

## **Move Analysis of Philