Version by Swales and Feak – (2004)

The model was revised in 2004 in "Research Genres", yet again. This time due to the following reasons:

The number of disciplines focused for study by genre analysts had expanded greatly which gave rise to the need of a revised model which could be used at macro levels to study the RA of any discipline.

The authors of RAs were observed making early/anticipatory statements regarding the methodology, findings and definitional clarifications. The integration of such phenomena into the model was also needed. Thus the element of cyclicity was integrated in this version.

By the time this model was designed, there was a number of researches conducted on RAs in different fields of study including hardcore sciences and social sciences.

Move 1: Establishing a research territory
  – by showing that the general research area is important, central, interesting, problematic, etc. (optional)
  – by introducing and reviewing items of previous research in the area (obligatory)
Move 2: Establishing a niche
  – by indicating a gap in the previous research or by extending previous knowledge in some way (obligatory)
Move 3: Occupying the niche
  – by outlining purposes or stating the nature of the present research (obligatory)
  – by listing research questions of hypotheses
  – by announcing principal findings
  – by stating the value of the previous research
  – by indicating the structure of the research paper

Figure 2.3: CARS by Swales & Feak (2004)

Figure 2.3 shows the 2004 model of CARS by Swales & Feak. The model was used but certain problems were highlighted. The section below addresses those problems and presents the final version of CARS.

d. The Fourth/Final Version: Swales Revised (2004)

In the light of their findings, some researchers, for example Anthony (1999), Samraj (2002) and Bunton (2002), proposed their own versions of CARS characterizing diverse nature of RAs considering variable disciplines. The most important reason for which this 2004 version was revised is that this version is the most discipline-neutral model for studying the genre of RAs in any field.

Since this model was originally created for the research articles in the fields of engineering and sciences, it has been modified multiple times by multiple scholars for multiple purposes to cater the needs of their own disciplines as well as research purposes. Although no one has challenged the centrality of the original model but some researchers have suggested modifications. Some well-known adaptations to the Swales' CARS (1990) were presented by Anthony (1999), Samraj (2002) and Bunton (2002).

Anthony (1999) conducted a study on genre analysis of research articles from the discipline of software engineering using Swales' CARS (1990). Among the 12 introduction sections he studied, he found that CARS did not fully address the needs of the discipline from three aspects. First, he pointed out that CARS suggested a lot of redundant information for the students learning to produce a research article in the field of software engineering. Secondly, CARS did not a have a section of definitions and

examples in its Move 1. Finally, and most importantly, Anthony (1999) came to know that the software engineering RAs had a special section where authors specifically discussed the practicality of their study. CARS (1990) lacked this feature. Therefore, Anthony named this phenomenon as "Evaluation of Research" and added it as a new step to Move 3 i.e. occupying the niche. He suggested this term to be obligatory, as per the demands of the field.

Samraj (2002) analyzed 12 introduction sections of research papers from the discipline of environmental sciences (Wildlife Behaviour, Conservation Biology). She found that certain features of Move 1 from Swales' CARS (1990), which were made obligatory, could easily be a part of Moves 2 and/or 3. As she noted in her study that Step 1-3 of CARS (1990) can appear freely either in Move 2 or Move 3, she suggested it to be labeled as "free-standing sub-step that can be employed in the realization of any step in the introduction". In the place of this addition, she proposed to remove the step "reviewing items of previous research" under Move 1. Later, Samraj discovered that due to disciplinary variation, the CARS model needed to be revised to cater the needs of the two subjects i.e. wildlife behavior and conservation biology. Therefore, the new modified and well-adapted version of Swales' CARS (1990) was presented by Samraj in her study in work in 2002.

The final modification, before Swales (2004) CARS Model, was suggested by Bunton (2002). His study comprised analyzing 45 PhD theses from multiple disciplines at a local university in Hong Kong. Bunton's model turned out to be an extensive one as he suggested an addition of 10 steps. Mostly, the suggestions were made for Move 3 but there were a few for Move 1 as well. Bunton (2002) noted that the introduction sections of PhD theses were written after much more in depth study as compared to the introduction of the research article as the scope of the two varies greatly.

It was after these three major adaptations by Anthony (1999), Samraj (2002) and Bunton (2002), that Swales presented the revised version of CARS Model (2004). Figure 3.3 below shows the CARS 2004 Model.
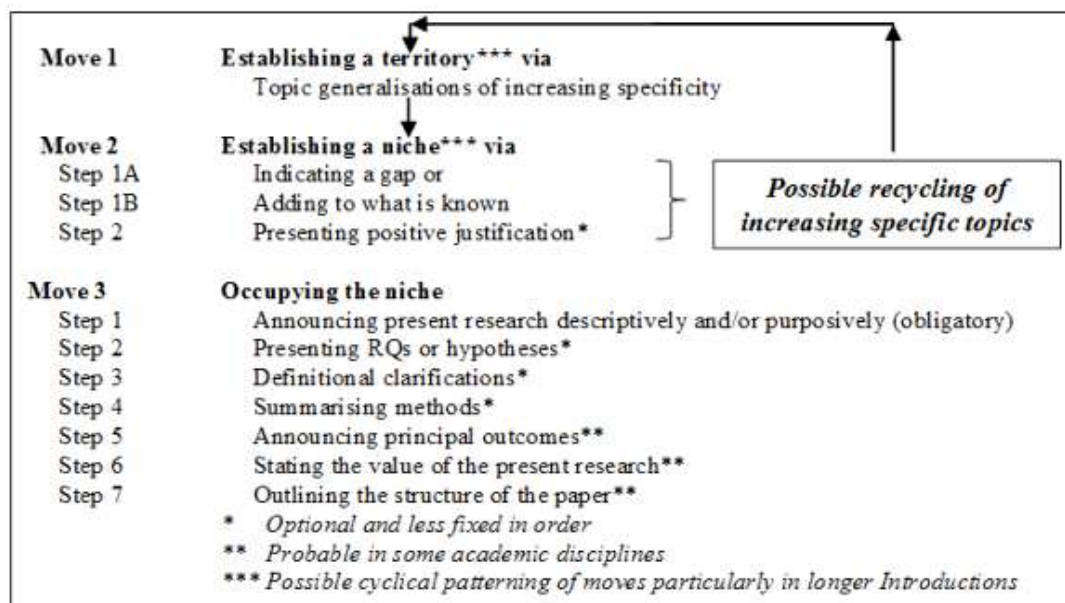
Figure 2.4: The 2004 CARS Revised Model by Swales (2004, pp 230-232)

Since the model was designed in the light of findings based on the study conducted on the introduction sections of 48 research articles, it mostly studies introduction sections of the RAs only but it is equally applicable to abstracts, methodology, and discussion sections, as discussed in chapter 2 in great depths.

This study is based on the CARS (2004) Revised Model. A brief discussion on the moves and steps of the model and its application can be found in chapter 3 (see, methodology).

2.4.4 Genre Studies Using Swalesian CARS

This section shall discuss the relevant studies carried out using the Swalesian CARS (2004) and their pedagogical implications. Since the area of research is relatively new in academic research, the review of literature shows genre-research using Swalian CARS applied to the genre-based texts from across disciplines.

1. Genre Analysis in the Language Learning Classroom

Yaseen's (2016) study on the text analysis of three articles that urges readers to indulge in genre analysis is a text-based approach. These text-based approaches focus on describing the generic features of a given piece of text without looking at the rhetorical situations. His study is based on Flowerdew's (2002) text-based approach mixed together with Swales' (2004) notion of Genre Analysis in ESP. He used corpus-based research and used the data available via online academic corpora (Flowerdew,

2015). The study has brought some interesting findings. He suggests that the instructional pedagogy for research-based genres should be introduced as a full-fledged field of study. He also suggests that PhD students should learn to produce their work as "part-genre" effectively. The traditional writing methods only question the credibility of the producer. Yaseen (2016) adds that corpus-based research-genre teaching methodologies would bring more benefit to our educational system if they are merged with traditional pedagogical strategies.

Hence, Yaseen (2016) supports the present study by suggesting the crucial importance of research-based genre instruction which he emphasize through study of moves and their appearance in the part-genre.

Research-based genre-writing is indeed a formidable task for language learners. Traditional ESP methods instruct students on grammatical, lexical, and syntactic features, however, the organizational aspect or the schematic structure is often neglected. Consequently, the students remain unaware of these schematic conventions that bring variation in their research-based written discourses. Empowering the language students (from any field of study including the Business and Management Sciences in Pakistan) with an understanding of research-based genre discourse should be a key element of any ESP/Genre Instruction.

2. Genre Analysis and Studying Schematic Patterns

Shehzad & Abbas (2016) recently conducted a genre study of section headings present in the introduction section of M.Phil theses from the fields of Linguistics and Literature. The use of headings in their part-genre production helps students identify the number of sections they need to write about . Section heading are responsible for a reader's interest and/or lack of interest. The data was collected from a local national university in Pakistan and ten samples of theses from each of the fields were studied. The investigation applied Swales' CARS (2004) to the data for finding the average length of the introduction sections, their headings, the frequency of appearance of headings and their relevance to the underlying addressed text.

The findings showed that there was a lot of inconsistency in the formation, occurrence and patterning of these headings as well as the lengths of the introduction sections. Also, deviations from the CARS (2004) model were found. Shehzad & Abbas (2016) suggest that their study can be used effectively for teaching of research-based

academic genre-writing, and training thesis writers in the light of move analysis. Hence, this study shows the credibility of a genre-based approach in a given setting.

Genre-based academic texts are most likely to achieve the purpose of their content when they adhere to the genre conventions. An active instruction on the production of such texts provide a methodological environment inside the classrooms which encourages the students to use the language as it should be. Santos (1996) calls genre analysis "a powerful tool that reveals the rationale that shapes the design of standardized communicative events" (p. 497).

3. Genre Analysis and Studying Research Proposals

Yin (2016) explored the genre of research proposal using Swalesian CARS (2004) for his investigation of rhetorical structures found in research proposals. Since there is some work done on research articles, research proposals are still an occluded genre (Swales, 1996). This study is significant for students as well as teachers because research proposals play a gate-keeping role in letting students enter a particular field of study. In this case, the research proposals of Masters and PhD Linguistics from a local university in Singapore were collected for investigation. The study was conducted on two levels i.e. micro-level, to examine grammatical and lexical features such as hedging, reporting verbs and modality, and macro-level, to study the patterns of rhetorical structures. In English for Specific Purposes, researchers conduct this type of research to identify academic texts from a wide variety of disciplines. Presence, absence and sequence of components as per Swalesian tradition were focused in this study (Yin, 2016).

Yin (2016) adapted Swales' CARS (2004) as per the need of his study. The basic framework remained the same but he added some details to the model as per the findings of his study. The study further introduces the concept of "move" with new names as "strategies" (Swales, 1990; Yang, 2001). The adaptations have been made to assign names to the recently-explored rhetorical functions and their salient features found in the studied texts.

The findings show that there is a clear resistance in observing the traditional rhetoric patterns of the academic text, in this case, the research proposal. Looking at the patterning of moves, structures and categorization, latitude of variable degree is found in each one of the research proposals. Flexibility, however, is not an issue as it is

one of the key characteristics of academic genre. Also, a loose trend in the occurrence(s) of traditional moves has been recorded. Yin (2016) suggests that his work can be utilized for designing lessons of English for Specific Purposes by both the genre instructors and students seeking help to have genre-awareness of research proposals at extended levels.

His work suggests that similar performances of the same nature can take place if more research of the same nature is conducted with its focus on exploring more research-based genres and being able to create genre-based instruction through the original or the revised models. Trong (2011) further emphasizes upon the same idea that the ESP/Genre Instructors should implement genre-based programs into real life classroom situations. One of the difficulties, he points out, is that his BS Finance-Marketing students lacked the knowledge of the text-type in terms of language and features. Provision of a 'sample' text for writing of research-based genre helped the students realize the writing purpose, language features, and schematic structures.

4. Genre Analysis: Studying RA Introduction Sections of Islamic Studies

An investigation on the move pattern of Islamic Studies RAs (introduction section) shows how significantly ESP professionals and genre-researchers can benefit from the available research findings in order to design new models, plan new strategies based on modern techniques and trends for their particular audiences. Ahamad & Yusof (2012) studied a corpus of 60 RA introductions randomly selected from four Islamic Studies journals. The journals were a full-fledged reservoir of Islamic research having scholarly articles and research-based information from around the Muslim world. The study was conducted with a spirit of investigating if the authors from the Islamic research community followed the move structure, as proposed by Swales (1990, 2004).

The study found that there was an overlap in the structuring of moves. Out of the sample of 60, only 10 articles strictly followed the move structure. 6 had move one only. 11 showed moves one and three while all others showed variable existence of moves and steps. Most of the papers repeated moves but the individual styles and preferences of authors could be seen clearly. Also, referring to Ozturk (2010), some sentences in this study were able to be put under more than one moves and had the tendency to be assigned to the move which it shows more salience to. In case of some sentences, the authors named a category ''unidentified'' and placed them there as they

could not be labelled under any move. Hence, there was no set pattern found through the move analysis which depicts that more research needs to be conducted in order to look at the reasons for this lack of patterning among the Islamic RAs.

Ahamad & Yosuf (2012) further pointed towards some implications which their study revealed that include more exploration of the discourse community through move analysis, designing of more materials in the light of their findings for ESP research and genre-based teaching approach.

Rose & Martin (2012) suggest the implication of genre-based models for writing instruction. In case of genre-based writing, the learners take time to understand the standards/expectations, and see the schematic patterns/ conventions in a given genre-based approach. To facilitate them, the establishment of learning routines is important so that they get familiar with a safe routine through which they can produce a research-based text. Secondly, the repetition of the tasks leads to independent learning of genre-based conventions. Hence, more investigation on genre-conventions is encouraged for quality genre-based instruction.

5. A Contrastive Study on Generic Structures of Part-Genre

Yu & Liu (2016) aimed at the contrastive genre analysis of the macro-structures of Chemistry RAs authored by L1 Chinese students and L1 English Published Writers. Since Chinese faculty, researchers and language practitioners are encouraged a lot by the Chinese governmental bodies to invest their time, energy and skills in conducting research based texts, the study was conducted with an aim of providing a set of tested guidelines to young researchers and student writers so that they bring the level and expertise of their academic writing to international standards. Also, the investigation helped highlight the short comings in the English academic writing of Chinese students.

The data consisted of 40 RAs from the Journal of Solid State Chemistry having a high impact factor since 2013. 20 RAs were selected from the field of Chemical Engineering written in English by English authors while the other half from the LI Chinese writers. The findings of the detailed move analysis contrastive study revealed that the Chinese student writers do not use any structural pattern in terms of moves and steps while devising a RA whereas the English authors of Chemical Engineering use a systematic move structure as presented by Swales (1990, 2004). The findings also suggested that the need to device a detailed instruction on how to utilize Swales' model

in the RA writing instruction for Chinese students. Hence, the study shows that genre-based instruction helps students learn authentic, genre-based, academic writing in any discourse community.

The outcome of each one of such studies may be used as 'mentor texts'. The concept has been derived from the fact that good research-based genre texts spawn good genre-producers. Hence, such milestones are achievable for the students of Business and Management Sciences in Pakistan as well, if the Swalesian CARS (2004) model of Move Analysis is used as mentor-text given its pedagogical implications as suggested.

2.5 Hylandian Approach

Ken Hyland's approach to genre and genre studies is entirely pedagogical. The implications of his model (2005) are broad and it is widely used among the second language researchers as well the second language writing instructors.

Like Swales has given the researchers, instructors and second language teachers an understanding to look at genres in terms of the communities that use it, discourses that communities form in order to communicate effectively within their own genre community and the texts they produce, Hyland encourages them to understand the textual and grammatical patterns, as well as the word choices and interactional pattern/schemes present in the texts produced by the authors of the specific discourse community. Swalesian approach looks at a given text for macro analysis whereas Hylandian approach studies the micro levels for English for Specific Purposes instruction and research.

2.5.1 Hyland's Definition of Genre

Hyland's definition of genre and his works are very much influenced by Swales' (1990). He has based most of his work on the same notion as Swales but he has developed the study of genre in a different direction i.e. the direction of interaction.

To Hyland, the term 'genre' is an abstract, yet socially recognized way(s) of comprehending the language with special emphasis on dialogism and intertextuality (Hyland, 2015). In his article on 'Genre, discipline and identity' (2015), Hyland reflects upon and confirms the Swalesian tradition while defining the term. He writes that genre is not only the collection of similar types of texts, but the result of the schema we develop in our minds through our or our communities' shared experiences. These

schema help us to build or construct certain texts. Bazerman (1997) calls the same phenomenon "frames for social action". Hyland (2015) further elaborates on the concept of genre as a phenomenon that helps us see the inside world of the inhabitants of a particular discourse community by using certain rules and regulations in order to abide by the laws of the community, develop relationships within and across genre communities and share valuable ideas. Because of this diversity, flexibility and variation of genre, it has become possible for us to dig more into genre conventions (Hyland, 2004; Swales, 2004) for further exploration of new genres and study how they evolve and/or what inside and outside influences make this happen.

Genres are community resources (Hyland, 2015) which help the genre analysts see a text with assurance of their familiarity with the discourse community. The discourse communities silently create norms. These norms are realized by the members of the community over a period of time as they are exposed to what type of discourse(s) the group chooses or favours.

Genres are rhetorical actions (Hyland, 2003) that are used by writers to show intentions, accepted norms, perceive situations and make suitable choices within the community. They are a reflection of the ways writers project their imagination for a targeted audience, of course, by projecting an authorial image and positioning themselves with their ideas. In academic writing, the writers choose language which makes them comfortable and gives them assurance that they are projecting their positive and reliable persona. Hyland (2015) calls this their "personal wriggle-room" (p. 218). He has elaborated on the phenomenon as 'proximity' and 'positioning'. Proximity is the fluctuation of a writer that they use to project their image as well as stay loyal to the rhetorical conventions being addressed. Positioning, on the other hand, is how the writes relates himself with the community via use of language.

Genre, then, is an interface between individual and community (Hyland, 2015). It is how writers or academics use discourse to give their image to their readers as well as value themselves as honored members of that particular society.

Hence, genre is all the above mentioned and much more. Like Swales (1990) summed up defining genre by saying that there are no fixed boundaries or territories of a genre, more definitions and ideas on what genres are should be added.

2.5.2 Hyland's Second Language Writing

As per Hyland (2003), there are two main goals of genre theory:

1. To look at and understand the way(s) individuals from a particular discourse community interpret and use language in specific communicative events, and
2. To use this information in order to build up literacy education as well as benefit the instructors, teachers and researchers from the gathered knowledge.

Writers seeking to produce an academic text in English as Second Language come from multiple cultural backgrounds which leads to the fact that they have different mind-sets due to cultural influences and hence, different rhetorical practices. These differences are evident in their written texts as they show preferences for one textual feature or another over the expected norm. However, SLW categorizes its learners on the basis of similarities among their writing choices rather than differences. Because the learners come from variable linguistic and cultural backgrounds, their expectations, motivations and needs are all variable too. What makes SLW worthy of honour is that it homogenizes these differences and starts afresh. They biggest common phenomenon found with the SLW students is their need to write in a second language, reasons what so ever may be.

Hence, Hyland (2003) proposes the idea of processes in L1 writing to be used with these SLW learners in order to teach them in effective ways so to familiarize them with L1 processes. Since SLW has descended from English for Academic Purposes, it proposes a massive amount of literature now for further researches which validates the importance of SLW in the EAP world. What is more important here is to see how SLW has benefited the teaching of writing to smoothly blend with practices in applied linguistics. Writing is no more seen as writing of composition alone. SLW has standardized the efficiency and strength of second language writers to that of first language writers by discouraging the term 'deficient' which was commonly in use for second language writers (Hyland, 2015). At present, the field of SLW can be explored both as a field of research as well as an aid in practice of teaching English to second language users with much more positive outlook.

2.5.3 Hyland's Model of Academic Interaction

The Model of Academic Interaction (2005a) is the ultimate output of Hyland's keen efforts which came to fruition after an in depth study of 240 RAs from eight diverse disciplines. The idea was to come up with a complete framework which provides its users with a comprehensive understanding of the notions of stance and engagement through the use of discoursal preferences authors show in certain disciplinary communities in order to maintain the genre conventions by remaining within the discoursal boundaries. The model (see, figure 3.4) starts with the idea of academic interaction which involves taking a suitable position for the author in order to establish a territory. Here, establishing a territory is rightly aligned with Move 1 of CARS (2004). The model further divides into the two ways of positioning or interaction that an author chooses to interact with their audience with i.e. stance and engagement. As the name suggests, the model has two parts i.e. stance and engagement, the first half studies the devices authors use to create their stance in a persuasive manner while the second half explores ways authors represent knowledge by silently engaging their readers with them via art of negotiation, claiming solidarity and use of interpersonal discourse. .

Stance refers to the textual voice. It represents the attitudinal dimension which explains ways in which an author an author chooses to portray his image, convey his personal judgments and points of view. Using stance and its dimension is a very smart way of expressing opinions without being pointed out directly. It provides the author with a shield or a protective layer which allows them to step back from their arguments or control how much of involvement they want to project.

Engagement refers to the way an author makes mental contact with their readers. It represents alignment dimension through which authors recognize the presence of their readers and engage them into some kind of thought processes so that they don't feel left out. Engagement strategies tend to make readers become discourse participants, make certain interpretations and evaluate the production of the writer.

Academic interaction is an elusive idea. It requires a certain attitude folded in the art of making right decisions at the right time, interestingly, all via use of correct language. One cannot find it easy to learn how to write effectively or how to impress your readers because the idea of writing is very subjective. However, academically,

fortunately we have a ready-made model that we as teachers, English language professionals and/or researchers can use in order to create the effects of interaction in our academic discourse. Having cautious knowledge of such practices and discursivity, for example attitudes, epistemic modality, appraisal, stance and metadiscourse saves time, energies and efforts of researchers striving to produce a RA that meets international standards.
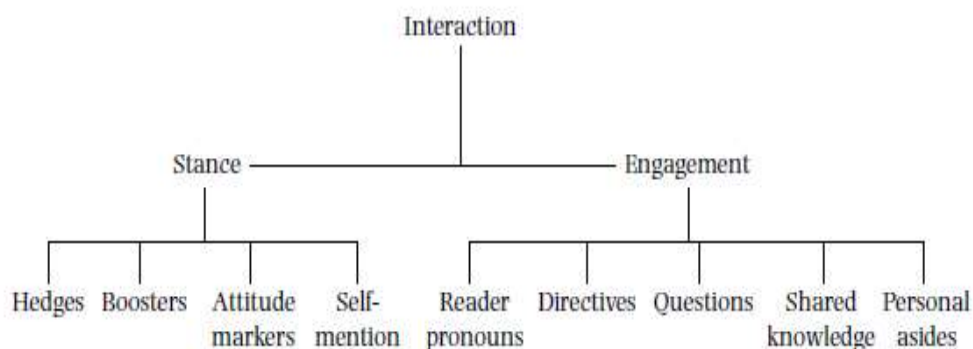
Figure 2.2.5 : Model of Academic Interaction Showing its Key Elements.

2.5.4 Recent Studies on the Hylandian Model of Academic Interaction

As mentioned earlier, since the research-based genre-exploration is relatively new in the discipline of Business and Management Sciences, the review of literature shows studies using Hylandian Model of Academic Interaction across disciplines.

1. Studying Functions of Interaction in Applied Linguistics

Navidi & Ghafoori (2015) studied Hyland's (2005) Model of Academic Interaction on comparing these Interactional Functions i.e. Stance and Engagement between the two part-genres of Research Articles from the field of Applied Linguistics. The research was conducted on the introduction and discussion sections of the research articles from Applied Linguistics at a local university in Iran. The study aimed at investigating the said features from 60 research articles selected from over 10 years (2004-2014). Navidi & Ghafoori (2015) came up with interesting findings which complemented the previous studies conducted on the same area (Hyland, 2005a, 2005b, 2010; Taki & Jafarpoor, 2012; Sayah & Hasehmi, 2014) which agreed upon the fact that these stance and engagement feature must be emphasized upon for writing a research articles.

They found that authors used more of these Hylandian features in the discussion sections as compared to the introduction sections. Navidi & Ghafoori (2015) suggest that the ample knowledge of appropriate use of such features can help authors produce a generically, socially and culturally better research articles. Author's interaction with the potential readers has great impact on how his/her projected image will be welcomed. According to this study, discussion sections had most of the Hylandian metadiscourse markers where authors were seen interacting and commenting upon the validity and credibility of their findings. Hedges were found to be the most frequently used whereas attitude markers, boosters and self-mention were ranked second, third and fourth respectively. Among the engagement features, reader pronouns, personal asides, shared knowledge, directives, questions, "personal asides' were observed to have the most common occurrence.

The study suggests that the Hylandian Features of Stance and Engagement were used accurately on purpose of the author and that the occurrence of these markers may vary depending on the part of the research article they are used in. The author's rhetorical preferences were brought into focus thorough this investigation.

Pedagogically, inculcation of features of Stance and Engagement in research-based genre-instruction seems promising as the effective use of these strategies may help the genre-producers to remedy research-writing difficulties at undergraduate level for the Business and Management Sciences in Pakistan. Problem areas within various aspects of genre-text production including structure, author's voice, word choice, and idea development may be taken care of through carefully planned genre-instruction of Hylandian Stance and Engagement.

2. Studying Metadiscourse in Discourse Analysis

Sayah & Hashemi (2014) conducted a study to explore the rhetorical conventions employed by the authors of 90 research articles from the fields of sociology, linguistics and education at a local Iranian university. The main model they used for investigation was Hyland (2005) with a few extended features of Stance and Engagement taken from Prince (1982). Prince (1982) presented a few classifications of hedges. The study used the Swalesian Model on the selected data and found that there were major differences in the findings of features as compared to those presented by Hyland in his model (2005a).

The persuasive element could be seen in all research articles except for the one by Persian authors. They evidently used passive voice and indirectness in their expressions. There was hardly any self-mention found. Such strategies show the highly careful style of language while expression of opinion (Scollon, 1994; Hinkel, 1997, 2002). In the sociological articles, self-mention occurred a lot as this kind of language i.e. personal pronouns which are one of the most effective tools of marketing (Harwood, 2005). Personal pronouns are used to project a strong presence of the author in the text. Modal verbs such as 'can' were used to reduce the effect of vagueness of other modal verbs. The use of 'may' was not found at all. 'Could' was used in order to show fasten the tentativeness created via language.

Verbs like 'appear' were significantly found in the linguistic research articles while 'think' in educational articles. It appeared that the authors wanted to silently invite the readers, researchers and professionals to address to the tentativeness and respond to them (in other research works). Use of words like 'some, somehow and often' from the institutionalized sectors of language were found to be serving the purposes of unavailable literature review. Boosters and hedges were frequently found in the educational articles along with the element of persuasion, authorial self and projection of interdiscursivity. Almost all the articles from across disciplines respected the norm of showing respect to the community and disciplines.

Sayah & Hashemi (2014) suggest in the light of their findings that features of Stance and Engagement are extremely important in terms of building reader-writer bonding, group work and interaction of negotiation. Every novice genre-researcher must abide by the silent rules and regulations of their own discourse community as it helps them remain within the boundaries of the discipline. The fact that the occurrence of Hylandian Metadiscourse features is variable across disciples may confuse the novice writers. Hence, boundaries of the community must be respected in order to develop one's own reader-writer relationship and projection of image as an important figure. Such awareness among the students across disciplines including the BMS in Pakistan can be brought into action through active instruction of genre-production.

Since the research-based genre-writing has its own distinctive features, and characteristics such as purpose, textual elements, grammatical patterns,   as well as author's voice, and reader's engagement strategies, a complete grasp on the production

of such a text requires formal classroom genre-instruction as undergraduate level for the BMS discourse community.

3. Studying Stance and Engagement in Mathematics RAs

McGrath & Kuveeta (2011) used Hyland's Model of Academic Interaction in a cross-disciplinary study. The article set an example for many novice researchers aiming to see the validity of the model and its application across disciplines. The research studied writing practices in the discipline of pure mathematics through the lens of ESP genre analysis using Hyland's (2005a) framework. The authors of this article particularly chose the field of pure mathematics because Hyland (2006) notably omitted the field while covering several others in his study. The reason might be his idea of "standardized code" (Hyland, 2005a, p. 189) which made him assume that mathematical discourse may be very different in its expression as compared to other discourses he studied in his research. However, mathematical discourse has very much of epistemological uniqueness but it can still be studied using the same model as used in Hyland's (2005) study. 25 research articles authored by five leading researchers from the field of pure mathematics were analyzed with the goal of exploring their knowledge making practices within the discourse community of mathematics. The use of Hylandian authorial stance, reader engagement strategies and writers' rhetorical choices were targeted to be studied from a linguistic perspective.

The findings revealed that among the stance markers, hedges were not considered to be a part of mathematical authorial stance. Modal verbs such as 'should' and 'might' were marked but the frequency was so low that it had to be marked as almost non-existent (1.8 per 1000 words). Boosters, however, occurred more frequently as compared to hedges (5.4 per 1000 words). Authors preferred to use verb forms such as 'must', 'show', 'approve' and 'know'. Even the attitude markers were employed sparingly, for example, adjectives showing utility, ease or/and simplicity. Self-mention appeared as editorial 'we' or/and via the third person perspective.

Among the engagement markers, reader pronoun 'we' and directives occurred very frequently. The occurrences of shared-knowledge references were seen occurring less frequently as compared to the reader pronouns and directives. Personal asides as well as questions were found very infrequently.

The study opened many possibilities in the areas of research to be explored in other disciplines as well as the application of Hyland's (2005) model. Like a "tribe" (Becher, 1989) all discourse communities are, they have a standardized set of conventions and regulations shared by and within the discourse community. Hence, it can be seen that Hyland's (2005) framework can be applied to the research articles of other disciples very successfully and some useful findings can be achieved. The finding may be utilized to understand the hidden conventions of a discourse community or to design a more effective genre-based language teaching pedagogy for the budding researchers of a particular field using Hylandian Stance and Engagement features.

4. Studying Metadiscourse Across Disciplines

Akbarpour & Sadeghoghli (2015) studied 70 research articles from 7 diverse fields of study (economics, humanities, law, health sciences, medical and professional sciences, medicine and social sciences) in order to explore how authors from different fields of life use interactional devices, as per Hyland's (2005) model of academic interaction to present authorial stance and build reader engagement. 10 research articles/two journals from seven fields of study were selected randomly from the Oxford Journals as it is one of the most relied upon and prestigious source of genre-based research-texts. The study was exploratory and comparative in nature.

The findings showed that authors from the field of economics utilized the use of interaction markers the most. In general, it was observed that soft sciences made more use of Hylandian interactional devices more than the hard sciences.

Hedges were found to be the most commonly and frequently used stance markers among all fields. Their occurrence was the most frequent than any other stance marker in all fields. The humanities research articles used boosters more than any other field. However, other fields also made a good use of boosters in their authorial stance. Self-mention was seen occurring more in M&P sciences, then in economics, and social sciences. Humanities, medicine, law and health sciences made the least use of self-mention. Law remained to be the one using almost no elements of self-mention.

Among engagement markers, the medical and professional sciences made the most use of reader engagement strategies showing that the authors from this field use language very effectively and collaboratively in order to take their readers along towards any intended interpretations to be made or any issues under discussion. Almost

in all fields, attitude markers were seen to have occurred the least. The study revealed the authors' avoidance in the usage of attitude markers in almost all fields of study.

Akbarpour & Sadeghoghli (2015) claimed that it was evident that the distribution of interaction markers appeared in the research articles through a hierarchy of language usage among and across disciplines. The most appeared were hedges, then self-mention, after that, boosters. Engagement and Attitude Markers appeared the least respectively. Hence, it can be said that the authors from any field of study do make a careful use of language in order to remain within the boundaries of their very own discourse community, and if these and other such findings are used for classroom instruction for the production of research-based genre texts.

5. Studying Engagement in Research Articles

Ansarin & Aliabdi (2011) conducted an in-depth contrastive study on how native and non-native authors of English language use Hylandian Engagement Markers in their texts i.e. published research articles, in the field of applied linguistics. The study was conducted on 60 research articles equally divided into three categories. a) articles written in English language by native English speakers, b) articles written in English language by Persian speakers, c) articles written in Persian by Persian authors. The aim of the study was to see engagement markers being used by authors, their frequency and their style of usage. The framework Ansarin & Aliabdi (2011) used for the study was Hyland's (2005a), however, the model was partially used for studying engagement markers only.

With regard to the five reader-engagement markers i.e personal asides, directives, reader pronoun, questions and shared knowledge, the findings showed that it was personal asides which were used most frequently by all the authors. The second most used element was directives as found in all three categories. However, it was noted that the English and Persian authors of the English articles showed more of eagerness (via language) to have their readers involved with them directly. They were also seen making more of interpersonal dialogue in order to keep their readers engaged and interested. As per Ansarin & Aliabdi (2011), the findings also revealed that such high usage of reader-engagement markers shows that authors treat their readers as real and 'active players' of their argument rather than objects or mere observers. Hence, it was found that English language promotes their writing culture in a way that writing takes

place in a reader-oriented culture. These cultures may be studied independently in order to draw conclusions from them to be used in the research-based pedagogical genre-production.

2.6 The Present Research

With reference to multiple studies on both the frameworks i.e. Swalesian CARS (2004) and Hylandian MAI (2005a), studying Swalesian Rhetorical Structures of an RA, understanding its move patterns, significance and the awareness of its production helps researchers to uncover the elements of genre-awareness. It has also been discussed in the sections above how Hylandian Stance and Engagement appear in certain parts of the RA and how significantly they control the meaning-making processes for the readers. Stance and Engagement are indeed two crucial features of the academic interactional evaluation which can be decisive in nature when it comes to the discipline-specific reader-writer relationship.

Nunan (1998) states that academic writing is a complex cognitive activity which demands the writer to exercise full control over a number of variables at a sentence level simultaneously. This includes control over ideological content, formation of the sentence structure, vocabulary, spelling, and writing mechanics. Beyond the sentence level, the writer is expected to structure and integrate information into meaningful, cohesive, and coherent text. Swales (2004), and Hyland (2005), however, demand much more than these conventions for their genre-based writing instruction. Understanding of the schematic structures and command over the language use to create the Author's Stance and Reader's Engagement is not possible without formal, genre-based, academic writing classrooms instruction.

The outcome of this research shall cater to the needs of the Business and Management discourse community with regards to writing of a Research Article at undergraduate level. The same shall be reinforced by using the models in genre-based language-teaching sessions at the Undergraduate level for the BMS discourse community in Pakistan. The researcher has used Swalesian and Hylandian models simultaneously on the same data and hence studied the ins and outs of the part-genre of the RA from the field of Business and Management Sciences in Pakistan.

2.7 Closing

The second chapter closes here with a detailed insight into the background and the scope of the present study in the light of relevant literature.

CHAPTER 3

METHODOLOGY

This study presents dual analysis of the part-genre of the RA from the discourse community of Business and Management Sciences in Pakistan in order to explore schematic patterns and rhetorical structures. 50 research papers were analyzed by using Swales' Revised CARS (2004) Model and Hyland's MAI (2005a). The two models descend from the field of ESP and both study genre, its conventions, patterns, metadiscoursal features. They provide valid findings for the study of RA and explore its rhetorical conventions in detail

This chapter gives a general introduction to the methodology of the study followed by the theory of English for Specific Purposes and frameworks used for the present inquiry. The frameworks i.e. Swales Revised CARS (2004) and Hyland's MAI (2005) have been discussed with reference to their significance, rationale for the study and brief explanation. Since, the analysis is of dual nature, its significance has also been discussed (see section 3.6). The chapter also includes levels and types analyses, sample, sampling techniques and types of journal resources.

3.1 Introduction to Methodology

The present study has been conducted to find out the schematic patterns and rhetorical structures in harmony with metalinguistic features of the Research Articles' Introduction sections. As discussed in detail in chapter 1, the study also intends to investigate the presence of Swalesian 'moves' as presented in Creating A Research Space (CARS) Revised Model (2004), and its implication, as well as the occurrence of Stance and Engagement Markers by Hyland (2005a), and its implication. Although there are many models of genre analysis that could have been used as a tool to achieve the research objectives and address the research questions, these two were chosen by the researcher as they fully cater the needs of this research which intends to study schematic patterns and rhetorical styles as well as metalingusitic nature of language used in research articles authored by the discourse community of Business and Management Sciences in Paksistan.

3.2 English for Specific Purposes

Both the models chosen for this study emerge from the theory of English for Specific Purposes which was earlier a branch of English language teaching but has lately been acknowledged as a modern classification of second language studies and second language research. The theory of ESP has its roots since 1960s when an international movement emerged from within the boundaries of English language teaching with an aim of devising new language teaching strategies and methods, including needs analysis in order to help second language learners with academic writing. ESP also helped non-native writers of English language with research purposes. The researchers with English as their second language also benefitted from the field as it helped them get their research works published in English language (Johns, 2013; Dudley-Evans, 1991).

ESP has now become a popular field of study as its area of sub-fields has expanded tremendously with English for Vocational Purposes, English for Research Purposes, English for Science and Technology, and English for Community Membership to be named as few (Belcher, 2009).

The field of ESP originally mounted when the research in the field of linguistics started to flourish. The earliest interest of the researchers in the field of linguistics was to study grammatical features of specific texts such as a business report. Expanding on the parallel developments, the linguistic researchers stretched their interest in studying and researching language beyond grammatical features i.e. discourse levels, discursivity, textuality and further rhetorical functions (Trimble, 1985). Some earliest approaches that ESP began with were studying grammatical features/elements in scientific communication (Swales, 1971), rhetorical analysis (Trimble, 1972), functional linguistic approach via study of textbooks (Bates & Dudley-Evans, 1976) and finally the most dominant approach of the day i.e. genre analysis (Swales, 1990; Bhatia, 1993).

The purposes of ESP may vary from being educational to professional. However, ESP was not considered to have its own lucid theory until John Swales projected with the British Council while his stay at University of Libya, Tripoli, turned the tables with his revolutionary works on Genre and Genre Studies (Swales, 1981, 1990, 2000, 2004). Swales studied the language and structure of genre texts, for

example, the research articles and other academic texts, that students need to master in order to meet the international standards of research and publication. Hyland (2005a, 2005b) also contributed to the study of genre via studying elements of metadiscourse and Model of Academic Interaction, hence, taking ESP research to higher levels and broader spectrum of international research.

The term 'genre' has so much of importance now that the teaching, research and curriculum design of ESP is not possible without including genre studies and its researches. Dudley-Evans (2000) suggest that just like the teaching procedures, methods and strategies of ESP have to be aligned with the target language and its learners, it is important to link all these activities with the "view of text" (Dudley-Evans, 2000). The studies conducted on understanding this 'view' have also focused on the writers' purpose, hence, text-analysis has given rise to the much sophisticated from of analysis i.e. Genre Analysis.

3.3 Sample and Sampling Technique

The present study has been conducted on a sample of 50 RAs from the fields of Business and Management Sciences. The samples were collected from HEC, Pakistan, (Y-Category) approved journals from the discipline of Business and Management Sciences from the years 2014 and 2015. The sample of 50 was chosen for the present study considering the dual analysis and it's comprehensively extensive nature. Each of the samples has first been studied through the lens of Swales' CARS (2004), and then Hyland's MAI (2005). The Y-Category was chosen because it contains the best available resources of RAs from the Business and Management Sciences discourse community in Pakistan, as approved by the HEC. The journals from the category have been accepted for certain prestigious job postings such as tenure track system and BPS appointments. They have also been known for its publications by HEC approved supervisors and publication of research works by PhD scholars in Pakistan. In order to study the part-genre of RA in the light of proposed objectives of this research, the chosen sample meets the needs of this research, its goals and fits in with the set criteria.

As discussed in chapter one in detail, the study has been conducted with the spirit of exploring the part-genre of RA in the discipline of Business and Management Sciences in detail. To elaborate on the same note, Bachelor level students at Pakistani universities are deprived of research-genre awareness as well as research-genre

competence which gives rise to lack of research and genre-based performance. This is due to the gaps in the educational policy which is not designed specifically for the students of any targeted discipline. The lack of instruction and oral or written guidelines makes it difficult for our students to produce a publication which makes its way to a national or an international research journal because they have never been taught formally about the research-genre conventions of their own discourse community.

50 research papers from five Y-Category, HEC approved journals (as on August, 22nd, 2013) were selected from the field of Business and Management Sciences. In order to maintain uniformity and assure validity, equal numbers of sample RAs were selected from each one of the journals. Each one of the journals had five RAs in it. Therefore, two issues per journal were chosen to collect the sample of 50 RAs. Table 1 below shows the technique used for sampling.

Table 3.1: Record of Journals Used for the Present Study (see Appendix A)

S. No	Name of the Journal	Number of RAs
1	Journal of Business & Economics (JBE)	1-10 =10
2	Business Review (BR)	11-20 =10
3	Pakistan Business Review (PBR)	21-30 = 10
4	Global Management Journal for Academic & Corporate Studies (GMACS)	31- 40 =10
5	Newports Institute of Communications and Economics Research Journal (NICE)	41-50 =10

The present research will help the professionals as well as amateurs in the field of Business and Management Sciences to produce an RA of international standard and get themselves published. Having a detailed look at studies conducted using the same model as instrument of investigation in chapter two, it is obvious that many disciplines have received great help as a research was conducted on samples from their discipline. Naturally, the findings have helped those disciplines and their discourse communities better. Business and Management community, however, has been left aside. This

research and its sample are new in a way that the study has focused on the field of Business and Management Sciences in Pakistan. The findings of this research, as can be seen in the coming chapters, are of great use for the discourse community of Business and Management Sciences in terms of RA writing and/or understanding its conventions.

3.3.1 Rationale for Choosing the Part-Genre

The most important and most studied part of the Research Article is the introduction as it appears right after the abstract and so is read with absolute concentration and care (Yayli, 2014, p. 96). Introduction section received considerable attention mainly after the presentation of Swales CARS model (1990). It is believed that introduction section bridges the gap between the knowledge of the anticipated reader and the research produced by the concerned researcher. If the introduction section fulfills this purpose effectively then it is believed to be successful and in result the reader is eager to go through the whole process of research (Safnil, 2007).

Introductory part of any text is signified as the most important when compared to the rest. This does not mean that other parts are any less significant, but an introduction part depicts a lot about the author in terms of creating an impression on its community, readers, competitors and peers. It also, very precisely, projects an author's command over the subject under study. An introduction not only spotlights the overall impression, but also addresses all key concepts under study. Due to all these reasons, the part-genre of introduction section was chosen for the present investigation.

3.3.2 Types of Journal Resources

Out of the total sample of 50, 30 RAs were retrieved from the online data bases, while 20 of them were manual records. The full record of RAs can be seen in Appendix A.

3.4 Procedures

First, the Swales' CARS (2004) was applied to each one of the 50 samples in order to identify moves. After the moves were identified, their nature was explored through use of language structures used. The data was studied and records of occurrences were calculated mathematically for later analysis and interpretations. The identification of each one of yje moves was then transformed into tables, bar graphs and charts in order to show the findings.

Once phase one was completed, Hyland's MAI (2005a) was used for the identification of Stance and Engagement Features. Each one of the samples was studied carefully in the light of the model. Examples from each one of the samples were collected for later analysis and interpretation.

3.5 Theoretical Frameworks

The two theoretical frameworks chosen for this study are:

a. Swales' Revised CARS Model (2004) and
b. Hyland's Model of Academic Interaction (2005a).

The two frameworks are much recognized by works for researchers worldwide, as discussed in chapter 2. Both the models will be explained one by one in this section. Section 3.5.1 below describes Swales' revised model of Creating a Research Space (2004). A simplified explanation of the model is given as Genre Analysis is a relatively new field of study in Pakistan and its explanation will help readers understand the model at a glance. The same section also gives the rationale for choosing the 2004-revised-version of CARS

Section 3.5.2 brings to the forefront Hyland's Model of Academic Interaction (2005a), its significance, my rationale for opting this model and the brief explanation of the interactional evaluation and stance and engagement markers.

3.5.1 Swales' CARS Model

Following up Swales' (1993) argument where he urges linguistic researchers and genre analysts to study texts beyond their structural and linguistic boundaries, here is the explainaton of his revolutionary CARS (2004) model which is the tool of analysis for the first half of this study i.e. finding the occurrence of 'moves' and their significance in the introduction sections of RAs.

3.5.1.1 Explaining CARS

In this section, the 2004-revised-version of CARS model (figure 2.4) has been briefly explained . The field of genre analysis is relatively new in Pakistan that is why it was chosen to explain the model for better understanding and smooth comprehension of findings for my readers.

Move 1: Establishing a Territory

Author establishes a situation for explaining the topic by giving a general idea about the topic, its importance, relevance and states why the present research is worthy of investigation. This also requires citations and review of key resources from prior researches on the same area followed by raising possible research questions. This is how a territory is established.

Move 2: Establishing a Niche

This entails pointing out a new problem or a gap in the already existing literature. This can be done by opting from the two possible steps this move offers i.e. Step 1A or 1B. The second step (2B) asks the author to elaborate on the raised points by bringing positive justification of the questions or ideas raised. This, however, is optional.

Move 3: Occupying the Niche

This is most explanatory move of the model. It has seven steps in all but only one of them is obligatory i.e. Step 1. Here the basic purpose and significance is declared. Steps 2-4 are optional, which suggests that it is entirely up to the author to use them, entirely or partially. The steps include declaration of research questions or questions or hypothesis, defining all or some of the phenomena and/or terms the author chooses to use, and, briefly explaining the methods they have opted for in order to conduct the research. Step 5 demands for the findings. This is usually something all authors do, though it is discipline specific. Step 6, which is also discipline specific, asks for showing how the present work contributes to the field. The final Step 7 suggests outlining the whole structure of the paper. The step is discipline specific again, but may be followed by many to give their introduction an organized format.

As shown at the end of figure 2.3, some moves and steps are marked by (*). Move 1 and Move 2 are marked thrice. This indicates that the moves are cyclical in nature and their appearance may differ due to individual and personal styles as per discipline and discourse community.

3.5.1.2 Rationale for Choosing CARS-2004 Revised-Version

The part-genre of introduction section traditionally addresses essential elements which are context, focal point and justification in any field of study or across

disciplines. All versions of Swales' CARS model effectively cover all these elements. The model has a simple three-step plan, which when applied to the introduction section of RAs for the sake of looking into the discipline provides the analyst with 'windows' to look into the field of study. The model has been a great help to native and non-native academic writers and researchers who intended to get their study published in national or international journals. However, for the present study, the 2004 revised-version has been used and applied because it is one with most detailed steps in Move 3 which helps the investigators to look maximum possibilities present in the rhetorical patterns of a RA. Also, the cyclical nature of Moves 1 and 2 are also determinants of this version, this is why, the CARS (2004) revised-model has shown the most detailed and accurate findings on the chosen sample.

3.5.2 Hyland's MAI (2005a)

Ken Hyland's Model of Academic Interaction (2005a) is one complete framework to be utilized by teachers, professionals, researchers and students as it offers a wide range of interactional devices to be used in academic discourse. Because we are combining the academic genre of RAs with academic discourse in the present study, this model studies how authors use language and device particular forms of interactional strategies to engage their readers in their ideas. While Swales' model studies how authors go about in their organizational thought processes whole producing an RA, Hyland's investigates the language they use to create the writer-reader relationship. This model is also knows as Stance and Engagement Model. (see figure 2.5, for MAI)

3.5.2.1 Explaining MAI
a. Stance

Stance entails reader-oriented elements of interaction. By using stance markers, an author uses the power to show how much credibility is he willing to give to a claim he makes. Stance has three main components i.e. evidentiality, writer's willingness to express commitment to a particular statement and it's possible impact on their reader; affect, which requires a variety of personal, professional and social attitude towards the claims they make; and presence, which is the author's control over how much projection of self does he choose to allow in the text. This is why it is also called authorial stance. It has four key elements:

1. Hedges: These are words like 'possible', 'usually', 'at least' or 'perhaps' which show the writer's authority to withhold total commitment to a statement or claim they make. These are words that keep author's position very safe as their opinion cannot be judged as a fact.

2. Boosters: These words are in sharp contrast with hedges. While hedges show writer's careful attitude towards the certainty of a claim or a statement, boosters express certainty and surety. Sometimes, authors use boosters to show solidarity with their audience too. Examples are 'highly', 'surely' and 'obviously'.

3. Attitude Markers: Words like 'fortunately', 'unfortunately', 'remarkable' and 'appropriate' are attitude markers. They express the writer's attitude with his choice of such words which trick his readers into thinking that disputing with their judgments might not be a good idea. Attitude markers pull readers into making an agreement with the writer's point of view.

4. Self-mentions: First person pronouns as well as possessive adjectives are used by writer's to present a discoursal self. This discoursal self-projects a strong image which shows a relationship of the arguments with self. Phrases like 'I feel', 'I believe', 'you would agree' and 'I notice' are some examples of self-mentions.

b. Engagement

Readers feel more involved when they are addressed to. Their will for inclusion in the text is inevitable; hence writers take the opportunity to position them rhetorically, and therefore, engage them in the text. Writers use five key elements in order to engage their readers into their writing, which are as follows:

1. Reader Pronouns: 'You' and 'your' and two examples of the most direct words a writer uses to address their readers. This is a smart way of making a rhetorical conversation with them but these forms are mostly used by researchers and authors in the field of social sciences. Sometimes, 'we' is used to show more of solidarity between the writer and the reader. Use of reader pronouns assures participation of readers as textually engaged beings.

2. Personal Asides: This is a brief interruption in a sentence made by the writer to clearly express his willingness to let the readers get into his mind. Anything that a writer writes in between parenthesis or hyphenated structures which show

what he thinks about a phenomenon becomes a way of rhetorically building an audience.

3. Appeals to shared knowledge: Here, the strategy used to engage the readers is the element of sharedness which participants from the same discourse community possess. Be it through the form of a disciplinary ritual or an argument made in an RA, having the feeling of mutuality with the writer makes the readers feel more engaged. This can be done by simply giving the readers' minds a stir by explicitly asking them to recall a concept which is commonly known in their discourse community.

4. Directives: Using these words makes the readers do what the writers direct them to do. For example, 'see', 'note', 'consider' and 'imagine' are some words which psychologically make the readers do what writer wants them to do. A degree of obligation is also present in the use of these directives from the writer's end. By using directives, a writer can make readers engage into textual acts (this steers the readers into looking at a diagram, for example), physical acts (how to perform an action, for example) and cognitive acts (how to reason and give justification of a phenomenon).

5. Questions: Asking them questions via dialogic involvement has a strong impact on a reader's mind. Sudden interest and a desire to know something arises at reader's end when authors use this last element or strategy to engage their reader. Such questions are usually rhetorical or interrogative in nature. This is also an interesting way to close a dialogue or a discussion in a piece of academic writing.

3.5.2.2 Rationale for Choosing the Model of Academic Interaction

This model was chosen for various reasons. First of all, referring back to the significance of the present study as discussed in chapter one, students at Bachelors level in Pakistani universities are not given a formal instruction on how to organize their write up for the particular genre of RA at any stage. Their struggle continues to be frustrating and they get extremely demotivated when it comes to writing a research article and/or getting it published in any of the national and international journals. The reason remains the same: their lack of genre awareness along with no understanding of positioning themselves as authors when it comes to academic writing. This model fills in the gap in their knowledge about authorial stance and reader engagement which are

two critical aspects of academic writing and genre awareness. When/if taught this particular genre of RA to the students of Business and Management Sciences students using the this model in the light of Swales' CARS, genre competence of the future writers will be enhanced to great extent.

3.6 Rationale for the Application of Dual Framework

Both the models used for the present investigation uncover the layers of protective knowledge which only the discourse community is aware of. Each one of them has worked as windows into the genre of the RA that help the researchers look into a particular discourse community for their practices, and institutionalized structures within a community in order to understand them better. The findings in the chapters of anlyses show authors' following a systematic rhetorical move pattern by using metadiscoursal features that shape their rhetorical negotiations with their own community and readers simultaneously.

The present inquiry has been conducted using a dual framework with the spirit of exploring text-internals and text-externals which are the key elements in the formation of any research-genre. In this case, the findings in the coming chapters show how researchers and professionals help their students achieve these critical skills in order to be fully aware in terms of genre competence as well as its performance. Because the study has scrutinized into both the elements i.e. rhetorical construction and metadiscoursal elements, the outcome will serve as a stepping stone for a great number of students, teachers and Business and Management professionals.

3.7 Levels of Analyses

Macro-level analysis looks at a phenomenon on a large scale, for example, social processes and social institutions. In the context of this research, Swales' CARS (2004) model studies the phenomenon in the RAs by the discourse community of Business and Management Sciences in Pakistan, whereas Hyland's (2005a) Model of Academic Interaction studies the micro-level structures and factors contributing to the buildup of the structure of RA. Micro-level analysis addresses the small-scale interactions, for example, a conversation. In the context of present study, Model of Academic Interaction (2005a) sees how authors create their stance and engage their readers using the elements of metadiscourse.

3.8 Types of Analyses

The present study used both the quantitative and qualitative methods of analysis. Both quantitative and qualitative methods help in making the writers understand not only the frequency in use of any strategy, order of steps and Swalesian moves through CARS model and the regularity of occurrences of linguistic and rhetorical features but also the effects of all these characteristics on the production and quality of BMS RAs when studied side-by-side with Hyland's MAI.

Now, Sections 3.8.1 and 3.8.2 will elaborate on the methods of analyses used, their rationale and their significance as tools of macro and micro analyses.

3.8.1 Quantitative Analysis

The instruments of study were the two models of genre analysis i.e. Swales' CARS (2004) Model, and Hyland's MAI (2005a). Both the models were first used quantitatively in order to achieve the research objectives.

Quantitative analysis is used for numerical representation of the data with a purpose of describing a phenomenon that the data might highlight. The quantitative methods of analysis have been used frequently in social sciences since long. Interestingly, Cohen (1980) refers to this form of data analysis as description of what "is" rather than what "ought" to be.To Creswell (1994), quantitative analyses use mathematical methods to study and explain a phenomenon.

In context of the present research, the collected data was studied in two phases. After numbering the RAs from 1 to 50, in the first phase, each one of the RAs was read and divided into segments using Swalesian CARS (2004) lens of move analysis. Once segmented, each one of the parts were identified and marked as moves based on their content, purpose, and communicative event. Each one of the moves was then reread to identify if the elements of repetition, arbitrariness, or overlapping were found. After multiple readings and revisions, the discoursal segments were classified into rhetorical moves I.e. Move 1, Move 2, and Move 3. Next, each one of the segments of each move were studied to be labeled as steps of each move. Each segment, as per their characteristics, was put into Move 1: Step 1, Move 2 - Steps 1 - 2, and Move 3: Steps 1 - 7, depending upon their purpose. Subsequently, the researcher calculated the frequency of occurance for each one of the moves and steps mathematically and

calculated in percentages. The data was then represented through graphs and tables as shown in chapters 4, 5, and 6..

In the second phase, the researcher used the Hylandian lens to identify the features of Stance and Engagement. First, like phase one, all the RAs were read to see if the language contained elements of Hyland's Model of Academic Interaction (2005). For this purpose, multiple readings were given to the text to find out the hidden language features containing Hylandian Stance, including hedges, boosters, attitude markers, and self-mention techniques. Then, the text was analyzed to find out Hylandian Engagment, including reader pronouns, personal asides, appeals to shared knowledge, directives, and questions. After sorting these out, each feature of Hylandian Stance and Engagement were classified into tabular forms and their frequency of occurrence was calculated in percentages. The projection of the entire data and it's analysis can be found in chapter 7.

Quantitative method of study was chosen because representing the data graphically helps readers understand it better and gives an even clearer picture of the findings. Human minds absorb the numeric and mathematical information faster and process it in lesser time as compared to long details which represent the same data; hence, quantitative method was used for the analysis.

The data for the elaborated quantitative analysis has been shown in the form of tables and figures. Each section of analysis projects easy comprehension as well as representation of the results followed by discussion in qualitative terms.

3.8.2 Qualitative Analysis

As explained in the section above, the present study has taken both the types of analyses for its exploration. In this section, it will be explained how both the models were studied qualitatively for of data analysis.

Many researchers opt for qualitative method of analyses as it is one form of analysis which lets almost any phenomenon examined. This form of investigation presents rich data which helps the researchers present an in-depth analysis of the subject matter. The qualitative research helps answer "how(s)" and "why(s)" of the phenomenon. Qualitative form of research refers to observations which can be made objectively or subjectively. The qualitative research has flourished mostly since the development of

social sciences i.e. linguistics, psychology, sociology and anthropology to name a few. It is quiet challenging for a social scientist to measure human decisions and/or behaviors quantitatively; hence, qualitative methods of investigation were developed. They help the researchers look beyond the numerical data and mathematical representation of findings.

Since dual analysis was conducted on the data, after completion of analyses through the quantitative means, the first phase of the qualitative analysis from the Swalesian lens studied the significance of the appearance as well as the frequency of the moves. Each one of the chunks of text from the introduction section of the RAs falling under any of the Swalesian Moves and Steps were then studied how they contributed towards the formation and conformation of the schematic structures on the whole. It was also noted what each one of the occurances meant for the authors of RAs from the BMS community. The second phase of the qualitative analysis studies the significance of occurance of Hylandian Stance and Engagement features and how they contributed towards the building blocks of structures for the discourse community under study.

Side by side, as per the requirement of the analyses and the result of the study, each one of the steps of the three Moves were analysed for their genre-based pedagogical implication, as reflected in chapters 4, 5, and 6. Likewise, chapter 7 also shows pedagogical implications of Stance and Engagement Features embedded through the qualitative analysis of the RAs.

3.9 Delimitation

The study was delimited to studying only 50 RAs (dual analysis) over the span of two years. Because this study has been conducted for partial fulfillment for the award of degree for PhD, time constraint was one factor that needed to be addressed. Some researchers have taken samples of RAs for similar studies from over a period of a decade or more. Such studies are indeed more reliable and their findings show a broader top-down view. However, findings of the present study represent the conventions that authors of RAs from the field of Business and Management Sciences have been following lately. The present study is delimited but its findings fulfill the needs of the proposed objectives and target audience(s).

3.10 Limitation

Since the study was not ethnographic in nature, the authors' information was not obtained. Neither the variation in different authors' writing styles was the focus of the study as per the ESP approach. Rather the dual analysis was done to synthesize a common pattern amongst the written published texts by the auhtors of the discourse community of Business and Management Sciences in Pakistan, resulting in the outcome of the study. Since the texts of 50 published RAs' is considered to be standardized and verified by the gatekeepers (reviewers and editors), and authenticated by HEC with an award of Y-Category, the collected samples' text served the purpose of the study i.e to study the occurrence of Swalesian Moves (2004) and Hylandian Features of Stance and Engagement (2005), and see their potential use in the genre-based language instruction.

3.10 Closing

Genre Studies and Genre analysis study the move structure. As defined earlier in chapter one, a move is that part of the text which describes a specific function which the text determines in the light of function. Each move contributes to the unique meaning making process and hence, when one studies the move structure of a given research article, it helps them to understand the basic communicative purpose which the genre intends to offer. Swales (1990) suggests that these moves, when studied together, further determine the rationale of the particular genre. Hence, by looking at the RAs of the Business and Management Sciences, first through moves and later through the interactional strategies authors imply (Hyland, 2005a), the researcher has also explored the rationale behind the production of these genre-based academic text which authors intend to have but not intend to address very openly i.e. metadiscourse. .

The next four chapters 4, 5, 6 (for analysis of CARS) and 7 (for analysis of MAI) show the findings of this study in detail.

CHAPTER 4

MOVE ONE: ESTABLISHING A RESEARCH TERRITORY

In this chapter all 50 introduction sections of the selected BMS RAs are analyzed in relevance to the application of Swales Move One in CARS model. The chapter first explores if the authors of BMS RAs follow Swales CARS (2004) model in terms of Establishing a Territory by analyzing the way language has been used to create schematic structures which address the discourse community of Business and Management Sciences in Pakistan. Besides that, it highlights the implication of the use of move patterns and schematic structures for the community of BMS in Pakistan. Moreover, pedagogical implications of the presence of Swalesian Steps in each one of the Moves has also been discussed.

This chapter comprises of three main parts.

Part A deals with the discussion of Step 1 of Move One through which Centrality is claimed in the introductions of RAs. It starts with the comparative study of introductions sections of BMS RAs and incorporates 4.1.1 Claiming centrality in research and 4.1.2 Claiming centrality in world according to their occurrence in RAs. In addition to that, claiming centrality applied through 4.1.3 Usage of Animate and Inanimate agents and 4.1.4 Definitions is also explained in great detail. It is also mentioned meticulously that how significance of the research is depicted through 4.1.5 Indicators of Claiming Centrality. Strategies including 4.1.6 Topic prominence and induction of elements representing 4.1.7 Interest or 4.1.8 Importance or Significance also claim centrality regarding the topic of research. It is further explained that how through 4.1.10 Stating key characteristics, 4.1.9 Introduction of Step 1. Claiming Centrality in the first sentence of the introductions sections and 4.1.11 Narration, the significance of the topic of research is highlighted occasionally.

Likewise, Part B begins with the discussion of efficacy of Making Topic Generalizations which is also a part of Step 1, and later the comparison of introductions of RAs is included. This comparison is followed by all the ways through which Making Topic Generalizations has been functional in all the RAs such as 4.2.1 Explanation,

4.2.2 History, 4.2.3 Background, 4.2.4 Headings, 4.2.5 Stating Current Knowledge and 4.2.6 Comparisons.

Similarly, Part C deals with the discussion of another feature found in most of the BMS RAs which is Reviewing Items of Previous Research of Move One in detail and its effectiveness and mandatory application in almost all the RAs. Mainly, 4.3.1 Types of Citations, 4.3.1 Citations embedded with Step 1. and 4.3.2 Citations embedded with Making Topic Generalizations are the strategies frequently observed in BMS introductions that contribute towards Reviewing Items of the Previous Research. Additionally, 4.4 The Repetitive Nature of Move One along with 4.4.1 Step 1. Throughout the introduction, 4.4.2 Reviewing items of previous research throughout the Introduction and 4.4.3 Making topic generalizations throughout the Introduction.

Part A, B, and C individually study the ways authors of the Business and Managements Sciences in Pakistan establish territory in one way or the other.

Swales first classifies and categorizes the typical "moves" that authors bring into use while producing the introduction sections which further support in analyzing different Research Articles. According to Swales & Feak (2004), a move is a "bounded communicative act that is designed to achieve one main communicative objective" where a bigger communicative objective of the genre is attempted to be achieved (Yasin & Qamariah, 2014).

According to Swales revised model of CARS (2004), there is only one main Step included in Move One, establishing a research territory, Step 1 by showing that the general research area is important, central, interesting or problematic through topic generalization. Move One, Establishing Territory is normally found at the beginning of an introduction showing a clear picture and situation of the topic of research (Yasin & Qamariah, 2014).

PART A: Claiming Centrality

4.1 Move One Step 1. (Part a) Showing that the General Research Area is Important, Central, Interesting, Problematic, etc. (optional)

This step states the significance of the topic under discussion or the mentioned research. The BMS researchers use various strategies and indicators to reveal the

importance of the proposed issue or research. The topic can be discussed through indicating its significance by the BMS researchers or how it is interesting to be studied about by other readers. Furthermore, the topic can also be indicative of any issue or problem which has either been highlighted earlier but might not have been analyzed covering all its significant aspects thoroughly. The discussion of problems and their proposed solutions by the BMS researchers can also be an important prerequisite behind the production of any RA. Through the exploratory and comparative study of 50 BMS RAs, it has been observed that Step 1. is found in 39 of the BMS RAs through multiple strategies that are mentioned below.

4.1.1 Claiming Centrality in Research

After the comparative study of different research articles, it is observed that in 10 out of 50 introduction sections the importance of the topic or the concept is highlighted through mentioning its importance in relation to the research that is mentioned by the BMS researchers throughout the introduction part. Lakic (2010) has also mentioned this strategy (para. 30). In introductions INTRO.7, INTRO.9, INTRO.17, INTRO.19, INTRO.25, INTRO.26, INTRO.28, INTRO.29, INTRO.46 and INTRO.49 centrality is claimed in the presented research rather than in the world.

> **Example 1:** Capital structure is one of the most important topics among researchers in finance. The capability of firm to carry out stake holders' requirement is closely linked to capital structure and it also play vital role in maximizing the performance of firm and its value. (INTRO.17, p.73)

In this example the importance of "Capital structure" is discussed and along with that, the other factors linked to it are also being highlighted. Thus, the terms "important" and "vital" claim centrality of the topic here. Here Claiming Centrality in research basically supports the projected issue or research and brings more light to the significance of the concept. The topic chosen by the BMS researcher for further research definitely holds some issue or importance for both the readers and the researchers. In order to further develop onto the concept already mentioned by other researchers, the BMS researcher needs to provide the readers with enough information that can make an enormous contribution to the topic being analyzed and argumented formerly. Here, the BMS researcher claims the centrality of the topic with reference to the research so that every single fact and figure discussed would be causative in making

the research worth reading and effectively imperative. Through this, the BMS researcher also makes it transparent for the readers or researchers that what definite help they will be getting through the discussion of the mentioned concept.

Hence, it has been analyzed that authors of RAs from the BMS community in Pakistan make use of at least one of the strategies i.e. to establish a territory through claiming centrality in research, to incorporate Move One of Swales CARS (2004) model which suggests that it is of crucial importance for them to follow the tradition of claiming centrality in research and announcing rather clearly the direction of the article. The genre-instructors should take into consideration not only the placement of Step 1 of Move 1 but also its language.

4.1.2 Claiming Centrality in World

At many places it has been observed that the centrality of the topic under discussion (Move One) has been claimed in relation to its importance in the real world (Lakic, 2010). Claiming centrality in world is found in 29 introductions that depicts how most of the researchers of the BMS journals are more concerned about the claiming the centrality of the topic under discussion in relevance to practical world rather than only in research.

> **Example 1:** The banking sector has vital importance in Pakistan in terms of employment, import and export facilities, source of finance, payment settlement and financial management (Kemal, 2011; Arshad, 2012). (INTRO.23, p. 61)

> **Example 2:** Salary or Pay plays an important role in motivating employees when they are given pay as per their performance, it will ultimately increase their level of satisfaction and ensure their contribution in the success of an organization. (INTRO.29, p. 184)

In the examples given above, the significance of the topic under discussion is mentioned through its realistic execution in the world like fields of "employment", "import" and "export facilities" and satisfaction and performance of "employees". Again the BMS researchers are found to use the terms/phrases "important" and "vital importance" to claim the centrality of the topics of research. This aspect inculcated through the use of these terms not only highlights the practical significance and implication of the concept but also its utilization in different aspects of life but also

gives a vast exposure to reader that how the acknowledged concept prevails in the present society. Hence, step one of Move One can be seen being used. Moreover, the significance of their research in the world highlights the ultimate application of the concept under research in the actual world and its real position and status in the prevalent space and time. Through this, the BMS researcher also brings their research and information to some use as far as any project implementation or scientific implication is concerned. Significance of the particular research regarding real world can definitely put it to some benefit when another researcher finds it fitting for the improvement and progression of any practical area of research or exploration.

Through the careful study of the samples, it has been observed that authors of BMS RAs make use of Swales CARS (2004) revised model by first claiming centrality in research through language and then claiming centrality in the world.

For the pedagogical purposes, the genre instructors may share a list of adjectives and adverbs with the undergraduates and discuss research-based academic usage of each one the vocabulary items in a given context.

4.1.3 Usage of Animate and Inanimate Agents

Another technique used to describe about the concept under discussion is through the use of animate or inanimate agents.

a. Animate Agent

According to Fine & Young (2005), some BMS researchers use animate agents to show any progress regarding the research or any work related to it. In 5 introductions the authors of BMS RAs have used Animate Agents that are INTRO.5, INTRO.25, INTRO.41, INTRO.45 and INTRO.48.

> **Example 1:** In the 1960s, the Government of Ghana identified commercial poultry production as a smart way to address the steep decline in the animal protein supply. (INTRO.5, p. 229)

> **Example 2:** In recent years research has been conducted in various countries on airline service quality ever since pioneering research by scholars established a relationship between passenger satisfaction and airline profitability (Namukasa, 2013; Bukhari, Ghoneim & Jamjoom, 2013; McKechnie & Golawala, 2011). (INTRO.25, p. 100)

In the examples discussed above "Government of Ghana" and "scholars" are the animate agents that are directly involved in the progression and development of the topics under discussion. Additionally, these agents appear to be directly concerned in conveying centrality to the selected fields of study as well. The term employed by the BMS researcher to claim centrality in the first example is "smart way". This gives emphasis on either the researcher or person involved in any sense with the concept under research.

Through this strategy, the BMS researcher brings more attention to the animate agent involved in the investigation, exploration and development of that particular topic of research rather than the research itself. Although, this strategy is not observed frequently but definitely attributes the contributor of the research prominently wherever used.

b. Inanimate agent

According to Lewin, et al. (2005), some BMS researchers use inanimate agent to mention any fact about the research or the topic under discussion. In 38 introduction sections the use inanimate agent is found that is indicative of great stress on the research itself. The Introduction sections including the use if Inanimate agents are INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.11, INTRO.12, INTRO.13, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.23, INTRO.24, INTRO.26, INTRO.27, INTRO.28, INTRO.29, INTRO.30, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.36, INTRO.37, INTRO.38, INTRO.39, INTRO.40, INTRO.43 and INTRO.47.

> **Example 1:** Job analysis is the most useful tools for gathering information and developing content valid and legally defensible selection procedures for a wide variety of jobs (Harvey, 1991). (INTRO.14, p.79)

> **Example 2:** Similarly, communication skills are essentials tools for the smooth functioning of administrative tasks (Coplin, 2003); students may learn to transfer their academic skills into workplace setting (Atkins, 1999); personal attributes (Martin and Stains, 1994). (INTRO.35, p.47)

In these examples, "Job analysis" and "communication skills" are the inanimate agents that appear to be directly linked with claiming the centrality of the topic under discussion and help in associating those topics with the other factors and consequences related to them. In this way, the research or the progress regarding the concept under study is emphasized or further illuminated. Moreover, the use of this technique through these terms brings the concept into foremost consideration and explains the concept as the most important mention of the RA.

Through this strategy, the BMS researcher has brought the topic into limelight and even those readers or researcher who are not fully aware of the repercussions of the discussed process of research, come to know the exact requirement of that particular study or research thoroughly.

		JBE	BR	PBR	GMACS	NICE RJ
■	Claiming centrality in the world	6	7	3	10	7
■	Claiming centrality in research	2	2	4	0	2
■	Animate Agent	1	0	1	0	3
■	Inanimate Agent	9	10	9	10	2
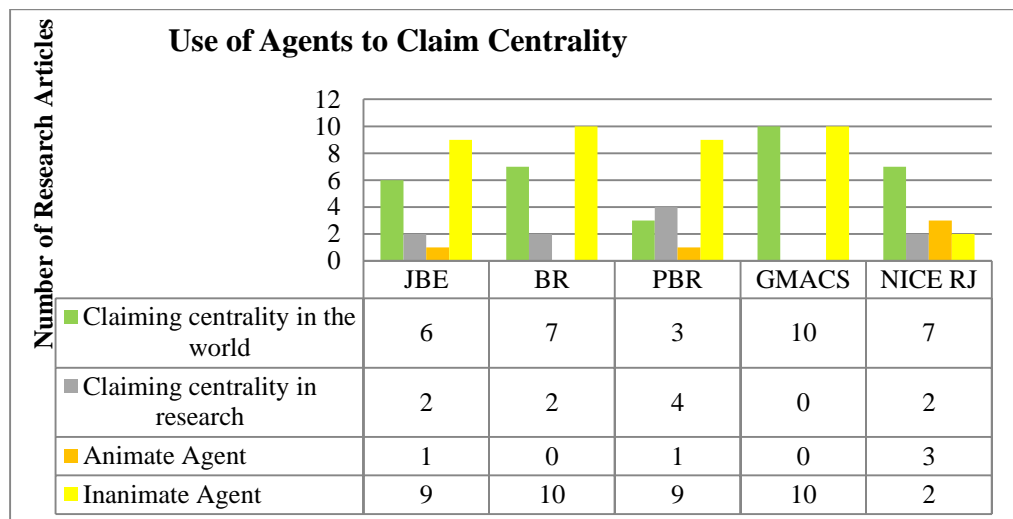
Figure 4.1: Use of Agents to Claim Centrality in Research and World in BMS Introductions

Figure 4.1 depicts a visual representation of the number of samples which used animate and inanimate agents to claim centrality in research and world. Teaching the young BMS researchers the significance of the strategy will help them devise and provide statements in their research work about the recent state of knowledge available for the readers, consensus, its practices (if at all) and complete description. It is safe to say that claiming centrality is a mandatory strategy to be induced in the BMS genre-based instruction for RA writing.

Presence of Move One has been observed after the careful study of the samples and it can be seen that other than the two strategies previously used and described in

the above sections, authors of the BMS RAs in Pakistan make use of animate and inanimate objects to establish their territory. This conforms to them following Swales CARS (2004) to write the research genre.

The role of animate and inanimate nouns in determining sentence voice is quite significant in the writing of research-based genre of RA. By the time the learners reach the undergraduate levels, they are expected to have a clear idea of these nouns, however, the use of animate and inanimate nouns for the projection of self, and claiming importance may be exercised as part of the genre-instruction for the BMS undergraduates. The use of active and passive voice is also dependant on the understanding of animate and inanimate nouns in English language.

4.1.4 Definitions

Through the study of 50 Research Articles, it is found out that Definitions are found in 15 introductions that are INTRO.4, INTRO.11, INTRO.12, INTRO.14, INTRO.15, INTRO.18, INTRO.29, INTRO.31, INTRO.32, INTRO.33, INTRO.36, INTRO.37, INTRO.38, INTRO.49 and INTRO.50. This means that many BMS researchers have claimed the centrality of the topic under discussion through the definitions of the concerned concepts. A definition according to Whitfield (2012) is "a statement expressing the essential nature of something" (p. 46).

> **Example 1:** Definition: Public Private Partnership (PPPs) broadly refers to long-term, contractual partnerships between the public and private sector agencies, specifically targeted towards financing, designing, implementing, operating infrastructure facilities and services that were traditionally provided by the public sector. (INTRO.11, p.16)

> **Example 2:** Broadly defined, job analysis involves collecting data about observable job behaviors, and delineating the knowledge, skills, abilities, and other characteristics needed to perform the job (Cascio & Aguinis, 2005). (INTRO.14, p.79)

In the examples mentioned above, the BMS researchers have used the heading of a "Definition" and the term "defined" to elucidate the definitions of the main factors of the concepts or topics under discussion and correlating them with the other relevant aspects and features. The use of definitions let the readers and researchers know about

all the aspects of the selected subject. Through this technique the BMS Researcher also helps in making us understand the nature of the research most precisely and efficiently. Through defining any concept or research the BMS researchers talk about all the steps involved in how a particular thing happens and what are the most important factors involved in making it a success. It also involves the mention of threats and advantages involved regarding the topic of research. This technique not only enhances the elucidation of the main topic but also gives a vivid description of the topic for the readers.

The strategy of using definitions also gives a brief explanation to the reader not only about the meaning and significance of the proposed concept but also highlights all practical and theoretical dimensions. Many times, chunks of information regarding the topic under discussion are also mentioned that were not exposed to the reader before.Through this the BMS researcher links the concept under discussion with the existing knowledge or research done on the same topic, therefore, establishes territory in order to further pursue into the investigation.

Pedagogically, the ability to define a certain term with precion and accuracy in one's own words in genre-based research writing is an important academic skill. The genre-instructors can have the reinforcement sessions on how to define certain terms, or words, or actions, in their own words. The focus of the instruction should be the formal structure of a definition. This sub-skill of research-based academic writing should not be left unattended as it has been seen being used the BMS RA writers actively.

4.1.5 Indicators of Claiming Centrality

It has been noticed that in order to establish the territory, the BMS RA authors used the indicators in language to claim centrality. Table 4.1 shows the complete picture of the findings.

Table 4.1: Indicators to Claim Centrality in BMS Introductions.

Introduction Numbers	Indicators of Claiming Centrality	Number of Occurrences
INTRO.1	Popularity	Once
INTRO.2	Prominent, Ideal	Once
INTRO.3	Vastly prevalent	Once
INTRO.4	Popular	Once
INTRO.5	Smart	Once
INTRO.7	Integral, Importance	Once
INTRO.8	Significant	Once
INTRO.9	Interesting	Once
INTRO.10	Important, Main, Significance/Importance	Once/Twice
INTRO.11	Guaranteed	Once
INTRO.12	Essential	Once
INTRO.14	Useful	Once
INTRO.15	Wide	Once
INTRO.16	Necessary	Once
INTRO.17	Major, Important	Once
INTRO.18	Major	Once
INTRO.20	Significance	Once
INTRO.21	Inevitable, Inborn, Essential	Once
INTRO.22	Main, significant, effective/Important	Once/Twice
INTRO.23	Vital/Important	Once/Twice
INTRO.25	Important	Once
INTRO.26	Importance, key/Important	Twice/Once
INTRO.28	Importance, Effective	Once
INTRO.29	Important, Great	Once
INTRO.31	Key	Once
INTRO.33	Important	Once
INTRO.34	Most efficient	Once
INTRO.35	Successful, Essential	Once
INTRO.36	Important, Key, Significant	Once
INTRO.37	Important, Sensitive	Once
INTRO.38	Comprehensive	Once

INTRO.39	Large, Substantial, Essential	Once
INTRO.40	Important	Once
INTRO.41	Reliable, Best, Great	Once
INTRO.43	Important	Once
INTRO.45	Evident	Once
INTRO.47	Top priority	Once
INTRO.49	Significance	Once
INTRO.50	Key, Importance, Strategic	Once
Total	39/50	78%

After the detailed study, it is noted that the indicator that is the most selected by the BMS researchers is either Important/Importance or Significant/Significance which will be further discussed in section 4.1.8. Furthermore, the term Essential is also found to be used in four BMS RAs. These indicators are easily noticeable and they not only highlight the significance of the topic under discussion but also make it easy for a reader to catch the value of the research, as well as its highlighted features, effortlessly.

Using indicators to claim centrality to follow Move One of Swalesian CARS (2004) is a significant strategy of BMS RA authors and this confirms to the fact that in order to remain with in the boundaries of their discourse community, they tend to rather use the strategy rather freely. The ESP/Genre Instructors should ensure that the students at undergraduate levels have acquired a rich amount of English language words as they reach genre-instruction. However, academic and research-genre vocabulary may be enhanced through encouraging them to read diverse texts, translate from general to academic language and back, and dynamically introducing research-based academic vocabulary.

4.1.6 Topic Prominence

It has been observed that some BMS researchers claim the centrality of the concept through stating the prominence of that topic. We find Topic Prominence in 39 introduction sections that are INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.5, INTRO.12, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.23, INTRO.25, INTRO.26, INTRO.28, INTRO.29, INTRO.32, INTRO.33, INTRO.34,

INTRO.35, INTRO.36, INTRO.37, INTRO.38, INTRO.39, INTRO.41, INTRO.43, INTRO.45, INTRO.46, INTRO.47, INTRO.48, INTRO.49 and INTRO.50. This clearly shows how the majority has chosen certain terms deliberately to make the topic under discussion prominent and have put in effort to claim centrality while following Move One of Swales CARS (2004).

> **Example 1:** Job analysis is the most useful tools for gathering information and developing content valid and legally defensible selection procedures for a wide variety of jobs (Harvey, 1991). (INTRO.14, p. 79)

> **Example 2:** Financing and investment are two major decision areas in a firm. In the financing decision, manager is concerned with determining the best financing mix or capital structure for the firm. (INTRO.17, p. 72)

In these examples the BMS researchers have used the terms "most useful" and "two major" to indicate the topic prominence to the readers and researchers. Side by side, their reasons of importance and significance are also being discussed shortly after. In this way the BMS Researchers made sure that the topic under discussion is being addressed or discussed in such a manner that not only the concepts becomes prominent but also it catches the attention of the reader at a very instant (Lakic, 2010). It is found that the majority of the BMS researchers have used this technique in their introduction sections.

Furthermore, intentionally the BMS researchers have specified the importance of the concept through the use of certain linguistic terms indicative of the prerequisites of that particular research or study and these terms stay in readers' and researchers' minds throughout the study of research or its progress which further confirms following of Move One of Swales CARS (2004) model

Stating the topic prominance requires genre-based instruction of academic vocabulary building, as suggested earlier for the indicators of claiming centrality. Some more suggestions on the same could be directing the BMS undergraduates to diagram similarities and differences in a given text, write transition paragraphs, or identify key words from a given text.

4.1.7 Interest

Claiming centrality is also found to be elucidated through bringing out the interest of the reader or the researcher towards the topic under discussion. This is another way to follow Move One of Swales CARS (2004) model.

Example: Therefore, it would be an interesting topic to apply TRA to explore consumers' intended behavior towards retail own-brands. (INTRO.9, p. 82)

By using terms that depict any interesting information about the concept, the author has created a sense of curiosity in the readers that not only heightens reader's keenness to learn about the concept but also makes the whole study extremely relevant and interesting to be read or understood. However, through the comparative study of the BMS RAs, it has been found that the term "interesting" is used only in a single introduction section that is INTRO.9 while, the other BMS researchers have used many other terms to bring out interest of readers to their research.

Creating and managing to keep the readers' interested in their research-based genre writing is an important skill for the BMS undergraduates to master. Genre-based instruction of writing a reader-centered RA can be achieved through a detailed analysis of the language used in the mentor-texts. The elements of language that create the reader's interest should be enlisted and further used by the students as per the context of the genre-instruction.

4.1.8 Importance or Significance

There are many examples where it has been found that the BMS researchers claim centrality of the topic through declaring its importance or significance. Through the comparative study, it has been noted that the term Important/Importance has been used 21 times, however, only 6 times Significant/Significance is observed in the introduction sections.

Example 1: Stock price of a company is of very importance to investors as well as to managers. (INTRO.37, p. 67)

Example 2: Salary or Pay plays an important role in motivating employees when they are given pay as per their performance, it will ultimately increase their level of satisfaction and ensure their contribution in the success of an organization. (INTRO.29, p. 184)

As the examples project, this is the tool that is easiest to recognize and gives the first impression of the concept to be important to be discussed or for further research. Side by side, the BMS researchers have used such terms that state the significance of the concept without giving reader a chance to judge or interpret the magnitude the topic after a detailed reading that of course requires consumption of time.

Since, the reader is informed by the BMS researcher regarding the importance of the topic under discussion,so it leaves no choice for the reader to have uncertainty towards the concept that might or might not be containing substance to be discussed in such detail. The presence of the notion confirms the presence and following of Move One of Swales CARS (2004) model Like the suggested genre-instruction of creating interest, the same strategies may be used inside the classroom for the research-article writing. The students' exposure to enriched mentor-texts will help them make decisions of the suitable lexical items as per the context of use.

4.1.9 Introduction of Step 1 in the First Sentence of the Introduction Sections

Many BMS researchers make use of the first sentence of the Introduction section to Claim centrality of the topic. Out of 50 BMS RAs, this strategy is found in 19 introduction sections that are INTRO.3, INTRO.5, INTRO.9, INTRO.15, INTRO.16, INTRO.21, INTRO.22, INTRO.23, INTRO.26, INTRO.29, INTRO.34, INTRO.35, INTRO.39, INTRO.43, INTRO.45, INTRO.47, INTRO.48, INTRO.49 and INTRO.50.

> **Example 1**: Universities and industries constitute two basic components of society and respectively take up the responsibility for social development (Powell, Tindal & Millwood, 2008). (INTRO.35, p.47)

> **Example 2**: Banking sector is one of the large contributor financial institutions. (INTRO.39)

In these examples, it can be observed that the very first sentences in both the cases directly state the centrality of the topic through the usage of the terms "basic components" and "large contributor". Through these terms, this strategy has facilitated the BMS researcher to grab reader's attention from the very start, hence, following Move One of Swales CARS (2004) model, and the reader finds it imperative to read the whole research withholding such great substance. The starting of any piece of

writing must contain the information that it appeals to both the readers and the researchers because from the beginning the readers decide whether to or not to ignore the information, research and all the aspects related to it. If the very starting of the RA is loose, the reader might disregard the most valid and legitimate details regarding the topic of research, therefore claiming centrality in the very beginning keeps the authors in safe zone

The use of mentor-text of RAs is suggested to help the BMS undergraduates in Pakistan to learn the stating of Step 1 of Move One in the opening sentence for the sake of genre-pedagogy.

4.1.10 Stating Key Characteristics

Through the comparative study of all the research articles, it has been found that many BMS researchers have stated the key characteristics of the concept under research in order to depict the significance of the topic under discussion, as well as to follow Move One, through stating the key facts regarding it (Lakic, 2010). Out of 50 RAs, Stating Key Characteristics is found in 18 introduction sections that are INTRO.3, INTRO.7, INTRO.8, INTRO.12, INTRO.22, INTRO.26, INTRO.28, INTRO.29, INTRO.33, INTRO.35, INTRO.36, INTRO.37, INTRO.38, INTRO.39, INTRO.40, INTRO.44, INTRO.47 and INTRO.48.

> **Example 1:** One of the effective instruments to achieve security is insurance. It provides indirect security to the lower strata of society and it definitely provides security to the business class for goods lost through natural, accidental or circumstantial mishap. (INTRO.22, p. 22)

> **Example 2:** Another important variable in macroeconomics is the Marginal Propensity to Save (MPS), which is often considered as the counter part of MPC. The value MPS plays a key role in capital accumulation. (INTRO.26, p.114)

The indicators like "One of the effective instruments" and "Another important variable" show that the BMS researchers are about to introduce the key features or characteristics of the topics under discussion. In addition to that, the BMS researchers introduce their consequences and the whole amalgamation of key features, their repercussions and usage of terms like "key role" claim centrality regarding the topics

of research. This not only helps the reader in approaching the concept through many directions but also further elucidates diverse dimensions of the topic under research.

This technique confirms claiming of centrality through use of indicators which is a highlight of Move One of Swales CARS (2004) model. It also supports the understanding of the concept thoroughly and explains all its most important features that require serious consideration or attention. Stating key characteristics provides many significant ideologies regarding the concept that further helps in associating reader's perception or personal thoughts to any of the characteristics. Side by side, it also provides a full understanding of the concept from every angle to even the reader who has no grip on the proposed idea or a concept. There can't be a better genre-instruction on how to state key characteristics in Move One than to rely on the sampe Research Articles authored by the discourse community of Business and Management Sciences in Pakistan. Authentic materials are always the best source of learning of language schemes.

4.1.11 Narration

It is another technique through which the BMS RA researchers bring a personal, subjective and informal touch to the Research Article and claims the centrality of the topic under discussion in an unusual way. However, it is observed that narration is found only in a single introduction section.

> **Example 1:** A student enters his school to receive his result card. English and Math are both major subjects. As he opens the report he jumps with joy to find out that he has achieved an A grade in Math. As his teacher demands an explanation for his average grade in English he responds 'But math is my subject'. (INTRO.19, p. 115)

This technique has not only made the Research Article more interactive but has also added a touch of communication to a personal level. This might look like a good idea but since it has been observed in only one of the samples, it is not something to be emphasized upon. Since narration has not been used by 49 BMS RAs authors, its genre-instruction may be skipped.

4.2 Conclusion

Through the in-depth analytical study of BMS RAs, it has been observed that the majority of the BMS researchers brought into use Step 1of Move One of Swales Creating a Research Space Model (2004) either in relevance to the real world or the proposed research. Topic prominence, Definitions and Stating Key Characteristics were amongst the most evident claims of centrality made in BMS RAs Introductions. These were found mostly in the beginning of the BMS RAs either once or more than once depending upon the demand of the RA. Narration and usage of animate and inanimate agents are also employed by the BMS Researchers to establish the research territory. In addition to that, the indicators used to claim centrality most repeatedly are Important/Importance and Significant/Significance.

This proposes and determines that most of the BMS Researchers used Step 1. (part a) of Move One because they found it extremely important to bring in the importance of their research through such techniques that the readers connect not only to the topics but also understand the significance of the whole concept brought into discussion by the BMS RA author. Without such indicators, the readers might not hold such awareness or the realization of the seriousness regarding the topics under discussion. This should also be noted that the end of Step One (part a) of Move One gives us clear markers of how Step One of Move One can be used in genre-based instruction. In order to educate the undergraduates to identify step one of move one, they should be taught formally the language conventions to identify the purposive language as well as the pointers discussed in the analysis above.

Since the BMS researchers use various strategies and indicators to reveal the importance of the proposed issue or research, they may be taught the use of language to claim centrality in the research and the world, use and signify animate and inanimate agents, amd define certain terms. This should be done in parallel exercise with language usage to integrate the reader interest, and introducing step one in the first sentence of the introduction section of an RA. Stating key characteristics of one's research shall also be merged with genre-instruction. Teaching of indicators of claiming centrality may be done through providing word-lists to the undergraduate students with instruction on being able to use the terms synonymously.

PART B: Efficacy of Making Topic Generalizations

4.3 Step 1. (Part b) Making Topic Generalizations

Making Topic Generalizations is a very important strategy that is also a part of Step 1 which very frequently observed in BMS RAs under study. This strategy helps the reader to associate with the concept under discussion in the most efficient way. Through this technique, the BMS researchers give a clear picture about the most needed information that needs to be mentioned regarding the topic and through that strategy the readers can link the information or the aspects of the research with the practical implementation of that topic, readers' prior knowledge and their historical and social awareness. Making topic generalizations is found in all the BMS RAs in different ways. Yasin & Qamariah (2014) also mention that normally, the topic generalization and the review of items of previous research are separated in different paragraphs but both the topic generalizations and the review of items of previous research can be found across several paragraphs in longer introductions (p. 41).

4.3.1 Explanation

After the analysis of all the selected BMS RAs, it has been observed that Making Topic Generalizations is found in 15 BMS introductions in the form of Explanation. It is observed in INTRO.22, INTRO.27, INTRO.11, INTRO.14, INTRO.16, INTRO.17, INTRO.20, INTRO.1, INTRO.2, INTRO.44, INTRO.46, INTRO.47, INTRO.48, INTRO.49 and INTRO.50.

> **Example 1:** The efficiency of a firm means the best utilization of available resources. Efficient firms show better performance with least utilization of inputs. There are different types of efficiency concepts. Data Envelopment Analysis (DEA), being a non-parametric approach, measures economic performance in terms of technical and allocative efficiency. Technical efficiency or operating efficiency, for instance, estimates the capability of a firm to maximize its output from given inputs. Whereas, the allocative or price efficiency of a firm explains about the right mix of inputs to produce maximum outputs. The product of technical and allocative efficiency constitutes cost efficiency of a firm. Cost efficiency presents a clear picture about the best utilization of resources in order to maximize output with least cost. Resources are used as inputs and goods and services offered to customers are considered

as outputs. In ratio analysis different profitability and leverage ratios are used to assess the performance of insurance firms. (INTRO.22, p.22)

Example 2: Therefore, in order to be one of the best business schools, an institute has to maintain high standards in education by upholding a future oriented approach and prepare the MBA graduates for the dynamic business world. The stakeholders of business institutes include their management and faculty, employers of graduates, alumni and present students. The input from all these stakeholders could prove very valuable to augment the education, curriculum and training in various business disciplines. (INTRO.27, p.127)

In the first example mentioned above, the BMS researcher has very well explained the concept of "efficiency', its types and its useful implications in the practical world. However, in the second example, the BMS researcher has talked about the characteristics of a reputable business school and factors affecting it in a detailed manner. So, the in-depth explanation has led the writer to comprehend all the significant aspects and dimensions of the given topic.

Through this the BMS researchers first confirm the presence of Move One and then follow on to explainthe topic under discussion in much detail including the details that have already been observed in the prevalent time or society. Some of these details might be known by the reader and through that they can relate to the topic in a better way. Side by side, the reader can understand the idea more appropriately as the concept is explained in a way that it generalizes the concept to the level of a mind of the reader. In some cases, the heading of explanation is found while in most of the cases the BMS researchers explain the concept integrated with the other details without any prominent mark in order to add more fluidity without proper demarcation or interruption.

4.3.2 History

After a comparative study of all the research articles, it has been established that at many places,Making Topic Generalizations is found in the form of History. The BMS researchers deliberately bring history into use in order to talk all about the previous research or series of events that took place in the particular field regarding that topic under discussion. This strategy is found in 12 introduction sections that are INTRO.37, INTRO.23, INTRO.29, INTRO.11, INTRO.12, INTRO.6, INTRO.7, INTRO.4, INTRO.42, INTRO.44, INTRO.45 and INTRO.50.

Example 1: Eleven merging events have been taken place during 2006- 2010. Karachi Stock Exchange reported that 18% bidder banks had repeatedly merged during this time period, where 40% mergers took place only in 2006. (INTRO.23, p.61)

Example 2: The earth quake, which hit the Pakistan on October 8, 2005, 08:52am, was the most terrifying of all ever struck in Pakistan (Javid, 2007). The magnitude of the earth quake was 7.6 on the rector scale making it similar in size to San Francisco 1906 earthquake and Sumatra earth quake of 2009. According to government of Pakistan official sources, death toll from the quake was 75000 till November 8. (INTRO.37, p.68)

In the examples mentioned above, the BMS Researchers have discussed the histories of the merger of banks and the earthquake of "October 8, 2005" along with the details related to these events. Through this the BMS researchers have added further details to the topics under discussions making them easily comprehensible for the readers. The difference between these two examples is that the first one depicts the usage of history to indicate the growth, development relevant to the concept under discussion however; the other example depicts the informative details regarding the incident that took place comparing it with other incidents of same sort. Most of the time the topic is a little new for the readers and in such cases they need to know something correlated with the history of the topic under discussion.

Through this strategy, the BMS Researchers conform to following Move One of Swales CARS (2004). Using this, they have not only made the readers understand the concept in depth but also in building up on the comprehension of the reader regarding the concerned concept. Mentioning history of any concept provides the reader with the prior knowledge through which he can fabricate further development or research effortlessly.

4.3.3 Background

In many RAs, it has been found that the BMS researcher has presented the Background of the research to mention Making Topic Generalizations. This strategy is found 18 introduction sections that are INTRO.33, INTRO.39, INTRO.40, INTRO.23, INTRO.25, INTRO.26, INTRO.27, INTRO.28, INTRO.12, INTRO.14, INTRO.15, INTRO.8, INTRO.9, INTRO.10, INTRO.1, INTRO.41, INTRO.46 and INTRO.50.

Example 1: Underdeveloped nations have adopted the export oriented policies instead of import substitution strategies over time for achieving faster and sustainable economic growth. (INTRO.10, p. 113)

Example 2: Over the last four decades, extensive research has been done to investigate the determinants of underpricing of IPOs. The determinants may vary with the passage of time as it depends upon the degree of underpricing and influential factors. (INTRO.8, p. 47)

In the examples mentioned above, usage of terms like "have adopted", "over time" and "Over the last four decades" depict the indication of background regarding the topics under discussion. These both examples provide the readers with the process of growth, research and change to understand what already has been accomplished in the relevant fields.

This strategy not only makes the reader aware of the whole background relevant to the development in research but also understand the need of it. Through giving the heading of a background the BMS researchers have not only talked about past but also the prevalent ideas in the present time and society. This helps in making the reader acquainted with the knowledge and pieces of information presented in the research article. Any reader, who is unaware of the prior knowledge of the concerned research, can become familiar with the background of the main topic under discussion and gain understanding of all the reasons behind the whole process of research. The "extended field-dependent knowledge" which is occasionally presented through citations, also depicts the background of topic of research and is defined as "the work of others" by Swales & Feak (2004)

4.3.4 Headings

After the comparative study, it is seen in a few cases that some BMS researchers have used headings for mentioning the Background or History of the topic. Background headings are found in INTRO.12, INTRO.14, INTRO.23, INTRO.27, INTRO.28, INTRO.39, INTRO.40, INTRO.50 and headings of History or Historical Background are found in INTRO.23 and INTRO.37 respectively.

Example 1: 1. Introduction Background (INTRO 39, p.96)

Example 2: 1.1. A Brief History of the Events Under Study (INTRO.37, p.67)

Here in the examples mentioned above, the BMS Researchers have used the heading of the background and subheading of the history regarding the topic under discussion but on the whole BMS Researchers have used many types of headings in BMS RAs. The use of heading has further highlighted that the indication of the background depicts the mention of a background in the proposed research to be inevitable for both the research and the intended readers or researchers.

Generally, the use of headings shows that the BMS researcher wants certain pieces of information to be highlighted and he wants that information to be noticeable among the other facts and figures regarding the topic. This technique not only highlights the previous research and progress regarding the topic in a very conspicuous manner but also gives a powerful impact to the readers. History or background knowledge within the lines and without any prominent indication gets mixed up but the use of headings gives a very clear indication to the readers who are interested in the prior knowledge or research linked to the topic.

4.3.5 Stating Current Knowledge

Stating current knowledge is the main purpose of Making Topic Generalizations. The BMS sesearchers make the readers aware of all the facts and figures in that current scenario. In 17 introduction sections that are INTRO.31, INTRO.24, INTRO.28, INTRO.7, INTRO.9, INTRO.3, INTRO.27, INTRO.28, INTRO.41, INTRO.42, INTRO.43, INTRO.44, INTRO.45, INTRO.46, INTRO.47, INTRO.49 and INTRO.50.

Example 1: In order to help the graduates, make a smooth transition from students to employees, business schools today are offering a number of courses keeping in consideration the employers' job requirements from fresh graduates, who Step into the professional world. (Rainsbury et al., 2002). (INTRO.27, p.126)

Example 2: It is documented that over a short period of time (daily, weekly and monthly) securities' and market returns are serially positively auto- correlated, in addition, others have documented that over long period of time (three and above years) returns show negative correlation (see e.g., Fama & French, 1988; Poterba & Summers, 1988). (INTRO.24, p.81)

In the first example, the BMS researcher has directly stated the current knowledge and scenario regarding the institutes offering courses beneficial for the students for job requirement and employment. However, in second example along with a brief background, the BMS researcher has stated the current state regarding the aspect of market returns. Although these both examples appear to be similar but the styles of usage employed by the BMS researchers introduced distinction between them.

This strategy helps the reader to understand the present situation and significance of that research. It is incredibly essential as to understand the topic or concept under discussion, its current state needs to be analyzed. This not only makes the reader associate with some of the information presented by the BMS researcher but also helps in highlighting the major developments by taking the current state as its base. The latest information is always fundamental to be mentioned as to represent the topic under discussion and its progress research to be most happening and recent. Hence, it has been studied that presence of Move One of Swales CARS (2004) through multiple strategies such as the ones observed above conform to following the moves.

4.3.6 Comparisons

In few research articles BMS researchers draw Comparisons to present Making Topic Generalizations and talk about the pros and cons of certain concepts. This strategy is found in 12 introduction sections that are INTRO.32, INTRO.34, INTRO.21, INTRO.22, INTRO.24, INTRO.12, INTRO.19, INTRO.20, INTRO.1, INTRO.3, INTRO.4 and INTRO.26. The comparison can be drawn between any two ideologies regarding the same topic, methods or solutions regarding the development of the same idea, any two places, countries or companies involved regarding any particular notion or it can be between any two things depending upon the demand of the RAs.

Example 1: Profit maximization is a term applied to utilize the resources of the organization in most efficient way. By utilizing the resources properly, profits will be automatically enhanced (Malcolm, 2003). Unlike Profit maximization, profit optimization is cutting down the unnecessary costs in the production. By optimizing the profits, the firms can occupy a better place in the international markets. (INTRO.34, p.38)

Example 2: It is important to know the accurate value of both PIH and KCF because the latter supports high value of MPC while the former holds a smaller value of MPC compare to the KCF. (INTRO.26, p.114)

The first example compares and contrasts between the concepts of "Profit maximization" and "Profit optimization" however; in the second example the BMS Researcher merely compares the concepts of "PIH and KCF". These both examples depict that how the BMS researchers have drawn a vivid picture in the minds of the readers to understand the key similarities and key differences among the discussed concepts. This strategy gives a vivid idea to the reader of all the strengths and weaknesses regarding the concept under discussion. Additionally, this technique clarifies the ambiguities that might lie in the readers' minds. This technique justifies the progressive research of the relevant concept and the rejection or deficiency of the other.

It can be observed that presenting background of the research is the strategy used in all the BMS Journals and in most of RAs. Apart from that, Explanation and Current State are also provided in most of the BMS RAs that shed light on the topics under discussion. The findings show that the constant use of Move One of Swales (2004) by the BMS RA authors constantly confirm the presence of moves and certain schematic structures being followed.

4.4 Conclusion

Through the exploratory study of the BMS RAs, it has been observed that all the BMS authors utilized Making Topic Generalizations using various techniques and strategies. Mentioning of the Background was extensively observed in all the BMS journals. In addition to that, mentioning of Current state, Explanation, History and Comparisons were also employed by the BMS researchers to generalize the topic frequently. Moreover, it is observed that making topic generalizations was either detected once or more than once in the BMS introductions and appeared either in the beginning or later blended with Reviewing Items of previous research or other Moves. It proposes that all the BMS Researchers have found it extremely important to generalize the topics under discussion so that the readers associate with it effortlessly and understand their utility and significance with relevance to the current situation and scenario. Rhetorical move strcutres and schematic patterns are present in the samples

under study and this signifies the importance of boundaries being followed by the authors of BMS RAs. Pedagogically, the steps discussed above could be used in the genre-instruction strategies for the undergraduates of the Business and Management Sciences discourse community.

Making topic generalizations has been found in 100% of the BMS RAs, hence, the pedagogical implication should direct the undergraduates to be able to use language to achieve the target through explaining the significance, bringing in history, background, use of headings, stating current knowledge, and drawing comparisons.

PART C: Studying Previous Researches and the Repetitive Nature of Move One

4.5 Reviewing Items of Previous Research

In Move One of Swales CARS (2004), the authors are supposed to review previous researches in order to support the topic. (Yasin & Qamariah, 2014, p.35). According to Swales (1990, 2004), Reviewing Items of Previous Research is required in Move One which further adds authenticity and credibility to the topic of research and also makes a claim about that particular topic. This also supports readers' understanding, comprehension and enhances their knowledge regarding the topic under discussion. Swales, (2004) confirmed that "citations are required in Move 1" (Yasin & Qamariah, 2014, p.40). However, in revised Swales Model (2004), this technique is not observed to be the part of Move One.

Reviewing items of previous research is found to be the most frequently used technique throughout the research articles confirming following the first Move and its Swales (2004) schematic patterns as proposed through CARS model.. The BMS researchers acknowledge the other researchers or the authors through this strategy. This acknowledgement not only adds influence and conviction to the work of the BMS researcher who applies it regarding that concept it but also pays a tribute to all those who have already done research on that particular topic.

Through this technique the readers also get to know about the previous work or research on the concerned topic and the can further understand the whole process of research, development or progress regarding the topic under discussion in a much better way. Furthermore, the BMS author must discuss, argue and develop upon the research

already done reading the selected topic and after that he can further add some more important references and facts into his own synthesis and join in the argument or investigation through proper channel.

4.5.1 Types of Citations

There are two main types of citations used by the BMS Researchers in their RAs.

1. Integral citation
2. Non integral citation

After the exploratory study of RAs, it has been observed that the citation has been found in 42 introduction sections that are INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.37, INTRO.38, INTRO.39, INTRO.21, INTRO.22, INTRO.23, INTRO.24, INTRO.25, INTRO.26, INTRO.27, INTRO.29, INTRO.30 INTRO.12, INTRO.13, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.19, INTRO.20, INTRO.6, INTRO.8, INTRO.9, INTRO.10, INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.5, INTRO.41, INTRO.42, INTRO.43, INTRO.44, INTRO.47, INTRO.49 and INTRO.50.

It can be observed through the data presented above and figures 4.2 – 4.6 that the journals of JB and PBR display the use of citations more regularly than the other journals as in the other three journals; three BMS RAs each do not display the use of citations at all.

a. Integral Citation

According to Lakic (2010), it is the type of citation in which the BMS Researcher is mentioned in any of the four ways that are

1. As a subject
2. As an object in the passive voice sentence.
3. As a part of an adverbial modifier
4. As a part of a post modifier

After the comparative study of the RAs it is observed that many BMS researchers used Integral Citation to acknowledge their research or work. In Integral citation more emphasis can be seen on the BMS researcher. It further

adds significance to the topic under discussion and present topic generalization

Example: According to La Porta, et al. (1999), corporate governance is "a set of mechanisms with the help of which outsiders safeguard themselves against expropriation by the insiders. Insiders include both managers and controlling shareholders". (INTRO.18, p.102)

b. **Non Integral Citation**

After the detailed study of all research articles, it has been found that many BMS researchers have used this strategy to acknowledge the work of other researchers and through Non Integral Citation, more emphasis on the research work or its progress is depicted.

Example: Growth of financial sectors should be based on challengeable funds, well- organized functioning activities, optimum consumption of resource and trustworthy financial structure (Raza, 2001; Shah & Jan, 2014) but banking performance inversely related with merger as well as acquisition activities (Abbas & Shehzad., 2014). (INTRO.39, p.96)

If we analyze both examples of Integral and non-Integral citations mentioned above, it can be observed that in the former example, the researcher who is being quoted directly is emphasized more rather than the later in which the research is given more emphasis than the concerned researcher.

Table 4.2 below shares the findings of integral and non-integral citation in BMS introductions of RAs.

Table 4.2: Occurrence of Integral and Non-Integral Citations in BMS Introductions.

Introduction Sections with Integral Citations	Introduction Sections with Non-Integral Citations
INTRO.1	INTRO.2
INTRO.2	INTRO.3
INTRO.3	INTRO.4
INTRO.6	INTRO.5
INTRO.8	INTRO.8
INTRO.9	INTRO.9

INTRO.13	INTRO.10
INTRO.15	INTRO.12
INTRO.17	INTRO.13
INTRO.18	INTRO.14
INTRO.19	INTRO.15
INTRO.20	INTRO.16
INTRO.24	INTRO.17
INTRO.25	INTRO.18
INTRO.26	INTRO.19
INTRO.27	INTRO.20
INTRO.31	INTRO.21
INTRO.32	INTRO.22
INTRO.34	INTRO.23
INTRO.35	INTRO.24
INTRO.37	INTRO.25
INTRO.39	INTRO.27
INTRO.41	INTRO.29
INTRO.42	INTRO.31
INTRO.43	INTRO.32
INTRO.44	INTRO.33
INTRO.47	INTRO.34
INTRO.49	INTRO.35
INTRO.50	INTRO.37
	INTRO.38
	INTRO.39
	INTRO.41
	INTRO.42
	INTRO.43
	INTRO.44
	INTRO.49
	INTRO.50
Occurrence in RAs= 70%	Occurrence in RAs= 90%

Table 4.2 shows that Non-Integral citation is found to be more frequently used than the Integral citation. Though these both types serve the same purpose, it has been depicted that the majority has chosen to put more prominence on the research of other researchers rather than the researchers of those researches. This has both the negative and positive aspects as the mentioning of the researcher definitely does attribute the researcher in the most befitting manner however, not mentioning the researcher might support the viewpoint of the BMS authors that it is actually the research that holds great significance and the reference from the research without the mentioning of the researcher serves the purpose. The analysis depicts that presence of Move One of Swales CARS (2004) is quiet evident in the samples and the authors from the BMS community follow move patterns to create a synchronized schematic structure.

The genre-instructors and the research methodology instructors are required to work collaboratively with the BMS undergraduates for developing genre-based, language-specific instruction for the teaching of making a choice between the integral and non-integral citations. Since both the types of citations have been found in all the BMS RAs, the phenomenon indicates the importance of its instruction.

4.5.2 Citations Embedded with Step 1, Claiming Centrality

Again Step 1. Claiming centrality can be mentioned through citations as well. Most of the BMS researchers use citations to depict the importance of the topic under discussion. It is found the in 24 introduction sections Citation is embedded with Step 1. Claiming Centrality that are INTRO.2, INTRO.4, INTRO.9, INTRO.10, INTRO.12, INTRO.14, INTRO.15, INTRO.17, INTRO.18, INTRO.21, INTRO.22, INTRO.23, INTRO.25, INTRO.29, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.38, INTRO.41, INTRO.44, INTRO.47, INTRO.49 and INTRO.50.

> **Example 1:** Risk analysis and management is a comprehensive and systematic way of identifying, analyzing and responding to risks to achieve the project objectives (PMBOK, 2007) (INTRO.2, p. 29)

Through citations, the BMS researchers have not only attributed the previous researches done on the same topic but have also added more legitimacy and magnitude to the proposed issue. Instead of mentioning BMS researchers' own view regarding the significance of the topic, they have used citations to bring in more impact through the mention of other creditable work already done in the same field. This not only shows

BMS researchers' humility but also acknowledgment of the work on which they have constructed his current research. This also highlights the presence of Move One being followed by the BMS RA authors in order to respect the boundaries of the discourse community in Pakistan.

4.5.3 Citations with Step 1. Making Topic Generalizations

Again Making Topic Generalizations can be mentioned through citations as well. This shows that what other researchers think about the concerned topic in the present scenario and the facts that are already mentioned regarding that present time. It is observed that many BMS researchers use citations presenting the current scenario of that research instead of mentioning their own observations or views. It is found that in 35 introduction sections Citation is embedded with Step 1 Making Topic Generalizations that are INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.37, INTRO.39, INTRO.2, INTRO.3, INTRO.4, INTRO.5, INTRO.6, INTRO.8, INTRO.9, INTRO.10, INTRO.12, INTRO.14, INTRO.15, INTRO.17, INTRO.18, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.23, INTRO.24, INTRO.27, INTRO.29, INTRO.41, INTRO.42, INTRO.43, INTRO.44, INTRO.47, INTRO.49 and INTRO.50

> **Example 1:** Consequently most of individuals consider collective work as unsatisfactory experience and have less motivation towards collective goals of the organization. Hoon & Tan (2008) argue that for understanding collective work; studying social loafing, its roots and corollaries are indispensable. (INTRO.20, p.131)

> **Example 2:** The Government's investment in the poultry industry paid off during the 1980-1990's with the domestic production accounting for about 95 percent of chicken meat and eggs in the country (Aning et al, 2008). (INTRO.5, p. 229)

Considering both these examples given above, it has been found that along with the citations, the BMS authors have also inculcated the present or current scenario regarding the research under discussion. This not only multiplies the effect of centrality but also link the prior research with the prevalent situation, again Move One of Swales CARS (2004) model being followed by the researchers and authors from the Business and Management Community in Pakistan. Despite the fact that making Topic

Generalizations is done through other methods or citations, the purpose remains the same. Through citations, the BMS researchers have added more influence and authenticity to the selected topic along with the attribution to those researchers.

	JBE	BR	PBR	GMACS	NICE RJ
■ Citation with Step 1. Claming Centrality	4	5	5	5	5
■ Citation with Step 1. Topic Generalizations	8	7	6	7	7
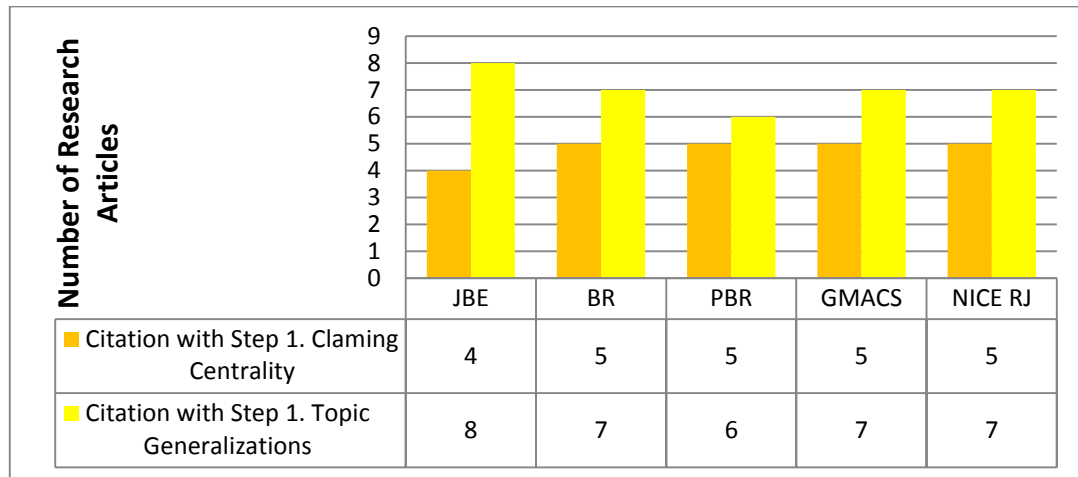
Figure 4.2 : Blending of Citations with Step 1, Claiming Centrality and Making Topic Generalizations, in BMS Introductions.

Through Figure 4.2, it can be clearly observed Citation is blended both with Step 1, making topic generalizations, and Step 1, Claiming Centrality, in BMS Journals but comparatively the ratio of blending of Citations with Making Topic Generalizations is higher than its blending with Claiming Centrality. The effect of blending is so strong that the significance of the topic under research multiplies due to the use of two strategies or techniques simultaneously. The readers are not only successful in understanding the concepts being generalized efficiently by the BMS authors, but also the use of citation blended with this technique, doubles the authenticity and impact of the concept under discussion further uncovering the presence of Move One being followed.

Number of Citations

	1	2	3	4	5	6	7	8	9	10
■JBE	6	7	11	25	0	22	0	6	7	6
■BR	0	4	14	8	16	1	8	10	20	12
■PBR	13	7	5	2	1	16	14	0	9	7
■GMACS	6	4	3	7	16	0	11	5	13	0
■NICE RJ	11	3	6	8	0	0	11	0	33	24
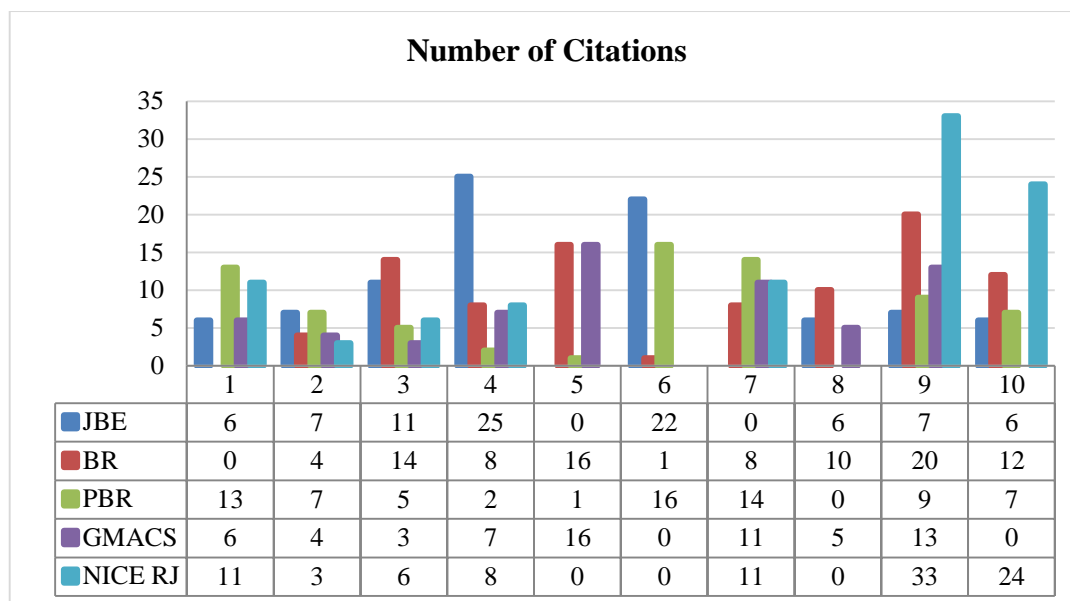
Figure 4.3: Number of Citations as Found in BMS RAs

Through the illustration of Figure 4.3, above, it is evident that we need to introduce the young BMS researchers to the importance of citations as part of Move One of Swales CARS (2004) model to be included while claiming centrality in their writing. This makes the work more authentic, reliable, and valid.

The decision-making of the phenomenon i.e. use of citation either with Step 1 a or Step 1 b can be taught throuhg genre-based authentic materials. Their analysis and synthesis shall be helpful in empowering them to be the decision makers in their genre-production.

4.6 The Repetitive Nature of Move One

After the comparative study of all the research articles,it has been observed that Move One can be seen repeatedly in all the other moves. In Move Two Occupying the Niche and Move Three Establishing the Niche, we can observe the amalgamation of both the Steps of Move One. Step 1. Claiming centrality and Making Topic Generalizations are seen in both Move Two and Move Three that bring in significance of the topic thoroughly and the current research or progress in the present scenario respectively. Most of all Citations are observed vigorously throughout the other Moves. Though, this is not the part of Move One yet its effect is to claim centrality and thus, this technique is immensely employed by nearly all the BMS researchers. Through this technique the BMS researcher keeps on adding ultimate accuracy and certainty to the

other parts by referring to the research work of other researchers. Citation further adds a variety of opinions and research on the same topic regarding the idea that the BMS researcher introduces it with.

> **Example:** Unfortunately, current trends in organizations (e.g. downsizing and reorganization) often result in the creation of new or re-designed jobs (Howard, 1996). (Step c. with Move Two) (INTRO.14, p.79)

The amalgamation of Move One, step c with other Move Two here clearly indicates that how important it is for the BMS researchers to have repeated references of the significance of the topic under discussion through different techniques because unintentionally, the readers not only are convinced thoroughly but also realize the seriousness and magnitude of the matter under discussion.

4.6.1 Step 1. Claiming Centrality throughout the Introduction

It is found in many RAs that the Step 1. Claiming centrality is embedded in other Moves. This strategy heightens the impact of research or the topic under discussion from every angle and every dimension. Claiming centrality in Move Two and Move Three not only increases the gravity of the problem associated to it but also the dire need to fill the gap through further research or development regarding that topic. The continuous amalgamation of Claiming Centrality into other Moves repetitively makes the reader realize the importance of the concept throughout the Introduction section with great impact and they link and relate each and every part to the significance of the concept easily. This further strengthens the phenomenon under study that Swales Moves are being followed by the BMS RA authors in Pakistan.

4.6.2 Citation throughout the Introduction

In many RAs, Citation is found throughout the introduction. Citation always helps in demonstrating the investigation and ideologies of other researchers. Through this the BMS Researcher adds continuous references in Move Two Occupying the Niche and Move Three Establishing The Niche that further adds additional strength and validity to the representation of troubles regarding the topic under discussion and the solution given in accordance with them. It further depicts the strategy of the BMS researcher to introduce the prior discussion about the concerned topic, issue or solution and join in making his own contribution in relevance with it.

4.6.3 Step 1. Making Topic Generalizations throughout Introduction

In many RAs, Making Topic Generalizations can be observed throughout the introduction. Through this technique the BMS researchers inculcate the current situation or scenario regarding the topic under discussion. This not only deals with Move One Establishing the Territory but also Move Two Occupying the Niche and Move Three Establishing the Niche. In such cases Making Topic Generalizations not only talks about the problems or gaps found into the research work but also the solutions and ways to overcome the gap. This technique continuously introduces the recent or current situation or progress prevalent in the society or time. So, with the help of this technique the reader stays connected with both the current situation and the further research that has been mentioned by the BMS researcher.

Table 4.3: Repetition of Step 1 in BMS Introductions

Introduction Numbers	Step 1a. Claiming Centrality	Step 1b. Making Topic Generalization
INTRO.1	√	√
INTRO.2	√	√
INTRO.3	√	√
INTRO.4	√	√
INTRO.5	√	×
INTRO.6	×	√
INTRO.7	√	√
INTRO.8	×	√
INTRO.9	√	√
INTRO.10	√	√
INTRO.11	√	√
INTRO.12	√	√
INTRO.13	×	√
INTRO.14	√	√
INTRO.15	√	√
INTRO.16	√	×
INTRO.17	√	√
INTRO.18	√	√
INTRO.19	√	√

INTRO.20	√	√
INTRO.21	√	√
INTRO.22	√	√
INTRO.23	√	√
INTRO.24	×	√
INTRO.25	√	√
INTRO.26	×	√
INTRO.27	√	√
INTRO.28	×	×
INTRO.29	√	×
INTRO.30	√	×
INTRO.31	√	√
INTRO.32	√	√
INTRO.33	√	√
INTRO.34	√	√
INTRO.35	√	√
INTRO.36	√	√
INTRO.37	√	√
INTRO.38	√	√
INTRO.39	√	√
INTRO.40	√	√
INTRO.41	√	√
INTRO.42	√	√
INTRO.43	√	√
INTRO.44	×	√
INTRO.45	√	×
INTRO.46	√	√
INTRO.47	√	√
INTRO.48	√	√
INTRO.49	√	√
INTRO.50	√	√
Percentage of Repetition	86%	88%

It can be vividly observed through Table 4.3 that Move One has been found to be blended in with Move Two and Move Three in most of the BMS RAs throughout the introduction. However, comparatively Step 1b. Making topic generalizations is observed to be blended in throughout the introduction more recurrently than Claiming Centrality. Any research is considered to be most efficiently produced if it is according to the latest or recent information, standard and progression. Frequency of use of Making topic generalization, very well explains the realization of the BMS researchers regarding the effectiveness of this technique and its dire requirement in the recent times.

Table 4.4 shows that there are many cases in which Citation is blended with Move One. There is one BMS introduction in which Move One is completely missing. This table shows that there has been a great variety of orders of occurrence of steps displayed in the Research Articles mentioned above which proposes that the BMS Researchers have served the purpose efficiently and resourcefully according to the requirement of the Research Article through molding a model, blending the steps and moves and changing the order of steps.

Table 4.4: Order of Blending of Move One with Citation in BMS Introductions.

Introduction Numbers	Blending of Move One with Citation and their Observed Orders of Occurrence in BMS RAs
INTRO.6, 27	Making Topic Generalizations ⟶ Citation
INTRO.7, 11, 36, 48	Claiming centrality ⟶ Making Topic Generalizations
INTRO.8, 25	Claiming Centrality + Making Topic Generalizations ⟶ Citation.
INTRO.9, 14	Making Topic Generalizations + Citation Claiming ⟶ Centrality
INTRO.13	Move Two ⟶ Move Three
INTRO.23, 32, 34, 38	Claiming Centrality + Citation ⟶ Making Topic Generalizations
INTRO.24	Citation ⟶ Making Topic Generalizations
INTRO.28, 40, 46	Making Topic Generalizations ⟶ Claiming Centrality

The repetitative nature of Move One can be addressed in genre-based instruction through discussion sessions held with students after they have read, and

reread the mentor-text for the same characteristics of Move One. This decision, once again, can be best made by the BMS RA author through authentic genre-resources.

4.7 Conclusion

Step 1. Making Topic Generalizations has been found in 33 BMS RAs, however, Step 1. Claiming Centrality is found in 39 BMS RAs. Apart from the presence of Move One of Swales Creating a Research Space Model (2004) in BMS RAs, it has also been observed that Citation is dominant throughout the introduction as this technique not only acknowledges the works of other researchers but also supports the presented facts and topic of research. After the comparative study it is observed that Citation was occasionally blended with Claiming Centrality of Move One and other Moves as well. Citation was found in most of the introductions of BMS RAs either in the beginning or middle. This proposes that the attribution to both the prior researchers and prior researches was greatly and intentionally prioritized by the BMS Researchers and this is the most prominent of the techniques that adds authenticity to the Researches. The number of citations also varied depending upon the requirement of the RAs however, Non-Integral citation was found more frequently than the Integral Citations depicting profound emphasis and focus on the research or associated references rather than the mention of the researchers.

Hence, the analysis of Move One depicts that the active engagement of move one identification strategies, as well as the conventions of steps, shall be an integral part of the classroom instruction for the BMS discourse community at the undergraduate level. This shall be achieved through reviewing items of the previous research with the help of integral and non-integral citations, teaching strategies to embed citations with claiming centrality and making topic generalizations. Another important factor to take note of is the repetitive nature of move one. The genre-instruction of choosing the right language to repeat move one in any way may be brought into pedagogical consideration of opting between doing so by claiming centrality through the introduction, citing throughout the introduction, and making topic generalizations thorughtout the introduction. Orders of blending move one with citations can also be discussed with the undergraduate students of BMS with the aid of the present research.

This was a complete analysis of Move One from Swales CARS revised-model (2004). The next chapter studies Move Two.

CHAPTER 5

MOVE TWO: ESTABLISHING A NICHE

According to Swales' Model of CARS (2004), there are two main steps of Move Two: Establishing a Niche, as follows:

- Step 1a. By indicating a gap in the previous research or
- Step 1b. By adding to what is known
- Step 2. Presenting positive justification

Through this Move, the BMS RA author introduces an opposing point of view highlighting a gap in prior research and then develops a research problem around it. Moreover, the BMS researcher raises some key points regarding the gap found in the prior research and extends the prior research and further illuminates the research problem.

This chapter studies if Move Two of Swales CARS (2004) model is followed by the research article authors from the community of Business and Management Sciences in Pakistan. It also studies the move patterns and their relevant significance in the light of the research questions. Move Two, as proposed by Swales (2004) is supported by indicating a gap or adding to what is known previously. Indicating a gap actually presents a problem or the gap that is required to be filled and the limitation that is needed to be resolved by the writer through further development and research regarding the topic under discussion. Moreover, pedagogical implications of the presence of Swalesian Steps in each one of the Moves has also been discussed.

This chapter is divided into two main parts.

Part A includes the exploratory study of the Move Two as followed by the BMS RAs authors through analyzing variant strategies found in them.. Firstly 5.1 Counter Claiming is discussed which is followed by the 5.2 Step 1a. Indicating a gap. The indicating of gap in BMS RAs is discussed with reference to both 5.2.1 indicating a gap in the world and 5.2.2 indicating a gap in research. Moreover, 5.2.3 Indicators of gap present all the indicators of gap in all the BMS RAs. In addition to that, 5.2.4 Gap statements highlighting author's personal view, 5.2.5 Gap through citation, 5.2.6 Indication of a gap in the beginning, 5.2.7 Short gap statements, 5.2.8 Lengthy gap

statements and 5.2.9 Headings of a problem follow discussing some of the ways and in which the gaps are indicated in BMS RAs.

In Part B, firstly, the cases are discussed in which no gap or indirect gap is indicated that is indicative of Step 1b. Adding to what is known. Later on, 5.3.1 Step 2 Presenting positive justification is discussed in detail. After that, 5.3.2 Gap statements blended with explanation, 5.3.3 Gap statements blended with history, 5.3.4 Gap statements blended with background and 5.3.5 Gap statements blended with current state are discussed in great detail with reference to the example from BMS RAs. After that, 5.3.6 blending of Move Two with Move One and 5.3.7 Bending of Move Two with Move Three are mentioned followed by 5.4 Question raising and 5.5 continuing a tradition in the end

PART A: Studying Move Two of BMS RAs

5.1 Counter Claiming

The first strategy of Move Two as proposed by Swales CARS (2004) model that is found in many of the BMS RAs is Counter Claiming. It is the action through which the BMS researcher introduces an opposing point of view highlighting a gap in prior research that has undermined the prevailing argument (Lakic, 2010). Out of 50 BMS RAs counter claiming is observed in 17 introduction sections that are INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.6, INTRO.13, INTRO.14, INTRO.18, INTRO.20, INTRO.24, INTRO.26, INTRO.37, INTRO.40, INTRO.42, INTRO.43, INTRO.45 and INTRO.50.

> **Example 1:** Allais (1953) discovered a systematic violation of EUH known as 'Allais Paradox.' Like other paradoxes; it should have discredited both EUH as a tool and risk aversion as its underlying principle. However, it created doubts about EUH and not about risk aversion; rather it strengthened the conviction of risk aversion. (INTRO.1, p. 131)

> **Example 2:** A fundamental assumption of traditional job analysis is that the information about a job as it presently exists is useful for developing selection procedures because the job will be similar in the future (Schneider and Konz, 1989). Unfortunately, current trends in organizations (e.g. downsizing and

reorganization) often result in the creation of new or re-designed jobs. (INTRO.14, p.79)

In the examples discussed above, the BMS RA authors have first introduced the main concepts under discussion and then they have pointed out the gap through the use of contrastive word "However" and a negative adverb "Unfortunately" respectively. Thus, through this strategy the BMS researchers have introduced the loop hole regarding the research very smoothly and ended up in counter claiming the issue concerning the prior research. Through this technique, the BMS researchers have actually challenged the earlier researches in case of their insufficient provision of concerned knowledge as they did not address all the essential aspects relevant to the topic under discussion.

Through this technique, the BMS researchers actually make the readers or the other researchers aware of the need of the further discussion or research on the topic under discussion. It not only exhibits the importance of the research but also indicates the loop hole in the prior research to understand the argument even better. This technique is extremely important in order to connect the further development of any research with the previous work done on the same subject.

Counter Claiming

	JBE	BR	PBR	GMACS	NICE RJ
Counter Claiming	5	4	2	2	4
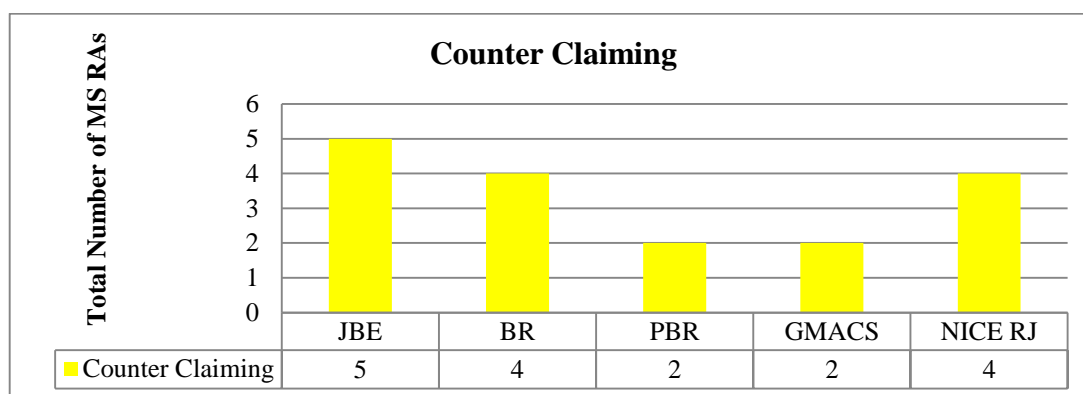
Figure 5.1: Occurrence of Counter Claiming in BMS RAs

It is observed through Figure 5.1 that Counter Claiming is found as part of Swales' Move Two and is the most commonly found in JBE that is 5 BMS RAs and secondly in the journals of BR and NICE RJ with occurrence in 4 BMS RAs which makes this step mandatory for the genre-based instructors to inculcate in their language teaching lessons.

Counter-claiming is an important research skill which should be taught to the BMS undergraduates through active instruction on the types of writing, specifically, argumentative and persuasive styles used by seasonsed authors of RA writers from the field of Business and Management Sciences. Basic styles of writing, tone, audience analysis, and purpose of argument are some of the most important pointers for the ESP/Genre Instrcutors to take into account while lesson planning.

5.2 Indicating a Gap

The main step of Move Two is Indicating a Gap which is also step 1a. This is the most important step of Move Two and serves the most important purpose that is to emphasize the gap in the prior research and develop a research problem around it as it does not sufficiently deal with all the queries and problems related to it. Out of 50 BMS RAs indicating of a gap is directly observed in 37 introduction sections. This shows how Swales CARS (2004) model's Move Two has been followed by BMS RA authors. INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.5, INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.11, INTRO.12, INTRO.13, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.19, INTRO.20, INTRO.22, INTRO.23, INTRO.24, INTRO.26, INTRO.27, INTRO.28, INTRO.31, INTRO.35, INTRO.37, INTRO.40, INTRO.41, INTRO.42, INTRO.43, INTRO.45, INTRO.46, INTRO.47, INTRO.48 and INTRO.50 show the presence of Move Two through indication of a gap.

> **Example 1:** After two decades in 1990's the amount of trade improved and the average amount almost doubled. *But still*, the quantity of trade between two countries is *very low* as compared to their potentials. (INTRO.12, p.35)

> **Example 2:** The progress of insurance industry in Pakistan has *not* been very impressive, *yet* the industry is *not too tiny* to be *ignored.* (INTRO.22, p.23)

In the examples above, it can be observed that apart from the conjunctions, verbs and negatives, adjectives are also used to highlight a gap and same can be observed in most of the examples as well. Through this technique, the BMS researcher also elucidates the understudied area of the research or concerned literature. This step withholds great significance as it clearly brings out the weaknesses in the prior research and makes the reader or the researcher analyze the exact problem that needs to be resolved through further study, research or development. By highlighting the gap, it makes it easier for the BMS researcher to establish the problem in the prior research

before the readers so that they can appreciate and recognize the importance of the current research and the BMS researcher's intention of making a relevant contribution. According to Field & Gillett (2010), the most common way to indicate a gap regarding the topic of research is that the writer uses any negative term that brings the readers to realize that Move One has finished and now the writer is about to introduce the gap concerning the proposed research however, sometimes the Researchers also use other "contrastive statements" that are also indicative of any loop holes regarding the research but less negative in nature. Such has been observed in 37 out of 50 samples under study.

	JBE	BR	PBR	GMACS	NICE RJ
Indicating a Gap	10	9	6	4	8
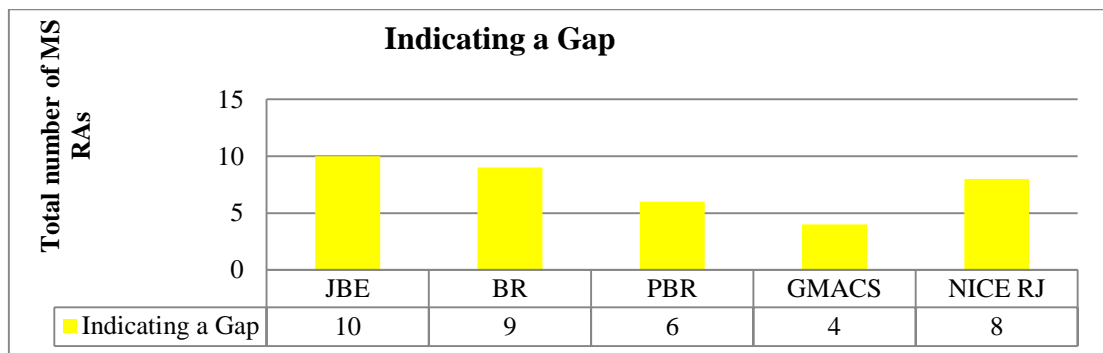
Figure 5.2: Occurrence of Indicating a Gap in BMS RAs

It is observed through Fig 5.2 that Move Two of Swales CARS (2004) model, Indicating a gap, is most frequently detected in all the BMS RAs of JBE and also quite recurrently in BMS RAs of BR and NICE RJ with 9 and 8 BMS RAs respectively. However, in the BMS journals of PBR and GMACS Indication of Gap is found in 6 and 4 BMS RAs respectively. The BMS RAs that do not display the use of Indication of a Gap confirm that they are merely based on the further investigation, exploration and examination regarding the topics that have been previously studied and researched about whereas in other cases it is found to be profoundly helpful.

5.2.1 Indicating a Gap in the World

This is the action through which the gap or the problem is indicated concerning the topic under discussion with reference to the real world or present scenario. It varies from research to research as some of the BMS researchers talk about the weakness specifically related to the topic of research while others generally talk about the weakness found in any particular field concerning a place, organization or object that exist in the real world. In 28 BMS RAs INTRO.2, INTRO.3, INTRO.5, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.11, INTRO.12, INTRO.13, INTRO.14,

INTRO.15, INTRO.17, INTRO.21, INTRO.22, INTRO.23, INTRO.27, INTRO.28, INTRO.31, INTRO.34, INTRO.40, INTRO.41, INTRO.42, INTRO.45, INTRO.46, INTRO.47, INTRO.48 and INTRO.49, the gap is indicated with reference to the real world scenario, which shows BMS RA authors' conformity to Move Two of Swales CARS (2004) Model

> **Example 1:** There are certain models of risk analysis and management that are available specifically for detailed analysis but no particular model is available from the oil and gas perspective and particularly for those projects which are executed under EPC contracts in a very risky environment such as Pakistan. (INTRO.2, p.151)

> **Example 2:** Financial managers are facing problems in accurately determining the optimal capital structure. (INTRO.17, p.73)

In the examples given above, the first example shows the gap existing regarding the oil and gas projects in "Pakistan" that is considered to be a "risky" setting and the example shows the problem prevalent regarding the "capital structure". The first example appears to be explained at length however, the second one is brief and straight but they both depict the problems or gaps prevalent in the real scenario or world. Indicating a Gap in the world makes the research more acceptable and applicable practically. It also makes it more relatable for the desired audience.

5.2.2 Indicating a Gap in Research

This is the action through which the BMS researcher talks about the gap or the problem regarding the topic or the research under discussion. This basically deals with the research only that is developed and discussed theoretically by the BMS researcher. This gap can be observed specifically with reference to the presented research or literature. It completely depends on the topic of research that is selected by the BMS researcher and the established gap that whether it argues about any gap regarding the research based on conceptions and ideologies theoretically or the subjects that relate to the problems faced in the real world. In 11 BMS RAs that are INTRO.1, INTRO.4, INTRO.6, INTRO.16, INTRO.18, INTRO.20, INTRO.24, INTRO.26, INTRO.37, INTRO.43 and INTRO.50 the gap is indicated with reference to the presented research.

Example 1: Allais (1953) discovered a systematic violation of EUH known as 'Allais Paradox.' Like other paradoxes; it should have discredited both EUH as a tool and risk aversion as its underlying principle. However, it created doubts about EUH and not about risk aversion; rather it strengthened the conviction of risk aversion. (INTRO.1, p. 131)

Example 2: However, no study in the past has evaluated the impact of these variables on the brand equity of Internet Service Providing brands (ISPs) of Pakistan. (INTRO. 50, p. 74)

In the first example mentioned above, the gap is regarding "Allais Paradox" and the consequences and affects linked to it, however, in second example the gap is regarding the "variables" on another factor linked to it. Thus, both the examples depict the indication of the gap in research. In these examples too, the lengths of the indication of gaps vary as the former is lengthy and the latter is brief as compared to the first one yet it conveys its point thoroughly. Indication of the gap in research gives readers a clear picture that exactly which areas are expected to be dealt proficiently keeping in mind the area of concern that has been ignored in any aspect.

Through the comparative study, it is observed that the indicating of a gap in the research is 72% , however, indicating a gap in the world is 28% ,which is quite less so that means the BMS researchers mostly state the gap with reference to the topic under discussion. It is also indicative of the fact that most of the topics discussed in BMS journals are demonstrating the researches that are being planned to fill up the gaps and loop holes prevalent regarding these concepts examined earlier rather than discussing the topics and their flaws discovered concerning their practical implication in the real world.

5.2.3 Indicators of Gap

In order to indicate the use of gap in following Move Two of Swales BMS RA authors, they have used many types of indicators and terms to highlight the problem statement or the flaw concerning the topic under discussion. Through these indicators, it becomes very convenient for both the BMS researcher and the reader to elucidate and identify the problem respectively. There is a variety of indicators used in the BMS RAs demonstrating the limitation regarding the topic of research.

5.2.3.1 Grammatical Indicators

A variety of grammatical items are found in most of the BMS RAs that indicate the occurrence of Indicating a Gap, hence, Move Two, as shown in Table 5.1.

Table 5.1: Occurrence of Grammatical Indicators of Gap in BMS RAs

Introduction Number	Grammatical Indicators
INTRO.1	However
INTRO.2	But, no
INTRO.4	Despite
INTRO.5	Nonetheless
INTRO.6	Although, yet, However, no
INTRO.7	Ever since
INTRO.9	However, still
INTRO.10	However
INTRO.12	But still
INTRO.13	But
INTRO.14	Unfortunately, neither, nor
INTRO.15	However, still, not only, but
INTRO.17	Whereas, still, not
INTRO.22	Yet, not
INTRO.23	While, otherwise
INTRO.24	Not, in contrast,
INTRO.26	However, not,
INTRO.28	Yet, not
INTRO.31	However
INTRO.32	But
INTRO.34	Whereas
INTRO.35	Although, but, Not
INTRO.37	But
INTRO.41	Not only, but
INTRO.42	Despite, however
INTRO.43	Unfortunately, still, no
INTRO.45	However, not
INTRO.46	Not,
INTRO.47	On the contrary, not
INTRO.49	But, not
INTRO.50	however no
Total number	**31**

It can be observed through Table 5.1 that there is a variety of indicators used in BMS RAs. Many categories such as conjunctions, negatives and quantifiers depicting a gap mainly indicate a problem and issues of BMS RAs exhibit the use of indicators. Furthermore, it can be easily noticed that the indicator that is used in BMS RAs most recurrently is *No/not* that is used in 12 BMS RAs. Likewise, the indicator *However* is used in 10 introduction sections and conjunction *But* depicting the gap occur in 8 introductions of BMS RAs. It can be observed that as compared to the words like "no" and "not" other terms such as "However" and "but" bring a mild and less negative effect to the indication of gap. Through the use of grammatical indicators, the BMS researcher have made the effect of indicating a gap less negative and direct as these indicators just indicate the contrastive statements rather than the flaw in the prior research.

5.2.3.2 Nouns Indicating a Gap

The variety of nouns indicating gap statements in BMS RAs further strengthens the investigation by highlighting evident presence of Move Two in the samples. The usage of nouns to indicate a problem associated with the proposed research provides the readers with an exact idea that whether the gap is a short coming, doubt, difference, deviation or any other problem. All the nouns indicating a gap or a problem, and conforming Move Two of Swales CARS (2004) being followed in the BMS RAs are mentioned below in Table 5.2.

Table 5.2: Occurrence of Nouns Indicating a Gap in BMS RAs

Introduction Number	Indicators
INTRO.1	Doubts, problem
INTRO.2	Discrepancy
INTRO.3	Perils, problems
INTRO.5	Decline
INTRO.6	Gap
INTRO.7	Turmoil, decline, crisis
INTRO.8	Problem
INTRO.10	Ups and downs, rigidities
INTRO.12	Deficit, instability
INTRO.14	Downsizing

INTRO.16	Gap
INTRO.17	Barrier, problems
INTRO.19	Need, gap
INTRO.20	Shortcomings,
INTRO.26	Gap
INTRO.27	Problem
INTRO.28	Problem, cost
INTRO.31	Challenge
INTRO.35	Problem, exploitation,
INTRO.40	Problem, conflict, disagreement,
INTRO.41	Problem
INTRO.43	Issues
INTRO.46	Attention, barrier
INTRO.48	Problem
INTRO.49	Problems
Total number	**25**

The noun occurring most frequently is *Problem* that is found in 11 BMS RAs. Nouns can very well explain the level and kind of a gap mentioned by the BMS researcher linked with the research. Though these indicators might emerge to be negative in nature, yet, they give a vivid depiction of the intensity and seriousness of the mentioned gap. These nouns also depict a clear picture that the Gap is either just a little issue or a serious problem. Hence, it signifies that learning to use appropriate use of nouns should be an important part of genre-based language learning in order to meet the boundaries set the discourse community of BMS in Pakistan.

5.2.3.3 Adjectives Indicating a Gap

Showing the use of Move Two of CARS model by Swales (2004), there is a variety of adjectives used in BMS RAs to indicate a gap in BMS RAs. The use of adjectives holding a negative connotation unquestionably reduces the positive effect of the discussion of any concept, prior research or study under examination. All the adjectives used are mentioned below in Table 5.3.

Table 5.3: Occurrence of Adjectives Indicating a Gap in BMS RAs

Introduction Number	Indicators
INTRO.2	Difficult , Risky unwanted
INTRO.4	Very few
INTRO.6	Critical
INTRO.9	New
INTRO.12	Low, discouraging
INTRO.13	Unexplored
INTRO.14	Untenable
INTRO.16	Hidden
INTRO.17	Smallest
INTRO.18	Little, negative
INTRO.19	Low
INTRO.20	Unable, inferior, unsatisfactory
INTRO.21	Lack of
INTRO.22	Small, too tiny
INTRO.23	Inefficient, unstable, poor
INTRO.26	Crucial, short,
INTRO.27	Inconsistent
INTRO.28	Ineffective
INTRO.31	Difficult
INTRO.35	Mismanaged
INTRO.37	Limited , inconclusive
INTRO.42	Small, low, poor
INTRO.43	Serious
INTRO.46	Adverse, poor
INTRO.49	Least productive, negligible
Total number	**25**

The use of adjectives used in the BMS RAs to highlight the gap in the proposed research definitely portrays the degree and extent of the gap concerning the research under discussion. However, it additionally makes it convenient for both the BMS researchers and the readers to explicate and figure out the nature of the gap respectively. A large variety of adjectives indicating a gap were found in the samples. It suggests that

50% of the BMS authors chose to use such adjectives to create a stronger impact, half of them still chose to use neutralized word forms to indicate a gap. Hence, it can be safely said that this strategy can be left optional when it comes to using it while producing the part-genre but it is also good to keep track of how Move Two of Swales CARS (2004) has been followed by half of the authors from the BMS community in Pakistan.

5.2.3.4 Adverbs Indicating a Gap

Adverbs used in BMS RAs indicate a gap basically depict the intensity of the gap. All the adverbs used are mentioned below in Table 5.4.

Table 5.4: Occurrence of Adverbs Indicating a Gap in BMS RAs

Introduction Number	Indicators
INTRO.7	Negatively
INTRO.27	Gruesomely
INTRO.40	Seriously
Total number	**3**

The use of adverbs is the technique that has been minimally used due to its less effective nature. Creating a gap is highly effective through the use of grammatical indicators, nouns or adjectives rather than adverbs and that is why the BMS researchers have adopted a sensible choice of not using the adverbs frequently as it does not appear to be greatly effective.

5.2.3.5 Verbs Indicating a Gap

Verbs indicating a gap in the research are very significant especially through the use of verbs holding negative connotations. There is a variety of verbs used by the BMS researchers following CARS' Move Two (Swales, 2004) in the BMS RAs, as can be observed through Table 5.5.

Table 5.5: Occurrence of Verbs Indicating a Gap in BMS RAs

Introduction Number	Indicators
INTRO.11	Needs to
INTRO.13	Remains
INTRO.16	Needs to
INTRO.15	Trying, entangling, befitting
INTRO.21	Ignored
INTRO.23	Cancelled
INTRO.27	Lack
INTRO.27	Demands
INTRO.34	Needs
INTRO.35	Demands
INTRO.40	Effecting
INTRO.42	Hindering
INTRO.45	Diminishing
INTRO.46	Fails
Total number	**14**

It can be clearly observed through Table 5.5 that the use of *adjectives* and *grammatical indicators* to indicate the problems is most frequently found in most of the BMS RAs in Research Journals to indicate gap. The BMS researchers have expressed their point of view regarding the gap of the research more competently and proficiently because the actions do have a very powerful effect on the whole process and the indication of the steps of any process. To highlight any discrepancy or trouble regarding any aspect, progress or evolution of the research, the BMS researchers have employed certain verbs indicating the issue or the necessary measures to be taken delicately and indirectly. These verbs also highlight the intensity of the discrepancy regarding any research that whether the flaw has been at a minor level or it had been dealt extremely defectively.

Occurences of Indicators of Gap

BMS RAs	JBE	BR	PBR	GMACS	NICE RJ
■ Grammatical indicators	8	5	5	5	8
■ Nouns	8	6	3	3	5
■ Verbs	0	4	3	3	3
■ Adverbs	1	0	1	0	1
■ Adjectives	4	8	6	3	4
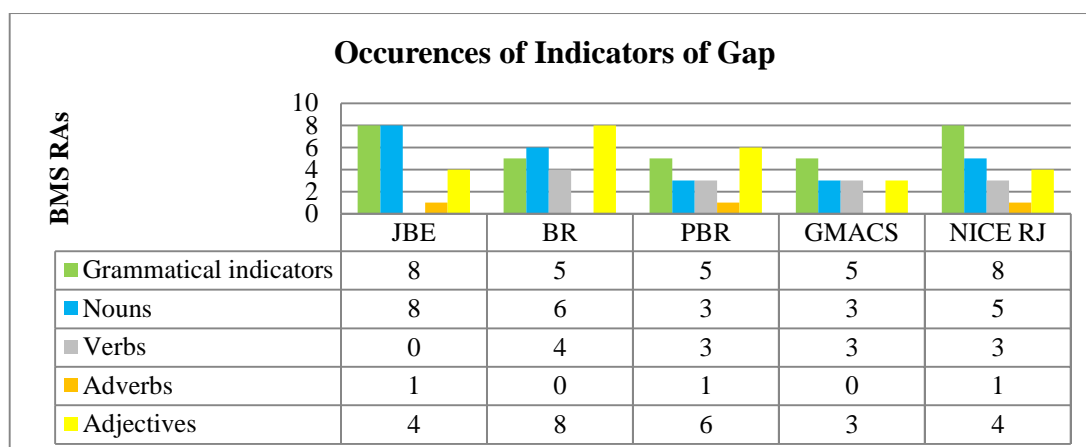
Figure 5.3: Comparison between Occurrences of Different Indicators of Gap in BMS RAs

Figure 5.3 represents the comparative occurrences of different indicators of gap. It can be seen that other than adverbs, all other indicators including grammatical forms, nouns, verbs and adjectives have been used the BMS authors, rather sparingly. It should be further kept in mind the BMS researchers have used a variety of terms indicating a gap regarding the topics under discussion (mostly the amalgamation of negative and less negative terms) so that the validity and legitimacy of the works of other researchers should not be challenged or marred.

5.2.4 Gap Statements Highlighting Author's Personal View

Rather than presenting the gap statement through citation or blending it with any other Move, sometimes BMS researchers have just stated the gap statement according to their exploration and judgment. In 19 BMS RAs that are INTRO.1, INTRO.2, INTRO.3, INTRO.6, INTRO.12, INTRO.13, INTRO.16, INTRO.17, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.28, INTRO.37, INTRO.43, INTRO.46, INTRO.47, INTRO.49 and INTRO.50 BMS Researchers have presented a gap statement according to their own point of view.

> **Example 1:** Yet, in Pakistan TNA is not given the importance before training which leads to ineffective training and hence training is then seen as more of a cost rather than investment. (INTRO.28, p.163)

> **Example 2:** A limited literature exists on the impact of political, terrorist and natural events on the stock returns behavior of a country. (INTRO.37, p.67)

In both the examples mentioned above, the BMS researchers are expressing their own view point regarding the topics under discussion. These both examples are indicative of BMS researchers' own research, exploration, discovery and observation. It is also observed that instead of relying on another source to second their opinion, the BMS researchers are communicating their own perceptions and findings regarding the topics of research. That undoubtedly depicts the BMS researcher's personal touch and finding. It illustrates that the BMS researcher does not depend on any other reference to present the flaw concerning the topic under discussion and presents his own approach. Mostly, those BMS researchers use these techniques who are either the first ones to report the particular gap regarding the topic under discussion or those who really want to add an individual element to the research without attribution to any other factor or researcher, hence, Swales' CARS' (2004) Move Two can be observed being followed

5.2.5 Gap through Citation

Many BMS researchers have introduced gap statements through citations. In 11 BMS RAs that are INTRO.3, INTRO.4, INTRO.14, INTRO.15, INTRO.18, INTRO.21, INTRO.24, INTRO.31, INTRO.35, INTRO.41 and INTRO.50 gap is indicated through citations.

> **Example 1:** Unfortunately, current trends in organizations (e.g. downsizing and reorganization) often result in the creation of new or re-designed jobs (Howard, 1996). (INTRO.14, p.79)

> **Example 2:** However, customer satisfaction and service attributes are difficult to measure since they are intangible thus placing a high challenge for the organizations survive in this competitive arena (Hong et al., 2004; Nguyen and Leblanc, 1998). (INTRO.31, p.12)

In both the examples, the BMS researchers have discussed the same issues that had already been highlighted by other researchers previously but some of the aspects like "trends in organization" and "customer satisfaction and service attributes" needed more attention and investigation. That is why these issues have been re-opted and chosen by the other researchers for further development and progression. Side by side, citations employed by the BMS researchers indicate their acknowledgment of the preceding researchers and their work which in return adds more authenticity to the

recent work. This technique not only acknowledges the previous researches and the researchers simultaneously but also adds authenticity and conviction to the argument. Through this technique the BMS researcher depicts that the gap has already been recognized by the other researchers and that the existing research is purely the extension of the prior study and provides solution of the same problem already investigated and explored by the other researchers. Citation further adds a touch of agreement and conformity to Move Two. Additionally, it also makes Move Two to embed with Move One. Thus, it also acquires element of centrality and significance exceedingly.

Total number of BMS RAs	JBE	BR	PBR	GMACS	NICE RJ
■ Indicating a Gap through writer's personal view	4	5	3	1	5
■ Indicating a Gap through Citation	2	3	2	2	2
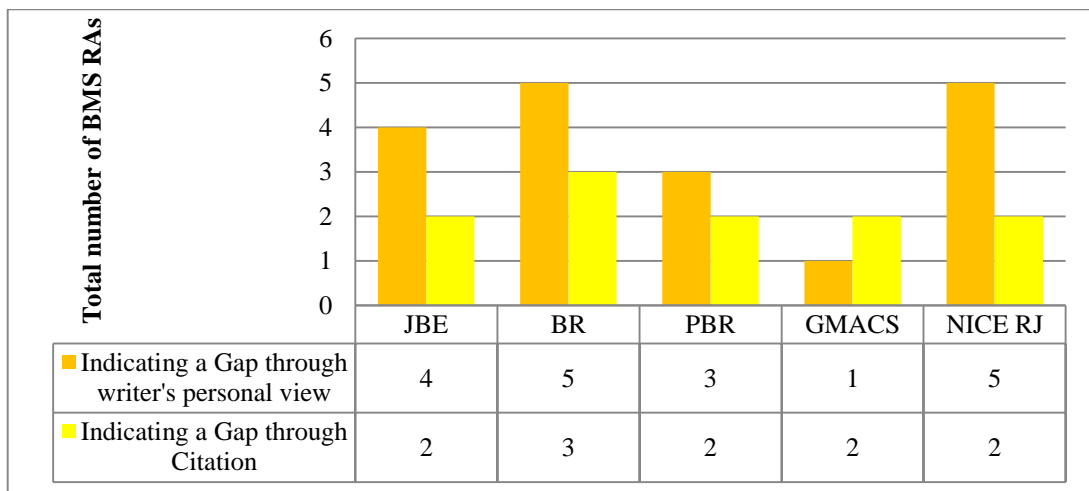
Figure 5.4: Comparison between the Indicating of Gap through Citation or through BMS Researcher's Personal View

It is observed through Figure 5.4 that Indicating a Gap through author's personal view is observed quite frequently in the BMS RAs rather than indicating a Gap through Citation which shows that the BMS researchers prefer to present their own observation regarding the gap instead of others' observations and analyses. It also shows that most of the researchers have discovered the issues and troubles through their own investigation and exploration and these issues were never thought upon earlier. This factor not only makes the research original but also unmarked by any other researcher in the field of research.

5.2.6 Indication of a Gap in the Beginning

Through the comparative study it is noticed that many BMS researchers have introduced the gap in the very beginning of the introduction section. In 9 BMS RAs that are INTRO.3, INTRO.6, INTRO.13, INTRO.20, INTRO.31, INTRO.40, INTRO.41,

INTRO.43 and INTRO.46 the gap statements are introduced in the beginning of the introduction sections.

Example 1: Perils of information asymmetry are vastly prevalent in market interactions these days. (INTRO.3, p. 171)

Example 2: Complex and dynamic operations have made organizations and industries unable to carry out their work through individualistic approach and thus create a need for group work. (INTRO.20, p.131)

In these two examples mentioned above, the former shows the indication of the gap through "Perils" and the latter shows the indication of a gap through "unable" and "need". These both examples are a vivid representation of the BMS researchers' eagerness to discuss the problems associated with the topics and introducing these problems to the readers without any delay. These BMS researchers have introduced Move Two even before Move One which puts great emphasis on the core motivations and reasons behind the proposed researches in shape of problems regarding the topics under discussion. This shows that the BMS researchers really put great emphasis on the problem that required the whole research and such serious consideration.

This technique not only depicts that more than every other detail the BMS researcher wants his readers to know about the critical problem of the research but also he wishes the readers to have a lucid idea in the very beginning about the dire need of the whole investigation. The beginning of any RA is expected to be with Move One, however, some of the BMS researchers choose to start with the problem of the research and so this not only gives a unique impact but also provides a different impression to the reader. Indicating a gap at the very beginning really captivates the attention of the reader making the introduction of the RA more thought provoking.
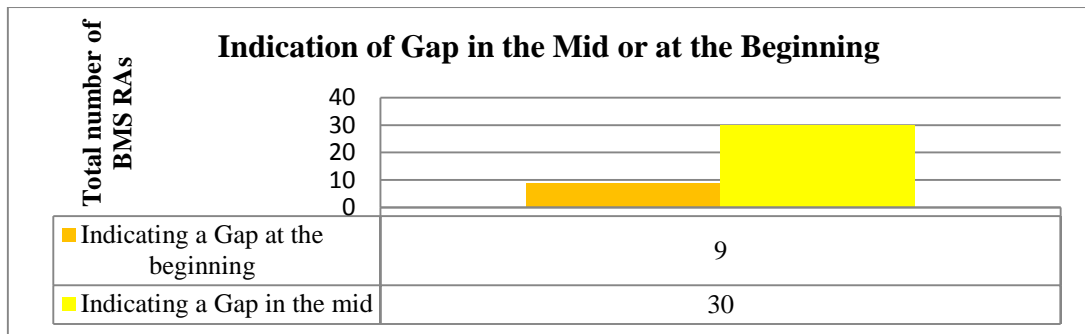
Figure 5.5: Comparison between the Indicating of Gap in the Mid or at the Beginning of Introductions of BMS RAs

It is clearly observed through Figure 5.5 that mostly the gap is indicated in the mid of the introductions of BMS RAs rather than in the beginning. It also shows that mostly the BMS researchers have taken care of the accuracy of the sequence of steps of other Moves especially Move Two as, they have found claiming of the centrality more important to be discussed in the beginning rather than the discussion of the main issue or Gap in order and to make the readers aware of the significance of the topic under discussion in the very start. It also presents to a reader a formal start and a little bit of a brain storming session before directly jumping onto a Gap.

5.2.7 Short Gap Statements

Many BMS researchers have utilized short gap statements to state the problem associated with the topic of research. Short gap statements are observed in 12 BMS RAs that are INTRO.3, INTRO.10, INTRO.12, INTRO.16, INTRO.17, INTRO.18, INTRO.22, INTRO.23, INTRO.26, INTRO.37, INTRO.45 and INTRO.47.

> **Example 1:** However, the ups and downs in the agricultural exports show the presence of structural rigidities in the export sector. (INTRO.10, p. 115)

> **Example 2:** However, the literature does not deal with two crucial issues related to the consumption function. (INTRO.26, p.114)

In the example mentioned above, it is observed that the use of terms like "rigidities" and "does not" indicate the gap in a very precise manner. However, it can be observed that the degree of negativity and level of intensity and gravity of the issues concerning the topics under discussion vary because of the varied selection of the words. The usage of "does not", sounds more negative and direct rather than the usage

of "rigidities" because the latter is surrounded with other positive connotative words making this gap indicator less direct and negative. This technique helps not only the BMS researcher to state the gap instantaneously but also the reader to get the complete idea of the whole issue promptly around which the research revolves. Short gap statements are though short in size but contain brevity and strength to convey the entire problem to the reader or the researcher at an instant. It is observed that less negatively connotative words prove to be less offensive towards any other research or researcher plus depicts BMS Researcher's reverence towards the other piece of work as well.

5.2.8 Lengthy Gap Statements

Lengthy gap statements are employed by many BMS researchers to state the problem concerning the topic under discussion. Mostly, the BMS researchers use lengthy statements because they need to express the problem in great detail. Either they blend the problem in with any other Move or they wish to explain the problem along with the complete prior knowledge attached to it. Except for short gap statement, all the gap statements are lengthy gap statements.

> **Example 1:** From the background it can be derived that TNA plays an effective role in employee development and their performance. Yet, in Pakistan TNA is not given the importance before training which leads to ineffective training and hence training is then seen as more of a cost rather than investment. (INTRO.28, p.163)

> **Example 2:** Moreover all of the three views as explained by Boudoukh, Richardson & Whitelaw (1994) in their study that markets are inefficient, or risk premium are unstable and helps in returns predictability, or that bubbles, fads, and overreaction account for returns predictability could be argued to exist in the peculiar Pakistani stock market. Investors' response to information could be either in form of over -or under-reaction due to investors' human limitations or investors limited focus and interest in certain market and assets (Barberis, Shleifer & Vishny, 1998). (INTRO.24, p.82)

From the examples mentioned above, we can perceive that the former example is discussed at great length due to the whole inculcation of claiming of centrality in the very first line including the meticulous reference to the background regarding the issue declared. However, the latter example does not display the use of background rather it

depicts the employment of explanation through the discussion of different aspects, repercussions and effects on different fields relevant to it. In addition to that, the BMS researcher of the latter example has also brought into use citations from other researchers and their works. Thus, we can observe that both the indications of gaps are different in nature due to varied styles of the BMS Researchers.

	JBE	BR	PBR	GMACS	NICE RJ
Lengthy Gap statements	8	7	3	5	7
Short Gap statements	2	4	3	1	2
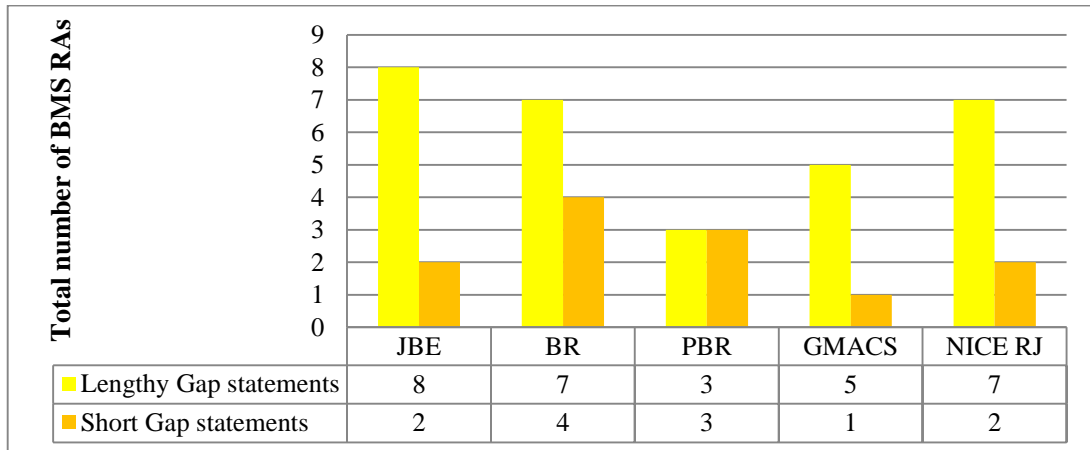
Figure 5.6: Occurrence of the Lengthy Gap Statements and the Short Gap Statements in BMS RAs

It can be seen through Figure 5.6 that mostly lengthy gap statements are employed by the BMS researcher in order to indicate the gap in BMS RAs which is indicative of the fact that most of the BMS researchers preferred to discuss the gaps regarding the topics of research along with methodical explanation, consequences, current states or backgrounds etc. rather than mentioning the gaps without dissecting them to their core. This also shows that the BMS researchers have kept in view the requirement of the readers to comprehend and relate to the matters being researched scrupulously. This is helpful in most of the cases as the reader incapable of grasping the intensity and complexity of the problem can easily comprehend the need of the research with ease. Lengthy statements explain, communicate and dissect the problem up to the requirement of either the uniqueness of research or the unawareness of the reader.

5.2.9 Headings of a Problem

In some BMS RAs subheadings are observed where the BMS researchers have provided additional information regarding the topic of research. The need of

mentioning subheadings as a separate move was discussed by (Crookes, 1986; Holmes, 1997; Öztürk, 2007) but no version of CARS model included it as a separate move.

Many BMS researchers have incorporate headings in the BMS RAs that signify a problem or a gap regarding the topic under discussion. In 6 BMS RAs that are INTRO.2, INTRO.27, INTRO.28, INTRO.35, INTRO.48 and INTRO.50 headings of a problem are being found.

Example 1: Research Problem: The management of business schools constantly endeavors to increase the employability2 of their business graduates because the corporate sector demands a lot of professionalism. (INTRO.27, p.127)

Example 2: Problem Statement: In the past several studies have been carried out to assess CBBE of brands offering various types of services. A number of researchers have used the model proposed by Aaker (1991) to measure the impact of perceived quality, brand loyalty, brand awareness, brand association and proprietary brand assets on brand equity. (INTRO.50, p. 76)

In the example mentioned above, it is observed that the BMS researchers though have used the headings to highlight the gaps regarding the topics under discussion but the information given below in both the examples mentioned above, shows a discrepancy in nature. In the former example, the BMS researcher has used the terms "endeavors" and "demands" that indicate the problem regarding the topic of research but in the latter example, the BMS researcher did not use any such term indicating the problem or a gap directly. Rather, the BMS researcher started off with giving a detailed explanation of the background of researches carried out previously regarding the proposed issue. This technique of mentioning a heading not only stresses the gap concerning the research but also makes it convenient for the readers to locate the foremost problem that needs to be addressed by the BMS researcher and around which the whole research revolves. Giving a separate heading not only makes the issue conspicuous but also provides a great detail about the weakness in prior research or the existing problem in relation to the real world. Giving a separate heading of a problem also keeps it from blending in with other Moves and makes it appear as a distinctive Move.

Headings Indicating a Problem	JBE	BR	PBR	GMACS	NICE RJ
Headings Indicating a Problem	1	0	2	1	2
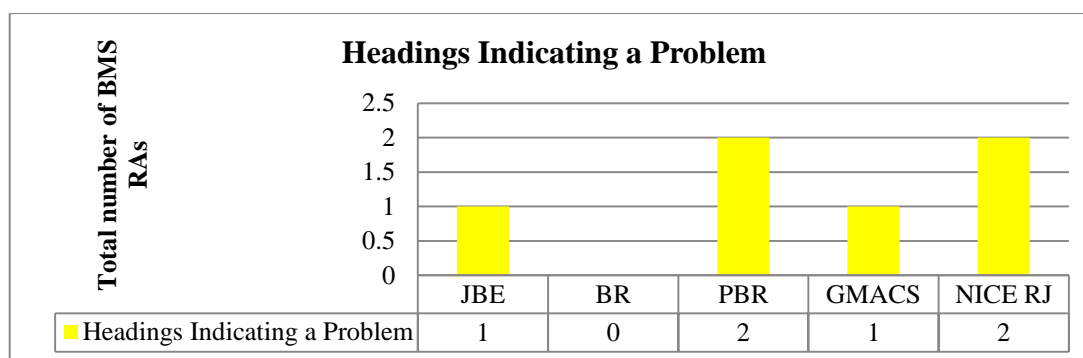
Figure 5.7: Occurrence of Headings Indicating a Problem in BMS RAs

Through Figure 5.7, it is evident that the technique of mentioning a heading not only stresses the gap concerning the research but also makes it convenient for the readers to locate the foremost problem that needs to be addressed by the BMS researcher and around which the whole research revolves. Giving a separate heading not only makes the issue conspicuous but also provides a great detail about the weakness in prior research or the existing problem in relation to the real world. Giving a separate heading of a problem also keeps it from blending in with other Moves and makes it appear as a distinctive Move.

5.3 Conclusion

Through the comparative study of BMS RAs, it has been observed that the strategy of Counter Claiming is found in some of the RAs, however, the main step of Move Two of Swales CARS (2004) model, Indicating a Gap, is introduced in most of the BMS RAs through different techniques and strategies. Indicating a Gap is established through indicators not only in the mid of the introduction sections but at the beginning and the end as well. Moreover, the gap is indicated either in BMS researchers' own point of view or through citations expressed through lengthy or short gap statements. This proposes that most of the BMS researchers did not stick to the same style of introducing a Gap and they have introduced the problem or the discrepancy regarding the research the way it was required according to the BMS RAs. However, it was observed that mostly the Gaps were introduced in the mid of the BMS RAs after making the readers aware of the significance of the topic under discussion which is the most suitable way of indicating any Gap regarding any research rather than abruptly introducing the Gap which might be effective in some cases but is usually found to be a rushed start.

The outcome of the above analysis of Move Two may be included in the genre-based instruction for the following steps. Counter claiming in genre-based writing is an important skill that has been used by all the BMS authors. The same can be exercised in the ESP set up through practising contrastive words and adverbs as per the context of the text. Likewise, using the language to indicate the gaps in research, and the world can be addressed by the genre-instruction on their indicators, such as nouns, adjectives, adverbs, and verbs. The same can be reinforced by exposing the students to gap statements highlighting author's personal view through short and long sentences, and heading of a problem. Once the general step-wise instruction on the impact pf language used for showing gaps in the research is given, the genre-instructors may step up the level by introducing/reinforcing the art of persuasive writing in research. This may first be done at the sentence level, and then taken up to the paragraphs.

PART B: Indication of Gap, Question Raising and Tradition

5.3 No Gap or Indirect Gap also known as Step 1b. Adding to what is known

Many BMS researchers have not included a distinctive indication of a gap instead, sometimes indicating a gap is totally replaced by either Move One or Move Three. In 13 BMS RAs that are INTRO.14, INTRO.21, INTRO.25, INTRO.29, INTRO,30, INTRO.32, INTRO.33, INTRO.34, INTRO.36, INTRO.38, INTRO.39 INTRO.44, and INTRO.49, Step 1b. Adding to what is known has been observed, comfirming Move Two of Swales CARS (2004) model being followed partially

> **Example 1:** By utilizing the resources properly, profits will be automatically enhanced (Malcolm, 2003). Unlike Profit maximization, profit optimization is cutting down the unnecessary costs in the production. By optimizing the profits the firms can occupy a better place in the international markets. Profit optimization is mostly concerned with cutting the costs which incur on wages, production of finished goods, etc. (INTRO.34, p.38)

In the example mentioned above, it is observed that the BMS researcher suggests the ways and factors advantageous in the improvement and further progression of the topic under discussion. It is clearly shown that the BMS researcher has selected the topic that had been examined previously but certain aspects needed more attention,

evolution, investigation, expansion and development. So, the BMS researcher through detailed study has built upon the prior research and contributing in the further elaboration of the aspects that have been left unobserved and unnoticed before.

This depicts that there is no significant problem or issue regarding the topic of research mentioned. However, the prior research is further extended or expanded upon by the BMS researcher. Occasionally, the topic of research has already been discussed by the other researchers but only certain key points need further elaboration and enlightenment. So, for that reason that particular research article does not take account of any indication of a gap or a problem.

Sometimes, the BMS researcher generally discusses certain issues that are observed regarding the topic under discussion which can be resolved through the existing research. But, there is no distinctive indication of a gap and either Move One or Move Three replace indication of a gap, presenting further development and exploration concerning the topic under discussion. This also means that BMS researchers find it sufficient to organize their studies including Move One and Move Three which has also been found in studies by Öztürk, (2007) , and Samraj, (2002b) among others (Yayli, 2014). so, it proposes that merely building upon the prior research can serve the purpose quite efficiently as well.

Comparison between the Occurrence of Gap Statements and Adding to what is Known

BMS RAs

	Introductions of MS RAs
■ Step 1b. Adding to what is known	26%
■ Gap Statement	74%
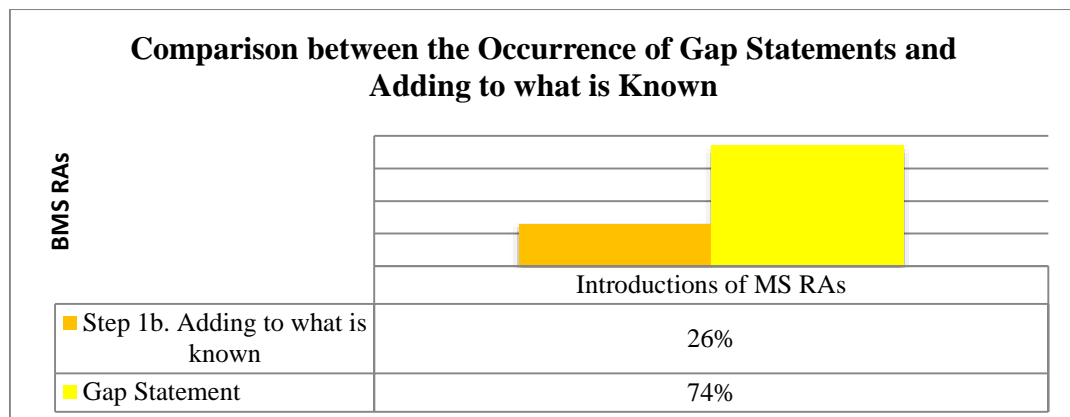
Figure 5.8: Comparison between the Occurrence of Gap Statements and Adding to what is Known in BMS RAs

It can be fairly observed through the data and Figure 5.8 that in most of the BMS RAs the gap is both indicated and observed quite frequently which means that most of the BMS researchers discovered certain loop holes regarding the topics under discussion and have researched to find out the solutions for the problems regarding

those issues. On the other hand, there are eleven articles that do not indicate a direct gap so; the BMS researchers demonstrate that the previous research is extended or consists of any weakness in some way and needs a deeper and more detailed investigation or exploration (Yasin & Qamariah, 2014). It has no negative or positive aspect since Occurrence of Gap Statements and Adding to what is known are merely dependent upon the choice of topic by the BMS Researcher and that whether the prior research was improficiently dealt with or it needed more elaboration and elucidation at some point.

5.3.1 Step 2. Presenting Positive Justification

45 BMS researchers of BMS RAs have presented positive justification regarding the topic under discussion which further adds magnitude and significance to the research. This shows that authors of BMS RAs in Pakistan strongly consider following Move Two of Swales CARS (2004). Except for 5 BMS RAs that are INTRO.43, INTRO.44, INTRO.15, INTRO.20 and INTRO.30 all the BMS RAs exhibit the employment of this technique.

Occurrence of Step 2

	Presenting positive justification
JBE	10
BR	8
PBR	9
GMACS	10
NICE RJ	8
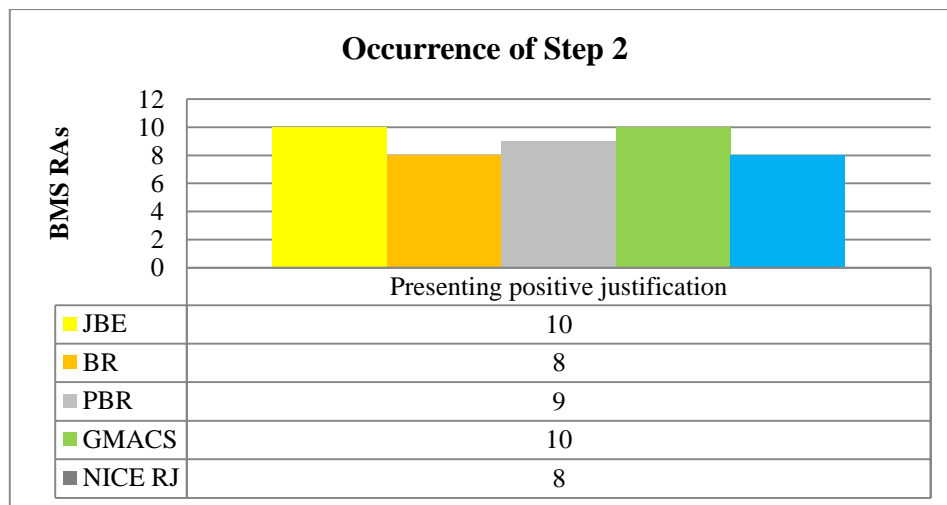
Figure 5.9: Occurrence of Step 2, Presenting Positive Justification in BMS RAs.

It can be observed that 90% of the BMS RAs display the use of Step 2 of Move Two, (45 out of 50).

Example: Banking sector, being the financial institution of a country, needs to equip itself with the latest technology to stay current with the market requirements. ICT no doubt, is necessary to compete with other banks in service

quality. It has now become a serious challenge for the banking sector to cater customers and to retain them. (INTRO.31, p.12)

In the example mentioned above, the BMS researcher has not only talked about the main topic of his research and the gap associated with it through the terms "needs to" and "serious challenge" but side by side, the same information is also acting as a positive justification of whatever the BMS researcher is proposing in his research. The usage of term "no doubt" and "necessary" shows that the BMS researcher is conveying conviction and assurance regarding the information provided about the topic under discussion. Plus, the usage of these terms also depicts the importance of the concept of "ICT". Thus, through mentioning the significance of the concept of "ICT" the positive justification regarding the topic under discussion is elucidated too. Through this the readers not only realize the dire need of the whole process of study and further development regarding the topic of research but also recognize the researcher's reason of selection of the particular topic.

This strategy beholds great importance for the BMS undergraduates as the BMS researchers have been observed providing justification to the intended readers and the researchers regarding the proposed research or the selection of a particular topic. It is extremely important that the justification of announcing any gap regarding the research should also be given because a research is like a case and for that he needs to build up an argument and keeping in mind all the expected doubts of the readers, the BMS researcher must defend it. In this regard, the ESP/Genre instructors once again need to work in collaboration with research methodology professionals and provide authentic materials to the students. The emphasis of the genre-based instruction should be on the use of argumentative language followed by persuasion. If the readers and researchers agree to the view point of the BMS researcher, it means that the proposed research of the BMS researcher is not only being welcomed but also accepted thoroughly.

5.3.2 Gap Statements Blended with Explanation

It is observed through the study that many BMS researchers have introduced the gap statement blended with explanation. In 10 BMS RAs that are INTRO.8, INTRO.11, INTRO.14, INTRO.17, INTRO.20, INTRO.21, INTRO.27, INTRO.41, INTRO.48 and INTRO.49 gap statements are observed to be blended with explanation.

Example: Risk is inevitable and inborn in each and every economic activity. According to Brain, (2001) risk occurs when outcome is uncertain. Risk exists as a part of an environment in which various organizations operate (Shafiq and Nasr, 2010) so each and every business has to face risk. Without taking risk, growth of business is like a nightmare (Asim et al., 2012). Banks like all businesses face various types of risk which arise due to the nature of their activities. (INTRO.21, p.2)

It can be seen that this technique not only brings detail to the problem statement but also makes it quite comprehensible and self-explanatory. This helps both the BMS researcher and the reader to express and comprehend respectively. Furthermore, it is observed that the gap statement blended with explanation also provides accessibility to the addressed problem so it not only gets enlightened itself but also gets support and understanding by the provided connected knowledge.

This blending of the step of Move One with the step of Move Two not only multiplies the effect of the indication of a gap but also the argument presented by the BMS Researcher is further supported. It is observed that Gap Statement blended with explanation is found in 10 of the BMS RAs out of which it is observed the most in NICE RJ. It is felt that the absence of Gap Statement blended with explanation might keep the readers unaware of certain facts regarding the topic under discussion especially the readers who possess little prior knowledge regarding the topic under discussion. This technique is found to be significant and must be used inevitably if it could be.

Gap Statements Blended with Explanation

	JBE	BR	PBR	GMACS	NICE RJ
Gap statements blended with explanation	1	4	2	0	3
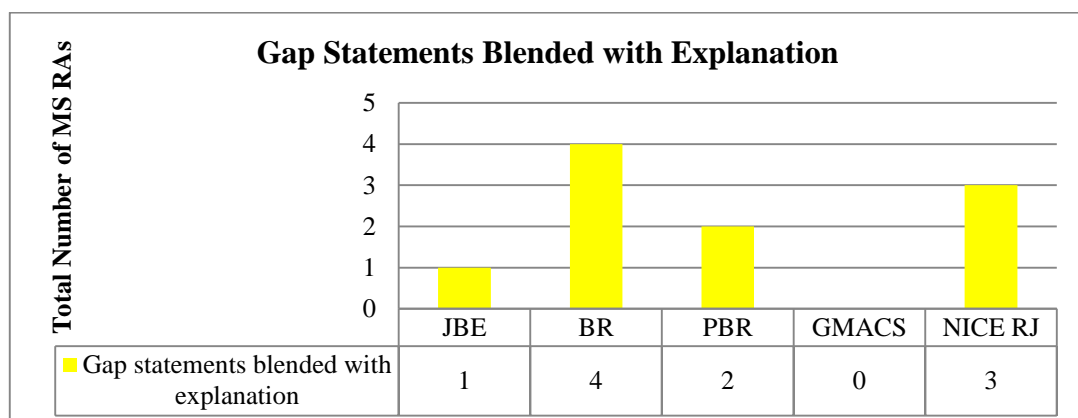
Figure 5.10: Occurrence of Gap Statements Blended with Explanation in BMS RAs

Figure 5.10 depicts that all BMS authors from the selected samples have used the strategy of blending the gap statements with explanation other than GMACS

authors. It will be safe to say that the gap statement blended with explanation also provides accessibility to the addressed problem so it not only gets enlightened itself but also gets support and understanding by the provided connected knowledge.

5.3.3 Gap Statements Blended with History

It has been observed that few BMS researchers have introduced gap statements through blending it with history. In 4 BMS RAs that are INTRO.5, INTRO.7, INTRO.10 and INTRO.22 the gap statements are observed to be blended in with history.

> **Example:** The progress of insurance industry in Pakistan has not been very impressive, yet the industry is not too tiny to be ignored. The assets of insurance industry for both conventional and Islamic counterparts were 386 and 501.8 billion rupee for the years 2009 and 2011, respectively (Economic Survey of Pakistan 2009-10 & 2011). (INTRO.22, p.23)

Referring to the example above, mostly this happens when the BMS researcher wants to let the reader know something about the historical background of that issue or problem. This means, that issue relates to the real world problem. So, in order to provide absolute information about that gap and the continuous transformation regarding the topic, the BMS researcher includes history and blends the gap statement with it. So, the reader analyses the gap thoroughly along with all the ups and downs concerning that topic. Moreover, it provides the reader with historical knowledge that he might be unaware of. It can be seen that Gap statement blended with history is only found in few BMS RAs out of which it is found mostly in BMS RAs of JBE which proposes that The BMS Researchers did not find it important to be discussed. However, this technique proves to be fruitful if utilized and its absence might keep certain strings loose but, the BMS Researchers not using this technique have employed certain other strategies like blending with explanation to keep their readers well informed.
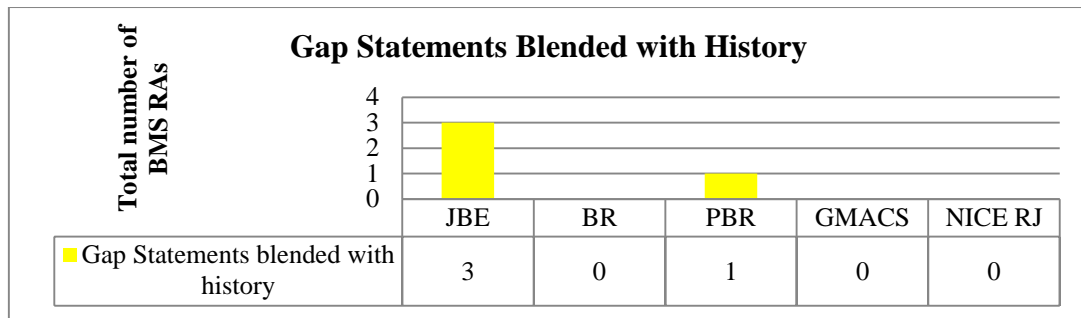
Figure 5.11: Occurrence of Gap Statements Blended with History in BMS RAs

The data of Figure 5.11 suggests that this step can be left optional for the BMS young researchers as most of the authors have left this phenomenon untouched. However, making the learners aware of this step can be beneficial as it is always a good idea to present the new blended with the old.

5.3.4 Gap Statements Blended with Background

It is observed that some of the BMS researchers have blended the gap statement in with the background of both the topic under discussion and the problem linked with it. It is observed that in 6 BMS RAs that are INTRO.14, INTRO.23, INTRO.28, INTRO.40, INTRO.42 and INTRO.45 the gap statement is blended with background of the topic under discussion.

> **Example:** Problem Background: Two are more people form an organization or gathered to complete a common objective in a structured pattern and subsequently for the commonwealth or welfare of the society. The noble job is seriously effecting due disagreements in ways to do a particular task or job. These disagreements perceive as "conflicts". Conflict considers important part of any organizational growth. Some of the researchers have described conflict as positive towards organizational growth and some are against it. Considering modern challenges faced by organization i.e. formation of groups or teams to perform specific tasks, diversified work force, globalization, and other frequent changes, organizational commitment is effecting. (INTRO.40, p.110)

This technique has not only helped the BMS researcher to offer the complete insight into the problem addressed but also the reader got to know about the entire requisite knowledge regarding the topic of research. The provision of prior knowledge through the discussion of background has facilitated the comprehension of the readers

and through that they could link all the connections of the topic with each other naturally.
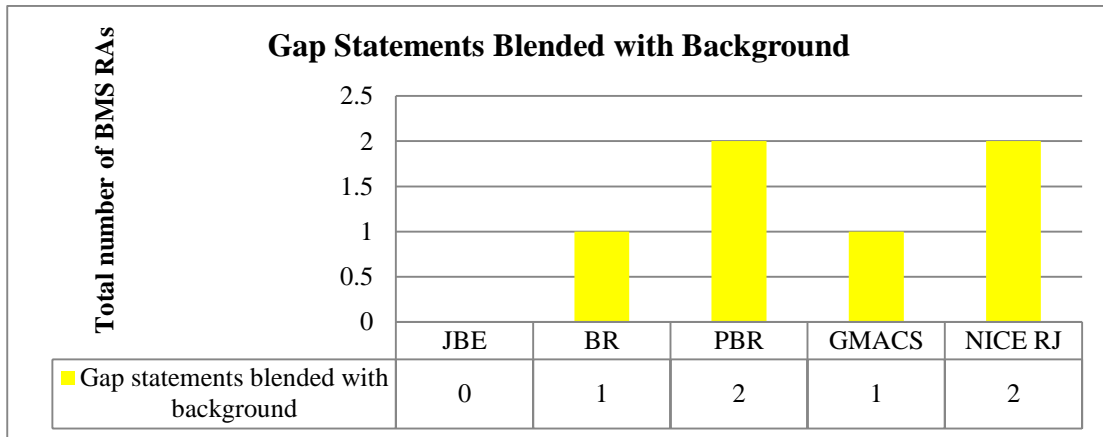
Figure 5.12: Occurrence of Gap Statements Blended with Background in BMS RAs

However, very few of the BMS researchers have brought into use this technique, according to figure 5.12, which can be considered as a weakness at their end because the readers are not always well aware of the background of the topic under discussion. Another aspect can be that the BMS researchers might have analyzed the altitude of the complexity of their topics under discussion which did not require the discussion of the background.

5.3.5 Gap Statements Blended with Current State

Through the comparative study it is also observed that some of the BMS researchers have brought into use the blending of the gap statement with current state or scenario of both problem and the topic under discussion. In 11 introduction sections that are INTRO.3, INTRO.9, INTRO.14, INTRO.15, INTRO.21, INTRO.22, INTRO.28, INTRO.31, INTRO.35, INTRO.43 and INTRO.48 gap statements are blended with current state or scenario.

> **Example:** However, still many organizations are entangling with the concept of the culture of their organization to embrace innovative change and provide agile leadership (Schein, 2010). They are not only trying to profile their organizational culture but befitting with the national cultures of their diverse global operating branches as well (Cameron & Quinn, 2011). (INTRO.15, p.32)

Through this technique the reader gets a fair idea of the existing status of that issue and the prevalent situation especially in the real world. This technique is also very

helpful as the readers can correlate with the issue as some of the mentioned information might also be recognized by the reader. So, it not only familiarize him with the topic and the gap stated by the BMS Researcher but also understand is better thorough current references. However, keeping in view the well aware and up to date readers, very few of the BMS Researchers have blended Gap Statements with Current State which might cause a loose link between the current scenario and the problem highlighted by the BMS Researchers.

Total number of MS RAs	JBE	BR	PBR	GMACS	NICE RJ
Blending with current state	2	2	3	2	2
Blending with background	0	1	2	1	2
Blending with history	3	0	1	0	0
Blending with explanation	1	3	2	0	3
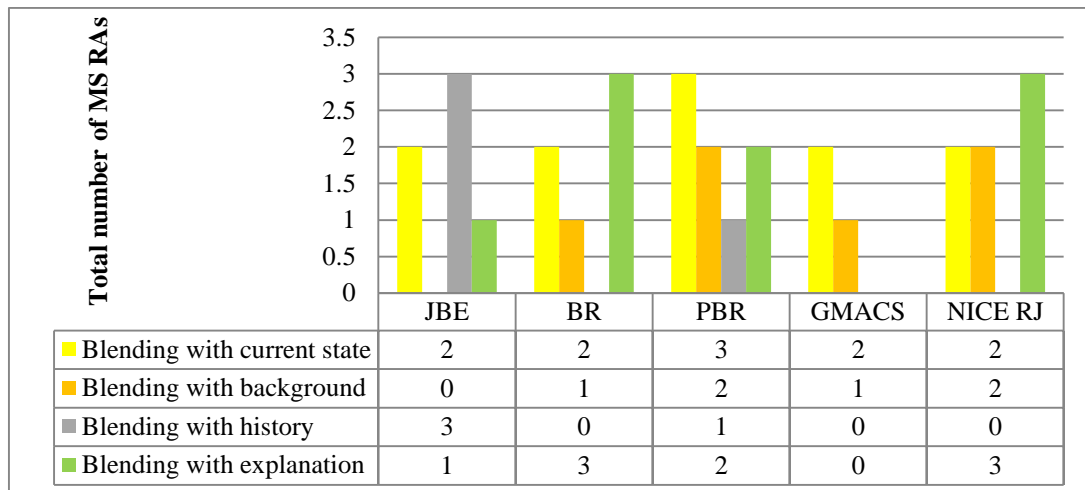
Figure 5.13: Comparison between Types of Blending of Gap Statement with Current State, Background, History and Explanation

As shown in Fig 5.13, it can be observed that the gap is blended quite frequently with the current state as compared to other steps of Move One in BMS and found in most of the BMS RAs which is indicative of the fact that the BMS researchers preferred to relate the gap with the current scenario to make the research more recent, latest and up to date. This, feature is unquestionably one of the most important ones in the production of any RA. Undoubtedly, it is also noticed that be it to a minor level but blending of a gap with either Current state, History, Background or Explanation really acts as a tool to further clarify many doubts about the concepts under discussion and also lead the targeted audience to the complete and flawless understanding of the issue.

5.3.6 Blending of Move Two with Move One

In most of the cases out of 50 BMS RAs it is observed that the majority of the BMS researchers have blended indicating of the gap with any of the steps of Move One. Out of 50 BMS RAs 32 introduction sections show the blending of Move Two with Move One. The introductions are INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.5,

INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.11, INTRO.12, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.23, INTRO.24, INTRO.26, INTRO.27, INTRO.31, INTRO.32, INTRO.34, INTRO.35, INTRO.37, INTRO.40, INTRO.41, INTRO.42, INTRO.43, INTRO.45, INTRO.47, INTRO.48, INTRO.49 and INTRO.50.

> **Example 1:** Moreover all of the three views as explained by Boudoukh, Richardson, and Whitelaw, (1994) in their study that markets are inefficient, or risk premium are unstable and helps in returns predictability, or that bubbles, fads, and overreaction account for returns predictability could be argued to exist in the peculiar Pakistani stock market. Investors' response to information could be either in form of over -or under-reaction due to investors' human limitations or investors limited focus and interest in certain market and assets (Barberis, Shleifer and Vishny, 1998). (INTRO.24, p.82)

> **Example 2:** Nonetheless, since 2000/2001, there has been an increasing decline in output from Ghana's poultry sub-sector particularly poultry meat (broiler) production. (INTRO.5, p. 229)

It can be clearly observed that Step 1 Claiming Centrality of Move One is found most frequently blended with Move Two in most of the BMS RAs. This blending provides a diverse effect to the structure of RA. Through this technique, the BMS researchers have actually blended the problem of the topic under discussion with the type of information that is required for the further elaboration of the gap. The gap blended with Step 1 Claiming Centrality of Move One which is observed quite often while the gap is observed to be blended a little less frequently with step 1 Making topic generalization of Move One. This blending technique provides extra information and detail to the proposed problem and sometimes the Move Two is completely replaced by Move One. So, there is either no gap or an indirect gap which is homogeneously blended with the other move. Side by side it also proposes that nearly all of the BMS Researchers have blended the gap with any of the parts of move one except for a few which depicts the smart and proficient side of the BMS Researchers to present their research along with the facilitation they have continuously offered to their targeted audience through introducing significance or generalization of the proposed problems regarding the topics under discussion wherever most needed.

Table 5.6: Occurrence of Step of Move One with Move Two

Introduction Number	Move One	
	Step 1 Claiming Centrality	Step 1 Making Topic Generalizations
INTRO.1	√	×
INTRO.2	×	×
INTRO.3	√	√
INTRO.4	√	×
INTRO.5	×	√
INTRO.6	×	×
INTRO.7	√	√
INTRO.8	√	√
INTRO.9	√	√
INTRO.10	√	√
INTRO.11	×	√
INTRO.12	×	×
INTRO.13	√	×
INTRO.14	√	√
INTRO.15	×	√
INTRO.16	×	×
INTRO.17	√	√
INTRO.18	√	×
INTRO.19	×	×
INTRO.20	×	√
INTRO.21	×	√
INTRO.22	√	√
INTRO.23	×	√
INTRO.24	×	×
INTRO.25	√	×
INTRO.26	×	×
INTRO.27	×	√
INTRO.28	√	√
INTRO.29	√	×
INTRO.30	√	×

INTRO.31	×	√
INTRO.32	√	×
INTRO.33	√	×
INTRO.34	×	×
INTRO.35	×	√
INTRO.36	√	×
INTRO.37	×	×
INTRO.38	√	×
INTRO.39	√	×
INTRO.40	√	√
INTRO.41	×	√
INTRO.42	×	√
INTRO.43	×	√
INTRO.44	√	×
INTRO.45	√	√
INTRO.46	√	×
INTRO.47	×	×
INTRO.48	√	√
INTRO.49	√	√
INTRO.50	√	×
Percentage	**56%**	**50%**

Table 5.6 shows the frequency of occurrence of move one with move two. It is evident that the BMS authors consider blending steps of move one with move two as this does not bind them to a particular pattern of writing a text. It is important to consider that this step was found in random patterns which suggests that the presence of moves is important to BMS authors rather than their sequence of occurrence.

5.3.7 Bending of Move Two with Move Three

In some of the RAs it is observed that Move Two is blended in with Move Three. Out of 50 introduction sections 29 introduction sections that are INTRO.1, INTRO.4, INTRO.5, INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.11, INTRO.12, INTRO.13, INTRO.15, INTRO.16, INTRO.18, INTRO.19, INTRO.20, INTRO.22, INTRO.24, INTRO.26, INTRO.27, INTRO.31, INTRO.32, INTRO.35,

INTRO.37, INTRO.41, INTRO.44, INTRO.46, INTRO.49 and INTRO.50 display blending of Move Two with Move Three.

> **Example:** However, no study in the past has evaluated the impact of these variables on the brand equity of Internet Service Providing brands (ISPs) of Pakistan. This study aims to identify the main variables forming brand equity of ISPs and their significance. (INTRO.50, p. 76)

So, it is observed that Move Two is blended with Move One usually throughout the BMS RAs which is calculated up to 80% however, blending of Move Two with Move three is calculated up to 58%. It clearly shows that sometimes after disclosing all about the aim and purpose of the study the BMS researcher introduces the gap or the problem regarding the research as the reader needs to know about the solution rather than the problem presented by the BMS researcher or Positive justification is blended in with Move Three. It completely depends upon the researcher and the requirement of the RA that which part he needs to emphasize before and more. It just gives a shift in the structure of the RA bringing different impact on different aspects of it. However, it is found that in BMS RAs the absence of blending of the Move Two with Move three proved to be more understandable and easily comprehensible when segregated properly. On the other hand, the BMS Researchers who have blended Move Two with Move Three also have balanced out the impact of both the gap and its solution with expertise according to the requirement of the topics under discussion.
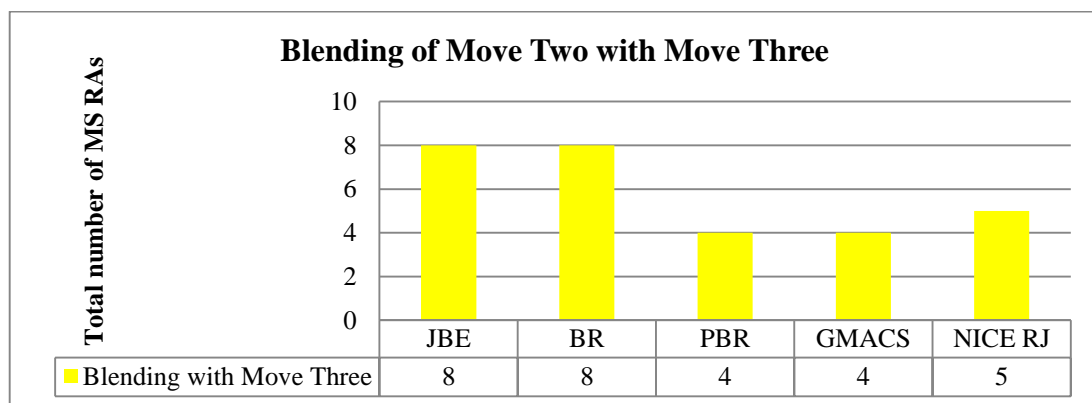
Figure 5.14: Occurrence of Blending of Move Two with Move Three in BMS Research Journals.

As per the data analysis and illustration of Figure 5.14, Moves and Steps show different variations in the patterns found in different disciplines. In many cases BMS

researchers omit either move or change the organizational pattern of the steps of moves of CARS model. These variations may occur regularly in any particular discipline it is further discussed by Crookes, (1986) that longer introductions might contain more than one Move 2 and Move 3 and that each new Move 2 would be followed by another Move 3. (Dudley-Evans, 1998)

Genre-based teaching of academic paragraph writing, as well as the types of writing with special focus on argumentation and persuasion, needs to be brought to the classroom for the undergraduates of Business and Management Sciences discourse community in order to empower them to be able to state gaps in the research through different strategies mentioned above. Gap statements blended with explanation, history, and background requires expository and descriptive types of writing. The conventions of these academic writing styles may be inculcated through academic writing models for undergraduates. Besides this, blending of gap statements with current state, blending of Move Two with Move One, and with Move Three, all requires command over cohesion and coherence in genre-based research-article writing. Cohesion and Coherence can be taught to them through Genera English materials. After they have a good command over the concepts, RAs from the Business and Management Sciences can be brought to the classrooms as mentor-texts and discussion-based or activity-based genre-instruction may be used.

5.4 Question Raising

Another strategy that many BMS researchers have employed is Question Raising. It basically includes the introduction of some key questions regarding the gap found in the prior research. In 6 BMS RAs, that are INTRO.16, INTRO.19, INTRO.28, INTRO.34, INTRO.40 and INTRO.49, Question Raising has been observed.

> **Example 1:** There exists a gap when the question comes of identifying how these and other factors affect core inflation. (INTRO.16, p.48)

> **Example 2:** How much of the land, labor and capital is to be used has always been a question for the organization to produce the output most efficiently. (INTRO.34, p.38)

In both the examples mentioned above, the BMS researchers have employed indirect questions to provoke the readers and the researchers to stop for a while and

think about the mentioned aspects regarding the topics under discussion. In the former example, the BMS Researcher has mentioned the gap additionally along with the thought provoking question that has acted as a powerful tool however, in the latter example, the gap is not mentioned rather the proposed question is just regarding the better production of an organization having a subtle impact rather than a very thought provoking one.

This is also a very important strategy that was mentioned in Swales' 1990's CARS model. Through this action the BMS researchers have not only identified the gaps but have also established inquisitiveness regarding the topic under discussion. This action provokes the readers to think and analyze the problem in depth (Lakic, 2010). It further compels the readers to think about the weaknesses and loop holes regarding the topic under discussion and deduce the solutions according to their perception. This step engages the readers and inculcates the communicative effect to the argument.

Through question raising the inquisitive tone that the BMS researcher uses introduces the touch of investigation and exploration. On the other side, very few BMS Researchers have employed this technique in their BMS RAs which depicts that they might not have considered this technique to be very suitable for their way of writing or they did not add a direct communicative touch to their pieces of writing. Either ways, it is safe to suggest that this technique can be left optional when it comes to producing the part-genre of the BMS RA.
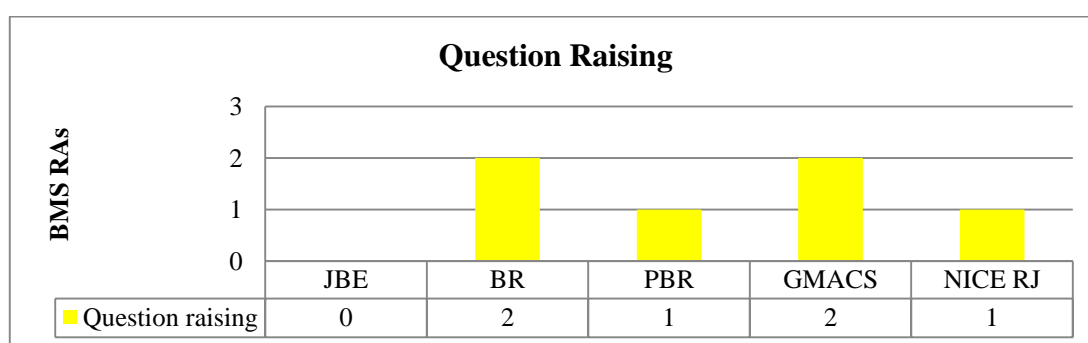
Figure 5.15: Occurrence of Question Raising in BMS RAs

The findings of the strategy, as presented in Figure 5.15, show that question raising is found in some of the BMS introduction sections, therefore, it is not as an important a step towards including this in the genre-based instruction designed for the BMS discourse community in Pakistan, as much as strategies discussed in the previous

sections. However, syntactic structurization of question statements may be touched upon by the genre-instructors as per the demand of the context.

5.5 Continuing a Tradition

One strategy which is found in some of the BMS RAs is Continuing a Tradition which was also found in Swales' 1990's CARS model. In 12 BMS RAs that are INTRO.1, INTRO.7, INTRO.9, INTRO.13, INTRO.14, INTRO.20, INTRO.22, INTRO.24, INTRO.27, INTRO.37, INTRO.41 and INTRO.43 continuing a tradition is observed.

> **Example 1:** Therefore, it would be an interesting topic to apply TRA to explore consumers' intended behavior towards retail own-brands. (INTRO.9, p. 82)

> **Example 2:** Therefore, the effectiveness of PA is indispensable to examine the employee's performance precisely (Kluger & Denisi, 1996; Marshall & Wood, 2000). (INTRO.43, p. 32)

In the examples mentioned above, the BMS researchers have employed the strategy of continuing a tradition indicated through the terms "Therefore" in both the cases claiming the significance of the proposed concepts regarding the research and the practical world. Through this action the BMS Researchers have extended the prior research and further illuminated the research problem. The BMS researchers have not only shed light on the existing research and the gap established regarding it but have also presented the research as an extension of the previous research that has already been done concerning the topic under discussion. Through this step they brought in the extension of the existing research and reverted back to the same recognized problem or gap and further clarification of it. This action is often indicated through different logical connecting terms such as "Consequently", "Therefore", "thus" etc. It can also be called presenting positive justification which majorly talks about the positive points justifying the focus of study and its benefits as well. (Yasin & Qamariah, 2014). It is observed that only few of the BMS Researchers have employed this technique which is indicative of the fact that they might have already considered their topics under discussion presented with such clarity and impact that they did not find the need of Continuation of the tradition as such. While, definitely it is a tool and resulted in a noticeable outcome of further extension or illumination of the topics wherever used. Though negligible but the difference this technique created cannot be avoided.
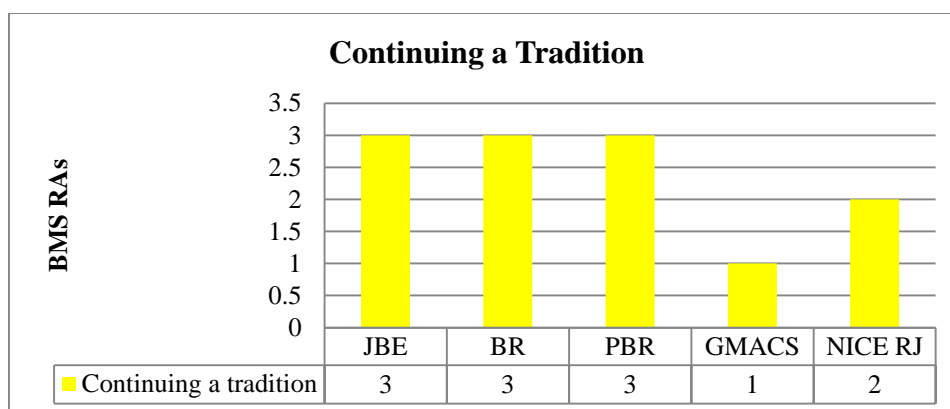
Figure 5.16: Occurrence of Continuing a Tradition in BMS RAs

Figure 5.16 suggests that the technique of continuing a tradition is, hence, negligible, as most of the authors have bypassed it but its significance cannot be denied. Respecting the tradition means that the authors have first acknowledged the authors from their own field and then presented their new idea, however, this might not always be the case, given the context of use of language.

Use of cohesive links and devices in the genre-instruction may be included for the BMS undergraduates. Structural comparisons and contrasts using the same may be designed as classroom activities for them to have a good grasp over the language creation through cohesive links and devices.

5.6 Conclusion

In this chapter, it has been observed that 13 RAs do not include the gap and along with the blending with the other steps of Move One or Move Three, the previous researches are further extended. It is also found that blending of the gap with current state is the quite frequently observed in many BMS RAs. It is further observed that in some BMS RAs the strategies of. Question Raising and continuing the tradition are also found that further elucidate the impact of Move Two. It is additionally detected that Step 2. Of Move Two Presenting Positive Justification is found in 45 BMS RAs and thus, its occurrence is found to be the maximum as compared to Step 1 and other strategies employed by the BMS researchers to present Move Two.

It clearly proposes that the BMS RA authors in Pakistan follow Move Two of Swales CARS (2004) very strongly for some steps but rather sparingly for others. Nonetheless, it is safe to conclude that Move Two is present and being followed by the authors of BMS RAs. They have found the indication of gap and its blending with

current state to be the most significant techniques in order to bring their targeted readers to a complete understanding of the association or connect of the topic under discussion with the current scenario. In addition to that, the technique of Positive Justification also provides strength and potency to the argument and reinforces the impact created by the BMS Researchers in the research. However, it is also found that the other techniques of question raising and continuing tradition have also added a noticeable difference wherever they were used and it is advisable that these techniques must be employed in the BMS RAs wherever they could be.

The analysis of Move Two, Part B, may be used to design genre-based instruction on writing a research article for the undergraduate level of BMS discourse community. The BMS authors have employed the techniques of indication of gap, question raising, and tradition through the use of genre-focused language. The data analysis of Move Two can be used to teach students the language conventions to appear polite or indirect while pointing out gaps. This may be a personal choice of the author but the use of language technique to be employed shall be an important part of the classroom instruction. Since 90% of the BMS authors used language to give positive justifications, gap statements blended with explanation, history, background, or the current state, the tabular representation of the same given in the chapter may be used to design genre-instruction. Many BMS authors have blended Move Two with Move One or Three but this can be left to the choice of the individual since it may vary due to the requirement of the research article. Such decision-making may also be added to the genre-instruction since the learners need to be briefed about the circumstances under which blending of Move Two with Move One or Three can be justified.

This is the end of Move Two. The next chapter analyzes all seven steps of Move Three in detail.

CHAPTER 6

MOVE THREE: OCCUPYING THE NICHE

In this chapter, Move Three of Swales' Model of CARS (2004) has been explored in order to see in the light of the research questions if authors of BMS RAs follow Swales' Move Three from the CARS (2004) model. The chapter also studies the significance of the presence of the move through the chapter. This move either provides the solution for the problem discussed in Move Two or the purpose and the content of the research under discussion.

The move has seven distinctive steps which are as follows:

- Step 1. Outlining purposes or stating the nature of the present research (obligatory)
- Step 2. Listing research Questions or Hypotheses
- Step 3. Definitional Clarifications
- Step 4. Summarizing Methods
- Step 5. Announcing principal findings/outcomes
- Step 6. Stating the value of the present research
- Step 7. Outlining the structure of research paper

This chapter is divided into two parts, A and B, according to different features being found in BMS RAs. It also highlights if move structures and schematic patterns have been followed in the light of its possible significance.

Part A starts with the discussion of 6.1 Step 1. Outlining purposes or stating the nature of the present research through the comparative study of all the BMS RAs. The other features related to outlining purpose such as 6.1.1Different structures, 6.1.2 Nouns, 6.1.3 Pronouns, 6.1.4, Key signals of Purpose, 6.1.5 Objective and 6.1.6 Aim along with 6.1.7 Sub objectives and 6.1.8 Verbs indicating purpose of the RAs are also discussed in detail.

This discussion is followed by Step 2. Listing research Questions or Hypotheses and the discussion of these two techniques separately through the comparative study of BMS RAs.

After that, Step 3, Definitional Clarification, and Step 4, Summarizing Methods, are discussed along with relevant examples. Later on, Step 5 Announcing Principal findings/outcomes is presented through the discussion of 6.5.1 Construction, 6.5.2 Pronouns, 6.5.3 Nouns, 6.5.4 Active passive, 6.5.5 Direct results, 6.5.6 Contribution and 6.5.7 Verbs along with the comparative study of all the BMS RAs.

Then, Step 6. Stating the value of the present research, is mentioned which is further elucidated through the usage of 6.6.1 Different verbs, 6.6.2 Pronouns, 6.6.3 Passive or active, 6.6.4 Types of nouns, 6.6.5 Phrasal indicators and 6.6.6 Significance of Research using adjectives. Lastly, Step .6.7 Outlining RA structure of Move Three is talked about in detail along with its features such as 6.7.1 Introductory Sentence, 6.7.2 Content or Numerals, 6.7.3 Pronouns, 6.7.4 Phrases Indicating the RA Structure and 6.7.5 Nouns.

In PART B, some new strategies through which Move Three is indicated or blended in the BMS RAs are discussed categorically such as 6.8 Predicting results, 6.9 Extending a finding, 6.10 Move Three with Move One, 6.11 Move Three with Move Two, 6.12 No direct Move Three, 6.13 Move Three indicated through Headings, 6.14 Comparisons Length, 6.15 Comparison, 6.16 Move Three replacing Move Two and 6.17 Move Three in Introduction's start are thoroughly discussed along with their effects and examples in depth.

6.1 Step 1. Outlining Purposes or Stating the Nature of the Present Research (obligatory)

Step 1 of Move Three is Outlining purposes or stating the nature of the present research. It has been found in 29 BMS RAs INTRO.1, INTRO.3, INTRO.7, INTRO.8, INTRO.11, INTRO.12, INTRO.13, INTRO.14, INTRO.15, INTRO.16, INTRO.18, INTRO.19, INTRO.20, INTRO.22, INTRO.24, INTRO.26, INTRO.27, INTRO.28, INTRO.29, INTRO.33, INTRO.35, INTRO.39, INTRO.40, INTRO.42, INTRO.43, INTRO.46, INTRO.47, INTRO.48 and INTRO.50.

> **Example 1:** The primary objective of this research is to conduct a comparative study of determinants of trade balance between India and Pakistan. (INTRO.12, p.35)

Example 2: Purpose of the study is to explore the characteristics and value chain dynamics of surgical forging industry/ sub cluster/value chain link of Daska. (INTRO.13, p.65)

In the examples mentioned above, it has been observed that the BMS Researchers have used the terms "Primary Objective" and "purpose of the study" to introduce the objectives or purpose of their topic of research respectively. Through the usage of such terms, the readers within no time get the clear idea that from where the Move Three is starting and where Move Two is ending. Side by side, the readers also get to know that out of all the chunks of the presented information, which aspects are to be considered as the main objectives behind the whole process of research. Through this technique, the BMS researcher expresses the major purpose of the RAs.

This technique not only makes the reader aware of the purpose of the RA but also makes the foremost point of discussion of the BMS researcher to be understood well through the research or discussion. The readers also catch the chief reason of the RA through different terms used by the BMS researchers such as purpose, aim, goal, objective etc. Every research needs to have a certain objective around which the whole research revolves as also mentioned by Igor Lakic (2010). The readers are also principally interested in the aim of the study that they are about to go through as the purpose of the study answer main question "What?" that is present in the minds of readers.

Table 6.1: Structures Indicating Step 1 of Move Three in BMS RAs

Number of BMS RAs	Structures Indicating Step 1.
INTRO.1	Objective of this paper…..
INTRO.3	Purpose of this study…
INTRO.7	Our purpose..
INTRO.8	Objective of this study…
INTRO.8	Purpose is to test…
INTRO.11	The basic objective is to study…
INTRO.12	The primary objective of this research…
INTRO.12	The main objective of this study…
INTRO.13	Purpose of the study…
INTRO.14	The objective of the study…

INTRO.15	The aim of this study…
INTRO.15	The objectives of the study…
INTRO.16	The objectives of this paper…
INTRO.19	The purpose of this research…
INTRO.18	Objectives (heading)
INTRO.20	The central objective of the study…
INTRO.22	The basic objective of this study…
INTRO.24	This study explorers the objective to search…
INTRO.26	The aim of the study…
INTRO.27	The ultimate objective of this research...
INTRO.27	The aim of the study…
INTRO.28	The primary objective of this research…
INTRO.29	The aim objective of research…
INTRO.33	The primary research objective of this study…
INTRO.35	The purpose of the current study…
INTRO.35	The primary aim of this study…
INTRO.39	Research objective of this study…
INTRO.40	The study aim is to…
INTRO.42	The overall aim of this research paper…
INTRO.43	The objective of the study…
INTRO.46	The paper is aimed…
INTRO.46	The objective of this paper…
INTRO.47	The main objective of this paper…
INTRO.48	1.2 Research Objective (heading)
INTRO.50	The study aims to identify…
Total Number of BMS RAs indicating step 1. of Move Three	**Percentage**
29/50	**58%**

6.1.1 Different Structures

Different structures indicating the purpose of the research under discussion are employed by the BMS researchers in BMS RAs. All the structures used can be seen in Table 12.

It can be seen that out of 44 BMS RAs, in which Move Three is found, 29 BMS RAs indicate the presence of Step 1. Outlining purposes or stating the nature of the present research which forms 65.9%.

> **Example:** The purpose of this research is to determine the effect of different motivational beliefs and regulation strategies on the goal orientation of the students. (INTRO.19, p.116)

The example above is indicative of the introduction of Step 1 of Move Three by majority of the researchers. Besides, it is clearly observed that all the BMS researchers have used either "aim", "objective" or "purpose" to highlight step 1 of Move Three which are the most commonly used indicators practically to suggest the purpose of any produced work. This technique definitely highlights the purpose of the research proficiently and provides the readers with a clear idea that what actually they will be learning through that particular research. Using indicators always help both the researchers and the targeted audience as it not only separates different ideas but also make it easier for both the Researcher and the readers to enlighten and recognize the significance of the research respectively.

6.1.2 Nouns

There are varied nouns employed by the BMS researchers to talk about their pieces of work. All the nouns used by the BMS researchers are mentioned below:

Table 6.2: Occurrence of Different Nouns Indicating Step 1 of Move Three

INTRO.12, 19, 27, 28, 29	Research	5
INTRO.35	Current study	1
INTRO.3, 8, 12, 13, 14, 15, 20, 22, 24, 26, 27, 33, 39, 43, 50	Study	18
INTRO.42	Research paper	1
INTRO.1, 16, 46, 47	Paper	5

It can be seen that most of the BMS researchers of BMS RAs employed the noun *Study* in order to address their research which is indicative of the fact that the BMS researchers consider their work as a study regarding a concerned topic. A study is done in relation to any topic and different aspects of that concept are being analyzed

and examined. But, the use of this term "study" gives a very self-effacing impression of the BMS researcher who is taking his own work merely as a "study" that is more about observations and interpretations rather than logic, scientifically verified and proven facts or rigidities regarding any approach towards the topic of research.

> **Example:** The purpose of the current study is to find out the efficiency level of the educational industry in fulfilling the need of the tertiary industry by gathering employers' perceptions; the study also intends to purpose the need for establishing coordinating units between educational institutions and tertiary sector. (INTRO.35, p.48)

In the example mentioned above, it can be clearly observed that how the BMS researcher has used the term "purpose" twice while discussing the aim of the study and in addition to that, the use of term "need" also intensifies the seriousness of the purpose of the research produced by the BMS researcher. Moreover, the use of term "study" is also observed to be employed twice to further highlight the modest attitude of the BMS researcher.

6.1.3 Pronoun

The only pronoun found to indicate step 1 of Move Three can be seen in INTRO.7 that is *Our*.

> **Example:** Our purpose is twofold: to determine whether the VIX influences the CSI 300 index and, if so, to examine the extent to which the VIX influences the rate of return of the Chinese stock market. (INTRO.7, p. 25)

As far as this example is concerned, the use of pronoun "our" represents an impression that the BMS researcher acknowledges all the researchers whom he has referred to for his own research and those people too who have in some way supported or helped the BMS researcher in the whole process of research**.** The use of pronoun only once is indicative of the fact that there has been the minimal personalization of the BMS researchers found in BMS RAs regarding step 1 of Move Three.

6.1.4 Key Signals of Purpose

The key signal *Purpose* Indicating Step 1 of Move Three is found in 6 samples i.e. INTRO.3, INTRO.7, INTRO.13, INTRO.19, INTRO.35 and INTRO.40.

Example: The purpose of this research is to determine the effect of different motivational beliefs and regulation strategies on the goal orientation of the students. (INTRO.19, p.116)

The statement above signifies that the BMS author intended to announce the purpose clearly, however, because this strategy was not used by most of the authors, it can be stated that the BMS authors not always choose to signal the purpose of their study clearly. They rather leave it to their readers to indentify the sole purpose themselves, at least in the introductory part of the RA.

6.1.5 Key Signals of Objective

The key signal *Objective* indicating Step 1 of Move Three is found in 20 BMS RAs that are INTRO.1, INTRO.8, INTRO.11, INTRO.12, INTRO.14, INTRO.15, INTRO.16, INTRO.18, INTRO.20, INTRO.22, INTRO.24, INTRO.27, INTRO.28, INTRO.33, INTRO.39, INTRO.43, INTRO.46, INTRO.47, INTRO.48 and INTRO.50.

Example: The basic objective is to study the environmental constraints face by Public Private Partnership (PPP) in India and the road to framework for successful implementation of PPP projects. (INTRO.11, p.15)

The example shows how important it stands for the author to clarify the objective of the study for the readers. However, this step can be taken as obligatory, as the sample study suggests.

6.1.6 Key Signals of Aim

The key signal *Aim* to indicate step 1 of Move Three is found in 8 BMS RAs that are INTRO.15, INTRO.26, INTRO.27, INTRO.35, INTRO.40, INTRO.42, INTRO.44 and INTRO.46.

Example: The aim of this study is to develop Organizational Culture Profile (OCP) of different sectors of Pakistan. (INTRO.15, p.33)

The term aim seems to be used almost as little as the term purpose. Therefore, it is suggested to use the term objective which has a promising effect on the community of BMS.
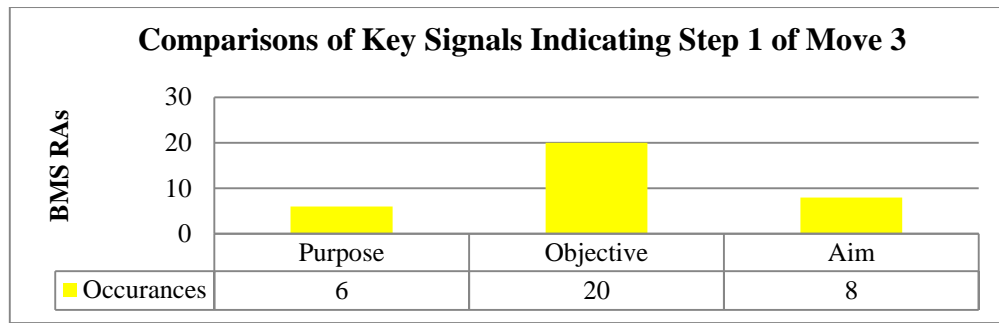
Figure 6.1: Comparison between the Occurrences of Key Signals Indicating Step 1 of Move Three

It can be clearly observed through Figure 6.1 that most of the BMS researchers have utilized the term *Objective* to indicate step 1 Outlining Purpose of Move Three. This shows that the indicators have been employed by the BMS Researchers quite frequently because of their exceptional realization of the fact that the indicators not only highlight the purpose or the aim of the research but also emphasize on segregation of different steps and aspects of the BMS RAs. This is unquestionably very helpful both academically and practically.

6.1.7 Sub-Objectives

The heading of Sub-objectives is only found in INTRO.11 which shows that the BMS researcher desires to illustrate the objectives in much more detail.

Example:

Sub-objectives:

1. To study the role of Public Private Partnership (PPP) in boosting
2. Infrastructure development of India.
3. To study the various Institutional, policy and legal frameworks of
4. Public Private Partnership at present in India.
5. To study the financial constraints faced by Public Private
6. Partnerships (PPP).
7. To study the road to a framework for successful implementation
8. PPP projects. (INTRO.11, p.15)

In the example mentioned above, it can be seen that apart from the main objective of the research, the BMS Researcher has also felt the need to discuss the other

"sub-objectives" linked to it. This is totally connected to the need of the research article whereas, does not hold much significance or implication repetitively. These four sub-objectives represent four aspects of the proposed research that require serious consideration.

6.1.8 Verbs Indicating Purpose of the RAs

BMS researchers have employed a variety of verbs while discussing the purpose of their research. Following are all the verbs used to indicate step 1 of Move Three.

Table 6.3: Verbs Indicating Step 1 of Move Three in BMS RAs

Number of BMS RAs	Verbs
INTRO.1	Explore
INTRO.3	Determine
INTRO.7	Determine, examine
INTRO.8	To test
INTRO.11	Study
INTRO.12	Conduct, to analyze, find
INTRO.13	Explore
INTRO.14	Carry out
INTRO.15	Develop, identify
INTRO.16	Re-assess, analyze, estimate
INTRO.18	Find, measure, evaluate, calculate
INTRO.19	Determine
INTRO.20	Study and examine
INTRO.22	Study
INTRO.24	Search
INTRO.26	Test
INTRO.27	Contribute, identify
INTRO.28	Measure, determine
INTRO.29	Realize
INTRO.33	Explore
INTRO.35	Contribute
INTRO.39	Investigate, examine, explore, recognize, measure
INTRO.40	Enhance, determine, facilitate, understand
INTRO.42	Assess

INTRO.43	Find, examine
INTRO.44	Fill
INTRO.46	Exploring, determine
INTRO.48	Revalidate
INTRO.50	Assess

Table 6.3 indicates that majority of the BMS researchers employed *Determine, Explore or Examine* to indicate step 1 of Move Three.

Example: Research objectives of this study are clearly described in following points:

- To investigate the nature of relationship between dimensions of organizational commitment with citizenship behavior
- To examine the nature of association amongst job satisfaction and organizational commitment.
- To explore the interactive connection between corporate entrepreneurship and organizational commitment.
- To recognize the nature of affiliation among citizenship behavior and corporate entrepreneurship.
- To measure the nature of connection amid job satisfaction and corporate entrepreneurship. (INTRO.39, p.97)

In the example mentioned above, it can be clearly seen that the BMS researcher has used many verbs highlighting a list of objectives that the planned research is composed of. Thus, it is not necessary that BMS researcher presents only a single objective in his/her research rather, there might be a series of objectives that the research fulfills. The use of variety of verbs is indicative of the fact that the BMS Researchers have very well kept in view the requirement and the choice of action due for their designed research and thus they have employed only such verbs that were most suitable according to the topics under discussion in terms of research's prerequisite and intensity.
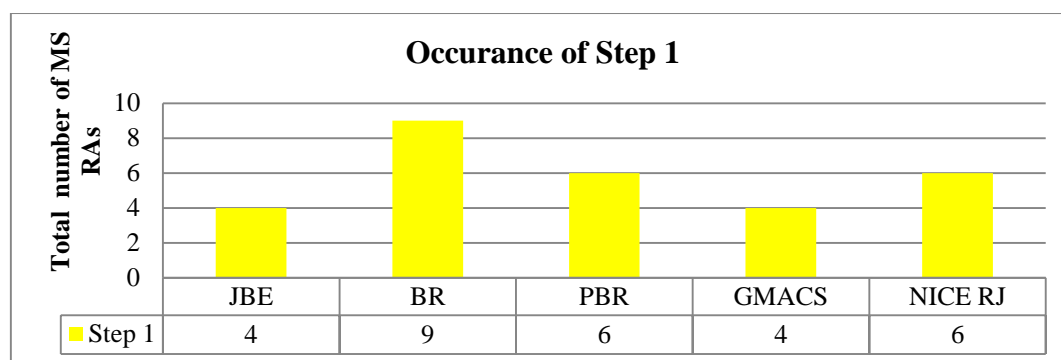
Figure 6.2: Occurrence of Step 1 in BMS RAs

It can be observed through the study and illustration from Figure 6.2 that step 1is most frequently used in BR by the BMS researchers of BMS RAs. However, BMS researcher of journals of PBR and NICE RJ also employed Step 1 in 6 BMS RAs each. The use of Step 1 of Move Three in all the research journals is indicative of the significance of elucidating the purpose or objective of the research which is found not to be completely missing any BMS research journal. It is generally observed that this step actually beholds great importance practically because without emphasizing the aim or objective of the research the research itself holds no weight or significance.

In terms of genre-pedagogy, it appears that Step One of Move Three holds a significant position in the genre-production of research articles for the BMS authors. Many of them used the language structures to determine the purpose of the research or stating the nature of the research. They used a variety of structures to achieve the target of reader-engagement as well as to state the 'what' of the study. Table 6.1 gives a detail on all the variable structures incorporated by the authors to indicate step 1 of move three. These structures should be actively taught to the BMS students for their genre-production. Besides these, using nouns to mention their own study through synonyms, and acceptable language to project key signals of purpose, aims, and objectives using verbs such as shown in Table 6.3 may be used as pointers for genre-pedagogy.

6.2 Step 2. Listing Research Questions or Hypotheses

Step 2 of Move Three from Swales' CARS (2004) model consists of two main techniques and these both techniques are found in some of the BMS RAs.

6.2.1 Hypothesis Raising

Through this technique the BMS researcher proposes any solution or any matter that can be taken care of in order to control the problem. It is not the purpose of the research but a slight measure that can be taken in order to reduce the effect of the indicated gap. In 17 BMS RAs that are INTRO.7, INTRO.8, INTRO.9, INTRO.11, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.21, INTRO.24, INTRO.27, INTRO.31, INTRO.33, INTRO.34, INTRO.35, INTRO.40 and INTRO.43 Hypothesis raising is observed.

Example 1: Because the culture is so deeply rooted in an organization's history and collective experience, working to change it requires a major investment of time and resources (Cabera & Bonache, 1999; Rudelj, 2012; Schein, 2010; Schneider, 1980). (INTRO.15, p.32)

Example 2: 1.1 Hypothesis of the Study: The following hypotheses are set to answer objective of this study:

- Ho1: Trade liberalization has no impact on inward FDI in D8 countries
- Ho2: Trade liberalization has an impact on inward FDI in D8 countries (INTRO.33, p.30)

Through the examples mentioned above, we come to know that both the BMS researchers have employed hypothesis raising but the manner of use is different. The first BMS researcher employed this strategy directly by signifying or suggesting one of the factors that might be beneficial in dealing with the proposed gap along with the use of citation which further gives authenticity to the presented idea. However, in the second example the BMS researcher has introduced this strategy very openly including the heading to elucidate it and the answers to the objectives of the BMS researcher's study are mentioned directly.

Hypothesis raising suggests that the BMS researcher hypothesizes the solution of the gap right after or before indicating the problem concerning the topic under discussion. This technique is quite effective as the reader quickly gets a clear picture that exactly what has to be done in order to face the mentioned issue or problem. Furthermore, this technique not only reflects the research and research's result but also the judgment and the idea of the BMS researcher that how he sees the issue of the

research to be resolved. This resolution might be proved through the research done by the BMS researcher or just generally discussed in relation to the real world.
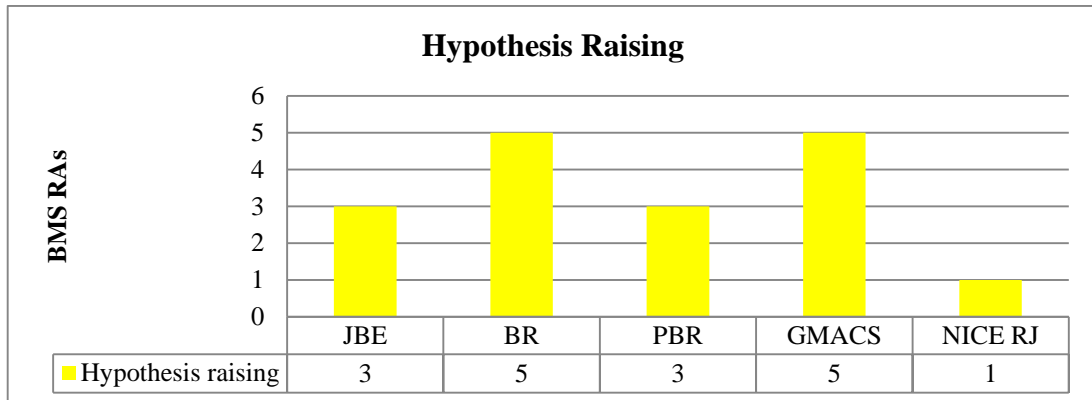
Figure 6.3: Occurrence of Hypothesis Raising in BMS RAs

It is observed through Figure 6.3 that Hypothesis Raising is found most frequently in BMS RAs of BR and GMACS. This strategy has been used in 17 BMS RAs which does not predict the lack of interest of BMS researchers in using this technique rather it can be predicted that some BMS researchers raised the hypotheses in the latter part of the BMS RA instead of the introduction and found this technique quite useful in relation to the demand of their BMS RAs.

6.2.2 Research Questions

In certain BMS RAs, BMS researchers introduce research questions that provoke the readers to think about the questions that are answered through the research. This can be seen in 5 BMS RAs that are INTRO.19 (2), INTRO.15, INTRO.48, INTRO.50 and INTRO.40.

> **Example:** The study is revolving around one central research question; what are the dominant cultural characteristics of different sectors and how these characteristics can be profiled to differentiate them? (INTRO.15, p.33) 1.4 Research question: What are the factors impacting brand equity of ISPs brands in Pakistan? (INTRO.50, p. 75)

In the examples mentioned above, the BMS researcher have employed the technique of using the question raising technique and both have involved the readers into the process of thinking very directly by asking them immediate thought provoking questions regarding the topics of research. This also helps the readers in formulating

the intended approach as suggested by the BMS researcher and in shaping their perceptions. On the other hand, the BMS Researchers have found this technique beholding little importance and thus used it only in a few BMS RAs. Generally it is observed that this technique serves as an extra factor and can be easily skipped. Besides, the Research Article would still be in proper shape even without the mention of the Hypothesis question.

It can be observed that these two techniques are collectively found as step 2 in 20 BMS RAs that makes 40% of occurrence in RAs, hence, making it a mandatory action for the plan. In the interest of genre-pedagogy for the undergraduates, the language of hypothesis raising is of critical importance. These structures of language are to be constructed smartly as they happen to create cues for the readers suggesting possible remedies of the problems raised. Quality research articles from the BMS published authors should be used as resource materials for the students and activity-based language analysis of the hypotheses is recommended.

6.3 Step 3. Definitional Clarification

Step 3 of Move Three of Swales CARS (2004) model is the Definitional Clarification that can be used by the BMS researchers to further elucidate and explicate the main reason or an objective behind the whole topic of research. After a comparative study it is observed that Step 3. is found in 10 BMS RAs that are INTRO.1, INTRO.2, INTRO.3, INTRO.6, INTRO.9, INTRO.11, INTRO.14, INTRO.18, INTRO.19 and INTRO.29 that makes 20% of occurrence in RAs.

> **Example:** Dweck & Leggett (1988) defined goal orientation as a uni-dimensional construct, where it was assumed that the learning goals and performance goals were mutually exclusive (Butler 1987; Elliot & Dweck, 1988; Muller & Dweck, 1998). (INTRO.19, p.116)

In the example mentioned above, the BMS researcher has employed the strategy of definitional clarification to highlight the concept of "goal orientation" which is the main topic of BMS researcher's research and a very significant aspect that needs to be further illuminated and explicated. The BMS researcher has used the term "defined" and used a citation as well not only to establish further clarification through a personal definition of other researchers but has also added conviction to his own research, perception and ideology. Through this technique the BMS Researchers have not only

helped the readers to comprehend the main topic of research thoroughly but have also supported them to have full grasp on the topic.

Just like the language of hypothesis is of utmost importance for genre-pedagogy, the language of research questions can also not be left aside. Authentic materials, such as RAs authored by the discourse community of BMS, shall be used for genre-based instruction. The more they read about the language and structure of the research questions, the higher the level of their understanding of creating them will be.

6.4 Step 4.Summarizing Methods

Some BMS researchers inculcate methodology of the research very briefly in the introduction section that presents information about the data that is being utilized by the researcher from beginning to the end of the whole process. Some methods that can be observed in the BMS RAs are mentioned below.

Table 6.4: Step 4. Summarizing Methods in BMS RAs

Number of BMS RAs	Methodology
INTRO.3	Questionnaires Proxy measures Data from Epnions.com
INTRO.11, p.16	Books International and national journals World Bank Reports Department of economic affairs reports Planning commission reports Magazines Internet
INTRO.13, p.65	Data from 25 surgical forging firms of Daska out of total population. Data from 50% of firms. Data from two stainless steel furnaces, one rolling mill, one stainless steel scrap dealer and regional office of (TDAP) Trade Development BMS Researcherity of Pakistan, Sialkot, research officer of SCCI (Sialkot Chamber of Commerce and Industry, Sialkot) . Purposive sampling technique used.

	Structured interviews have been used to collect data from surgical forging firms of Daska
	Unstructured interviews were used to collect data from steel furnaces, steel rolling mills, and scrap dealer, TDAP, Sialkot and SCCI, Sialkot.
	Personal structured interview technique was most suitable.
Percentage	6%

It can be observed that though Step 4. of Move Three is found only in three BMS RAs but it does not present the idea that the BMS researchers regard this strategy to be of less magnitude and thus, do not employ it in the BMS RAs. However, it has been observed that many BMS researchers, keeping in view the significance of this tactic, have inculcated methodology in the latter part of the BMS RA rather than the introduction, which is found to be practically more effective and productive.

Summary writing is another basic academic skills which the undergraduates from the BMS discourse communtiy are expected to have mastered by this time, however, active inculcation of summary writing technqiues should be added to the list of genre-based instruction. The BMS learners may be given the initial instruction through General English materials but later, they must be given the RAs authored by the BMS discourse community. These materials may be used for the step-wise instruction on writing a summary. Identifying different sections of the RAs, distinguishing between major and minor points, highlighting the thesis statements as well as the topic sentences, observing the transition words, re-ordering the ideas as per the need of the context, and use of impactful language to reserve one's opinion shall be the part of this genre-based instruction.

6.5 Announcing Principal Findings

Step 5 of Move Three of Swales CARS (2004) model is Announcing Principal findings. This technique briefly discusses the key findings of the RA. Step 5 of Move Three are found in 24 BMS RAs that are INTRO.1, INTRO.2, INTRO.3, INTRO.5, INTRO.6, INTRO.7, INTRO.8, INTRO.12, INTRO.14, INTRO.13, INTRO.15, INTRO.18, INTRO.19, INTRO.20, INTRO.24, INTRO.26, INTRO.27, INTRO.31, INTRO.33, INTRO.36, INTRO.39, INTRO.43, INTRO.48 and INTRO.50. Moving from text-patterning to lexico-grammatical features, Swales also talks about the

"reporting verbs" such as "show," "establish," "claim," etc. used by different BMS researchers in their RAs.

> **Example 1:** This study, therefore, will surely not only enhance the readers understanding about trade liberalization and its effect on inward FDI but also add to the scant existing pool of knowledge about trade openness and inward FDI relationship in D-8 member countries. (INTRO.33, p.30) The findings of study are concerned with the Karachi Stock Exchange. (INTRO.48, p. 49)

> **Example 2:** The empirical results of the study are consistent with AIH theory based on Keynesian Consumption Function. (INTRO.26, p.115)

In the examples mentioned above, this strategy can be observed but quite differently in both. In the former example, the BMS researcher has discussed the consequences, repercussions and results in detail and has put ultimate emphasis by employing the terms "will surely not only enhance" and "but also add". However, in the latter example, the BMS researcher has subjected the term "findings" and stated the result in a very subtle manner. This technique has actually provided the readers with the results in the introduction section. This has not only enhanced the interest of the readers but have also provided them with a complete idea of the product of the topic under discussion so they know what exactly is going to be explored or found by the end of this research. Without indicating the findings, the researcher leaves a slight gap in reader's realization of the ultimate effect and upshot of the whole process of research which is also discussed by Igor Lakic, 2010.

6.5.1 Construction

The constructions that are indicative of step 5 of Move Three are mentioned below.

Table 6.5: Structural Indicators of Step 5 of Move Three in BMS RAs

Number of BMS RAs	Constructions Indicating Step 5.
INTRO.1	A clear implication of this research…
INTRO.2	Which ultimately results in…
INTRO.3	Results of the study…
INTRO.5	Moreover; the study will identify…
INTRO.6	We add…..into the model to obtain…

INTRO.7	This study provides two…
INTRO.8	We found that investors…This study adds to…
INTRO.12	This study is going to refine….will present…
INTRO.13	Therefore, the study will explore…
INTRO.14	As well as the study would contribute…
INTRO.15	The outcomes of this study…
INTRO.18	Therefore, this research will establish…
INTRO.19	Hence, this research sets forth to find out…
INTRO.20	It may add…
INTRO.24	The results of this study are…
INTRO.26	The empirical results of the study…
INTRO.27	The outcomes of the study…
INTRO.31	This study would help… The findings reflect…
INTRO.33	…but also add…
INTRO.36	The paper….reveals if autonomy…
INTRO.39	The current study will contribute….
INTRO.43	As a result, a theoretical framework…
INTRO.48	The findings of study are…
INTRO.50	…will find latent factors discovered in the study…
Total number of BMS RAs indicating step 5. of Move Three	**Percentage**
24/50	**48%**

Thus, it can be seen through Table 6.5 that out of 44 BMS RAs 24 BMS RAs indicate the presence of step 5 of Move Three which shows that more than half of the BMS researchers have preferred writing about the findings regarding the topic under discussion and introduced these findings using short sentences starting with specific phrases highlighting this factor and this undoubtedly grasps the readers' attention and builds on to both their knowledge and understanding.

6.5.2 Pronouns

The pronouns that are used to indicate step 5 of Move Three are *We* in INTRO.6, INTRO.7, INTRO.8 and *It* in INTRO.20.

Example: We add expectations with bounded rationality into the model to obtain the hybrid new Keynesian Phillips curve. (INTRO.6, p. 3)

The use of this pronoun brings in a subjective and communicative touch and brings the reader and the Researcher on the same ground.

6.5.3 Nouns

Table 6.6 indicates that the majority of the BMS researchers have applied the noun *Study* to indicate step 5 of Move Three which depicts that the research practically deals with the learning of the variety of interlinked facts regarding the topic under discussion.

Table 6.6: Nouns Indicating Step 5 of Move Three in BMS RAs

Number of BMS RAs	Nouns	Number of Occurrences
INTRO.1, 18, 19	Research	3
INTRO.3, 5, 7, 8, 12, 13, 14, 15, 24, 26, 27, 31, 33, 48, 49, 50	Study	16
INTRO.6	Model	1
INTRO.36	Paper	
INTRO.43	Theoretical framework	1

Hence, the genre-based instruction designed for the students of BMS should have proper guidelines for the use of specific nouns as per the community's requirements.

6.5.4 Active Passive

It has been observed that in most of the BMS RAs active voice is being used rather than passive voice putting more emphasis on the research under discussion. Besides, this technique also depicts the research as an ongoing action that modifies, develops and resolves. We can say that the authors from the field of BMS in Pakistan rather prefer to use active voice. This signifies that the usage of the two voices should be a part of genre-based pedagogy for the young BMS researcher. Also, it is important for them to be taught the cautionary note, i.e., overuse of active voice might not be a very good idea in research writing. The example and Table 6.7 below show how the

authors from the BMS community have used active voice to write RAs in the light of Swales CARS (2004) model:

Example: This research propounds three hypotheses to explain paradoxical implication of 'Allais paradox'. (INTRO.1, p. 131)

Table 6.7: Comparison between occurrences of Active and Passive Voice Indicating
Step 5 of Move Three

Number of BMS RAs	Occurrences of Active or Passive	Number of Occurrences
INTRO.1, 2, 5, 6, 7, 12, 13, 14, 15, 18, 19, 20, 26, 27, 31, 33, 36, 43, 48, 49, 50	Active	21
INTRO.3, 24	Passive	2

It is important to remember that the focus of the research is information and considered interpretation of the presented information. The phenomenon of author's voice comes to work here. More information on the idea can be found in chapter 7.

6.5.5 Direct Results

It has been observed that the BMS researcher introduces the results directly instead of introducing the steps of Move Three sequence wise. This can be observed in 10 BMS RAs that are INTRO.4, INTRO.6, INTRO.21, INTRO.25, INTRO.29, INTRO.32, INTRO.34, INTRO.35, INTRO.41 and INTRO.47.

Example: Using 360 degree feedback can:

a. Have its role on management style.
b. Change relationships.
c. Enhance performance.
d. Alter the roles of affected parties.
e. Introduce increased open mindedness.
f. Change people's attitude towards performance. (INTRO.32, p.22)

We can see that some of the BMS researchers talked about the results of the research or topic under discussion straight away without indicating it as a distinctive

step and stated the impact or result of the whole process of research directly. It can also serve the purpose efficiently because the aim is to provide the readers with the consequences of the research rather than following a direct or indirect inculcation which does not create much difference.

6.5.6 Contribution

The term Contribute which is indicative of step 5 of Move Three can be observed in INTRO.1, INTRO.14, INTRO.20, INTRO.35, INTRO.39 and INTRO.49.

Example: As well as the study would contribute to the existing literature and put forward new direction to manage human resources. (INTRO.14, p.80)

This term clearly depicts that what actually that particular research paper leads to and what role it plays practically or academically. However, there are many other terms that serve the same purpose and create the same impact.

6.5.7 Verbs

Quite a number of verbs indicating step 5 of move Three were found as mentioned below in Table 6.8.

Table 6.8: Verbs Indicating Step 5 of Move Three in BMS RAs

Number of BMS RAs	Verbs Indicating Step 5
INTRO.1	Carry out
INTRO.2	Result in
INTRO.3	Discussed
INTRO.5	Will identify
INTRO.6	Obtain
INTRO.7	Provides
INTRO.8	Found
INTRO.12	Refine, will present
INTRO.13	Explore
INTRO.14	Help, aid
INTRO.18	Establish
INTRO.19	Find
INTRO.20	Add
INTRO.24	Expected

INTRO.27	Covers
INTRO.31	Help, reflect
INTRO.33	Add
INTRO.36	Reveals
INTRO.43	Influence
INTRO.48	Concerned
INTRO.49	Makes
INTRO.50	Find

Table 6.8 indicates that all the BMS researchers indicating step 5. of Move Three used varied terms for discussing findings like "result", "discover", "reveal" etc. These all action verbs have a diverse and conspicuous impact on the readers and exhibit the magnitude and nature regarding the findings of the BMS RAs. The choice of verbs inserts either a strong or a mild impact depending upon the level and requirement of the BMS RAs and their findings.

> **Example:** Therefore, this research will establish an empirical relationship of corporate governance and its effects on the corporate performance. (INTRO.18, p.103)

In the example above, the use of suggestive verb like 'establish' creates a rather a promising impression on the readers. Therefore, it is significant to teach the phenomenon as part of genre-based instruction for the BMS researchers to know the use of muscular verbs. Plain, flat, simple verbs do not create the impact a BMS author chooses to settle for.
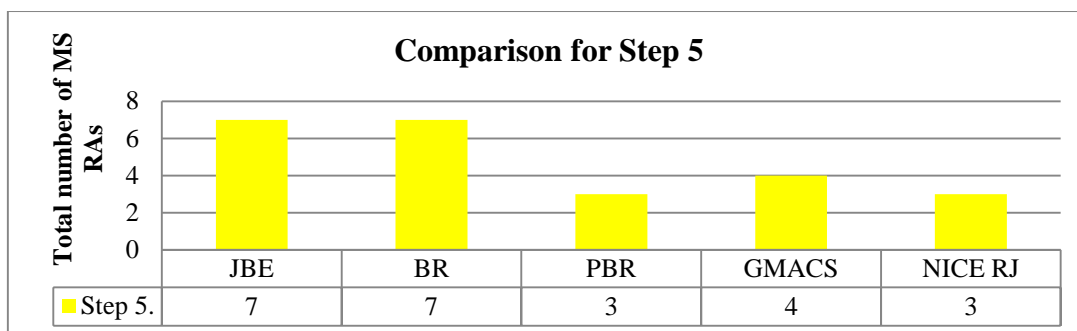
Figure 6.4: Comparison between the Occurrences of Step 5, Announcing Principal Findings of Move Three, in BMS RAs

It can also be observed through Figure 6.4 that the BMS researchers of BMS journals of BR and PBR have employed this technique most frequently with 7 occurrences each. Moreover, it is evident that all the BMS research journals depict the employment of this strategy in the BMS RAs. It is noticed that the absence of these indicators in RAs do create a vide difference as far as the intensity of the impact of the mention of the findings is concerned.

Although Step 5 of Move Three seems to be more of the research-methodological concern, language professional or genre-instructors are encouraged to work as a team with research methodology instructors and bring authentic materials to the BMS undergraduate students for their grasp on the language structures employed by the BMS authors to announce principle findings of the research. The sentence structures shown in Table 6.5 besides published RAs authored by the discourse community of Business and Management Sciences may be used as one of the resources for the genre-based language instruction. A significant value has to be given to the teaching of nouns, their synonyms, and active passive structures that have been used by the BMS authors in this study. The use of verbs to announce direct results and contribute to creating a better reader-writer relationship is encouraged to be taught as part of the genre-pedagogy.

6.6 Step 6. By Stating the Value of the Present Research

Step 6 of Move Three of Swales (2004) CARS model is stating the value of the present research. Step 6 of Move Three can be found in 25 BMS RAs that are INTRO.1, INTRO.3, INTRO.5, INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.12, INTRO.13, INTRO.14, INTRO.15, INTRO.18, INTRO.19, INTRO.20,

INTRO.21, INTRO.24, INTRO.31, INTRO.33, INTRO.35, INTRO.37, INTRO.41, INTRO.42, INTRO.43 and INTRO.45.

Example: This study specifically investigates the objective to search for empirical evidence of the existence of momentum strategy in the KSE. (INTRO.24, p. 77) Consequently the present study has been carried out in the context of Pakistan to highlight the impact of service quality, brand perception and security for customer satisfaction on E-banking in Islamic banking sector. (INTRO.31, p.13)

In the example mentioned above, the BMS Researchers have employed this strategy in a slightly different manner. In the former example, the BMS researcher has discussed the value of the present research precisely discussing the examination and investigation of the main objective of the study. However, in the latter example, the BMS researcher has discussed the value of the research in a noticeable detail through discussing a list of intended accomplishments of the present research.

This technique basically highlights what the whole research is going to accomplish. The technique is valuable for the reader as it helps the reader to familiarize and associate with the declaration of the BMS researcher. This technique also shows that the BMS researchers are aware of the importance of stating the aim of their study (Yasin & Qamariah, 2014). This technique lets the reader understand the approach of the BMS researcher properly and BMS Researcher's attitude towards the research. This technique and outlining purpose seem quite similar in certain characteristics but their function is different. This technique actually states that what the RA basically does concerning the topic under discussion.

6.6.1 Different Verbs

The verbs indicating step 6 of Move Three are mentioned as follows.

Table 6.9: Verbs Indicating Step 6 of Move Three in BMS RAs

Number of BMS RAs	Verbs
INTRO.1	Propounds
INTRO.3	Look
INTRO.5	Determine
INTRO.6	Proposes

INTRO.7	Employs, adds
INTRO.8	Measures, considers
INTRO.9	Proposes
INTRO.10	Analyze
INTRO.12	Refine
INTRO.13	Focuses
INTRO.14	Focuses
INTRO.15	Revolving
INTRO.18	Analyzed
INTRO.19	Examine
INTRO.20	Explore
INTRO.23	Inspect
INTRO.24	Indicates, investigates
INTRO.25	Highlight
INTRO.31	Highlight, Help
INTRO.33	Enhance
INTRO.35	Explore, offers
INTRO.47	Examines
INTRO.41	Reflects
INTRO.42	Investigates
INTRO.43	Emphasized
INTRO.45	Covered

This table indicates that the BMS researchers have employed a variety of verbs to indicate step 6 in BMS RAs.

Example: This research has been designed to inspect the relationship of mergers and performance and the extent of variation in post-merger performance of banks. (INTRO.23, p.62)

These all verbs serve the main purpose that is bringing the readers to the understanding of the significance and the nature of the whole process of the study or topic under discussion. The use of verbs further elucidates the actual purpose and aim of the research and highlights the value of research in the most efficient way according to the requirement of the designed BMS RA.

6.6.2 Pronouns

The pronouns used to indicate step 6. of Move Three are *We* in INTRO.3, INTRO.6, INTRO.10, and *I* in INTRO.40. This shows minimal personalization regarding step 2 of Move Three without which the value of the research is still dealt with proficiency. So, it is observed that the absence of pronouns does not create a vast difference.

Example: In this study, therefore, we attempt to analyze economic growth through agricultural growth in Pakistan. (INTRO.10, p. 116)

Hence, it seems to be suggested that the use of pronouns is not a common phenomenon used by the BMS authors. This, however, cannot be taken for a strict rule, as language styles are individual and may vary from individual to individual. The author of the above mentioned sample is one person using the pronoun 'we'. This shows the element of having a team-spirit. The author tends to have his readers as part of his study and research.

6.6.3 Passive or Active

	JBE	BR	PBR	GMACS	NICE RJ
■ Active Voice	7	4	1	3	5
■ Passive Voice	1	3	2	1	0
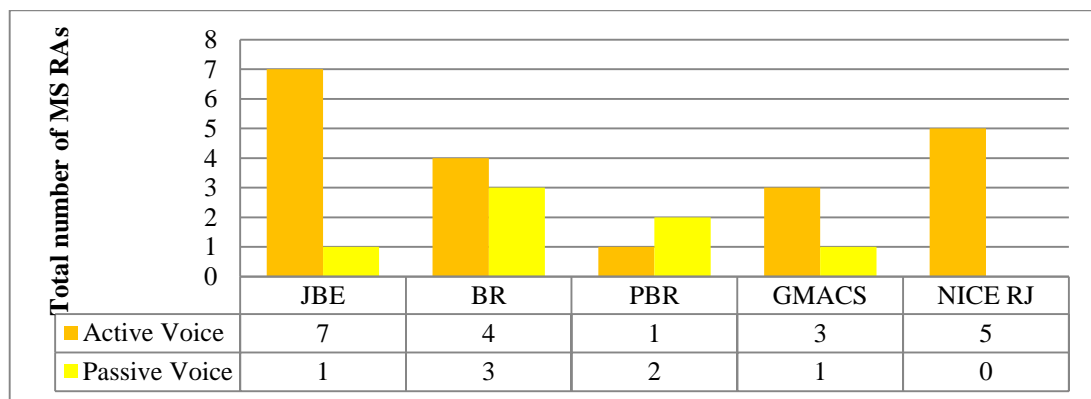
Figure 6.5: Comparison between Active and Passive Voice Indicating Step 6 of Move Three

It can be seen that most of the BMS researchers have brought into use active voice in the BMS RAs to address the research under discussion. Though, the whole process of research and its value in the concerned field is more prevalent, practically applicable and dynamic but mostly the researcher or the research is stressed rather than the outcome which is achieved through the extensive use of active voice. It highlights "what" achieves rather than "what is achieved". However, it is noticed that the use of active of passive voice is merely the choice of the BMS Researchers and the way they

employ this technique to serve their concerned purpose otherwise, there is no weakness or strength in either its absence or presence to highlight Step 6 of Move Three.

6.6.4 Types of Nouns

Table 6.10: Nouns Indicating Step 6 of Move Three

Number of BMS RAs	Nouns	Number of Occurrences
INTRO.1, 9, 14, 18, 21	Research	5
INTRO.5, 8, 10, 12, 13, 15, 19, 20, 24, 25, 31, 33, 35, 42, 43, 45, 49	Study	17
INTRO.6, 7, 41	Paper	3

This table shows that majority of the BMS researchers have utilized the noun *Study* in order to indicate step 6 of Move Three. It further exhibits that most of the BMS researchers have found this term to be the best choice to attribute their work. This unquestionably depicts that their research is expected to be an extensive study or learning of the topic or concept under discussion rather than just being a paper, task or assignment.

6.6.5 Phrasal Indicators

The phrases that are indicative of step 6 are mentioned below.

Table 6.11: Phrasal Indicators of Step 6 of Move Three in BMS RAs

Number of BMS RAs	Phrases
INTRO.1	This research propounds…
INTRO.3	We will also look at…
INTRO.5	This study is, therefore, designed to…
INTRO.6	This paper proposes a new model…
INTRO.7	This paper employs generalized autoregressive conditional heteroskedasticity (GARCH) models and adds the VIX as an…
INTRO.8	This study measures… The study also considers…
INTRO.9	Hence this research proposes…
INTRO.10	…,this study at hand analyses the…In this study, therefore, we attempt to analyze…

INTRO.12	This study is going to refine…
INTRO.13	This study focuses on the…
INTRO.14	The research focuses on factors…
INTRO.15	The study is revolving around…
INTRO.18	In the research, performance of the firm…
INTRO.19	This study is conducted in order to examine…
INTRO.20	This study is designed to explore…
INTRO.21	This research has been designed to inspect…
INTRO.24	Moreover, the study also indicates…
INTRO.25	This study has been conducted to highlight…
INTRO.33	This study, therefore, will surely not…
INTRO.35	The study offers a rich possibility… The current study intends to explore….
INTRO.37	Therefore, this study examines…
INTRO.41	This paper reflects…
INTRO.42	This study also investigates…
INTRO.43	In this study the researchers emphasized…
INTRO.45	This study covered all…
Total Number of BMS RAs indicating step 2. of Move Three	**Percentage**
25/50	**50%**

So, it can be clearly observed that step 6 of Move Three is found in 25 BMS RAs that becomes exactly 50%, making it a good option for the BMS authors.

> **Example:** Therefore, this study examines the individual impact of events (such as political, natural and terrorist) on the stock returns of Pakistani public listed firms. (INTRO.37, p.67)

The phrases used as indicators of the value of the research must be precise, concise and to the point that also unansweringly and directly convey the message and significance of the proposed research rather than an indirect and veiled or concealed introduction of the value of the research through lengthy and indirect constructions or sentences.

6.6.6 Significance of Research Using Adjectives

There are certain adjectives used to indicate step 6 of Move Three that are mentioned below.

Number of BMS RAs	Use of Adjectives
INTRO.22	Thus, the present study will be beneficial……It will also be helpful…
INTRO.23	This research is helpful for…
INTRO.35	The study is also significant in directing stake…
INTRO.49	The present study is a needful step…
Total number	Percentage
4/50	8%

Table 6.12: Use of Adjectives Indicating Step 6 of Move Three in BMS RAs

It is observed through Table 6.12 that only some of the BMS researchers used adjectives for the research under discussion to inform the readers about the importance of the topic in a very vivid manner. It is evidently observed that the use of adjectives to indicate the value of the research is one of techniques that behold great impact in grasping attention of the reader and in making the readers comprehend the actual significance without causing any indistinctness. The absence of adjectives can be avoided during the mention of the value of the research especially in Move Three in order to create a perceptible impact or the need of the research or topic under discussion.

	JBE	BR	PBR	GMACS	NICE RJ
Step 6	8	7	3	3	4
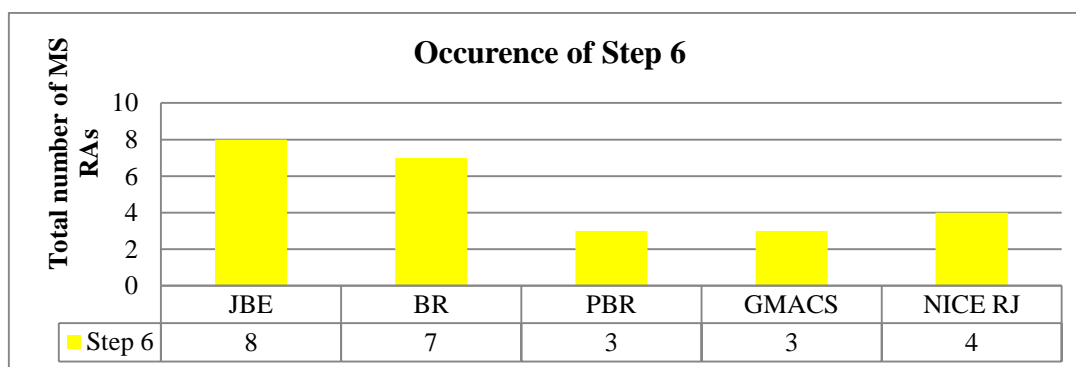
Figure 6.6: Occurrence of Step 6 Stating the Value of the Present Research of Move Three in BMS RAs

It can be observed through Figure 6.6 that step 6 is most frequently used in JBE and BR by the BMS researchers of BMS RAs. Additionally, it can be observed that all the BMS research journals depict the employment of this strategy in the BMS RAs

which definitely is indicative of the fact that this technique is found to be considerably helpful in adding additional weight and impact to the produced research and making the readers realize the significance of the topic under discussion.

Genre-based language pedagogy is very much dependant on correct usage of parts of speech in a given context. In the context of the present study, the undergraduate students from the BMS discourse community not only need to master the use of parts of speech from a linguistic perspective, but also from a genre perspective. Different verbs to state the value of the research, pronouns, nouns, phrasal indicators, adjectives, as well as active and passive voices need to be inculcated in the genre-pedagogy for research article writing

6.7 Indicating RA Structure

Step 7 of Move Three is Indicating RA Structure. This technique states that how the remaining paper is organized. Step 7 of Move Three is found in INTRO.1, INTRO.6, INTRO.8, INTRO.9, INTRO.10, INTRO.16, INTRO.24, INTRO.26 and INTRO.46 that makes 18% of occurrence in BMS RAs.

> **Example 1:** The following text Section 2, briefly describes the literature and, Section 3, explains the data, sample and methods of analysis. Section 4, discusses the results and Section 5 concludes the study. (INTRO.24, p.83)

> **Example 2:** The rest of the paper is organized as follows. Section 2 offers methodology while Section 3 presents the empirical results and discussions. Section 4 of the paper provides the conclusion. (INTRO.26, p.117)

In the examples mentioned above, it is observed that both the BMS researchers have employed nearly the same way of inculcating this feature to their RAs. However, it is also a noticeable fact that the BMS researchers have talked about introducing methodology in the other sections of the BMS RAs as it was predicted earlier. It can also be expected that the BMS researchers give ultimate importance to the section of methodology and require this strategy to be discussed in a great detail rather than being expressed about briefly in the introduction part.

Though, it contains mostly the same features as mentioned in the other steps but it additionally elucidates the structural organization that no other step emphasizes on. This technique not helps the reader to analyze what is coming next in the RA but also

provides a sequential organization that gives a planned impact to the whole research. Furthermore, through this technique the BMS researcher conveys the very briefly that what is included in the RA and how it is arranged reasonably, rationally and most importantly in proper order.

6.7.1 Introductory Sentence

The introductory sentences mentioning step 7 of Move Three as a separate step in the beginning of a new paragraph can be observed in 6 samples i.e. INTRO.1, INTRO.6, INTRO.10, INTRO.24, INTRO.26 and INTRO.46. This technique not only helps in catching the eye of the reader but also provides significance to this step of Move Three.

Example: The rest of the paper is organized as follows. (INTRO.46, p. 74)

Such usage of language creates an impact of the author to be a well-organized person who intends to bring their readers a clear sense of direction. Bringing introductory sentences can be an effective way to bring in the element of consideration which the writer creates for their readers.

6.7.2 Content or Numerals

Mostly, the structures of RAs are indicated through *sections* and numerals which can also be seen in INTRO.1, INTRO.6, INTRO.8, INTRO.10, INTRO.16, INTRO.24, INTRO.26 and INTRO.46.

Example 1: Section II shows the simulation and estimation of the model, and examines inflation dynamic properties. (INTRO.6, p. 237)

Example 2: Section 4, discusses the results and Section 5 concludes the study. (INTRO.24, p.117)

In the examples mentioned above, two types of numerals can be observed; however, the purpose served by the use of these numerals is the same i.e. to provide the readers with a sense of direction. Hence, it is safe to say that use of contents or numerals is a smart strategy to adopt for the BMS authors while developing their introduction sections for a RA.

6.7.3 Pronouns

The pronouns used to indicate step 7 of Move Three are *We* and *Our* in INTRO.6 only.

Example: We call the model the sticky-price with bounded rationality (SPBR), in contrast with the NKPC. (INTRO.6, p. 237)

This might indicate that the authors from the BMS community want to remain rather objective in terms of interacting with the audience directly. The use of this strategy can be based on the element of personalization which authors choose/or not to get personal or direct with the readers.

6.7.4 Phrases Indicating the RA Structure

Different phrases used to indicate step 7 of Move Three of Swales' CARS (2004) model are mentioned below.

Table 6.13: Structural Indicators of Step 7 of Move Three in BMS RAs

Number of BMS RAs	Phrases Indicating Step 6.
INTRO.1	Scheme of this paper…
INTRO.6	In the next sections……
INTRO.8	Rest of the paper…
INTRO.9	Firstly the study uses…
INTRO.10	Section 2 presents…
INTRO.16, 26, 46	The rest of the paper is organized…
INTRO.24	The following text section 2,
Total number of BMS RAs indicating step 6. of Move Three	**Percentage**
9/50	**18%**

Table 6.13 shows that only 9 of the BMS researchers mentioned step 7 of Move Three in the introduction section of BMS RAs either through Introductory Sentence, Content or Numerals, Pronouns or Phrases Indicating the RA Structure. The reduced employment of this technique also gives rise to a prediction that the BMS researchers might feel the urge to keep the organization and arrangement of the facts introduced regarding the topic under discussion concealed. Moreover, they might want these details to be disclosed later on while the readers go through the whole process of

proposed research. Since the purpose of the BMS Researchers is very well served so, it is hard to acknowledge the employment of this technique or criticize its absence.

As the example below shows the use of this technique, it can be observed that a good impression of the author can be created through this.

Example: The rest of the paper is organized as follows: Section II provides a review of literature, Section III discusses the trend of core inflation in Pakistan, Section IV discusses data and methodology, Section V provides results and Section VI concludes. (INTRO.16, p.48)

6.7.5 Nouns

It can be seen that majority used the noun 'paper' to indicate step 7 of Move Three which depicts the random selection by the BMS Researchers just to talk about their work. The following example suggests the same.

Example: The scheme of this paper is that introduction is followed by a critique of 'Allais paradox'. (INTRO.1, p, 132)

Table 6.14: Nouns Indicating Step 7 of Move Three in BMS RAs

Number of BMS RAs	Nouns	Number of Occurrences
INTRO.1, 8, 16, 26, 46	Paper	5
INTRO.6	Model	1
INTRO.9	Study	1

Table 6.14 displays how authors have used the noun 'paper' more frequently as compared to 'model' or 'study'. The phenomenon suggests a genre-based instruction which qualifies its users to know the use of appropriate nouns for the particular context and purpose.
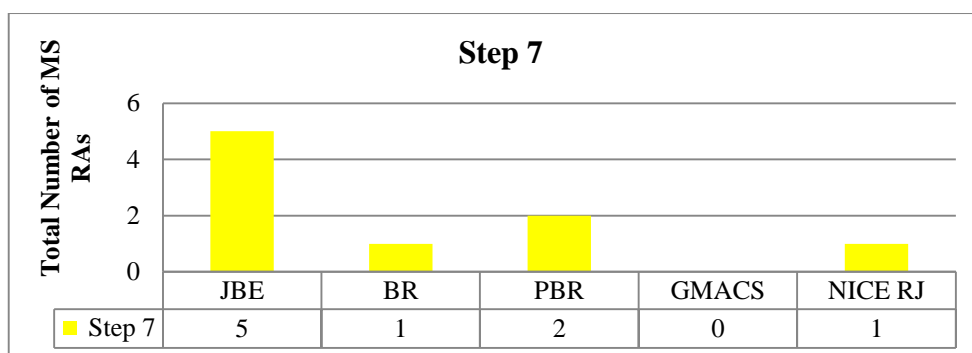
Figure 6.7: The Occurrences of Step 7 Indicating RA Structure of Move Three in BMS RAs

It can be observed that step 7 is most frequently used in JBE by the BMS Researchers of BMS RAs.

Swales (2004) suggested that the presence of other optional steps not only enhances the impression and importance of the RAs but also make the readers feel the significance of the research. (Yasin and Qamariah, 2014). The presence of optional steps show that how the BMS researchers expand their research and investigation. It also depends on the nature of research and the requirement depending upon the style of the researcher or the need of the discipline. These steps also create a better impression of the research produced and make it "worth pursuing further" (Yasin & Qamariah, 2014, p.41).

Teaching the structure of a research article should be a compulsory part of genre-pedagogy to the undergraduate students of BMS discourse community. Under the light of this research, the construction of introductory sentence, section making, and a variety of structural indicators should be taught as discussed under this Step of Move Three.

6.8 Conclusion

After the detailed study of all the BMS RAs, it has been concluded that Move Three of Swales CARS (2004) is found directly in 44 BMS RAs. It has been observed that, step 4 is being employed the least and step 3 and step 7 are used comparatively less than the other steps. The purpose or objectives of the research under discussion are most commonly found in BMS RAs which again are followed by Research Questions and Hypotheses and stating the value of the present research in many cases. 50% of the BMS RAs display the occurrence of principal findings and their impact regarding the

research while only some of the BMS RAs comprise of definitional clarifications and the structural organization of the rest of the article or the paper. On the whole, a lot of diversity can be observed not only concerning grammatical and lexical items but also the structural and constructional variation associated with them indicating all the steps of Move Three.

However, it is important to note here that nearly all the BMS researchers have used the same organizational pattern of steps of Move Three as mentioned by Swales (2004) which definitely is indicative of the fact that steps of Move Three happen to produce the utmost impact when occur in the suggested sequence by Swales. Though some of the steps are either employed or omitted depending upon the nature of the BMS RAs, it is still clear that move three appears in multiple ways in BMS RAs produced by the Business and Management researchers in Pakistan and holds significance for genre-based instruction as discussed for each one of the seven steps of Move Three.

PART B: Studying New Strategies

In this part, all the other strategies and techniques that can be associated with Move Three in any possible way other than the seven steps of Move Three have been discussed. However, it is important to note here that these strategies are not the part of Swales' CARS but have been explored to be present in the BMS RAs through the study of samples. These new strategies used by the BMS seasoned authors can be suggested to be used freely as part of Move Three, however, the choice of using these strategies as a part of Move Three can be left to the authors of BMS research Article. Because this part of the analysis does not address the application of direct model, the analysis and discussion under each one of these strategies has been kept shorter.

6.9 Predicting Results

This technique is also used by the BMS researchers to guess the outcomes or the ultimate result of the relevant research. This can be seen in 4 BMS RAs that are INTRO.20, INTRO.24, INTRO.29 and INTRO.48.

> **Example 1:** The results of the study are expected to have influential impact on the investors' decision making behavior in KSE and have implications in general on investment decisions, risk management techniques, and could influence assets' valuation. (INTRO.24, p.82)

Example 2: Banks can grab opportunities with greater confidence only with an integrated approach of managing risk and performance. (INTRO.20, p.48)

In the examples mentioned above, both the BMS researchers have differently indicated the predictions of the expected result through the use of distinguished terms like "expected", "can" and "could" demonstrate the uncertainty regarding the topics under discussion. In the former example, the BMS researcher has talked about a variety of repercussions of the topic of research however, in the latter example the BMS researcher mentions the expected result attained only with a condition highlighted with the use of the term "only with". It shows that BMS researchers do not hesitate to specify their calculations and estimates where they have a slight assurance about a certain fact or aspect. Through this technique, the BMS researcher is not entirely sure but guesses the conclusion of the whole process of research and he makes a prediction about it. It can both be about just the research or its practical application in the real world. Through, this technique the readers basically come to know what will be the end result, outcome or judgment concerning the topic under discussion. This not only gives a certain direction to the reader but also an opportunity to think and reflect upon the expected consequences of the topic of research.

6.10 Extending a Finding

Sometimes the BMS researcher is unable to find a gap in the previous research and just wishes to extend it. This happens when the BMS researcher chooses a topic that has been researched and studied previously. That topic might require some additional research or investigation for advance development and so, the BMS researcher extends the findings of the other researches or the researchers. This strategy not only attributes the other research or the researcher but also adds authenticity and conviction to the topic under discussion. This can be observed only in INTRO.12.

Example: This study is going to refine the previous studies and will present new interpretation about the factors effecting trade balance of Pakistan in comparison with India. (INTRO.12, p.35)

In the example mentioned above, it can be observed that the BMS researcher has employed the term "is going to refine" the previous research or study. This clearly shows that the BMS researcher is elucidating the fact that his proposed study is going to extend the prior work by both developing it and expanding it even more so it can

"present" new and diverse explanations about the concerned topic. Here, for the BMS researcher the finding is relevant to the previous work that he is going to extend.

In the following figure, 6.8, we can clearly observe that to which extent Predicting a result and Extending a finding can be found in all the BMS RAs of five BMS Journals.

		JBE	BR	PBR	GMACS	NICE RJ
■	Predicting Results	0	0	3	0	1
■	Extending a Finding	0	1	0	0	0
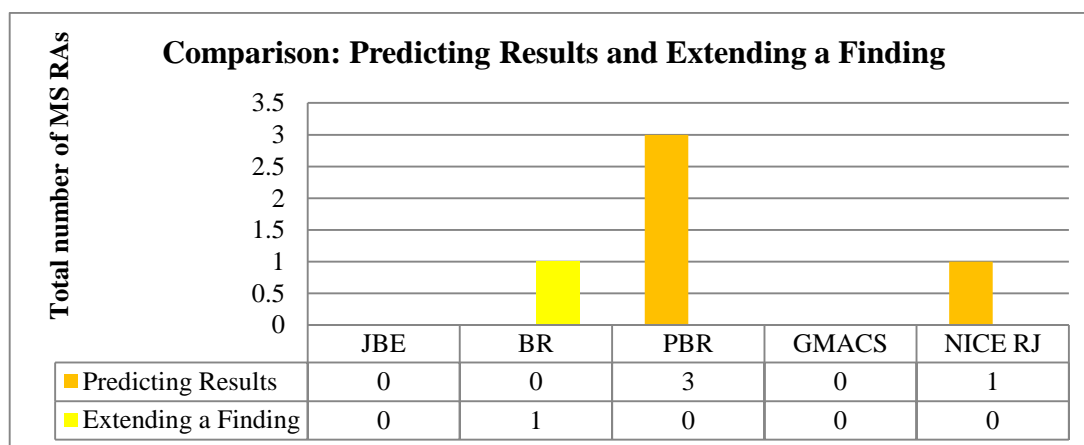
Figure 6.8: Comparison between the Occurrences of Predicting Results and Extending a Finding in BMS RAs

It can be clearly seen that results are predicted comparatively more in BMS RAs however, both of the techniques are rarely employed by the BMS Researchers but, utilized with mastery when used and served the purpose of the BMS RAs effectively wherever fused with the Steps of Move Three.

6.11 Move Three with Move One

It is observed that in some cases Move Three is embedded with either of the parts of Step1. of Move One. This shows that the BMS researcher introduces claim of centrality or topic generalization into any of the steps of Move Three. This depicts BMS researcher's way of reinforcing the importance of topic, its generalization or reference to another RA recurrently and the reader does not fail to remember any of these even while learning about the new research or the extension of the previous one.

Example: The study intends to focus on the utilization of time spent in academic institutions in accordance with the future need of the industry and make this experience more productive and beneficial by enhancing employability skills in students (Hewitt, 2005). In order to implement this, the current curriculum in Pakistan

requires a radical shift to translate these conceptual objectives into a concrete reality by preparing students as a readily available work-force. (INTRO.35, p.47)

In the example mentioned above, the BMS researcher informs the readers about the "focus" of his study which is the characteristic feature of Move Three and then the BMS researcher gives a reference of the other researcher "(Hewitt, 2005)" to elucidate that this point of view has already been shared or presented by the other researcher. Additionally, the BMS researcher raises a hypothesis that what can be the proposed solution with reference to the current scenario and discusses the factors that must be considered seriously to covert the mentioned objectives into reality. Thus, in one paragraph, it can be observed that how the different steps of different Moves and distinguished strategies are being successfully amalgamated to achieve the desired purpose of the BMS researcher.

Table 6.15: Comparison between the Occurrences of Steps of Move One in Move Three in all BMS RAs

Number of BMS RAs	Move One	
	Step 1. Claiming Centrality	Step 1. Making Topic Generalization
INTRO.1	×	√
INTRO.2	√	√
INTRO.3	√	√
INTRO.4	×	×
INTRO.5	×	×
INTRO.6	√	√
INTRO.7	×	×
INTRO.8	×	×
INTRO.9	√	√
INTRO.10	√	×
INTRO.11	×	×
INTRO.12	×	×
INTRO.13	√	√
INTRO.14	×	×
INTRO.15	×	×
INTRO.16	×	×

INTRO.18	√	√
INTRO.19	√	√
INTRO.20	×	×
INTRO.21	×	√
INTRO.22	√	√
INTRO.24	×	×
INTRO.25	×	×
INTRO.26	√	√
INTRO.27	√	×
INTRO.28	√	√
INTRO.29	×	×
INTRO.31	×	×
INTRO.33	×	×
INTRO.35	√	√
INTRO.36	×	×
INTRO.37	√	×
INTRO.39	√	×
INTRO.40	√	×
INTRO.41	×	×
INTRO.42	×	×
INTRO.43	√	√
INTRO.44	×	×
INTRO.45	×	×
INTRO.46	×	×
INTRO.47	×	×
INTRO.48	√	×
INTRO.49	×	×
INTRO.50	√	√
Total Number of BMS RAs	Total Occurrences	Total Occurrences
50	19	15
Percentage	38%	30%

It can be clearly observed through Table 6.15 that majority of the BMS researchers have blended both parts of step 1 of Move One with Move Three that not

only states the significance of the topic under discussion but also the ultimate need of associating it with the present scenario.

Sometimes the BMS researchers introduce Move Three in the very beginning of the introduction section which displays the main purpose and content of the research under discussion. However, this can be observed just in only one BMS RA that is INTRO.13.

> **Example:** Introduction: This study focuses on the value chain links of surgical instruments manufacturing cluster of Sialkot, Pakistan which involves three cities, Gujranwala, Daska and Sialkot of Punjab, Pakistan and the global market for the instruments which consists of USA, Europe in particular and the world in general. (INTRO.13, p.64)

In the example mentioned above, it is observed that the BMS researcher has introduced the objective of the proposed research or study through the term "focuses". This example further elucidates the fact that the BMS researcher found it tremendously significant to mention the purpose before discussing any other fact regarding the topic under discussion.

Finally, with the help of following table, 6.16, it can be observed that which step of Move Three is most frequently found in all the BMS RAs

Table 6.16: Comparison between the Occurrences of Steps of Move Three

Number of BMS RAs	Move Three						
	Step 1.	Step 2.	Step 3.	Step 4.	Step 5.	Step 6.	Step 7.
INTRO.1	√	×	√	×	√	√	√
INTRO.2	×	×	√	×	√	×	×
INTRO.3	√	×	√	√	√	√	×
INTRO.4	×	×	×	×	×	×	×
INTRO.5	×	×	×	×	√	√	×
INTRO.6	×	×	√	×	√	√	√
INTRO.7	√	√	×	×	√	√	×
INTRO.8	√	√	×	×	√	√	√
INTRO.9	×	√	√	×	×	√	√
INTRO.10	×	×	×	×	×	√	√

INTRO.11	√	√	√	√	×	×	×
INTRO.12	√	×	×	×	√	√	×
INTRO.13	√	×	×	√	√	√	×
INTRO.14	√	×	√	×	√	√	×
INTRO.15	√	√	×	×	√	√	×
INTRO.16	×	√	×	×	×	×	√
INTRO.17	×	√	×	×	×	×	×
INTRO.18	√	√	√	×	√	√	×
INTRO.19	√	√	√	×	√	√	×
INTRO.20	√	×	×	×	√	√	×
INTRO.21	×	√	×	×	×	√	×
INTRO.22	√	×	×	×	×	×	×
INTRO.23	×	×	×	×	×	×	×
INTRO.24	√	√	×	×	√	√	√
INTRO.25	×	×	×	×	×	×	×
INTRO.26	√	×	×	×	√	×	√
INTRO.27	√	√	×	×	√	×	×
INTRO.28	√	×	×	×	×	×	×
INTRO.29	√	×	√	×	×	×	×
INTRO.30	×	×	×	×	×	×	×
INTRO.31	×	√	×	×	√	√	×
INTRO.32	×	×	×	×	×	×	×
INTRO.33	√	√	×	×	√	√	×
INTRO.34	×	√	×	×	×	×	×
INTRO.35	√	√	×	×	×	√	×
INTRO.36	×	×	×	×	√	×	×
INTRO.37	×	×	×	×	×	√	×
INTRO.38	×	×	×	×	×	×	×
INTRO.39	√	×	×	×	√	×	×
INTRO.40	√	√	×	×	×	×	×
INTRO.41	×	×	×	×	×	√	×
INTRO.42	√	×	×	×	×	√	×
INTRO.43	√	√	×	×	√	√	×
INTRO.44	√	×	×	×	×	×	×

INTRO.45	×	×	×	×	×	√	×
INTRO.46	√	×	×	×	×	×	√
INTRO.47	√	×	×	×	×	×	×
INTRO.48	√	√	×	×	√	×	×
INTRO.49	×	×	×	×	×	×	×
INTRO.50	√	√	×	×	√	×	×
Total number	29	20	10	3	24	25	9
Percentage	58%	40%	20%	6%	48%	50%	18%

It can be easily seen that though the steps of Move Three are found in most of the BMS RAs but the step most recurrently detected in BMS RAs is step 1 Outlining Purpose which is also a mandatory step of Move Three. The rate of occurrence of steps of Move Three can be further distinguished with the help of figure 6.9 regarding all the BMS research journals.

Occurrence of Steps of Move Three

BMS RAs	1	2	3	4	5	6	7
JBE	4	3	5	1	7	8	5
BR	8	6	4	2	7	7	1
PBR	6	3	1	0	3	2	2
GMACS	4	5	0	0	4	4	0
NICE RJ	7	3	0	0	3	4	1
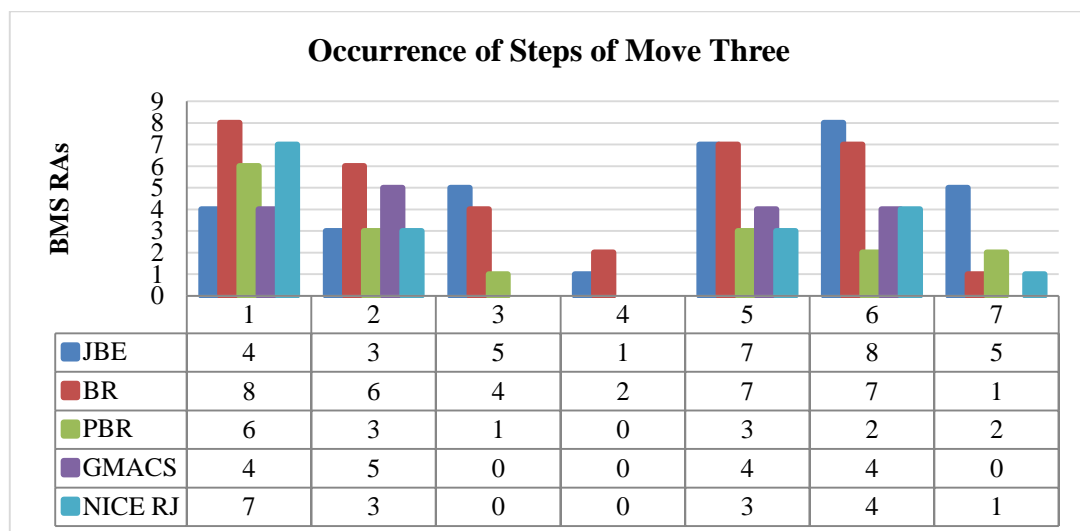
Figure 6.9: Occurrence of Steps of Move Three

It can be observed through Figure 6.9 that the steps of Move Three are found in most of the BMS RAs of JBE and BR with 33 and 35 occurrences respectively. On the other hand, NICE RJ is on third number with 18 occurrences of all steps of Move three. GMACS and PBR are on fourth number with 17 occurrences each. Undoubtedly it is noticed that the BMS RAs employing most of the Steps of the Move Three definitely appear to be comparatively more comprehensive, highly structured, sophisticated and

elaborate at Occupying the Niche. (See Appendix B, Figures 6A and 6B for comparisons)

6.12 Move Three with Move Two

Frequently, it is observed that Move Two is embedded with Move Three that is basically the indication of BMS researcher's induction of a problem regarding the topic under discussion and right after that the solution that is found through the research. This is to highlight the gap and the research to fill in that gap at a same time giving a quick idea to the reader of the main problem and the subject of the research.

> **Example:** The basic objective of this study is to compare the level of efficiency in Islamic and conventional insurance industry of Pakistan through DEA and Ratios analysis. To the best of our knowledge no study has been done as yet on the comparative efficiency of conventional and Islamic insurance sector of Pakistan. Some studies assessed the efficiency of conventional insurance sector but did not focus on the efficiency of Islamic insurance sector in Pakistan (e.g. Noreen, 2009; Jam-e-Kausar & Afza, 2010; Afza & Asghar, 2010). Evaluating the efficiency of Islamic insurance independently might not be useful for the policy makers unless a comparison is made with conventional insurance. Thus, the present study will be beneficial for conventional and as well as Islamic insurance industry. It will also be helpful for practitioners and policy makers to address the weak areas of insurance industry in Pakistan. (INTRO.22, p.24)

In the example mentioned above, it can be clearly observed that how the BMS researcher has amalgamated different steps of Move Three along with the indication of a gap. Firstly, the BMS researcher introduces the objective of the research that is step 1. of Move Three depicted through the use of term "basic objective". Secondly, the BMS researcher introduces the gap blended within Move Three depicted through the phrase "no study has been done yet". Thirdly, the BMS researcher gives the reference of the prior study and research on the concerned topic depicted through "(e.g. Noreen, 2009; Jam-e-Kausar & Afza, 2010 and Afza & Asghar, 2010)" and then again discusses the defects in it through "did not focus". Later, the BMS researcher raises a hypothesis and puts a condition with it through "might not be useful" and "unless" respectively. Lastly, the BMS researcher again introduces the step 6 of Move Three and states the value of the proposed research and emphasizing the value through the use of adjectives

like "beneficial" and "helpful". Thus, this example is a perfect representation of blending of different steps and techniques to efficiently communicate and accomplish the purpose of the BMS researcher without sticking to the usual proposed pattern and sacrificing the required amalgamation of different steps according to the subject matter's need.

The occurrences of indication of gap with Move Three are mentioned below.

Table 6.17: Comparison between the Occurrences of Move two with Move Three in all BMS RAs

Number of BMS RAs	Occurrence with Indication of Gap
INTRO.1	Right after the gap
INTRO.4	Right before the gap
INTRO.5	Right after the gap
INTRO.6	Right after the gap
INTRO.7	Blended with gap
INTRO.8	Right after the gap
INTRO.9	Right after the gap
INTRO.10	Blended with gap
INTRO.11	Right after the gap
INTRO.12	Right after the gap
INTRO.13	Blended with gap
INTRO.15	Right after the gap
INTRO.16	Right after the gap
INTRO.18	Blended with gap
INTRO.19	Right after the gap
INTRO.20	Right after the gap
INTRO.22	Blended with gap
INTRO.24	Right after the gap
INTRO.26	Blended with gap
INTRO.27	Blended with gap
INTRO.31	Right after the gap
INTRO.32	Right after the gap
INTRO.35	Blended with gap
INTRO.37	Blended with gap

INTRO.41	Right after the gap
INTRO.44	Blended with gap
INTRO.46	Right after the gap
INTRO.49	Right after the gap
INTRO.50	Right after the gap
Total number of BMS RAs indicating occurrences of gap with Move Three	**Percentage of occurrence**
29/50	**58%**

It can be seen that most of the BMS researchers blended Move Three in with Move Two. It is observed that either they introduced Move Three right before or right after stating the gap or blended it directly with the problem. In all the cases the readers get the feel of understanding the problem and its solution simultaneously without being carried away with the proposed issue. It is generally observed that the readers are expected to look for the solution as soon as they are presented with the issue that needs to be resolved. Sometimes the readers are being informed regarding the gap but are not provided with the suitable solution right after. The readers might forget the nature of the problem later on if the solution is presented to them after redundant interventions of extra explanation or details. This can also create a difference in opinion as the readers might find the proposed solution inappropriate for the gap mentioned before.

6.13 No Distinctive Move Three

Sometimes it is observed that the BMS researcher does not include a separate or distinctive Move three. He uses an indirect Move Three which can be through its blending with the other Moves or by replacing the whole Move Two which can be observed in case of the extension of the previous research. It is observed in INTRO.17, INTRO.23, INTRO.30, INTRO.32, INTRO.34 and INTRO.38.

Example: Production function is used not only at micro level, for firms, but also at the macro level, on whole economy. At the firm's level it is used for cost effectiveness and input demands. At macro level it is used to find the contribution of inputs, income and technology in the economic growth (Thomas 1997). In general terms any production function can be expressed as Q=A KaLb, where Q is the quantity of output, K is capital invested and L is the labor and A,

a, b are the parameters which are to be estimated empirically. The above equation is often referred as Cobb Douglas production function. The Cobb-Douglas production function is the mostly used empirical analysis for growth & productivity. The Cobb Douglas production function is in-between linear production function and a fixed proportion production function. (INTRO.34, p.38)

It can be observed through the example mentioned above that the BMS researcher has not indicated any of the distinctive steps of Move Three and has just explained, expounded and extended the research that has already been studied by the other researcher "(Thomas 1997)". The BMS Researcher has initiated with the discussion of current state and present scenario and just elaborated it further rather than stating the objective of the study or the findings or the state the value of the present research. Instead, in the last lines the BMS researchers has claimed centrality through the adjective "mostly used". This example is yet another example of how the BMS researcher has communicated all the required aspects of his research proficiently portraying his own method and approach without following the steps of Move Three.

	JBE	BR	PBR	GMACS	NICE RJ
■ Move Two with Move Three	8	8	4	4	5
■ No Distinctive Move Three	0	1	2	3	0
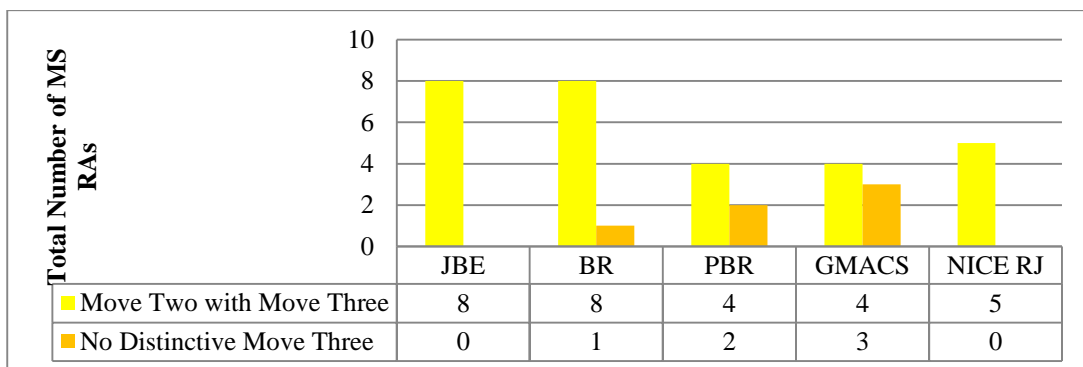
Figure 6.10: Comparison between the Occurrence of Move Two with Move Three and Absence of Move Three in BMS RAs

It can be seen through Figure 6.10 that in most of the BMS RAs Move Two is found with Move Three however, only in 6 cases there is no distinctive Move Three found in BMS RAs.

6.14 Move Three Indicated through Headings

Some BMS researchers use the technique of headings to illuminate the elements or the steps of Move Three. Headings can be observed in INTRO.11, INTRO.12,

INTRO.13, INTRO.18, INTRO.27, INTRO.28, INTRO.33, INTRO.35, INTRO.36, INTRO.37, INTRO.39, INTRO.40, INTRO.48 and INTRO.50.

Example:

- Research Objective (INTRO.50, p. 77)
- Objectives (INTRO.18, p.103)

This technique not only states the purpose of the relevant research, its findings, results and structure conveniently and prominently but also makes it easier for the readers to detect them within the introduction section instantly. Use of a heading always illustrates any piece of information.

BMS RAs	Use of Headings	No Headings
Headings VS No Headings	14	30
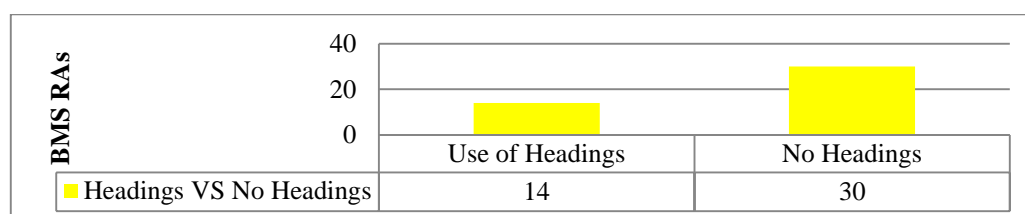
Figure 6.11: Occurrence of Headings in Move Three in BMS RAs

It can be clearly observed Figure 6.11 that only in 14 cases BMS researchers have distinctively used headings to highlight Move Three in BMS RAs. However, most of the authors from the BMS community choose not to give headings, making it optional for the new researchers to follow this step in the Swales' CARS.

6.15 Length of Moves

Through the comparative study of BMS RAs it is noticed that the lengths of the Move Three in the RAs vary which depicts that BMS researchers choose to either provide the steps of Move Three in detail or state them very briefly. This can both provide brevity or detailed explanation through short and long representation of Move Three respectively.

Table 6.18: Length of Move Three in BMS RAs in Word Count

Number of BMS Introduction	Lengths of Move Three in words
INTRO.1	714 Words
INTRO.2	44 Words
INTRO.3	360 Words
INTRO.4	82 Words

INTRO.5	52 Words
INTRO.6	496 Words
INTRO.7	263 Words
INTRO.8	265 Words
INTRO.9	117 Words
INTRO.10	114 Words
INTRO.11	159 Words
INTRO.12	75 Words
INTRO.13	250 Words
INTRO.14	78 Words
INTRO.15	281 Words
INTRO.16	80 Words
INTRO.18	213 Words
INTRO.19	608 Words
INTRO.20	77 Words
INTRO.21	152 Words
INTRO.22	34 Words
INTRO.24	93 Words
INTRO.25	115 Words
INTRO.26	815 Words
INTRO.27	1020 Words
INTRO.28	104 Words
INTRO.29	95 Words
INTRO.31	56 Words
INTRO.33	52 Words
INTRO.35	210 Words
INTRO.36	15 Words
INTRO.37	25 Words
INTRO.39	135 Words
INTRO.40	526 Words
INTRO.41	56 Words
INTRO.42	46 Words
INTRO.43	171 Words
INTRO.44	27 Words

INTRO.45	272 Words
INTRO.46	81 Words
INTRO.47	36 Words
INTRO.48	479 Words
INTRO.49	25 Words
INTRO.50	206 Words
Average	**208.5 Words**

It can be seen through Table 6.18 that minimum lengths of Move Three are found in the RAs of GMACS in which the BMS researchers have kept Move Three quite brief. On the other hand, it is observed that most of the RAs of JBE display detailed Move Three as far as the length in words is concerned. This phenomenon was also discussed by Connor & Mauranen, (1999) "Contributing to the fulfillment of the overall communicative purpose of the genre, moves can vary in length and size from several paragraphs to one sentence, but normally contain at least one proposition" (p.51). So, the length does not create much difference until and unless it serves the purpose efficiently. Refer to Figure 6.12 to see the illustration of word count for move three.

Length of Move three

	1	2	3	4	5	6	7	8	9	10
JBE	714	44	360	82	52	496	263	265	117	114
BR	159	75	250	78	281	80	0	213	608	77
PBR	152	34	0	93	115	815	1020	104	95	0
GMACS	56	0	52	0	210	15	25	0	135	526
NICE RJ	56	46	171	27	272	81	36	479	25	206
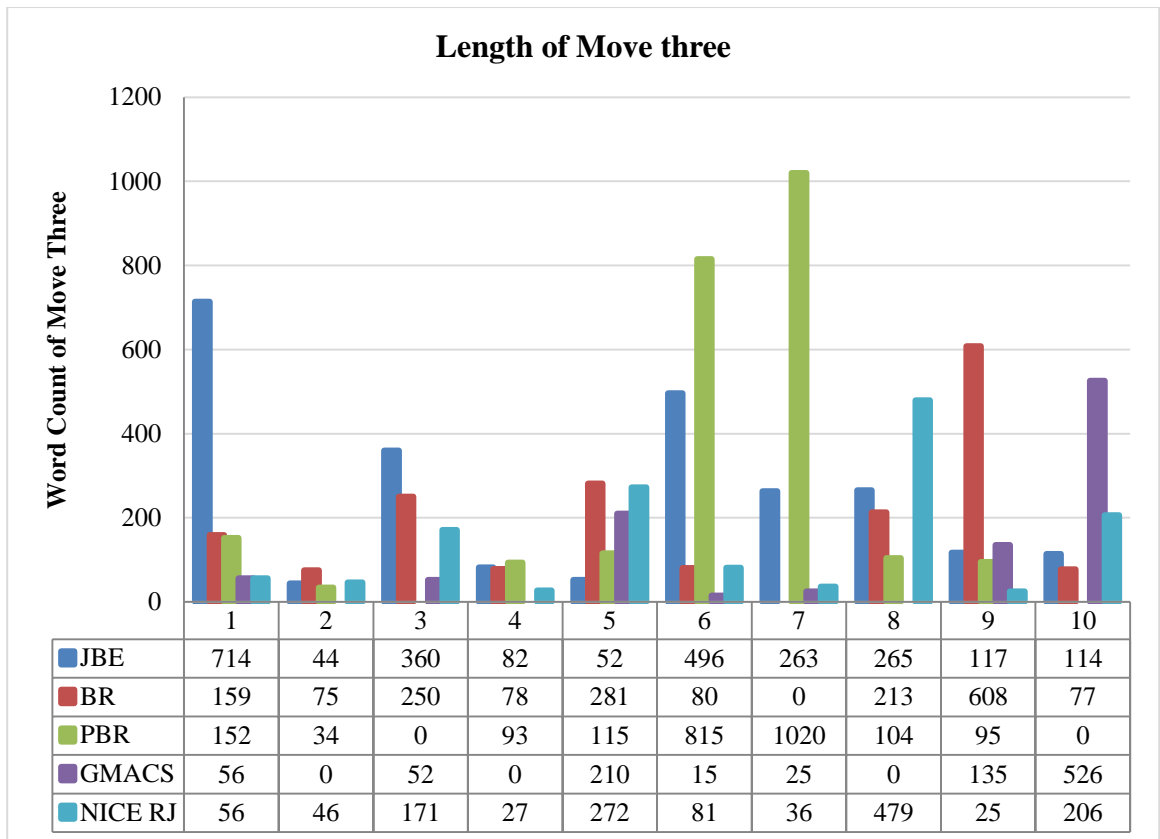
Figure 6.12: Word Count of Move Three in Each Sample's Introduction Section

6.16 Comparison

It is observed that sometimes the BMS researcher makes a comparison between the previous research and the recent research under discussion. This highlights the gap that was left in the previous research and is addressed in the recent one. However, comparison is only observed in INTRO.22.

This extract as already been dissected in 6.11 as an example but here it needs to be discussed yet again for identifying another strategy employed that is "Comparison". The BMS researcher has compared and contrasted the previous research and its neglected areas and side by side, the BMS researcher introduces the benefits that the latest research will have to offer in future in contrast with the previous one.

6.17 Move Three Replacing Indication of Gap

Sometimes it is observed that there is no indication of the gap and Move three is directly introduced by the BMS researcher in the research under discussion which we can observe in 9 BMS RAs that are INTRO.4, INTRO.13, INTRO.17, INTRO.21, INTRO.25, INTRO.29, INTRO.32, INTRO.34 and INTRO.38. This means that the

BMS researcher only extended any prior research and felt no need of indicating any gap that was not detected. This is also dependent upon the need of the research and has no strength or weakness as a strategy because sometimes the research is merely an elaboration and does not possess any flaw or a gap.

6.18 Conclusion

After the comparative study, it has been observed that BMS researchers have employed many other strategies along with the indication of all steps of Move Three and these strategies are not only linked with Move Three but also enhance its effects in some way. Although, only few BMS researchers have predicted the results, extended the findings, drawn comparison among previous and current research, and included incorporated headings. Yet, these elements were quite important to be discussed because of their immense impact on the BMS RAs. In addition to that, blending of Move Three with both Move One and Two is frequently observed in almost all the BMS RAs inserting a noticeable divergence to them. Moreover, Move Three is found to have varied lengths in all BMS RAs according to the requirement of the subject matter. Move Three's place of occurrence, distinctive absence and Move Three replacing other Moves is also detected in several BMS RAs which is definitely due to the need of the research or topic under discussion and the most suitable selection of the style to present the research by the BMS Researcher. Moreover, it is noticed that most of the steps of Move Three are mainly found in the BMS RAs of JBE and BR.

The analysis for Move Three ends here. The end of this chapter also marks the end of analysis of the first half of the study i.e. The Analysis of Swales' CARS (2004).

CHAPTER 7

STANCE AND ENGAGEMENT

The previous chapters of analysis have explored the RAs of Business and Managament Sciences in the light of Swales Creating a Research Space (CARS) model (2004). A detailed insight into the schematic structures and move patterns has been given besides studying their significance. It is important to note here that a research-genre analysis is not a simple task and the researcher needs to look at a certain research text from dual perspectives i.e. schematic structures and the metalanguage being used by the authors to create the relationship with the readers. Since CARS (2004) has studied the schematic structures and move patterns, the Model of Academic Interaction (MAI) by Hyland (2005a) will analyze metalanguage through the lens of the features of stance and englagement which authors imply.

This chapter studies Hyland's (2005a) Model of Academic Interaction and its Stance and Engagement features as being found in the sample of 50 BMS RAs written by the authors of Business and Management Sciences discourse community in Pakistan. The chapter also sheds lights on the significance of use of these features by the Business and Management Sciences authors, as projected through RAs.

Stance deals with writer-oriented approach. It includes features that depict writer's attitude, reliability, conviction and his own existence throughout the piece of work. The readers can understand the writer's point of view and approach through numerous techniques that are inculcated in the writer's research. There are mainly four features of Stance according to Ken Hyland, (2005a).

1. Hedges
2. Boosters
3. Attitude markers
4. Self Mention

On the other hand, Engagement deals with the art of bringing the reader in to the discourse. Basically, it concerns the engagement and involvement of readers thoroughly. Through Engagement features the readers find themselves as participants as they are very efficiently and interactively dragged into the argument in the discussion proposed by the writer. There are mainly five features of Engagement according to Ken Hyland, (2005a).

1. Reader pronouns

2. Personal asides

3. Appeals to shared knowledge

4. Directives

5. Questions

The chapter has been divided into two halves, as per the model itself. Part A shows analysis and discussion on features of Stance while Part B addresses analysis and discussion on Engagement and its interactional features. In both the parts it is explored how both Stance and Engagement features occur simultaneously in the BMS RAs. Both Stance and Engagement resources have a dialogic purpose (Bakhtin, 1986) and are like the "two sides of the same coin and, because they both contribute to the interpersonal dimension of discourse, there are overlaps between them." (Hyland, 2007)

PART A: Studying Stance Markers

While producing any piece of academic writing, writers can only guide readers instead of providing them with proof and readers can always disprove their interpretations. Writers also try to predict possible negative reactions to their claims and for that they must design their arguments the way their audiences get convinced which is also expressed by Hyland (2007). The writers produce texts using language to acknowledge, construct and negotiate social relations (Hyland, 2008). According to him,

> "Interaction in academic writing essentially involves "positioning", or adopting a point of view in relation to both the issues discussed in the text and to others who hold points of view on those issues." (p. 119)

Hyland's research demonstrates that, within the conventions of disciplinary discourses, individual writers can "manipulate the options available to them for creative and rhetorical purposes of their own" (Dudley-Evans, 1999). According to Hyland, (2005), Stance expresses a textual voice. Conrad & Biber, (1999) take stance as the expression of personal feelings, attitudes, and value judgments, or assessments. Through the features of Stance, the authors communicate their attitudes and convey their judgments or opinions. They also inculcate their authority and presence within the argument using elements of stance.

Following are the features of stance and their analysis in the light of MAI (2005a).

7.1 Hedges

Hedges, as per Hyland's MAI (2005a), are concerned with words or phrases that refer to BMS researcher's decision to hold back statements of complete commitment and certainty.

This helps in the presentation of the information more like an opinion rather than a fact or claim (Hyland, 1998). This allows the reader to think and propose their own point of views regarding the topic under discussion. Hedges also keep the BMS researchers from being responsible for their statements. Through such statements that portray imprecision, the BMS researchers give the readers an opportunity to relate their own views and beliefs with the presented idea or information. This further reduces the chance of contradiction and makes the presented information readily acceptable by the readers.

Devices like might, perhaps, possible etc are considered as hedges. Hedges keep the researchers from personal authority and rigidity and gives ample room for the reception and acceptance of variety of suggestions and ideas proposed by the readers (Hyland, 2005). It opens a platform for further reasoning rather than providing a certified fact. Moreover, the readers also get an open space to argue and put forward their personal interpretations which makes any piece of information more easily tolerable by the readers or the other researchers. Claiming anything straight away can be risky because it might give an impression of a challenge to any other point of view or literature provided by any other researcher or co-worker.the BMS researchers must keep the expectations of the readers in mind and try to accommodate them. This will bring the readers closer to the mind-set of the BMS researcher and make them involve them as participants. So, it is observed that a person should relate to the thoughts and ideologies of others rather than presenting a rigid fact that might be hard to digest by many of the readers or BMS researchers.

Hedges, as an essential feature of Stance as proposed by Hyland's MAI (2005a),were found in 36 RAs that are INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.6, INTRO.7, INTRO.8, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.19, INTRO.20, INTRO.21, INTRO.22, INTRO.23, INTRO.24, INTRO.25, INTRO.27, INTRO.28, INTRO.29, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.36, INTRO.37, INTRO.39, INTRO.41, INTRO.42, INTRO.44, INTRO.46, INTRO.47, INTRO.48 and INTRO.49.

Example 1: In these situations, the assumption of job stability may often be untenable and traditional job analysis techniques may neither be possible nor be appropriate. (INTRO.14, p.80)

Example 2: Elements of organizational culture may include stated and un-stated values, overt and implicit expectations for member behavior, customs and rituals, stories and myths about the history of the group etc. (INTRO.15, p.32)

In the examples mentioned above, both the BMS researchers have employed the terms "may". In the former example, the BMS researcher has used this term twice which indicates the uncertainty of the BMS researcher regarding the topic under discussion. This also indicates that the BMS researcher has left a room for readers own perceptions relevant to the concept. Additionally, the BMS researcher has avoided providing a confirmed statement to indicate the room for any deviation, change or doubt that might result as far as the repercussions of the research is concerned.

In the latter example, the BMS researcher has used this term once to indicate the predictions regarding the concept and aspects and factors relevant to it.

Table 7.1: Types of Hedges and their Occurrences in BMS RAs

Types of Hedges	Introduction Number	Total Occurrences	Percentage (out of 36 BMS RAs)
Could be	INTRO.1	1	2.7%
May	INTRO.1, INTRO.8, INTRO.14, INTRO.16, INTRO.20, INTRO.25, INTRO.29, INTRO.32, INTRO.35, INTRO.36, INTRO.37, INTRO.39, INTRO.42, INTRO.44, INTRO.46, INTRO.48	28	77.7%
Can be	INTRO.4, INTRO.17, INTRO.41, INTRO.47, INTRO.48	7	19.4%
Might	INTRO.22, INTRO.24	2	5.5%
Could	INTRO.23, INTRO.24, INTRO.27	5	13.8%
Might be	INTRO.28	1	2.7%
Ought to	INTRO.33	1	2.7%
Can	INTRO.2, INTRO.4, INTRO.6, INTRO.7, INTRO.14, INTRO.17, INTRO.19, INTRO.21, INTRO.24, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.39, INTRO.44, INTRO.47, INTRO.48, INTRO.49	25	69.4%
Can be	INTRO.4, INTRO.17, INTRO.41, INTRO.47	6	16.6%

It can be easily noticed that among the indicators of Hedges the most frequently used one is *May* that is found in 28 BMS RAs. On second position most frequently occurring indicator of Hedges is *Can* that is found in 25 BMS RAs.

Hedges

	1	2	3	4	5	6	7	8	9	10
JBE	2	1	0	3	0	1	1	1	0	0
BR	0	0	0	2	0	1	3	0	1	1
PBR	1	1	1	2	1	0	1	1	1	0
GMACS	1	2	2	1	2	1	1	0	2	0
NICE RJ	2	0	0	2	0	1	3	3	1	0
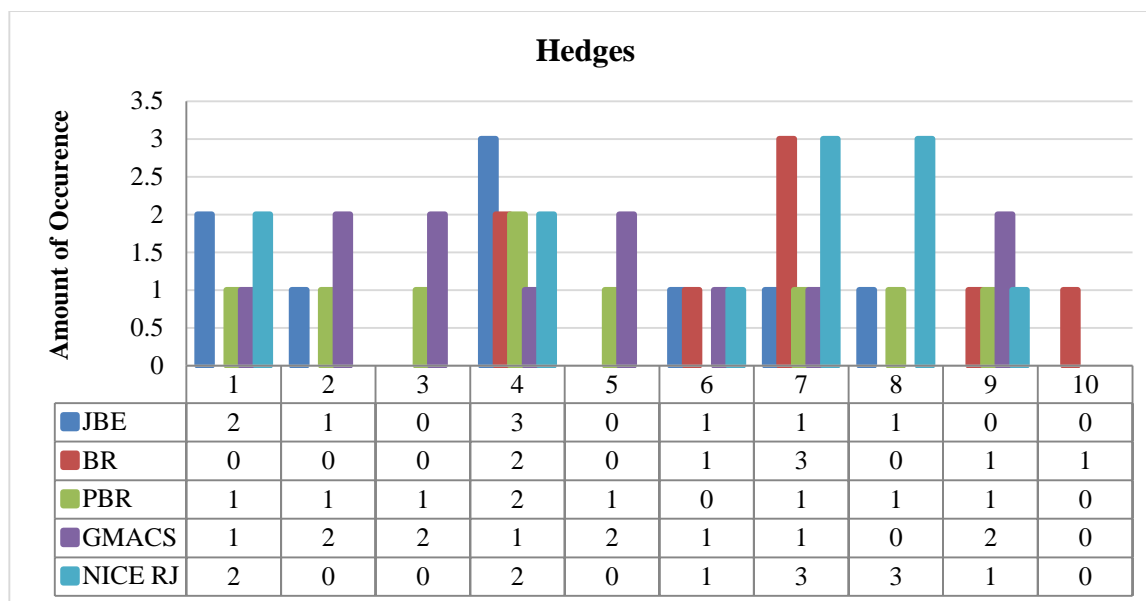
Figure 7.1: The Occurrence of Hedges in BMS RAs

It is clearly observed through Figure 7.1 and the study samples that hedges from Hyland's MAI (2005a) are most frequently found in the RAs of BR and GMACS which show that the BMS Researchers tend to leave more space for the readers point of view and perception that can be different from whatever is proposed through the research. Use of this strategy helps minimize the claims that are being made by any other party or the reader. It also shows how BMS RA authors conform to the currently accepted boundaries of their discourse community. Last, but not the least, it is safe to say, as observed through the samples, that BMS authors use hedging rather sparingly to advocate politeness and humbleness where they technically acknowledge that they might be at fault while writing or making a claim.

To inculcate hedges into their genre-pedagogy, the BMS undergraduate students need to be given awareness on the use of adverbs of frequency. A useful way for them to understand and effectively use hedges is through learning to use the language in generalized manner. A list of hedges may be given to the students and the genre-instruction can ask them to use them in a variety of sentences.

7.2 Boosters

Boosters from the MAI (Hyland, 2005a) refer to those lexical items that depict BMS researcher's strong confidence in the fact presented related to the topic under discussion. This not only shows the qualities of conviction and commitment of the BMS researcher, but also the makes the readers believe in such ideas that are presented with such force and assurance. Boosters also give a feeling of reliability on the fact presented by the BMS researcher. The readers and the other co-researchers not only find the facts authentic through the use of boosters

but also feel certain in trusting the information offered by the BMS researcher. With the help of boosters, the researcher might show subjectivity but this subjectivity can be balanced through the use of hedges adding objectivity at certain level. The effect of self-effacement presented by hedges is stabilized through the use of boosters presenting certainty and involvement. Through the use of boosters, the BMS researchers keep the readers occupied and involved as they find the whole research quite dependable and genuine to be studied and understood. The use of boosters also leaves no room for uncertainty or ambiguity regarding any piece of information (Hyland, 1999). Terms like obviously, surely, undoubtedly refer to the use of boosters which definitely adds an explicit impact to the topic under discussion and they normally occur in clusters.

Hyland's MAI (2005a) has boosters as the second essential feature which were found in 35 BMS RAs that are INTRO.1, INTRO.2, INTRO.3, INTRO.4, INTRO.5, INTRO.6, INTRO.7, INTRO.8, INTRO.9, INTRO.10, INTRO.11, INTRO.12, INTRO.15, INTRO.16, INTRO.17, INTRO.19, INTRO.22, INTRO.25, INTRO.27, INTRO.29, INTRO.30, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.36, INTRO.37, INTRO.39, INTRO.41, INTRO.42, INTRO.43, INTRO.47, INTRO.48, INTRO.49 and INTRO.50, as shown in Table 7.2 below.

Table 7.2: Types of Boosters and their Occurrences in BMS RA

Introduction Number	Types of Boosters Occurred
INTRO.1	Really, must be, should have, explicitly, should not
INTRO.2	Significantly, particularly, extremely, must, ultimately
INTRO.3	Have to
INTRO.4	Particularly
INTRO.5	Particularly, especially, necessarily
INTRO.6	Implicitly, should
INTRO.7	Must
INTRO.8	Highly, significantly
INTRO.9	Particularly, especially, truly, extensively
INTRO.10	Strongly
INTRO.11	Must, highly
INTRO.12	Majorly
INTRO.13	-
INTRO.14	-
INTRO.15	Particularly, must, ultimately

INTRO.16	Specifically
INTRO.17	Should, fundamentally, significantly
INTRO.18	-
INTRO.19	Should
INTRO.20	-
INTRO.21	-
INTRO.22	Definitely, ultimately
INTRO.23	-
INTRO.24	-
INTRO.25	-
INTRO.26	Especially
INTRO.27	Obviously
INTRO.28	-
INTRO.29	Ultimately
INTRO.30	Undoubtedly
INTRO.31	No doubt, especially
INTRO.32	Should, must, ultimately, strongly
INTRO.33	Certainly, surely
INTRO.34	Mostly
INTRO.35	-
INTRO.36	Mainly, completely
INTRO.37	Mostly
INTRO.38	-
INTRO.39	Ultimately, highly, clearly, seriously, should
INTRO.40	-
INTRO.41	Certainly, should
INTRO.42	Specifically, especially
INTRO.43	-
INTRO.44	-
INTRO.45	Significantly, especially
INTRO.46	-
INTRO.47	Ultimately, should
INTRO.48	Actually
INTRO.49	Should
INTRO.50	Primarily, extensively
Percentage	70%

35/50	

It is observed that the occurrence of imperatives like have to, should and must is found quite frequently in most of the BMS RAs indicating Boosters. It elucidates the BMS researcher's stress and assurance regarding the topic under discussion.

Example 1: ICT no doubt, is necessary to compete with other banks in service quality. (INTRO.31, p.12)

Example 2: In today's globalized world trade liberalization is certainly one of the vital factors in attracting FDI to the host country. (INTRO.33, p.30)

In the examples mentioned above, the BMS researcher used the booster "no doubt" in the former example and in the second example "certainly" is the booster brought into use by the BMS researcher. These both boosters indicate ultimate conviction and assurance of the BMS researchers regarding both the concepts under discussion and with the help of these boosters, the BMS researchers convince the readers quite easily as the facts presented with such force and assertion are found valid and reliable.

Display of the Occurance of Boosters

	1	2	3	4	5	6	7	8	9	10
JBE	5	5	1	1	3	2	1	2	4	1
BR	2	1	0	0	3	1	3	0	1	0
PBR	0	2	0	0	0	1	1	0	1	1
GMACS	2	4	2	1	0	2	1	0	5	0
NICE RJ	2	2	0	0	2	0	2	1	1	2
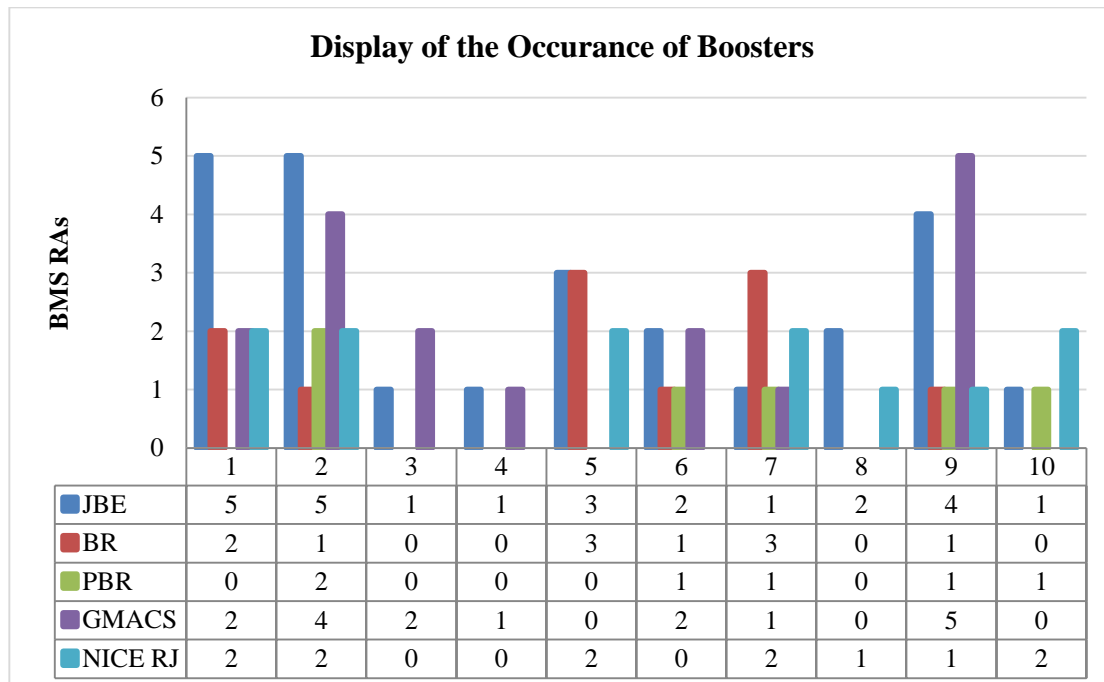
Figure 7.2: The Occurrence of Boosters in BMS RAs

It can be observed through Figure 7.2 that Boosters are found to be most frequently occurring in the RAs of JBE and GMACS. This is indicative of the fact the BMS researchers of the RAs of journals of JBE and GMACS appear to be more certain of the information

presented in their researches or they have used boosters to further emphasize the authenticity and facts and figures presented regarding the topics under discussion.

For genre-based research-writing instruction, it is important for the students to note that boosters work in the opposite direction of hedges. Boosters add certainty and importance to one's writing. Hyland (2015) suggests the use of boosters for genre-pedagogy as they are mostly used by the authors of RAs in introductions and conclusions to influence their readers. Table 7.2 suggests a list of boosters as used by the BMS authors for writing RAs as found in the present study.

7.3 Attitude Markers

Attitude markers are the third essential feature of Hyland's MAI (2005a). These are certain terms and grammatical categories that depict the importance of BMS researcher's work and convey emotions and feelings related to the topic under discussion. Attitude markers make the readers agree to the point of views of other researchers or authors. This is affect, not epistemology. According to Hyland (1999), "This allows writers to both take a stand and align themselves with disciplinary value positions" (p.199) Through the use of attitude markers, the BMS researchers offer any kind of an attitude, sentiment or opinion to the readers and expect a variety of responses and reactions according to the presented information along with an attitude marker. The use of attitude markers keeps the readers involved and occupied with the ideas presented by the BMS researcher.

There is a variety of Attitude Markers, as indicated by Hyland's MAI (2005a), used in the BMS RAs e.g. adverbs, adjectives to inculcate a feeling of connection and association with other researches or the ideas presented in the same research by the BMS researcher. As the name itself suggests, the attitude markers depict the attitude of the BMS researcher towards any presented notion and to make the readers recognize and comprehend the same mood with which the idea is being presented. Attitude markers are indicative of BMS researcher's style and individuality, and it adds a variety of values and reactions to the presented thoughts regarding the topic under discussion. We can find Attitude Markers in 100% of the BMS RAs.

> **Examples:** The results revealed that public investment on physical infrastructure that include rural roads, village electrification and irrigation and social infrastructure including rural education and health have contributed very much and positively to total factor productivity. (INTRO.34, p. 47)

In the example mentioned above, the BMS researcher has employed a variety of Attitude Markers to express diverse perceptions, point of views and opinions attached to the

concepts under discussion. The verbs used as Attitude Markers are "revealed", "include" and "contributed" that depict the ways in which the different aspects of the concept affect other factors related to it. Additionally, the noun used as the Attitude Marker is "productivity" which indicates the contribution of the concept under discussion and the Adverbs used as the Attitude Markers are "very much" and "positively" that not only intensify the impact of the contribution of the factors regarding the concept under discussion but also offer and ultimate affirmative impression both to the research and the intended readers.

7.3.1 Subordinate Conjunctions

Attitude Markers can also be indicated through Subordinate Conjunctions regarding the topic under discussion.

Example 1: Although there has been abundance of research focusing on the most important determinants of capital structure, there is still deviation regarding which factors significantly affect a firm's capital structure. (INTRO.17, p.73)

Example 2: Since a large number of reform initiatives are being introduced in public sector organizations to increase efficiency, better service delivery, improved performance and good governance, a timely evaluation of such reform may help keeping its strengths while improving the shortcoming.   (INTRO.36, p.54)

In the examples mentioned above, the BMS researchers have employed the subordinate conjunctions "Although" and "Since" in the former and latter examples respectively. These subordinate conjunctions are used as the Attitude Markers. In the former example, the BMS researcher has introduced contrastive facts regarding the topic of research through the use of "Although" however in the latter example, the BMS researcher has used the subordinate conjunction "Since" to indicate a cause and effect or reason and outcome regarding the concept under study and its relevant factors.

Table 7.3: Occurrences of Subordinate Conjunctions in BMS RAs

Subordinate conjunctions	Number of introductions	Total number of occurrences	Percentage (out of 50 BMS RAs)
While	INTRO.1, INTRO.6, INTRO.8, INTRO.19, INTRO.21, INTRO.23, INTRO.26, INTRO.36, INTRO.41, INTRO.44, INTRO.50	11	22%
Even Though	INTRO.1, INTRO.14, INTRO.28, INTRO.30	4	8%

Rather than	INTRO.1, INTRO.6, INTRO.39	3	6%
Although	INTRO.4, INTRO.6, INTRO.17, INTRO.27, INTRO.36, INTRO.37, INTRO.47	7	14%
Whereas	INTRO.8, INTRO.12, INTRO.17, INTRO.19, INTRO.22, INTRO.35	6	12%
Because	INTRO.33, INTRO.37, INTRO.44, INTRO.49	4	8%
Since	INTRO.7, INTRO.31, INTRO.36, INTRO.42, INTRO.47	5	10%

It can be observed through Table 7.3 that the most frequently used Subordinate conjunction in BMS RAs is "While" with 11 occurrences. Hence, it is important for genre-instructors of BMS RAs to include the importance of sub-ordinate conjunctions as important part of their lectures. Knowing the boundaries of their research discourse community will empower them to remain within those boundaries as important part of it.

7.3.2 Conjunctions

Attitude Markers can also be indicated through Conjunctions regarding the topic under discussion, as displayed through Table 7.4.

Table 7.4: Occurrence of Conjunctions in BMS RAs

Conjunctions	Introduction Number	Number of Occurrences
But	INTRO.1, INTRO.2, INTRO.3, INTRO.11, INTRO.12, INTRO.13, INTRO.15, INTRO.16, INTRO.17, INTRO.22, INTRO.27, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.35, INTRO.37, INTRO.39, INTRO.41, INTRO.49	29
Yet	INTRO.3, INTRO.6, INTRO.7, INTRO.18, INTRO.22, INTRO.28	6

The most commonly occurred conjunctions are "But" and "Yet" that are found in 35 BMS RAs in total. It can be easily noticed that the conjunction "But" is found in more than half of the BMS RAs depicting contradiction, comparison and argument regarding the topic under discussion.

Example: The progress of insurance industry in Pakistan has not been very impressive, yet the industry is not too tiny to be ignored. (INTRO.22, p.23) According to the financial Stability Review (2011) an international comparison shows that Pakistan is not only consistently lagging behind in terms of density and penetration of the insurance industry but its standing among the regional countries also remained low in recent years. (INTRO.22, p.22)

In the example mentioned above, it is observed that the BMS researchers have employed the conjunctions "yet" and "but" in both the examples respectively. In the former example, the BMS researcher has used the conjunction "yet" to indicate the two divergent facts that are revealed related to a single concept under study. In the latter example, the BMS Researcher has employed "but" to further emphasize the detail introduced earlier and link an additional fact relevant to it.

7.3.3 Nouns

Attitude Markers can also be indicated through Nouns regarding the topic under discussion that further draw attention to all the factors relevant to the research topic.

Example: Consequently, choice under uncertainty, which had been progressing satisfactorily as a distinct branch of knowledge for many years, turned into a field of flux. (INTRO.1, p. 132) Failure to comply with any requirements will usually result in the contractor incurring monetary liabilities. (INTRO.2, p. 152)

In the examples mentioned above, the BMS researchers have employed the nouns used an Attitude Marker. In the former example, the BMS researcher has employed the noun "uncertainty" which is indicative of a doubtful and unsure situation that the BMS researcher related to his concept under discussion and its present scenario. In the latter example, the BMS researcher employed two nouns as Attitude Markers. The noun "Failure" is indicative of the condition and a cause or a reason that can result into "liabilities" which is again a problem or accountability regarding the concept under research. Through the use of two negatively connotative nouns, the BMS researcher has emphasized pessimistic circumstances where the things are not hopeful and might go wrong.
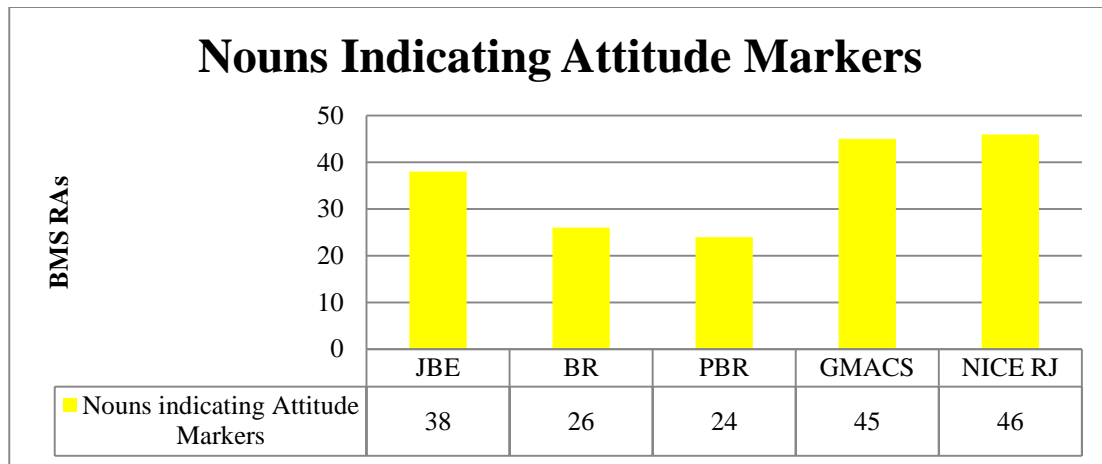
Figure 7.3: Occurrences of Nouns Indicating Attitude Markers

It can be seen that nouns indicating Attitude Markers occur in all the research journals and most frequently in the RAs of JBE, GMACS and NICE RJ. Hence, making it necessary for research-genre analysts to include the importance of use of nouns to create an attitude as a writer's in their suggestions for pedagogical implications.

Table 7.5: Occurrences of Nouns Depicting Attitude Markers in BMS RAs

Number of Introduction	Nouns Acting as Attitude Markers
INTRO.1	Uncertainty, shortcoming, conviction, doubts, conflict, probability
INTRO.2	Delay, failure, losses, uncertainty, liabilities
INTRO.3	Perils, problems, uncertainty, transparency, usefulness
INTRO.4	Effectiveness
INTRO.5	Decline, production
INTRO.6	Improvements, importance, rigidity
INTRO.7	Development, crises, stagnation, decline, turmoil, openness, regard, significance
INTRO.8	Problem, uncertainty, gap
INTRO.9	Innovation
INTRO.10	Rivalry, importance, dilemma, declines, rigidities
INTRO.11	-
INTRO.12	Majority, deficits, imbalances
INTRO.13	Focus, opinion
INTRO.14	Needs
INTRO.15	Acceptance, awareness, problems, understanding, effectiveness, risk
INTRO.16	Harm, gap
INTRO.17	Problems, barrier, assumptions, advantages, distress, abundance
INTRO.18	Crises, significance

INTRO.19	Helplessness, focus
INTRO.20	Significance, shortcomings
INTRO.21	Nightmares, needs, responsibilities
INTRO.22	Losses
INTRO.23	Importance, losses, limitation, benefit
INTRO.24	Focus, interest, objective
INTRO.25	Satisfaction, barriers
INTRO.26	Importance
INTRO.27	-
INTRO.28	Efficiency, target, gap
INTRO.29	Contribution, success, motivator, frustration, motivation
INTRO.30	Amazement, turning point
INTRO.31	Satisfaction, needs, interaction, focus, challenge, preference
INTRO.32	Strength, weakness, divergence, disagreement, risk, danger
INTRO.33	Barriers, success
INTRO.34	Profit, loss
INTRO.35	Adaptability, creativity, threat, effectiveness, preferences
INTRO.36	Significance, tool, support, importance, value, efficiency, shortcoming
INTRO.37	Importance, needs, instability
INTRO.38	Tool, benefits
INTRO.39	Majorly, obligation, unfairness, inequity, inspiration, importance
INTRO.40	Disagreement, conflicts, liking, disliking, problem, impact
INTRO.41	Root cause, problems, issues
INTRO.42	Attraction, potential, challenge, improvement
INTRO.43	Effectiveness
INTRO.44	Uncertainty
INTRO.45	Need, driver, alternative
INTRO.46	Importance, barriers, exception, burden
INTRO.47	Priority, turnover, satisfaction, violation, sabotage, disorder, frustration, depression, lethargy, insomnia, effectiveness, problems, betterment, needs, moral values, laxity
INTRO.48	Focus, benchmark, interest
INTRO.49	Significance, exploitation, problems, attention, contribution
INTRO.50	Importance, advantage, satisfaction, effectiveness, barrier, hindrance

7.3.4 Negatives

It has been observed that Attitude Markers from Hyland's (2005a) Model of Academic Interaction can also be indicated through the use of Negatives that depict the negative attitude regarding the topic under discussion.

> **Example:** In the standard NKPC model based on Calvo (1983), the aggregate price index is a weighted average of the price charged and not-charged by firms, which means that there is a nominal rigidity of price, which is one of the most important features of the NKPC model. (INTRO.6, p. 4)

In the example mentioned above, the BMS researcher has employed the negative "not" to show both positive and negative facts together and their effect on the concept under discussion. Moreover, the BMS researcher discusses the contribution of these positive and negative facts collectively on raising a hypothesis regarding the topic of research.

Table 7.6: Occurrences of Negatives Indicating Attitude Markers in BMS RAs

Negatives Indicating Attitude Markers	Number of Introduction	Total Number of Occurrences
Not	INTRO.1, INTRO.3, INTRO.4, INTRO.6, INTRO.11, INTRO.12, INTRO.13, INTRO.15, INTRO.16, INTRO.17, INTRO.18, INTRO.21, INTRO.22, INTRO.24, INTRO.26, INTRO.28, INTRO.31, INTRO.32, INTRO.33, INTRO.34, INTRO.41, INTRO.44, INTRO.45, INTRO.46, INTRO.47, INTRO.48, INTRO.49	40
Neither	INTRO.1, INTRO.14, INTRO.24	4
Did not	INTRO.1, INTRO.2, INTRO.30	4
Have not	INTRO.1, INTRO.9, INTRO.37	3
Cannot	INTRO.1, INTRO.6, INTRO.7	3
No	INTRO.2, INTRO.6, INTRO.17, INTRO.22, INTRO.32, INTRO.37, INTRO.40, INTRO.43, INTRO.47, INTRO.48, INTRO.50	16
Do not	INTRO.4, INTRO.6, INTRO.8, INTRO.21, INTRO.45, INTRO.47, INTRO.48	

Does not	INTRO.10, INTRO.26	2
Never	INTRO.20, INTRO.30	2
Has not	INTRO.22, INTRO.26, INTRO.46	3
May not	INTRO.39	1

It can be observed very clearly that the negative most frequently occurring in the BMS RAs is Not which signifies that the authors choose to use negative statements directly and actively. The use of positive language does not seem to be a tradition in the community of BMS.
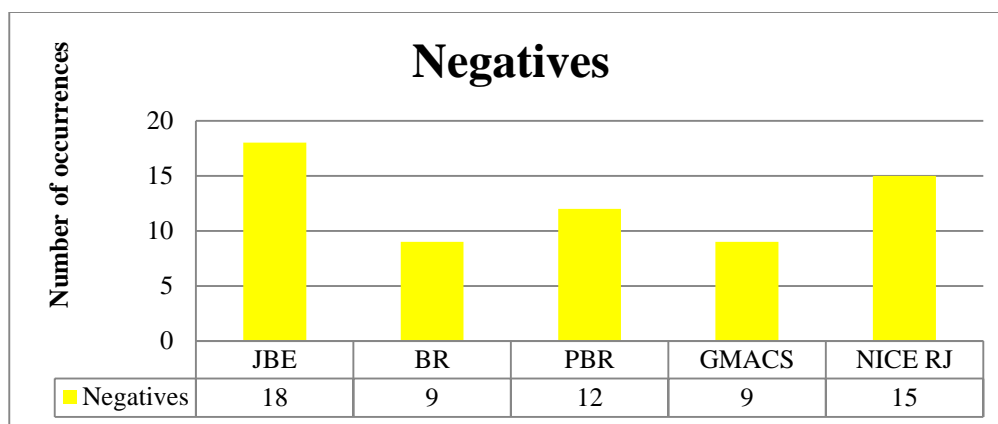
Figure 7.4: Comparison between the occurrences of Negatives in Research Journals

It is noticed through figure 7.4 that the Negatives have occurred most frequently in the research journal of JBE showing denial and negation regarding certain aspects relevant to the topics of research. Again, it can be observed that the use of direct negatives is a tradition in the chosen discourse community.

7.3.5 Comparatives and Superlatives

It is observed that many BMS researchers employ the comparative and superlative degrees added along with adjectives and adverbs to express the intensity related to the varied aspects of the concepts under study.

Example: It enables the countries to capture those markets where they can avail comparative advantage i.e. they can easily produce their product at lower cost. (INTRO.33, p.30) Most commonly, disagreements can be classified as personal and task conflict. (INTRO.40, p.110)

The BMS researchers have employed both the comparative and superlative degrees in the examples respectively. In the former example, the BMS researcher has employed a

comparative degree "lower" to show the "comparative advantage" of the concept of research. In the latter example, the BMS researcher has used the superlative degree "most" to describe the adverb of frequency relevant to the concept under study.

Table 7.7: Occurrences of Comparatives indicating Attitude Markers in BMS RAs

Number of Introduction	Comparatives	Superlatives
INTRO.1	Greater	Highest
INTRO.2	-	-
INTRO.3	More	Highest
INTRO.4	Greater, higher, more	Most
INTRO.5	-	-
INTRO.6	More, better	Most
INTRO.7	Worse	Most
INTRO.8	Higher, riskier	Most
INTRO.9	More, higher	-
INTRO.10	Faster, more	Most
INTRO.11	-	Fastest, highest
INTRO.12	Greater, more	Most
INTRO.13	-	Most
INTRO.14	-	Most, best
INTRO.15	Greater	-
INTRO.16	More, better	Most
INTRO.17	-	Best, most
INTRO.18	-	Most
INTRO.19	-	-
INTRO.20	-	-
INTRO.21	Higher, greater	-
INTRO.22	Lower, better, longer	Most, best
INTRO.23	-	Most
INTRO.24	Higher, more, shorter, lower, higher	Largest
INTRO.25	Earlier	-
INTRO.26	Smaller, greater	-
INTRO.27	More, better	Most
INTRO.28	-	-
INTRO.29	More	-

INTRO.30	Better, easier	-
INTRO.31	More	-
INTRO.32	More	-
INTRO.33	Lower, better	-
INTRO.34	Better	-
INTRO.35	More, wider, better	Fullest, best
INTRO.36	Higher, more, better	Most
INTRO.37	-	Best, most
INTRO.38	-	-
INTRO.39	-	-
INTRO.40	More	Most
INTRO.41	More, better	Most, best
INTRO.42	More	Most
INTRO.43	More	Most
INTRO.44	Higher	Best
INTRO.45	-	Largest
INTRO.46	-	-
INTRO.47	Greater, more	Best
INTRO.48	-	Oldest
INTRO.49	More, greater, larger	Least
INTRO.50	Higher, lower, bigger	Most
Total occurrences	33	31
Percentages	66%	62%

It is observed through Table 7.7 that the most frequently recurring Comparative is More and the most frequently occurring superlative is Most that the BMS researchers definitely induced in the RAs to enhance related feature or characteristic regarding the topic under discussion. Hence, BMS young researchers must focus on the usage of degrees of adjectives to be used as attitude markers.

Presence VS Absence of Degrees of Adjectives

Degrees of Adj.	Presence of comparatives and superlatives	Absence of comparatives and superlatives
	42	8
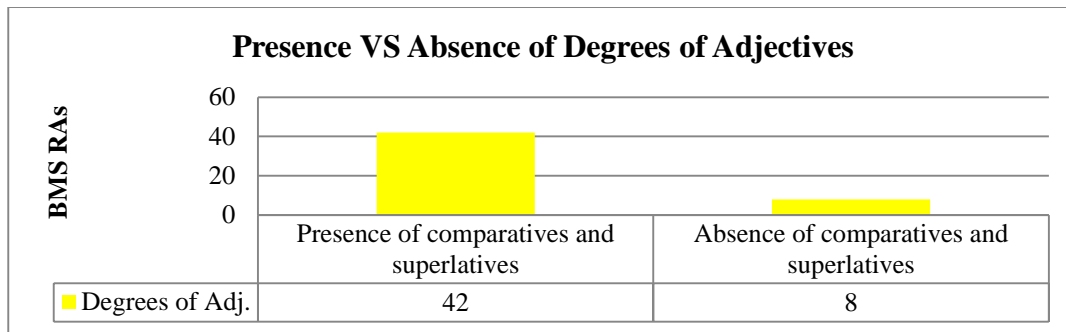
Figure 7.5: Comparison between the Occurrences of Comparatives and Superlatives and their Absence

It can be observed through the study and then display of Figure 7.5 that out of 50 BMS RAs only 8 BMS RAs do not include the usage of either a comparative or a superlative indicating Attitude Markers while, rest include the inclusion of both or either of them. The expression of attitudinal meaning is negotiated in research articles (RAs) on the basis of shared disciplinary values, as seen through the study of BMS RAs samples.

7.3.6 Attitude Verbs

There is a variety of verbs used in the BMS RAs to indicate the Attitude Makers.

Example: In this competitive era companies are looking to increase their revenues, improve their productivity and efficiency and finding ways to boost their workers' performance. (INTRO.28, p.163) In these conferences, the world community agreed to ensure the access of education by all citizens of every society until 2015. (INTRO.42)

In the examples mentioned above, the BMS researchers have employed different verbs as Attitude Markers. In the former example, the BMS researcher has employed the verbs "increase", "improve" and "boost" to emphasize the efforts of the "companies" of this Age. These all verbs have positive connotations and thus, they increase the positivity anticipated from the concept under discussion. In the latter example, the BMS researcher used the verbs "agreed" and "ensure" that have a very positive connotation and indicate assurance and conviction regarding the particular aspect relevant to the topic under discussion.

Table 7.8: Occurrence of Verbs Indicating Attitude Markers in BMS RAs

Number of Introduction	Verbs Indicating Attitude Markers
INTRO.1	Preferred, strengthened, emphasize, contradict, highlighted, discredited
INTRO.2	Suffered, refused, expect
INTRO.3	Facilitates

INTRO.4	Maximize, reduce
INTRO.5	Attributed, confirmed
INTRO.6	Argue, emphasize, adjust, allow, assumed, differ
INTRO.7	Increased, facilitated, promote, triggered, encouraged, referred, underestimated, investigated, perfected
INTRO.8	Considered
INTRO.9	Argued, predicting, consider
INTRO.10	Helps, attempts
INTRO.11	Targeting, promoted, ensure
INTRO.12	Manipulated, focused, affecting, persuade
INTRO.13	Focuses, recommended, required
INTRO.14	Refers, ensures, fits, affecting, contribute
INTRO.15	Entangling, befitting, think, feel, realize, enhancing, help, aid
INTRO.16	Exceeds, preferred, contribute, distorts, targeting, attempts, help
INTRO.17	Prefer, modified, seek to, predict
INTRO.18	Affect, considered, reviews, ratifies, contributes, concerns, consider, facilitates
INTRO.19	Consider, attempt, contribute, influencing
INTRO.20	Refers, depend, add, contributes
INTRO.21	Maximize, follow, prohibits, promote, boosts
INTRO.22	Contributes, presents, offers, allows
INTRO.23	Fulfill, cancelled, improve
INTRO.24	Suggest, presumes, believe, opposed, offer, signifies, fail
INTRO.25	Pursued
INTRO.26	Considered, believe, supports, aims, concludes, rejects
INTRO.27	Prefer, highlight, demands, lack, contribute, recognized
INTRO.28	Increase, improve, considering, boosts, consider
INTRO.29	Ensure
INTRO.30	Agree, deviate
INTRO.31	Cater, believed, needs to, capture, noted, estimated
INTRO.32	Clarified, ponder, support
INTRO.33	Encouraged, enables, reduced, avail, attracting, enduring, enhance
INTRO.34	Preferred, enhance
INTRO.35	Pursue, lack, preferred, requires, insists, regarded, contribute, facilitate
INTRO.36	Refers, expressed, boost, focused, survive, compete, declared, awarded, proved, reveals

INTRO.37	Affects, identified, recovered, focused, jolted
INTRO.38	-
INTRO.39	Encourage, familiarized, illustrated, enhance, emphasized, contributed, examine, recognize
INTRO.40	Affecting, facilitates, enhance, understand, clarify
INTRO.41	Determine, adopted, focus, strength, contribute, ensure, reflects
INTRO.42	Agreed, ensure, attract, targeting
INTRO.43	Accepted, focusing, need to, suggested, proves, supported, perceived, highlight
INTRO.44	Honoring, fail, rejected, affects, demand, affect, focused
INTRO.45	Contribute, tested, affect
INTRO.46	Diminishing, to seek, affects, concludes
INTRO.47	Encourage, fails, proves, guarantee, perceive
INTRO.48	Exhibits, consists, reflect, improving, attract
INTRO.49	Emphasized, focused, controls, interacts, protect, benefits
INTRO.50	Emphasized, refers, distinguished, prefer, request, contributing, revealed

The occurrences of a variety of verbs used to indicate the Attitude Markers shows that how the BMS researchers emphasize the actions regarding the topic under discussion and through the usage of certain verbs they inculcate emotions and sentiments in the produced work.

Attitude Verbs

	1	2	3	4	5	6	7	8	9	10
■ JBE	6	3	1	2	2	6	9	1	3	2
■ BR	3	4	3	5	8	7	4	8	4	4
■ PBR	5	4	3	7	1	6	6	5	1	2
■ GMACS	6	3	7	2	8	10	5	0	8	5
■ NICE RJ	7	4	8	7	3	4	5	5	6	7
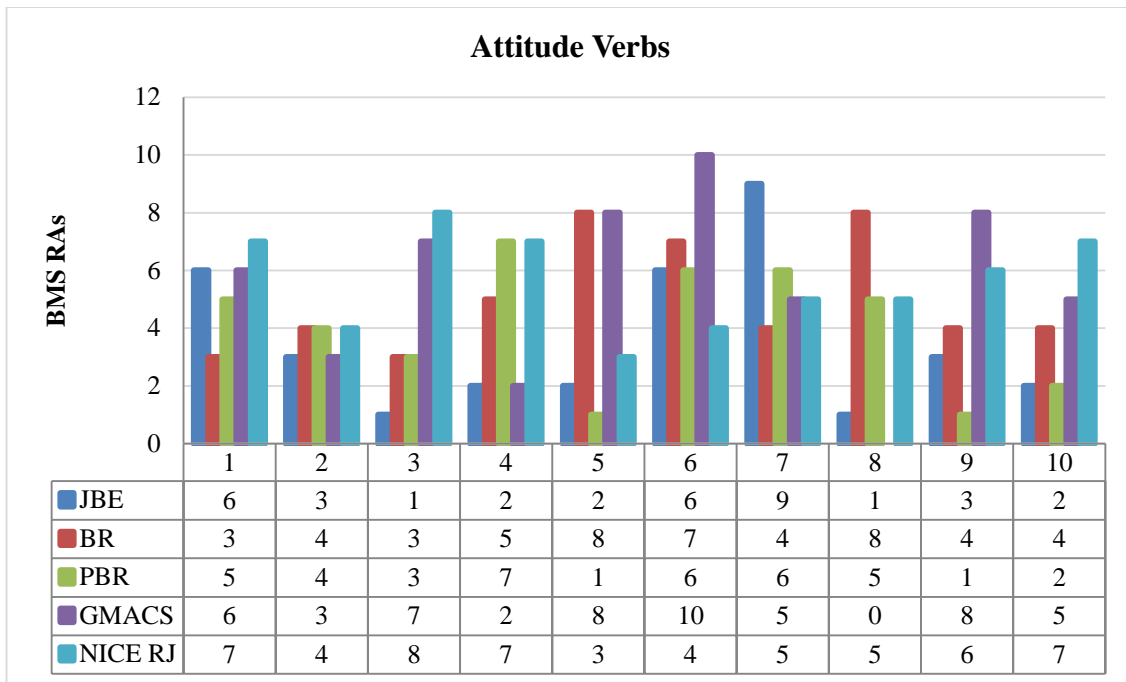
Figure 7.6: Occurrence of Attitude Verbs in BMS RAs

It is further observed through Figure 7.6 that Attitude Verbs are found in all the Research Journals quite regularly, making it another important aspect of genre-based instruction waiting to be addressed in Pakistan.

7.3.7 Adverbs

It is observed that in all the research journals a variety of Adverbs indicating Attitude Markers are used that elucidate the action regarding the topic under discussion more efficiently. These Adverbs not only convey the approach of the BMS researcher but also the opinions attached to them. It can be seen that the attitude Adverbs are found in all the research journals quite frequently. According to Heather Adams & Quintana (2013), Epistemic markers express author's certainty, consistency, and restrictions regarding the proposition (p.16)

According to Adams & Quintana (2013), they can communicate

1. doubt and certainty
2. actuality and reality
3. source of knowledge
4. limitation
5. viewpoint or perspective and
6. Imprecision. (p.16)

Example: The culture of a group can be defined as, "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and

internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems". (INTRO.15, p.32) However, using headline inflation may not always be a preferred option for policy making. (INTRO.16, p.47)

In the examples mentioned above, the BMS researchers have employed different adverbs showing Attitude Markers. In the former example, the BMS researcher has used adverbs "well" and "therefore" to show the quality of the work regarding the topic under discussion and the cause and effect between two presented ideas respectively. In the latter example, the BMS researcher used "However" to illustrate a contrastive statement regarding the topic and the adverb of frequency "always" is also used to highlight the occurrence of one of the aspects regarding the topic under discussion.

Table 7.9: Occurrences of Adverbs Indicating Attitude Markers in BMS RAs

Number of Introduction	Adverbs Indicating Attitude Markers
INTRO.1	Subjectively, satisfactorily, unduly, intuitively, naturally, hardly, however, therefore
INTRO.2	Properly, closely, extremely, however, moreover, therefore
INTRO.3	Visually, tangibly, directly
INTRO.4	Directly, extremely
INTRO.5	Nonetheless, therefore, moreover, increasingly, necessarily
INTRO.6	Although, however, continuously, at least, largely, implicitly, completely, greatly
INTRO.7	Hence, however, still, thus, commonly, negatively
INTRO.8	Generally
INTRO.9	However, still, therefore, hence, highly, intentionally, truly, abnormally, significantly
INTRO.10	Therefore, however, deeply, particularly, largely, truly, safely, greatly, strongly, mainly
INTRO.11	Strongly, mainly
INTRO.12	Still, greatly, individually, majorly
INTRO.13	In a reliable way
INTRO.14	Legally, unfortunately, broadly, effectively
INTRO.15	However, still, therefore, well, effectively, particularly, deeply, ultimately
INTRO.16	However, commonly, specifically, directly
INTRO.17	Therefore, closely, particularly, fundamentally, significantly
INTRO.18	Therefore

INTRO.19	Hence, thus, mutually, negatively
INTRO.20	Properly
INTRO.21	However, constantly, willingly, unwillingly
INTRO.22	Ultimately, currently, relatively, consistently
INTRO.23	Moreover, otherwise, repeatedly
INTRO.24	Therefore, however, moreover, hence, negatively, fully, seriously, positively, relatively, particularly, interestingly
INTRO.25	-
INTRO.26	Thus, therefore, moreover, however, furthermore, likewise, hence, invariably, approximately, especially, normally, jointly, hardly
INTRO.27	Therefore, still, rapidly, obviously, rigorously, constantly, consequently
INTRO.28	Therefore, hence, whether, usually, now, accordingly
INTRO.29	However, therefore, ultimately, initially
INTRO.30	However, thus, profoundly, imperfectly
INTRO.31	Thus, however, therefore, similarly, no doubt, now, especially, formally, consequently
INTRO.32	Subsequently, highly, easily, professionally, now, accordingly, ultimately, briefly, strongly, extremely
INTRO.33	Thus, moreover, therefore, especially, subsequently, generally, easily, basically, fully, rarely, possibly
INTRO.34	Properly, automatically, mostly, efficiently, respectively
INTRO.35	Thus, respectively, gruesomely, broadly, readily, efficiently, rigorously
INTRO.36	Mainly, generally, highly, completely, timely
INTRO.37	Therefore, soon, mostly, fully
INTRO.38	Efficiently, generally
INTRO.39	Still, currently, directly, inversely, highly, ultimately, now, clearly
INTRO.40	However, subsequently, seriously, commonly
INTRO.41	Moreover, whether, however, certainly, mainly, practically
INTRO.42	However, respectively, especially, specifically, recently, after, especially
INTRO.43	Still, therefore, thus, moreover, unfortunately, precisely
INTRO.44	Therefore, thus, usually, alternatively, thoroughly
INTRO.45	However, especially, extraordinarily, significantly
INTRO.46	However, mainly, rapidly, negatively
INTRO.47	Therefore, moreover, usually, ultimately, appropriately, usually, voluntarily, involuntarily
INTRO.48	Thus, however, actually, randomly, efficiently

INTRO.49	Thus, separately, recently, generally, resultantly, respectively, individually
INTRO.50	However, extremely, primarily, often, specifically, effectively, largely, consequently, widely, partially, fully, immensely, enormously, predominately

It can be seen via Table 7.9 that adverbs like Therefore and However are most frequently used in the BMS RAs that add connectivity of thoughts and diverse ideas. This also ascertains that the new or emerging researchers from the field must be taught the use of powerful transitional words and their significance. Although, this aspect is covered by many courses at the BS level of universities in Pakistan, their significance in terms of their relationship with a particular genre is largely absent. Hence, the findings of this research make it an absolute necessity for genre-based instructors to link the importance of language conventions with the particular genre of the particular community under target.

Adverbs Indicating Attitude Markers

	1	2	3	4	5	6	7	8	9	10
JBE	8	6	3	2	5	8	6	1	9	10
BR	2	4	1	4	8	4	5	1	4	1
PBR	4	4	3	11	0	13	7	6	4	4
GMACS	9	10	11	5	7	5	4	2	8	4
NICE RJ	6	7	6	5	4	4	8	5	7	14
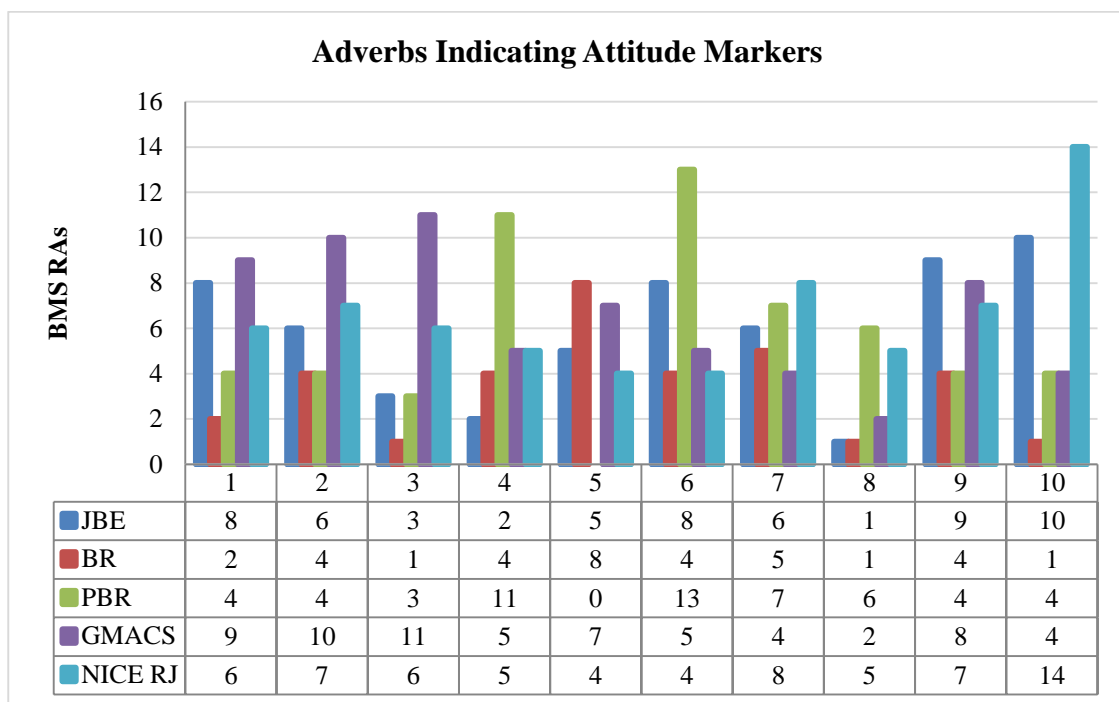
Figure 7.7: Occurrence of Adverbs Indicating Attitude Markers in BMS RAs

Through Figure 7.7, the findings of Table 7.9 can be seen visually, which further conforms to the idea how important it is to get inside the nook and cranny of the genre under study, as proposed by Hyland's MAI (2005a).

7.3.8 Adjectives

It is noticed that Adjectives are also used as the indicators of Attitude Markers. Through adjectives, the BMS researchers inculcate their opinions, pint of views and judgments by

adding suitable adjectives regarding the topic of research. The use of adjectives powerfully highlights the features, qualities and properties associated with the various aspects of research.

> **Example:** Holding cash is important for the firm but it should not be in excess reserves because cash is a least productive asset in terms of generating economic returns coupled with its role in exacerbating agency problems. (INTRO.49, p. 58) A study comparing global and local banks showed these variables making a very positive impact on the brand equity. (INTRO.50, p. 63)

In the examples mentioned above, the BMS researchers have used adjectives as Attitude Markers. In the former example, the BMS researcher has employed the adjective "important", "excess "and "least productive" to show diverse perspectives, reasons and justifications behind the concept under discussion. In the latter example the BMS Researcher has used the adjective "very positive" that's indicates constructive and encouraging contribution of the topic under discussion.

Table 7.10: Occurrences of Adjectives Indicating Attitude Markers in BMS RAs

Number of Introduction	Adjectives Indicating Attitude Markers
INTRO.1	Uncertain, persuasive, diminishing, expected, possible, convincing, increasing, underlying, strict, big, distinct, paradoxical, debatable
INTRO.2	Fundamental, prominent, major, difficult, advanced, complete, excellent, ideal, bad, improper, damaging, unwanted, probable, negative, major, unexpected
INTRO.3	Useful, very common, important
INTRO.4	Innovative, interactive, popular, effective, desirable, active, limited
INTRO.5	Smart, steep, increasing, sharp, high, unwilling, negative
INTRO.6	Significant, simple, critical, lagged, important, good, unbalanced, real, sensible, discerning, backward, perfect, reasonable, well-known, strong, persuasive, maximum
INTRO.7	Accelerated, different, rapid, possible, immediate, new, top, heated, important, integral, increasing, impossible, clear, effective, high, few
INTRO.8	Extensive, influential, pervasive, significant, high, prominent, unable, influential
INTRO.9	Intended, interesting, well-researched
INTRO.10	Underdeveloped, sustainable, complementary, perfect, soaring, important, less developed, concrete, necessary, supporting, evident, distressing, fruitless, high, significant, encouraging
INTRO.11	Dynamic, robust, stable, sustainable, mature, diversified, rapid, remarkable, successful, crucial, affordable

INTRO.12	Competitive, rapid, smell, large, negative, bad, continuous, high, new, essential, major, worsening, discouraging, average, low, primary
INTRO.13	Main, special, important, unexpected, possible, purposive, suitable, large
INTRO.14	Useful, defensible, wide, fundamental, current, new, untenable, observable, important, effective
INTRO.15	Wide, popular, special, correct, important, implicit, lack, current, desirable, suitable, positive, minimum
INTRO.16	Low, stable, necessary, self-explanatory, long, important, suitable, recent, increasing, apt
INTRO.17	Major, concerned, important, vital, current, expected, common, preferred, very difficult, key, different, very first, perfect, constant
INTRO.18	Responsible, protected, little, positive, negative, key, primary, dominant, efficient, sustainable, new, few, broad, necessary, appropriate, impartial, proper, indispensible, helpful, effective
INTRO.19	Major, different, former, concerned, relative, important, low,
INTRO.20	High, wide, self regulated, negative, intrinsic, positive, deep, motivational
INTRO.21	Inevitable, inborn, major, distinguished, entire, underdeveloped, specific, limited, certain, too little, necessary, essential, possible, efficient, effective
INTRO.22	Main, strong, significant, important, effective, productive, available, least, maximum, clear, small, regulatory, very impressive, too tiny, small, huge, very low, useful, beneficial, helpful, weak
INTRO.23	Vital, unprecedented, remarkable, unexpected, unabsorbed, weak, strong, few, helpful
INTRO.24	Unpredictable, negative, efficient, predictable, short, long, increased, willing, positive, far, positive, influential, negative, unstable, peculiar, limited
INTRO.25	Recent, various, pioneering, direct, important, new, high, essential, dramatic
INTRO.26	Vigilant, important, majority, plausible, private, key, interested, accurate, short, long, crucial, available, very interesting, valid, consistent, doubtful, unable, uninformative, weak
INTRO.27	High, well qualified, dynamic, very valuable, fresh, useful, valuable, proper, ultimate, helpful, important, hot, inconsistent, appropriate, ideal, neglected, positive, popular, prominent, recent
INTRO.28	Competitive, immense, essential, current, effective, inefficient
INTRO.29	Important, familiar, obvious, sentimental, concerned
INTRO.30	Prominent, noticeable, profound, inquired, rejected
INTRO.31	Psychological, latest, new, difficult, intangible, high, competitive, serious, maximum, positive, well aware, imperative, chief
INTRO.32	Successful, good, positive, beneficial, qualitative, senior, great, very valid, very different, extra clear, accurate, realistic, unexpected, negative, proper

INTRO.33	Successful, important, potent, primary
INTRO.34	Efficient, unnecessary, vital, declining,
INTRO.35	Basic, common, adequate, successful, productive, beneficial, concrete, reckless, particular, rich, significant
INTRO.36	Peak, important, high, new, prestigious, full, small, top class
INTRO.37	Outstanding, efficient, right, safe, previous, sensitive, natural, safe, negative, limited, few, mixed, inconclusive, a little bit, numerous, intense, terrifying, huge, big
INTRO.38	Long, efficient, responsible, insufficient, clear, measurable, intangible
INTRO.39	Challengeable, trustworthy, comprehensive, affective, continuous, normative, positive, committed, influenced, new, effective, stiff, essential, small, substantial, medium, large
INTRO.40	Complete, common, noble, particular, important, negative, frequent, engaged, few
INTRO.41	Reliable, great, successful, basic, different, high, key, effective
INTRO.42	Broad, committed, main, low, major, poor, primary, close, vital, main
INTRO.43	Serious, indispensible, focused, missing
INTRO.44	Suitable, strange, previous, timely, early, uncontrollable, probable, reverse, satisfied, strong, very limited, mixed, inconclusive
INTRO.45	Evident, prudent, small, medium, very important, main, significant, important, key
INTRO.46	Major, adverse, poor, essential, high, few, controlled, negative
INTRO.47	Top, average, important, inverse, healthy, dissatisfied, improper, over burdened, negative, single, anticipated, confident, well, dissatisfied, sufficient, usually, ultimately, appropriately, voluntary, involuntary, committed, excessive, costly, engaged, responsible, real, incompetent, incapable
INTRO.48	Significant, permanent, new, fair, consistent, superior, useless, suitable, fair, intrinsic, helpful, overvalued, true, relevant
INTRO.49	Considerable, set, important, least productive, difficult, protested, less, mismanaged, negligible, noteworthy, extant
INTRO.50	Short, succinct, recognizable, popular, comfortable, main, strong, positive, useful, top

After the detailed study of all the types of Attitude Markers, as shown in Table 7.10 used in the BMS RAs, it can be observed that all the BMS researchers have inculcated Attitude markers in their RAs due to the requirement of that particular piece of writing and to communicate the perceptions, opinions and point of views regarding the diverse aspects of topic under discussion. The BMS researchers need to introduce a variety of ideas successfully linked together and contributing different effects to every single detail added. For this reason,

the Attitude Markers are used so the whole process and argument regarding topic of research can be thoroughly elucidated, executed and explained.

Adjectives Indicating Attitude Markers

	1	2	3	4	5	6	7	8	9	10
JBE	13	16	3	7	7	17	16	8	3	16
BR	11	16	8	10	12	10	15	20	7	8
PBR	15	20	9	16	9	20	20	6	5	5
GMACS	13	15	4	4	11	8	19	7	17	9
NICE RJ	8	10	4	13	9	8	28	14	11	10
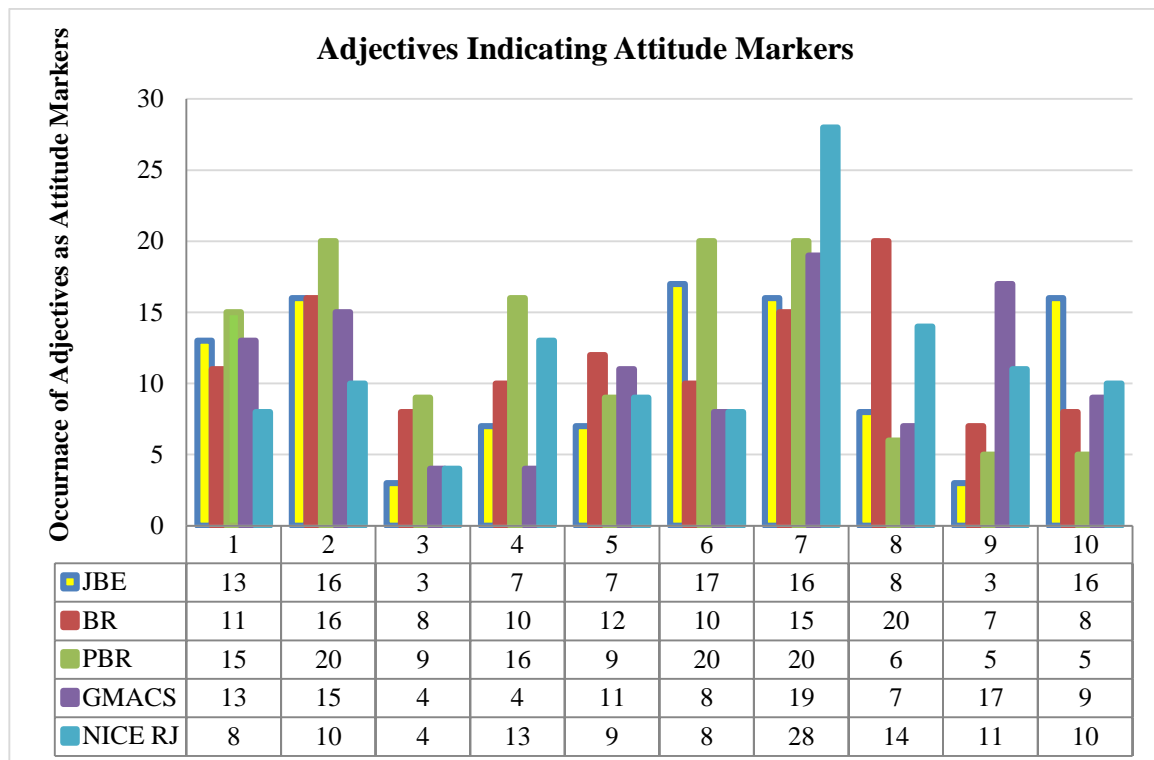
Figure 7.8: Adjectives Indicating Attitude Markers in BMS RAs

Figure 7.8 shows that many times, the writers from the BMS community use adjectives as attitude markers to show their attitudes about the style of the text or about themselves as the writers of the texts. The attitude expressed can be of many different types i.e. expressions of surprise, of thinking that something is important, or of concession, agreement, disagreement, and so on. Refer to Table 38 to see the variety of attitudinal adjectives used by the authors from the BMS community. Hence, teaching of adjectives and their degrees alone is not anything solid if not related with the importance of their potential, genre-based, use by the discourse community, as observed in the present study.

Attitude Markers are an essential part of research-based academic genre-pedagogy. They amplify the speakers' intended meaning. Subordinate conjunctions, conjunctions, nouns, negatives, adjectives and their comparatives and superlatives, verbs, and adverbs can all act as attitude markers in genre-based research article writing as per the context of use. The lists on each one of these can be deduced from Tables 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, and 7.10 for the genre-based instruction.

7.4 Self Mention

Self-mention is the fourth and final essential feature of Stance as proposed by Hyland (2005a) in his MAI. This refers to the use of personal pronouns and possessive adjectives by the researchers during the presentation of their research or sharing piece of information (Hyland, 2001). Self mention not only highlights the interpersonal communication of the researcher but also depicts the presence of the author within the statement of facts and figures regarding topic under discussion. Presenting a "Discoursal self" is very significant in the writing procedure (Ivanic, 1998). The use of self mention also shows that usually the BMS researcher employs the pronoun 'We' which indicates that he associates a sense of generalization to the stated fact or piece of information. It means that no matter who ever researches or studies the topic under discussion will come up to the same conclusion as discovered by the BMS researcher. Sometimes this 'We' refers to all the co-researchers and the BMS researcher himself and the readers of the research. In both the cases this use of pronoun gives an impact of sharedness to the research and both BMS researcher and the readers can relate to the topic under discussion simultaneously.

The use of personal pronouns also depicts BMS researcher's identity and inculcation of his individual affiliation, involvement and contribution regarding the topic of research which further adds on centrality to the topic under discussion. We can find Self Mention in 9 RAs, named as INTRO.3, INTRO.6, INTRO.7, INTRO.8, INTRO.10, INTRO.13, INTRO.16, INTRO.19 and INTRO.43.

> **Example 1:** Furthermore, we will also look at the various characteristics of word of mouse and the impact of each characteristic on consumer decisions. (INTRO.3)

> **Example 2**: In the next section we present our model in detail. (INTRO.6)

In both the examples mentioned above, the BMS researchers have used the pronouns "we" to indicate Self mention which refer to the BMS researcher himself and the other people who have directly or indirectly contributed in the whole process of research. Here, the employment of the pronoun "we" indicate that the BMS researcher avoids giving all the credit to his own self rather, he acknowledges others' efforts through their mention and by elucidating their involvement in all the facts regarding the topic under discussion with them.

Table 7.11: Occurrences of Self-Mention in BMS RAs

Indicators of Self Mention	Number of Introduction	Number of Occurrences
We	INTRO.3, INTRO.6, INTRO.7, INTRO.8, INTRO.10, INTRO.13, INTRO.16, INTRO.19, INTRO.43	11
Our	INTRO.7, INTRO.13	2
Ours	INTRO.6	1
I	INTRO.40	1

It can be observed through Table 7.11 that the feature of Self Mention is found only in few BMS RAs. It is not at all observed in PBR and GMACS, however, it can be seen occurring quite frequently in JBE. The avoided use of Self-Mentions shows the BMS researchers' choice of being objective rather than being subjective. This depicts that the mostly the BMS researchers have talked about the issues that are generally accepted and will present nearly the same results, solutions and findings even if researched by the other scientists.
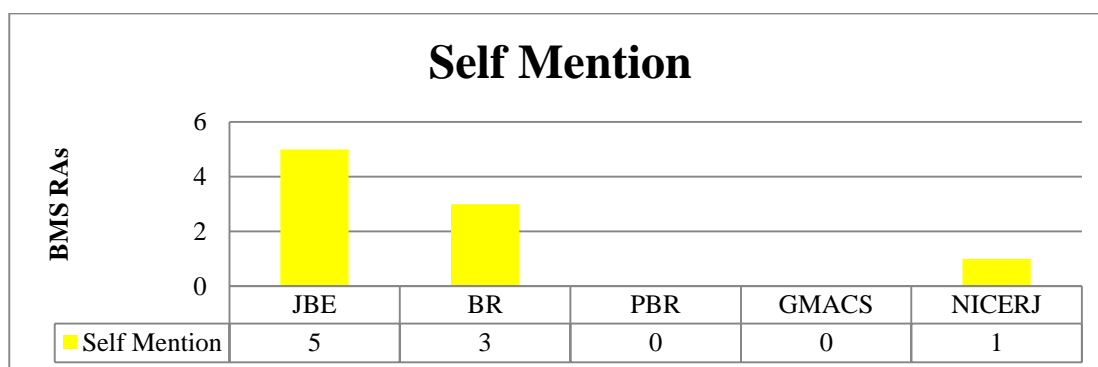
Figure 7.9: Occurrence of Self Mention in BMS Research Journals

As Figure 7.9 suggests, Self-mention is a powerful rhetorical strategy for constructing authorial identity in research articles, but it is not prioritized by the authors of BMS community in Pakistani. Even though, the significance is not under the spotlight, it is suggested that the smart use of self-mention should be taught as a particular of genre-based RA writing instruction because the use of the strategy, nonetheless, can create an impact if used wisely in accordance with the context.

Self-mention has not been found in most of the samples, hence, this may not be included in the genre-pedagogy of research article writing.

7.5 Display of the Presence of Stance Features in BMS RAs

As seen in the sections above, all features of Hyland's MAI's authorial Stance (2005a), have beenfound present displaying a significant role for the reader as chosen to be projected by the BMS authors. Table 40 shows the presence of these stance features at a glance as found throughout the study of the samples.

Table 7.12: Display of Features of Stance in BMS RAs

Number of introduction	Hedges	Boosters	Attitude Markers	Self-Mention
INTRO.1	√	√	√	×
INTRO.2	√	√	√	×
INTRO.3	√	√	√	√
INTRO.4	√	√	√	×
INTRO.5	×	√	√	×
INTRO.6	√	√	√	√
INTRO.7	√	√	√	√
INTRO.8	√	√	√	√
INTRO.9	×	√	√	×
INTRO.10	×	√	√	√
INTRO.11	×	√	√	×
INTRO.12	×	√	√	×
INTRO.13	×	×	√	√
INTRO.14	√	×	√	×
INTRO.15	√	√	√	×
INTRO.16	√	√	√	√
INTRO.17	√	√	√	×
INTRO.18	×	×	√	×
INTRO.19	√	√	√	√
INTRO.20	√	×	√	×
INTRO.21	√	×	√	×
INTRO.22	√	√	√	×
INTRO.23	√	×	√	×
INTRO.24	√	×	√	×
INTRO.25	√	√	√	×
INTRO.26	×	×	√	×
INTRO.27	√	√	√	×

INTRO.28	√	×	√	×
INTRO.29	√	√	√	×
INTRO.30	×	√	√	×
INTRO.31	√	√	√	×
INTRO.32	√	√	√	×
INTRO.33	√	√	√	×
INTRO.34	√	√	√	×
INTRO.35	√	×	√	×
INTRO.36	√	√	√	×
INTRO.37	√	√	√	×
INTRO.38	×	×	√	×
INTRO.39	√	√	√	×
INTRO.40	×	×	√	×
INTRO.41	√	√	√	×
INTRO.42	√	√	√	×
INTRO.43	×	√	√	√
INTRO.44	√	×	√	×
INTRO.45	×	×	√	×
INTRO.46	√	×	√	×
INTRO.47	√	√	√	×
INTRO.48	√	√	√	×
INTRO.49	√	√	√	×
INTRO.50	×	√	√	×
Total Occurrences	36	35	50	9
Percentage	72%	70%	100%	18%

It can be easily seen that the feature of Stance occurring most frequently in all the MAS RAs is Attitude Markers with 100% of occurrence. On second position, Hedges and Boosters are also found quite regularly in most of the BMS RAs. Hence, the question that was in my mind earlier has been answered i.e. is it important for the BMS young researchers to learn the importance of certain stance features. The answer is, yes.

Comparative Display of Stance Markers

	JBE	BR	PBR	GMACS	NICE RJ
■ Hedges	7	6	8	8	7
■ Boosters	10	6	5	7	7
■ Attitude Markers	10	10	10	10	10
■ Self Mention	4	3	0	0	1
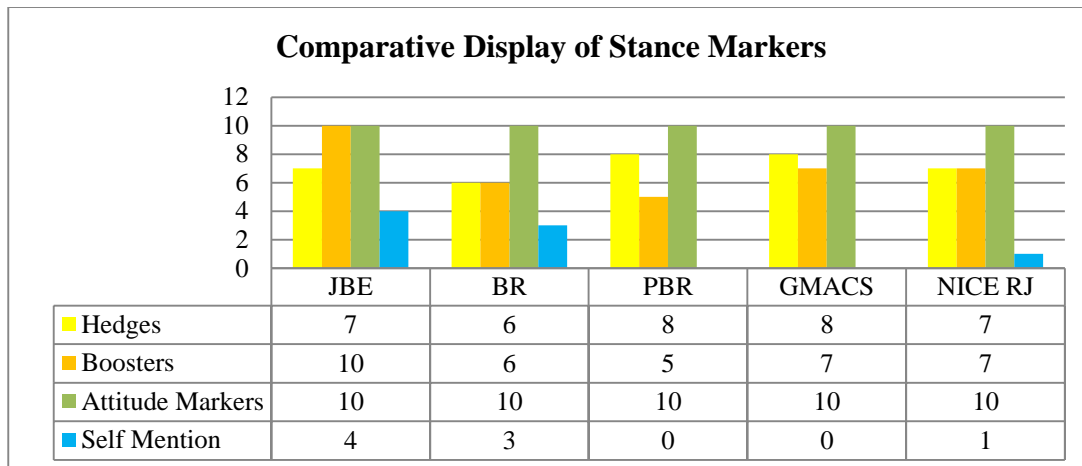
Figure 7.10: Comparison between the Occurrences of Features of Stance in BMS Research Journals

Figure 7.10 is an illustration of Table 7.12, as shown above. It seems quite significant for the genre-based instructors to highlight the importance of learning the present of author's stance in the given situation. Appropriate usage of hedges, boosters, attitude markers, and self-mention are some of the strategies which the young researchers from the BMS community need to master.

7.6 Conclusion

After the exploratory analysis of all the BMS RAs, it has been observed that features of Stance, as proposed by Hyland's Model of Academic Interaction (2005a) are being utilized by all of the BMS researchers and authors of RA. The feature of Attitude Markers is found in all the BMS RAs that shows an unavoidable need of the inculcation of words that depict BMS researchers' attitudes, opinions and dimensions of thought. Hedges and Boosters are also being employed by the BMS Researchers in most of the BMS RAs. The feature of Self Mention is found the least that depicts BMS researchers' emphasis objective presentation rather than the subjective one. Nonetheless, it has been made clear through the detailed study that the authors from the Business and Management Sciences Community in Pakistan uses elements of stance from Hyland's MAI (2005a) as an essential feature of their writing in order address their readers effectively while remaining within the boundaries if their discourse community.

PART B: Studying Engagement Markers

Through the features of Engagement from Hyland's MAI (2005a) the BMS researchers and RA authors relate to their readers and involve and engage them into the argument as an active participant. According to Hyland (2001), through the features of Engagement, the researchers "Connect to others, recognizing the presence of their readers, pulling them along

with their argument, focusing their attention, acknowledging their uncertainties, including them as discourse participants, and guiding them to interpretations" (p.176).

The BMS researchers also consider all the possible reservations, limitations and objections in readers' minds regarding the proposed issue. If we compare Stance and Engagement, then it is observed that Engagement is found to be neglected at many points, however, for an effective argument Stance and Engagement must be employed simultaneously.

This section studies features of Engagements from Hyland's MAI (2005a) and analyzes if authors of Business and Management Sciences use them as essential components of their RA writing as approved by their discourse community in Pakistan. There are five main features of Engagement i.e Reader Pronouns, Personal Asides, Appeals to Shared Knowledge, Directives, and Questions, which the section studies for the exploration of presence of these in the sample RAs.

7.7 Reader Pronouns

The use of second person pronoun like you and your mainly refers to the reader pronoun. The BMS researchers employ the reader pronoun as the first and most important element of Engagement as suggested by Hyland's MAI (2005a) to bring the readers directly into the discussion regarding the topic of research. The use of reader pronoun basically engages the readers directly into the discussion and readers act as participants in the argument regarding the topic under discussion. Through this technique, the writer actually involves the readers thoroughly and brings them to an agreement of whatever is presented in the research (Hyland, 2005, p.200). The use of reader pronoun not only grasps the attention of the readers at an instant but also they feel connected to the whole process of research somehow. Normally it is observed that rather than using 'you' or 'your' only, the BMS researchers use inclusive We or Us which also serves the same purpose to some extent. On the other hand, Reader pronouns also depict that the BMS researcher is not only concerned about his own thoughts and ideas but also welcomes and anticipates the difference in interpretation or approach that might be expressed by the readers regarding the topic under discussion because the BMS researchers very well understand that no matter how definite the research or study might be but one should always leave a room for argument or disagreement. This also depicts that the BMS researcher and the reader share similar interests. We can find Reader Pronouns in INTRO.3, INTRO.10, INTRO.16, INTRO.19, INTRO.32 and INTRO.35.

Example 1: 360-degree feedback is a feedback process where not just your superior but your peers and direct reports and sometimes even customers evaluate you. (INTRO.32, p.22)

Example 2: "At the current reckless rate of exploitation and manhandling, we face the threat of waking up one day to find that our economies have been debased beyond recognition and our social and institutional structures have been gruesomely mismanaged at the detriment of this and future generations.". (INTRO.35, p.47)

In the examples mentioned above, the BMS researchers have used readers Pronouns. In the former example, the BMS researcher has used the pronouns "your" twice and then used a pronoun "you". The use of these pronouns shows that how the BMS researcher has taken the readers as part of the research and the argument involving them through addressing them directly. In the latter example, the BMS researcher has used the pronouns "we" and "our" to both include the readers in an active communication plus it indicates the sharing of knowledge and opinions among the reader and the BMS researcher regarding the topic under discussion.

Table 13, below, shows the limited presence of reader pronouns as found through the study of the samples.

Table 7.13: Reader Pronouns in BMS RAs

Readers Pronouns	Number of Introductions	Total Occurrences
We	INTRO.3, INTRO.10, INTRO.16, INTRO.19, INTRO.32, INTRO.35	6
You	INTRO.32	1
Your	INTRO.32	1

The figure, 7.11, displays the pronoun 'we' as used by the authors of JBE, BR, and GMACS.
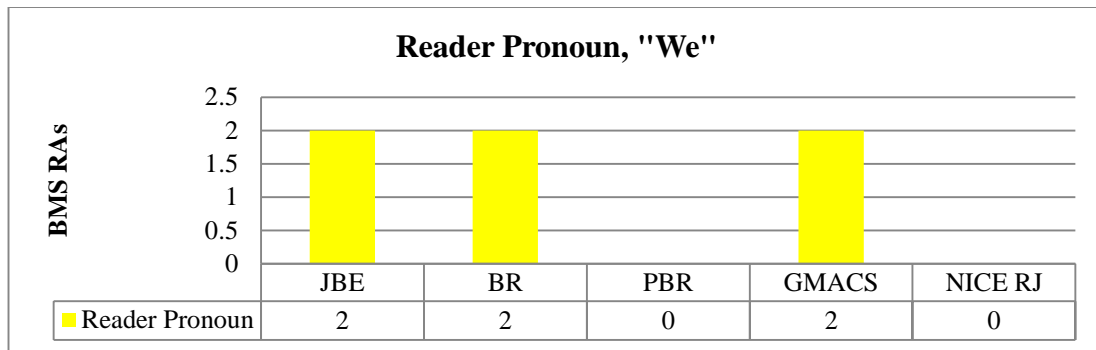
Figure 7.11: Reader Pronouns in BMS Research Journals

It can be observed that the reader pronoun that is most frequently used among the other reader pronouns is We. It can be noticed that the reader Pronouns are not found regularly in BMS Research Journals and only few BMS researchers chose to address the readers directly. Most of the BMS researchers presented their research in a very general way which signifies that the use of reader pronouns is optional for the BMS researchers, however, it should be added to the genre-based instruction in order to equip the young BMS writers with the idea of usage of engagement markers.

Only 6 samples show the usage of reader pronouns. The strategy may or may not be taught as part of the genre-pedagogy but it is important to introduce the undergraduate students of the BMS discourse community since some of them may opt to use it. The use of personal pronoun 'I', and pronouns 'we', 'you', and 'your' should be taught actively to the genre-learners, however, this may not required much as they students at undergraduate level are already aware of language use of pronouns.

7.8 Directives

Directives instruct the reader to perform an action or to see things in a way determined by the BMS Researcher. They are signaled mainly by the presence of an imperative (like consider, note and imagine); by a model of obligation addressed to the reader (such as must, should, and ought); and by a predicative adjective expressing the writer's judgment of necessity/importance (It is important to understand…). Directives can be seen as directing readers to engage in three main kinds of activity

1. Textual acts
2. Physical acts
3. Cognitive acts" (Hyland, 2002a, p.201)

Through directives, the BMS researchers keep their readers thoroughly engaged throughout the presented argument and take them along through the whole process of research

regarding the topic under discussion. Directives basically act as guides so that the readers do as the BMS researchers demand from them in order to comprehend, consider and understand each and every bit of information as researched and studied by the BMS Researcher.

We can find Directives in INTRO.1, INTRO.3, INTRO.4, INTRO.6, INTRO.9, INTRO.10, INTRO.12, INTRO.13, INTRO.18, INTRO.19, INTRO.24, INTRO.26, INTRO.27, INTRO.28, INTRO.37, INTRO.41 and INTRO.50. Their presence has further been observed to have been divided into multiple types of acts, which are as follows:

7.8.1 Textual Acts

In textual acts the BMS researcher directs the readers to refer to another text or part of the text. It is found that mostly the BMS researchers also used numbers to indicate the references and mention them in the footnotes. They do not make much use of the term "See", rather, they just include numerals and the readers can refer to the mentioned study or research. We can find Textual Acts in INTRO.1, INTRO.6, INTRO.12, INTRO.24, INTRO.27 and INTRO.50.

Example: (see e.g., Fama, 1970; Samuelson, 1965). (INTRO.24, p.81)

As explained above, and now through the example, BMS RA authors choose to mention the numerals only and not give a clear directive.

7.8.2 Physical Acts

In physical acts, the BMS researcher directs the readers to accomplish any task following a procedure or performing any action in a certain manner in the realistic scenario. Physical acts are not found in any of the BMS RAs.

7.8.3 Cognitive Acts

In cognitive acts, BMS researcher directs the readers through reasoning and steers them to understand the presented point of view in a certain manner as mentioned by the BMS researcher. This technique makes sure that the readers agree to the argument smoothly without any conscious effort and emphasize on the very exact point of discussion where the BMS Researchers requires them to do. We can find Cognitive acts in 13 samples i.e. INTRO.1, INTRO.3, INTRO.4, INTRO.9, INTRO.10, INTRO.12, INTRO.13, INTRO.18, INTRO.19, INTRO.26, INTRO.28, INTRO.37 and INTRO.41.

Example: It is important to know the effect a specific goal orientation has on the student's learning and academic performance. (INTRO.19, p.115)

In the example mentioned above, the BMS researcher has invited the readers to realize the importance of knowing a certain fact regarding the concept under discussion rather than ignoring this fact due to any reason. He has left the decision making with the audience using the technique of engagement. The use of language here creates an impact where the readers get direction of what to know, what to leave, what to think (or not). Cognitive acts are a very smart and efficient way to create reader-engagement.

Table 7.14: Occurrences of Cognitive Acts in BMS RAs

Number of Introduction	Indicators of Cognitive Acts
INTRO.1	However, looking at the…
INTRO.1	It is noteworthy that…
INTRO.3	Furthermore, we will also look into…
INTRO.4	….while considering…
INTRO.9	Finally….is considered..
INTRO.10	Therefore, keeping in mind…
INTRO.10	…we attempt to analyze…
INTRO.12	….is understood as a bad…
INTRO.13	…which is in our opinion…
INTRO.18	…will be analyzed…
INTRO.19	Consider this…
INTRO.19	It is important to know…
INTRO.19	Identifying factors…
INTRO.26	Considering this…..
INTRO.26	Thus, it is plausible to believe…
INTRO.26	It is important to know…
INTRO.26	Looking at the available…
INTRO.28	…it is important to analyze…
INTRO.37	The need of explaining….
INTRO.41	Further, it should be determined…

Comparison of the Types of Acts

	JBE	BR	PBR	GMACS	NICE RJ
■ Textual Acts	2	1	2	0	1
■ Physical Acts	0	0	0	0	0
■ Cognitive Acts	5	4	2	1	1
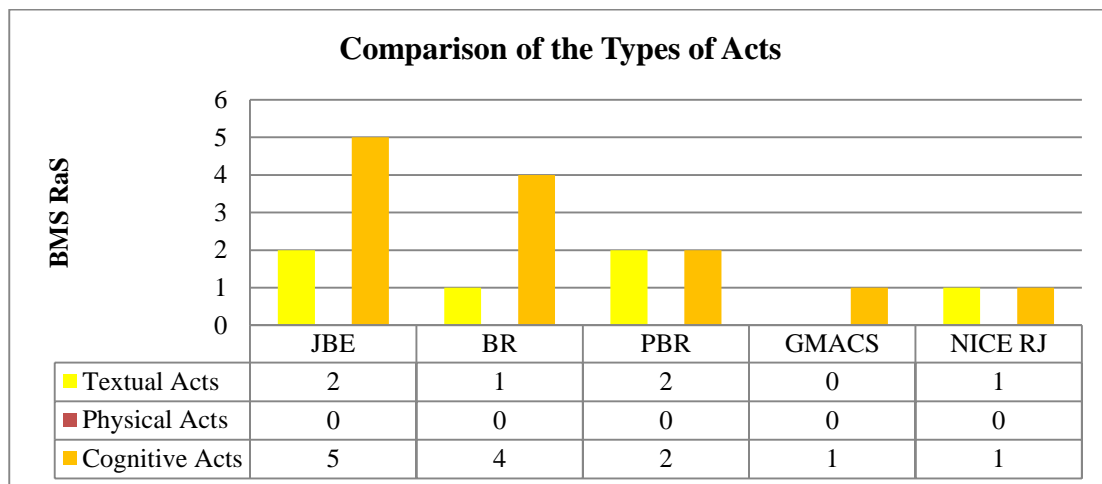
Figure 7.12: Comparison between the Occurrences of Textual Acts, Physical Acts and Cognitive Acts in BMS Research Journals

It can be seen that Directives, as per Hyland's MAI (2005a), are found quite regularly in BMS RAs but the most frequently occurring type of Directives is Cognitive Acts which depict that BMS Researchers compel the readers to indulge in the thinking process and participate in the argument directly. This not only involves the readers but also gives a very interactive touch to the research under discussion. It can be further observed that Physical acts are not being utilized in any of the BMS RAs.

Directives add mental stimulation to the readers' minds and hence ensure their engagement in the reading process. Genre-based writing-pedagogy needs to be inculcated with the instruction on the use of textual, and cognitive acts for the undergraduate students of BMS discourse community. Physical acts may be left aside as none of the BMS research article authors used them. Educating the BMS students on the use of directives may be done by preparing classroom activities which use texts having directives and letting students identify them and act accordingly.

7.9 Personal Asides

It is one of the engagement features from Hyland's MAI (2005a) through which the researcher briefly interrupts the argument and inserts a short dialogue or a comment. The way the author intervenes in between the whole process of discussion regarding the topic of research gives a very interpersonal touch to the whole RA. Personal aside expresses the researcher's involvement, personality and communicative style. Actually, the author/researcher introduces personal aside to initiate a very brief dialogue with the readers regarding a certain argument.

This brings the readers closer to the author as they feel being interacted with directly. We can find Personal Asides only in INTRO.24 and INTRO.27.

> **Example 1:** When investors behave in relatively more optimistic manner to certain positive information, say for example expected innovative product development by a firm, and then they become willing to offer increased buying prices which depict their overreaction; however, the increased prices might settle down at required or correct level progressively. (INTRO.24, p.82)

> **Example 2:** To identify perceptions of students toward the marketing courses that is most helpful in their jobs. (Least helpful are also extracted). (INTRO.27, p.127)

In the examples mentioned above, the BMS Researchers have used the personal asides "say for example" and "(Least helpful are also extracted)" in both the examples respectively. Through the use of these Personal Asides, the BMS researchers have inculcated an informal dialogic impact into the RAs and the readers can be dragged into the conversation and communication straightforwardly. It is the choice of the BMS researcher to employ personal aside if he wants the slight touch of informality during a serious discussion that further draws attention to the shared understandings. Personal aside is a way to acknowledge an active reader and through this the BMS researcher seeks different kinds of responses from the readers. Interaction in any shape and form fills in the communication gap and the readers who are unaware of certain facts become concerned in knowing them and get the feel of direct participation through such interactive techniques. These ideas are also expressed by Hyland (2005).

The strategy is usually used by researchers in other disciplines, however, two BMS authors have also used it, hence, there is no harm in touching upon the Personal Asides in genre-pedagogy for RA for the discourse community of BMS. Like directives, task-based genre-pedagogy on identifying the personal asides in a given genre-text may be exercised with the BMS undergraduate students followed by a discussion on how they derive the purpose of the personal asides used by the authors of the genre-based texts.

7.10 Appeals to Shared Knowledge

This is one of the features of Engagement, as per Hyland's MAI (2005a). Through this technique the researcher introduces the notion of sharedness among the readers and him. He involves the readers into the facts and figures presented in the RA through making a call for them and inviting them to ponder upon the ideas presented to them. We can find Appeals to shared knowledge in 17 samples i.e. INTRO.1, INTRO.2, INTRO.4, INTRO.5, INTRO.9,

INTRO.11, INTRO.14, INTRO.15, INTRO.16, INTRO.17, INTRO.20, INTRO.22, INTRO.27, INTRO.31, INTRO.33, INTRO.41 and INTRO.43.

> **Example 1:** Obviously organizations prefer to employ people who are proficient in marketing skills, like description, analysis and synthesis, presentation and reasoning also in teamwork and communication skills. (INTRO.27, p.126)

> **Example 2:** Certainly, community development process is viewed as a reliable way to build the capacity of people. (INTRO.41, p. 3)

In the examples mentioned above, the BMS researchers have used "Obviously" and "Certainly" to highlight facts and statements provided in such a manner that depicts the sharedness of the information both by the readers and the BMS researcher. This gives the feeling to the readers that they are already an important part of the research through the sharedness of common awareness regarding the topic under discussion. Although, it is observed that the readers are mostly dragged in the conversation where the sharedness of information is most expected (Hyland, 2001, p.201).

However, it is also the art of the BMS Researcher to make the readers realize or believe as they are already aware of a certain piece of information and can participate equally in the argument. In addition to that, it is also observed that through this the readers might assume all the facts talked about by the BMS researcher to be exact, valid and true as they themselves undergo a feel of awareness of same facts equally well which is in real just created by the BMS researcher into the minds of the readers. Readers are being made to construct and envision all the key facts that the BMS researcher wants them to share and contribute regarding the topic under discussion and this is how they feel linked with all the presented pieces of information by the BMS researcher. Through this they not only stay engaged thoroughly but also become a part of the whole research process unconsciously and effortlessly.

Table 7.15, below, depicts the presence of the said engagement feature found through the careful study of the samples.

Table 7.15: Occurrences of Appeals to Shared Knowledge in BMS RAs

Number of Introduction	Indicators of Appeals to Shared Knowledge
INTRO.1	…it is really difficult…
INTRO.2	…has significantly changed…
INTRO.2	…but it ultimately guarantees…
INTRO.2	…particularly for those projects….

INTRO.4	Particularly, it is being…
INTRO.5	…is necessarily due to…
INTRO.9	…particularly…
INTRO.11	…guaranteed by….
INTRO.14	Unfortunately….
INTRO.15	The concept of culture is particularly…
INTRO.16	Specifically…
INTRO.17	…closely linked….also play vital role…
INTRO.17	Capital structure is fundamentally…
INTRO.20	To the best of our knowledge….
INTRO.22	…and it definitely provides…
INTRO.22	To the best of our knowledge…
INTRO.27	Obviously…
INTRO.31	ICT, no doubt….
INTRO.33	…certainly one of the…
INTRO.41	Certainly…
INTRO.43	Thus what we know…

See, Figure 7.13, for an illustration of the engagement markers of Shared Knowledge.

Appeals to Shared Knowledge

	JBE	BR	PBR	GMACS	NICE RJ
Appeals to shred knowledge	5	6	2	2	2
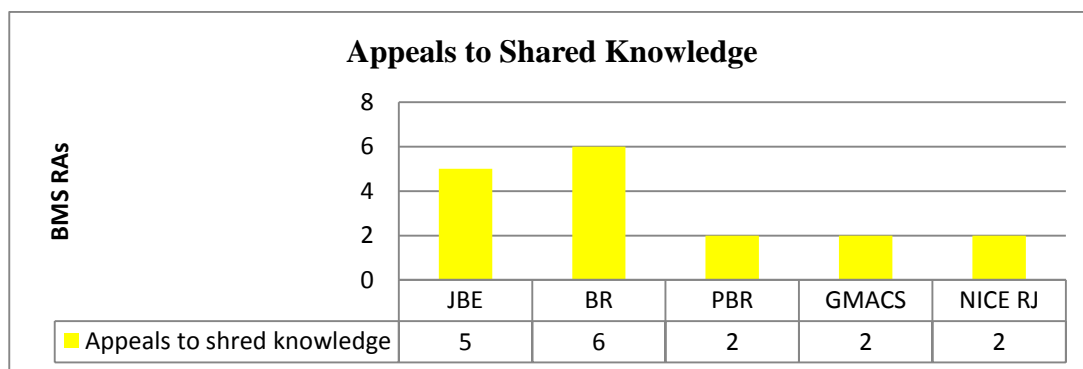
Figure 7.13: Occurrences of Indicators of Appeals to Shared Knowledge in BMS Research Journals

Appeals to shared knowledge is found in the BMS RAs quite regularly in all research Journals that shows BMS researchers' desire to make the readers equally active in the discussion. It can be observed that appeals to shared knowledge are most frequently found in the research journal of BR and JBE. The strategy should be used to engage the readers in the element of sharedness which participants from the same discourse community possess. Be it through the form of a disciplinary ritual or an argument made in an RA, having the feeling of mutuality with the writer makes the readers feel more engaged. This can be done by simply

giving the readers' minds a stir by explicitly asking them to recall a concept which is commonly known in their discourse community.

Hyland (2001) believes that academics seek to position readers within neutralized and unproblematic boundaries of disciplinary undertsanding through appeals of shared knowledge which is why it is important to actively educate the BMS undergraduates to use the appropriate language in their genre-based texts, i.e. Research Article, to project the appeal. Content from Table 7.13 may be used as part of genre-pedagogy for them besides resources on language development to create such impact for reader-writer engagement.

7.11 Questions

Questions are also a feature of engagement from Hyland's MAI (2005a). Through question raising the writers not only involve the readers into the argument or contribution towards the topic under discussion but also arouse curiosity in them to think and ponder over certain facts (Hyland, 2002) Basically, it is a very affective and thought provoking technique to grab readers' attention and make them feel an active participant in the process of reasoning and argument. Actually the researcher mostly ask such questions that are rhetorical in nature so the readers are invited to judge and consider the facts quite seriously without feeling the ultimate need to answer them instantly (Hyland, 2002b). Reflecting on all the important facts presented by the BMS researcher is quite impossible and that's when the BMS researcher jolts the reasoning and interpretative skills of the readers through questions. The BMS researcher is expecting no response but just wants his readers to think deeply about whatever is being researched and presented to them by the BMS researcher. Question raising technique also gives a fell to the readers that their opinion is welcomed and the BMS researcher values their judgment wholeheartedly. Sometimes it is observed that the proposed questions are basically raised by and for the BMS researcher himself that are answered through his research but these questions bring the reads also on the same plane and they think on the same lines as the BMS researcher does or makes them do. We can find Questions in only 8 samples i.e. INTRO.15, INTRO.16, INTRO.19, INTRO.29, INTRO.34, INTRO.40, INTRO.48 and INTRO.50.

> **Example 1:** How much of the land, labor and capital is to be used has always been a question for the organization to produce the output most efficiently. (INTRO.34, p. 56)
>
> **Example 2:** The study is revolving around one central research question; what are the dominant cultural characteristics of different sectors and how these characteristics can be profiled to differentiate them? (INTRO.15, p. 49)

The use of questions is not found very frequently in all the BMS research journals. This shows the absence of BMS researcher's inquisitive tone for the readers in the presented work. It has been further observed that the BMS researchers have mostly used the questions to specify the Research Question that are to be addressed in that research only. This signifies that the BMS authors choose to remain rather disconnected with their readers in terms of asking direct questions. This phenomenon uncovers the boundaries of the BMS research community in Pakistan. The findings should be made useful while designing a genre-based instruction for RA writing. The undergraduates from the BMS discourse community may be made aware of this metadiscourse engagement strategy, however, active, task-based teaching of the same may not be done as per the demand of the discipline.

7.12 Use of Will

Apart from features of Stance and Engagement, the use of Will is also observed quite frequently which shows BMS researchers' certainty and firmness regarding the topic under discussion. Use of Will is found in INTRO.1, INTRO.2, INTRO.3, INTRO.6, INTRO.10, INTRO.12, INTRO.15, INTRO.16, INTRO.18, INTRO.19, INTRO.22, INTRO.33, INTRO.34, INTRO.39 and INTRO.50.

Example 1: The study recommended that more resources should be steep towards the development of physical and social infrastructure that will amplify the agricultural productivity as well as it reduces the poverty. (INTRO.34, p.38)

Example 2: So, the current study will contribute to understand related significant issue in context of Pakistan banking organizations. (INTRO.39, p.97)

In both the examples mentioned above, the BMS researchers have indicated assurance and certainty through the use of "will" contributing guarantee of the BMS researcher towards the aspects regarding the topic under discussion. This use of "will" also builds up readers' confidence in the facts and figures presented in the research with such certainty. Hence, the possible use of the term in order to show author's commitment to the readers should be made an important part of the instruction for the BMS community.

The research-based genre-pedagogy for the undergraduates of BMS discourse community should be well-aligned with language teaching methods, as suggested earlier. The use of modal auxiliaries, specifically, "will" should be taught through activity-based tasks inside the classroom to enable the students to use "will" whenever deemed necessary. In terms of meaning, some modal verbs such as 'can' conveys more than one meanings. 'Could', 'might', and 'would' may be overlapping meanings. Likewise, 'will' and 'would' may or may not have

overlapping meanings. Only a detailed genre-based language instruction can help the BMS undergraduates master the use of these modal verbs as per the context of the text.

7.13 Display of Features of Engagement in BMS RAs

Table 7.16: Display of Engagement Features in BMS RAs

Number of Introduction	Reader Pronouns	Directives	Personal Asides	Appeals to Shared Knowledge	Questions
INTRO.1	×	√	×	√	×
INTRO.2	×	×	×	√	×
INTRO.3	√	√	×	×	×
INTRO.4	×	√	×	√	×
INTRO.5	×	×	×	√	×
INTRO.6	×	√	×	×	×
INTRO.7	×	×	×	×	×
INTRO.8	×	×	×	×	×
INTRO.9	×	√	×	√	×
INTRO.10	√	√	×	×	×
INTRO.11	×	×	×	√	×
INTRO.12	×	√	×	×	×
INTRO.13	×	√	×	×	×
INTRO.14	×	×	×	√	×
INTRO.15	×	×	×	√	√
INTRO.16	√	×	×	√	√
INTRO.17	×	×	×	√	×
INTRO.18	×	√	×	×	×
INTRO.19	√	√	×	×	√
INTRO.20	×	×	×	√	×
INTRO.21	×	×	×	×	×
INTRO.22	×	×	×	√	×
INTRO.23	×	×	×	×	×
INTRO.24	×	√	√	×	×
INTRO.25	×	×	×	×	×
INTRO.26	×	√	×	×	×
INTRO.27	×	√	√	√	×
INTRO.28	×	×	×	×	×
INTRO.29	×	×	×	×	√

INTRO.30	×	×	×	×	×
INTRO.31	×	×	×	√	×
INTRO.32	√	×	×	×	×
INTRO.33	×	×	×	√	×
INTRO.34	×	×	×	×	√
INTRO.35	√	×	×	×	×
INTRO.36	×	×	×	×	×
INTRO.37	×	√	×	×	×
INTRO.38	×	×	×	×	×
INTRO.39	×	×	×	×	×
INTRO.40	×	×	×	×	√
INTRO.41	×	√	×	√	×
INTRO.42	×	×	×	×	×
INTRO.43	×	×	×	√	×
INTRO.44	×	×	×	×	×
INTRO.45	×	×	×	×	×
INTRO.46	×	×	×	×	×
INTRO.47	×	×	×	×	×
INTRO.48	×	×	×	×	×
INTRO.49	×	×	×	×	×
INTRO.50	×	√	×	×	×
Total occurrences	6	16	2	17	6
Percentage	12%	32%	4%	34%	12%

It can be seen through Table 7.16 that among the features of Engagement, Directives and Appeals to shared knowledge are found more frequently in most of the BMS RAs. However, the features of Personal Asides, Readers pronouns and Questions are found only in a few BMS RAs. It can be clearly observed through the figure that all the features of Engagement are simultaneously occurring in all BMS RAs. It is only the feature of asking questions from the readers which is least used as observed in the samples.

Figure 7.14 confirms the findings of Table 7.16, as shown below.

Occurences of Engagement Features

	JBE	BR	PBR	GMACS	NICE RJ
■ Reader Pronouns	2	2	0	2	0
■ Directives	6	4	3	1	2
■ Personal Asides	0	0	2	0	0
■ Appeals to shared Knowledge	5	6	2	2	2
■ Questions	0	3	1	2	0
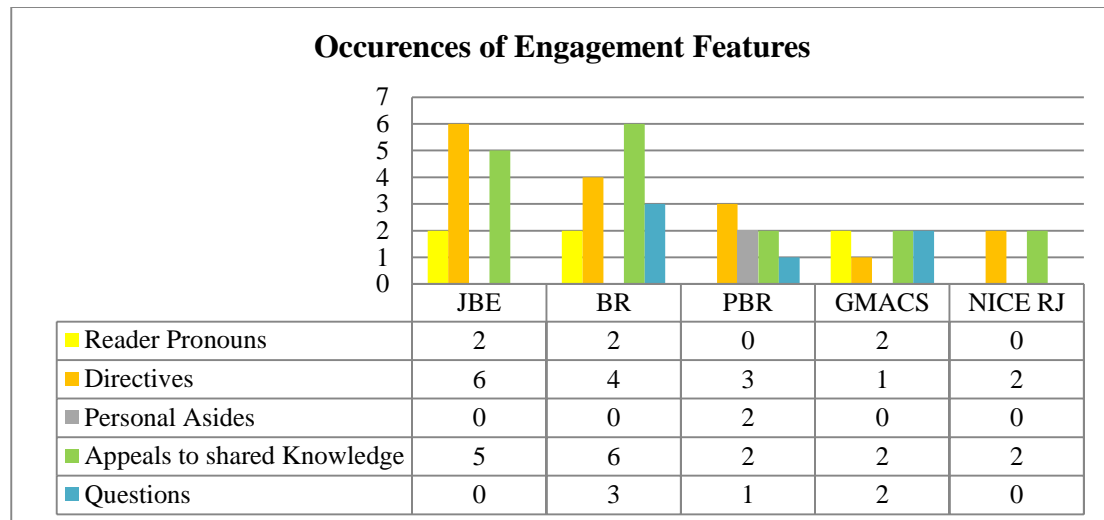
Figure 7.14: Display of Features of Engagement in Research Journals

7.14 Conclusion

After the exploratory study of the sample RAs, it can be concluded that all the features of Engagement do not occur simultaneously in any of the research journal. Among the features of Engagement, only the features of Directives and Appeals to shared knowledge are being employed by most of the BMS researchers however, the features of Questions and Readers Pronouns are found only in a few BMS RAs. It is also noticed that the feature of Personal aside is found only in a single Research Journal. Generally, the more frequent or less frequent use of Engagement features do add their effects in all the research journals in some way. However, it is also observed that the choice of techniques employed by the BMS researchers is dependent upon BMS researcher's personal style which varies in every single RA.

For the development of genre-pedagogy for the undergraduates of the BMS discourse community in Pakistan, the findings of this analysis may be brought into use. The BMS students at undergraduate level need to be given research-based genre awareness, and research-based genre competence and performance. Engaging them to read research articles on their own and produce one may be too much of a demand, hence, the instructors can help them by showing easier versions of it in the beginning. This step may involve introducing the part-genre to the students at first, and letting them identity the parts of it. Breaking the part-genre down into easier, smaller chunks in order to get familiarized with the (Hylandian) language use may help them achieve a few targets in understanding the part-genre. At later stages, the students may be introduced to the (Swalesian) move-analysis and schematic patterns for a better grasp on how to produce an introduction section on their own.

CHAPTER 8

CONCLUSION

This chapter entails a detailed sum up of the findings of present study in the light of analyses through the lens of Swales Creating a Research Space Model (2004) and Hyland's Model of Academic Interaction (2005). Besides answering all the questions and issues raised in the introductory chapter, this chapter suggests how these models can be used for genre-based instruction for undergraduate students of the Business and Management Sciences discourse community for Research Article Writing In order to make sure that this research adds to the growth of Pakistan's intellectual reservoir as well as the genre-based language-teaching community, the chapter closes with some recommendations for future researchers, teachers, students and HEC Pakistan.

Studying genres of research-based texts has always been an importamt contribution to the academic world. The detailed study of the conventions of a research-genre draws attention to the difficulties in dealing with certain formal features related to research-based writing and understanding of the genre. This further aids both the readers and writers to process or produce a suitable research-based text in a given field of interest having its own set of conventions. It has further facilitated to "understand how members of specific discourse communities construct, interpret and use these genres to achieve their community goals and why they write the way they do" (Bhatia, 2004, p. 10). Both written and spoken genres have been studied, investigated and organized mainly by Swales (1990), Connor & Mauranen (1999), and Bhatia (1993), where texts were analyzed through further distribution into moves presenting their particular characteristics and features (Geçİklİ, 2013). Genre analysis has become an independent research area such that even the functional elements of the texts have been investigated thoroughly. One of such elements in Research Articles is the introduction (Santa, 2015).

The most important and most studied part of the Research Article is the introduction as it appears right after the abstract and so is read with absolute concentration and care (Yayli, 2014). Introduction section received considerable attention mainly after the presentation of Swales CARS model (1990). It is believed that introduction section bridges the gap between the knowledge of the anticipated reader and the research-based text produced by the concerned researcher. If the introduction section fulfills this purpose effectively, then it is believed to be successful and in result the reader is eager to read about the whole process of research (Arsyad, 2013).

In this research, introduction sections of 50 Business and Management Sciences RAs have been explored and analyzed with reference to Swales Revised CARS Model (2004) and Hyland's MIA (2005) This dissertation has attempted to explore if Swalesian Moves and Hylandian Features of Stance and Engagement appear in the RAs written by the authors of the BMS community. Furthermore, the rhetorical patterns and linguistic features have been studied for their significance in establishing the discoursal boundries and writer-reader interaction. In the light of the analyses, the research also tends to suggest pedagogical implications of Swales CARS (2004) and Hyland's MAI (2005) in order to help the undergraduate students of Business and Management Sciences discourse community to device better genre-based pedagogy for their students.

8.1 Discussion on Findings

After studying the schematic structures and move patterns of BMS RAs in the light of Swales CARS (2004) and Hyland's MAI (2005a), it has been found that nearly all the authors of Research Articles from the field of Business and Management Sciences in Pakistan have followed a certain Move Pattern and projected use of some features and strategies while writing the introduction part.

Firstly, it has been observed that 96% of the BMS RAs display the use of paragraphing which shows a distinct demarcation of all the main points raised regarding the topic under discussion. Except for two BMS RAs, all the authors have used paragraphing to indicate the importance, problems or gaps and solutions regarding their topics of research. It further shows that almost all the BMS researchers share this style of writing to make their view points and shared information more conspicuous to be found or located and easily decipherable as well.

Secondly, the use of headings has been found in 34% of BMS RAs that shows the authors' desire to make things more elucidated and easier to locate or grasp for the readers. However, 66% of BMS researchers have not employed the use of Headings, which does not make it a mandatory feature in producing the introduction part and shows that most of the authors share the feature of stating and introducing different significant points regarding the topic of research through topic sentences in paragraphs rather than the use of Headings that might mark the fluidity of the discussion.

Thirdly, only 30% of the BMS RAs display the use of definitions, however, 70% of the BMS researchers prefer to use a variety of Attitude Markers to add significance and highlight certain aspects regarding the topic of research instead of defining certain terminologies and concepts. This further increases the cohesion and coherence in the introduction section.

Fourthly, the feature which is very evidently found in the writing styles of most of the BMS researchers is the inclusion of detailed explanations and real life references which has been used by 84%. This occurance provides thorough information about the topic under discussion making it relevant and comprehensible by the readers. Furthermore, through these strategies, the readers can also relate to the provided piece of information and understand the aspects and dimensions of research which may not be known to them.

Fifthly, it has been observed that 84% of the BMS researchers have employed the references from other researches or works of other researchers in the form of citations. These references not only add authenticity but also conviction to the research under discussion. It is also helpful in acknowledging other researchers and their works. This feature is also shared by most of the BMS researchers that makes it quite obligatory in producing a well-researched BMS RA. In most of the cases, it is quite compulsory to mention other researches either merely for expansion and extension or for further modification in case of any gap found by the BMS researcher regarding the topic under discussion.

Sixthly, 62% of the BMS researchers share the feature of inculcating historical and background references in the introduction sections. This strategy depicts the importance of the mentioning the history and background of any topic in order to make it much more graspable and easily comprehensible.

Lastly, the lengths of the introduction sections of BMS RAs vary in different research journals but normally they appear to have good lengths except for few exceptions where the BMS researchers have preferred to keep the introduction part very brief. However, it does not mean that those introductions lack required information. Instead of lengthy explanations and numerous historical and background references, the BMS researchers utilize certain essential pieces of information and central points to be discussed regarding the topic under discussion. In short, they do not lack brevity. However, mostly "Moves One and Two also tended to be longer than usual, with detailed background information and the inclusion of definitions and examples", (Luzon, 2005, p. 77)

Swales' CARS (2004) was formulated after his detailed research, study and analysis of different articles regarding diverse disciplines which clarifies and describes varied organizational patterns found in introduction sections of research articles. This model is very useful for beginners of the research-based genre writers., It allows the introduction to be a proper representation of the rest of the research work and evaluate how well the introduction

marks its place within the whole process of research. Through this model, the researcher creates a rhetorical space and pulls the reader into that space.

After the analysis of Business and Management Sciences Research Articles with reference to Swales CARS (2004), Table 8.1 shows the percentages of occurance of Swalesian moves in the RAs.

Table 8.1: Percentages of Occurance of Swales' Moves (2004) as found in BMS RAs Introductions

CARS Moves	Steps of Moves	Number of RAs displaying the step	Percentage
Move One Establishing a Research Territory	Step 1.(Part a) By showing that the general research area is important, central, interesting, problematic, etc.	39	78%
	Step 1. (Part b.) Making topic generalizations	33	66%
Move Two Establishing a Niche	Step 1a. Step By indicating a gap in the previous research	37	74%
	Step 1b. By adding to what is known	13	26%
	Step 2. Presenting positive justification	45	90%
Move Three Occupying the Niche	Step 1. Outlining purposes or stating the nature of the present research (obligatory)	29	58%
	Step 2. Listing research Questions or Hypotheses	20	40%
	Step 3. Definitional Clarifications	10	20%
	Step 4. Summarizing Methods	3	6%
	Step 5. Announcing principal findings/outcomes	24	48%
	Step 6. Stating the value of the present research	25	50%
	Step 7. Outlining the structure of research paper	9	18%

After the exploratory study of the data with reference to Swales CARS (2004), it can be observed that the steps of Move One: Establishing a Research Territory are found in different ways in the BMS RAs. The BMS authors have not only changed the order of occurrence of the Moves but also their steps according to the need of the RA. As far as Move One is concerned, both the move and its steps are being employed efficiently mostly in a discipline-appropriate sequence. Besides this, occurrence of Move Two seems to be the most

regular in all the BMS RAs as either the indication of a gap or the extension of previous work. On the other hand, Move Three is found to be employed in most of the BMS RAs but it is included mostly through the occurrences of a single step, two steps or three steps. Surprisingly, Move Three has not occurred with all its seven steps in any of the BMS RAs. All the schematic patterns found evident in the BMS RAs are discussed in detail below.

If we analyze the occurrence of Move One deeply, it is found that the most frequently recurring step of Move One is Step 1 (part a) by showing that the general research area is important, central, interesting, problematic, etc. However, Step 1 (part b) Making topic generalizations has also been found in 33 introductions which depicts its importance through the number of occurrences.

It can be further noticed that the steps of Move One are not always found in the same sequence. Their organizational patterning is different according to the requirements of many BMS Researchers and their RAs as mentioned in Chapter 4 Move One: Establishing A Research Territory. It is also observed that the steps of Move One are further blended with another strategy used by most of the authors and that is "Citation". Different orders according to the occurrences and blending of steps of Move One are as follows
.Many BMS RAs follow the conventional sequence of Swalesian Moves but in some of the RAs, the sequence of occurrence of steps of Move One is completely different as per the requirement of the writing style and purpose. Apart from that, blending has been observed in the Steps of Move One. In a few BMS RAs, either of the steps of Move One is found. In some BMS RAs, blending of steps with others steps of Move One has been observed.

Observing the occurrence of steps of Move Two, it can be easily observed that Step 1a: Indicating a Gap or extension of the previous research, is found in 37 BMS RAs. 13 BMS RAs which do not depict the occurrence of indication of a gap is because those BMS researchers opted to extend the previous research already existing in the field showing Step 1b of Move Two: Adding to What is Known. The most recurrently occurring step of Move Two is Step 2: Presenting Positive Justification, which was found in 45 BMS RAs. It is further noticed that Move Two is found recurrently in both Move One and Move Three. The indication of a gap has also been observed occurring more than twice in most of the BMS RAs.

While having a deeper look at Move Three, it can be clearly found that Step 1: Outlining the Purpose, is the most frequently used step among the other steps of Move Three. However, Step 5: Announcing Principal Findings, and Step 6: Stating the Value of the Present Research, are found in 24 and 25 BMS RAs, respectively. Step 2: Listing Research Questions or

Hypotheses, is found in 20 BMS RAs, while Step 3, Definitional Clarifications, and Step 7, Outlining Structure of BMS RA, are found only in 10 and 9 BMS RAs, respectively. Step 4, Summarizing Methods, is found the least and can be observed only in 3 BMS RAs. Only a few BMS researchers have brought into use the indication of the structure of BMS RAs. Mostly, the structure is mentioned in literature review or other parts of the RAs other than the introduction. This makes the occurrence of this step highly optional. Normally, the sequence of the steps remains the same as of the conventional model but in all the cases, all seven steps of Move Three have not been found. Generally, the steps of Move Three are observed to be most distinctively separate or individually divided. Negligible blending has also been studied within the steps of Move Three which also makes the conventional sequence rationally acceptable and functional.

Genre-based research-writing is an important skill and its expertise is demanded worldwide. Academicians not only produce texts but employ language illustrating social relations. Interaction and writers' sentiments depicted in the author's work have been the key areas of interest for genre researchers and analysts in recent years. Interaction in the academic writing must keep in view the problems discussed in the genre-based text and the opinions held by the readers of that text. After analyzing 50 BMS RAs from the field of Business and Management Sciences in Pakistan with reference to Hylandian Features of Stance and Engagement, the following result has been obtained:

Table 8.2: Percentages of Hyland's Stance and Engagement Features as Found in BMS RAs Introductions

	Features of Stance and Engagement	Number of RAs Displaying the Feature	Percentage	Average
Stance	Hedges	36	72%	65%
	Boosters	35	70%	
	Attitude Markers	50	100%	
	Self-Mention	9	18%	
Engagement	Readers Pronouns	6	12%	18.8%
	Directives	16	32%	
	Personal Asides	2	4%	
	Appeals to shared knowledge	17	34%	
	Questions	6	12%	

After the complete, exploratory study, it can be observed that the features of Stance and Engagement as proposed by Hyland's MAI (2005a) have been found in many of the BMS RAs. Observing the features of Stance in detail, it has been revealed that the occurrences of the features of Stance can be witnessed quite frequently in the BMS RAs. If studied carefully, it can be seen that Hedges are found in 36 BMS RAs that means the occurrence is observed in 72% of the selected research. Further, Boosters are found in 35 BMS with 70%, and Attitude Markers are found in all the BMS RAs with 100% occurrence in of the selected research. While Self Mention is found only in 9 BMS RAs, it means the occurrence is observed in only 18% of the research under study. It can be clearly seen that the most recurrently occurring feature of Stance is Attitude Markers which is being employed by all the BMS authors. The utilization of Nouns, Verbs, Adverbs, Adjectives, Conjunctions and Subordinate conjunctions, Negatives, Comparatives and Superlatives acting as Attitude Markers provide a variety of opinions, attitudes, judgments, perceptions and views attached to the pieces of information presented in the research. Furthermore, it has been seen that Attitude Markers occur quite extensively in each BMS RA in different forms.

This provides a great impact on the research-based genre-writing styles of the BMS researchers and makes the readers aware of all the reactions, opinions and observations of the BMS researchers regarding their research under discussion. Over all, all the three features of Stance that are Hedges, Boosters and Attitude Markers are detected greatly in most of the BMS RAs, except for the feature of Self Mention which is brought into use by only a few BMS Researchers. Lack of use of self mention depicts Researchers' attempt to keep the language of the RA objective in nature.

Studying the features of Engagement in detail, it can be clearly observed that these features are less frequently observed in BMS RAs. Reader Pronouns and Questions are found in only 6 BMS RAs each projecting that their occurrence is observed in only 12% of the selected research. Moreover, Personal Asides are found in only 2 BMS RAs showing 4% of its occurrence which is the lowest among the features of Engagement. On the other hand, Directives are found in 16 BMS RAs with 32% of occurrence, and Appeals to Shared Knowledge are found in 17 BMS RAs with 34% of its occurrence in the selected research. It shows that the presence of Personal Asides and Appeals to Shared Knowledge is more frequently observed in BMS RAs rather than the other features of Engagement. Overall, they appear to be quite optional as far as their use by the researchers in the BMS RAs is concerned.

If the comparison is drawn between the features of Stance and Engagement, it can be seen that the average percentage of occurrence of features of Stance is much higher than that of Engagement. The average percentage of occurrence of Stance is 65% against that of Engagement which is only 18.8%. It clearly shows that the BMS researchers prefer to depict their own multi dimensional perceptions and point of views through a variety of strategies rather than bringing the readers into direct argument. They appear not to make the readers participate to a great extent throughout the process of research and the readers are not observed to be immensely involved in the interaction and communication created by the BMS Researchers. Apart from that, the BMS Researchers are still successful in creating thought-provoking arguments regarding the topic under discussion and engage the readers thoroughly through their captivating genre-based writing styles.

8.2 Extended Findings from the Present Study:

After a detailed exploratory study of Business and Management Sciences Research Articles, it has been observed that the cyclicity of Moves is detected throughout the introduction parts of the BMS RAs. All the Steps of Moves not only seem to occur and reoccur in most of the BMS RAs except for a few exceptions but also are embedded into each other according to the requirement and writing styles of the BMS researchers.

The Swalesian CARS (2004) also has certain Steps reduced from the schematic structure by the authors of the BMS RAs . As the study reveals, it can be seen that certain Steps of Moves from Swalesian CARS (2004) have occurred to be obligatory, or optional, depending upon the regularity of their occurrence in BMS RAs. Thus, what may be called an outcome-based CARS for genre-based writing of RAs for the Business and Management Sciences discourse community through the present study can be found in Appendex B..

It can be observed,through the outcome-based Swalesian CARS for the BMS discourse community that the RAs authored by them include three distinct Moves. Move One: Establishing a Research Territory is obligatory along with the required use of citations. Move One is further characterized into Step 1: By showing that the general research area is important, central, interesting, problematic, etc., Step 2: Making Topic Generalizations, and Step 3:Introducing and Reviewing Items of Previous Research in the area. The use of citations is the most important and regular strategy found among all the Moves and their relevant steps as also mentioned by Feak and Swales (2004, p 247) according to which "the work of others is primary".   This shows that most BMS Researchers are concerned with presenting information along with references from other pieces of work and researchers to add more authenticity and conviction to their work. That is why, use of citation is included as an

obligatory step of Move One and all three steps are found obligatory in production of a BMS RA introduction. Furthermore, these steps are expected to exhibit cycling and recycling as far as their occurrence in the BMS RAs introduction is concerned.

Additionally, Move Two Establishing a Niche is also obligatory with possible use of citations. This move is further characterized into only a single obligatory step in producing BMS RAS introductions i.e. Step 1: Indicating a gap or Adding to what is known which might exhibit cycling and recycling in the BMS RA introduction.

Finally, Move Three Occupying the Niche is also found obligatory with the possible use of citations. This Move is further categorized into Step 1: Outlining purposes or stating the nature of the present research, Step 2: Listing research Questions or Hypotheses, Step 3: Announcing principal findings, Step 4: Stating the value of the present research and Step 5: Indicating the structure of research paper. As far as Move Three is concerned, only Step 1 is found to be obligatory however the other four steps are observed to be optional for the production of BMS RAs introductions.

If a comparison is drawn between the Swalesian CARS (2004) and the outcome-based model of the present study (Appendix B), only a few changes have been observed regarding Move One (Addition of Reviewing items of previous research), Move Two (Removing Positive justification) and Move Three (Removing Definitional clarifications and Summarizing methods). However, most of the steps and possibilities associated to the Moves of Swales CARS model (2004) are also found to be valid and applicable in producing BMS RAs introduction. It is further suggested that definitions can also be included in any of the steps of Swales' CARS model (2004) due to its frequent recurrence and unexpected place of occurrence. Mostly, definitions are either found in claiming centrality or introducing the concepts of present research.

 The present research has been conducted with an aim of providing aid to the young researchers and RA writers in the field of Business and Management Sciences in Pakistan. Hence, it is important to note here that the resemblance in the Swalesian CARS (2004) and the outcome-based model does not question their validity for the said discipline. The outcome-based Swalesian CARS for the discipline of BMS has been the result of the clear, full-fledged study.

According to the detailed study of BMS RAs for Hylandian features of Stance, it has been observed that the features of Hedges, Boosters and Attitude Markers are quite obligatory in the production of the introduction sections of BMS RAs. Attitude Markers are found in all the BMS RAs that depict the intense agreement of all the BMS researchers regarding the use

of this feature while producing the BMS RAs as it is said that "certainty and uncertainty markers hold significant roles in authoring research articles" (Akbarpour & Sadeghoghli, 2015, p. 270). However, the use of self-mention is hardly observed in the BMS RAs. (Appendex C contains the outcome-based Hylandian MAI in the light of the present study).

On the other hand, if the Features of Engagement are studeied, it can be observed that except for the use of Directives and Appeals to Shared Knowledge, the BMS researchers do not seem to share any other feature while producing BMS RAs introductions. Features of Reader Pronouns, Personal asides and Questions are rarely found in the BMS RAs. So the obligatory and optional features of both Stance and Engagement depending upon the BMS Research study are mentioned below

Comparatively the features of Stance are found to be exceptionally regular throughout the BMS RAs rather than the features of Engagement. This shows that the BMS Researchers are more interested and engrossed in the expression of their own ideas and opinions instead of making the readers participate in the argument to a great extent. In short, BMS researchers' multidimensional thoughts and point of views are more vividly presented as compared to the emphasis on engaging the reader at every point of discussion.

Rhetorical organization of text is quite useful and every RA has its own organizational pattern reflecting the disciplinary variation. The "lexical and grammatical features" used in the RAs are according to the writers' knowledge and peculiarity regarding the use of language. (Khamkhien, 2015, p.112). The limited use of features of Engagement in BMS RAs is not completely surprising to the culture where content-oriented representation of ideas is commonly found and accepted and the reader has to "make an effort to understand the text produced by the knowledgeable, and therefore, authoritative person" (Martin, 2014, p. 158). Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture.

Warchal (2010) mentions that academic writing follows the Socratic tradition according to which the main idea should be stated at the beginning. "Stating one's opinion first and stating it directly are not necessarily rhetorical strategies shared by all cultures, but it is perhaps the most important, and most widely accepted and taught, component of Western rhetoric" (Warchał, 2010).

Engagement markers help the writers in establishing the writer-reader relationship but this use can vary depending upon the cultural background, professional expertise and gender of the writer moreover, authors from diverse "sociocultural" environments reflect varied ways

of employing engagement markers in RAs. (Hyland, 2009). Stance and engagement both are significant elements in establishing a successful argument and bridging gaps between the communicator and the intended reader, however, in case of BMS RAs, the balance is seemed to be inclined towards Stance of the author where the writer anticipates the prior knowledge, diverse opinions and expectations of the reader shaping their judgment, response and acquired impression of the writers through the text. (Hyland, 2005).

Concludingly, it can be stated that through the detailed analysis and study of BMS RAs introductions, Swales' CARS (2004) has been used by the BMS researchers with the establishment of Step b, Step c., Step d and Step e as optional steps of Move Three. Additionally, it is recommended that definitions can be given a separate yet optional step of either Move One or Move Three depending upon the requirement of the research. Besides that, the analysis of BMS RAs introductions with reference to Hyland's MAI (2005) suggests that Stance Markers are being employed by the BMS researchers thrice more than the of Engagement markers. This does not make either of the Engagement features more significant or functional than the other. Rather the use of these features is greatly dependent upon the sociocultural background, professional expertise and genre-based writing idiosyncrasy of the researcher..

In the light of the present discussion, some pointers for the pedagogical implications as offered by Swalesian CARS (2004) and Hylandian MAI (2005) for the undergraduate students of the Business and Management Sciences discourse community shall be given. In this regard, the outcome-based Swalesian CARS (Appendix B) and Hylandian MAI (Appendix C) for the BMS discourse community should also be taken into consideration.

8.3 Pedagogical Implications

In the recent past, genre-based approaches to teaching of writing have surfaced rather drastically around the world. However, as the concern was raised earlier in chapter 1, Pakistani universities need to offer genre-based approaches and methods at undergraduate level. .

Genre-based teaching is a goal-oriented activity. It is largely believed by ESP and EAP instructors around the world that genres need to be explored, studied, investigated, so that genre-based pedagogy can be devised. The two typical approaches for teaching of writing are process-focused and product-focused approcahes. In Pakistan, approaches for teaching writing which are used in our classroom lectures are mostly product-based i.e. students are given a sample, supported to learn it, and further produce something which looks quite similar. This approach mainly addresses typical pre-writing techniques, such as brainstorming ideas, mind-

mapping, preparing a scratch outline, drafting, peer-editing, and rewriting for perfection. This approach also emphasizes primarily on grammatical structures, common sentence errors and paragraphing. However, a process-focused approach is a genre-based approach. A genre-based approach requires the learners/writers to understand the steps and stages before generating ideas. They are then expected to gather information, draft, revise, and edit. But with all this, the most important feature is the knowledge of language in relation to the social norms. A process-focused approach is 'writer-centered' while a product-focused approach is reader-centered. In the light of the present research, these two approaches need to be combined. The Swalesian CARS (2004) and the Hylandian MAI (2005) models can be merged with the typical product-focused approach in order to achieve remarkable results at BS level for the BMS discourse community in Pakistani universities.

The findings of this study suggest a few pedagogical implications. First, there is an existence of common core schematic patterns and rhetorical structures through Swalesian Move Analysis and Hylandian Metadiscourse Analysis in the RAs. This can be used at the starting point for a full-fledged course development on research-based writing of genres, such as for the BMS undergraduate level. The ESP instructors have a range of students from subdisciplinary backgrounds. In this general course, they can use materials from across disciplines in order to cover the conventional genre structures of RA. However, this may be left to the genre-instructors' choice if they wish to expose them to the genre-based written texts from the BMS community only. While the findings of this study propose a rather complex and in-depth grasp on the move-step structure, the genre-instructors may use a simplified approach consisting of body sections of the Three Moves only. Once they have mastered the indentification of Moves, the genre instructors can introduce the Move-wise Steps and their components to ensure easier understanding of the rhetoric. Secondly, there is a need for the ESP instructors to work collaboratively with the general English language instructors, and the research methodology instructors so that besides the teaching of rhetorical structures, the students learn the content specific language used for creating Stance and Engagement for their discourse community.

Thirdly, the findings clearly show theoretical grounds for the discourse community of Business and Management Sciences in Pakistan. The exploration of the structural and linguistic characteristics of RAs in Business and Management Sciences could also provide theoretical insights in academic as well as professional domains.

As described, the present study has analyzed 50 RAs from the discipline of Business and Management Sciences, Pakistan. The study has been conducted with an aim of bringing

betterment and positive development in the overall Pakistani educational system but of course, because it was time-restricted and conducted for the award of a PhD, it is only a drop in the ocean of required research. Therefore, the study has examined the schematic structures of these RAs investigating the Rhetorical Moves of Swales (2004) CARS revised-model and their significance in the discipline of BMS. The study has also addressed Hyland's MAI (2005a) and its academic interactional features of Stance and Engagement in the light of their possible significance. Moreover, as the result of the present study, the Swales' CARS Model has been modified for the discipline of BMS as per the requirement of the discourse community. Also, modified Hyland's MAI for the discourse community of BMS after studying and analyzing the data has been presented.

To wrap up, the study has achieved all objectives and answered research questions raised in the beginning (see, chapter 1, section 1.10). However, some recommendations and suggestions for the future researchers, academicians, instructors, curriculum designers and students are in the following section. The section below addresses each one of them.

8.4 Recommendations

The findings of the present study may be helpful for the Higher Education Commission, Pakistan, language instructors, genre-researchers, and genre students. Following is how these groups can utilize, benefit from and further develop this work and prove themselves to be responsible individuals in terms of researching and contributing to the existing reservoir of research knowledge:

1. **For HEC, Pakistan**

Following are a few ways this study can possibly be utilized by the HEC Pakistan:

a. The findings of the present study would be helpful for the curriculum designers at undergraduate level. Since the BS curriculum in Pakistani universities does not address the need of genre-based research-writing, the present research can be utilized to either design a full fledged course, or use it partially to inculcate genre-awareness among the English Language intructors and the young research scholars. Because the present study has addressed the part-genre of the introduction section only, more researches need to be conducted on the IMRD structure and their findings can be merged with this for designing of a comprehensive course on genre-based research-writing

b. Under the kind supervision of HEC, the textbook writers can also seek help from the present study design books which have chapter-wise explanation of each one of the

concepts presented here. Such theoretical texts, if followed by practical activities, can make genre-awareness and, hence, genre-performance easy for everyone.

c. The findings can also be utilized for educating university faculty through Faculty Training Programmes. Because genre pedagogy is a newly emerging concept in Pakistan, HEC Pakistan can initiate spreading genre awareness programmes by training the faculty first. The studied models, findings, and the studies presented in the literature review can be used for references to develop materials for these programmes.

2. For Future Researchers

Since the present study has spotlighted the field of BMS only, future researchers can explore other disciplines such as computer science, engineering, economics, linguistics, literature, etc in order to explore the similar boundaries of the part-genres using the IMRD structures.

Because the present research has some limitations, for example, the limited data and time-restriction, genre analysts and future researchers need to explore the field more deeply and widely. Genre analysis is an under-developed field of study in Pakistan due to which the majority does not have genre-awareness. There is a lot that is yet to be explored and addressed. Some research has been conducted on the production of genre-based instruction and its application. The present study has covered a small community over a small period of time, however, more genre studies on the same subject are needed so that validity of the analysis is proved. They may use the Swalesian CARS (2004) and Hylandian MAI (2005) or the outcome-based models from this research and apply them to the data and produce a comparative/contrastive study across disciplines.

This research has studied the part-genre of introduction section only. More sections from the IMRD (introductions, methods, results and discussion) can also be studied using the same data. The possibilities of genre-exploration are endless

Future researchers are strongly recommended to explore the emerging field of genre analysis because it has the tendency to empower and enlighten our educational system in many ways.

3. For Teachers

The English language experts teaching BMS discourse communities at BS level can utilize the findings of the present research by guiding their BMS students in black and white, and designing genre-based lesson plans. The present findings can be utilized in genre-based

classroom instruction. It would be beneficial for the students if teachers create a bases of such rhetoric study by giving the students a prior knowledge of the research-genre and its conventions in easy language first. Empowering them with genre-awareness is what teachers can do every day. However, implementing of genre-pedagogy needs a mental shift. Introducing genre-based mentor-text of an RA may be a very good idea to begin with. Then discussion on the parts such as Introduction may be conducted. At the later stage, the ideas of move identification can be introduced. After that, questions such as the following may be asked:

a) What Moves are present in the mentor-text of the RA?

b) Where is each one of the Moves situated?

c) What is the author's message in each one of the Moves?

d) What language has the author used to convince their readers that their work is important?

e) How is the research-gap presented?

f) Which Move shows the research-gap?

g) What tenses are used to write the introduction section of the mentor-text?

These questions may be modified as per the context, however. The genre-instructors can add more schematic and linguistic features to the list of questions.

After the question-answer session, the learners may be instructed to produced the research-based genre of research article collaboratively, but following the mentor-text. Once they have constructed the part-genre, Introduction section in case of this example, the genre-instructor can give their feedback and conduct a discussion session. This session should also address the questions raised by the learners. After this, the students may be instructed to produce the part-genre individually.

The entire process will focus on the research-genre and its conventions. Besides, its purpose, language, means of construction and schematic structures will be embedded. This approach suggests the use of immersive activities which avoid explicit focus on grammar and vocabulary but meaningful use of language in context i.e. discourse.

4. For Students

Undergraduate students from the discipline of Business and Management Sciences thriving to understand the writing process of a research-based genre, such as the RA, can benefit from the present study. Research paper writing is one crucially important academic skill

they need to master in order to meet certain criteria either set by their university or themselves (for future plans of higher studies). Although this research addresses the rhetorical structures of RA's introduction sections only, they can find a lot of research done on other parts of the RA. However, the range of such work in Pakistan is limited for now but the students can make use of online resources which give them access to international research data and studies.

8.4 The Final Word

The Research Article writing is a demanding task. Studying its genre is, however, mammoth. The study here finishes with an invitation to the future researchers to contribute to the field of genre analysis and its research in Pakistan. The genre of Research Article should be explored more and the understanding of interdiscursivity and intertextuality should be brought into the genre-based research-writing instruction. What this study demonstrates is that the use of a genre analysis and genre-pedagogy approach offer improvements over a normal non-generic pedagogical approach. This basic notion supports the theory that genre analysis is important to ESP genre-based research-writing instruction because it can elevate students' awareness of rhetorical structures, assist in their pragmatic as well as linguistic development, and help them to avoid communication mistakes which their discourse community does not accept. This study further stresses upon the idea that students can benefit from genre-based pedagogical methods that introduce them to more than just communicative and linguistic competence i.e. genre-competence. They can also benefit from pedagogical methods that introduce them to the idea of generic competence (Bhatia, 1997).

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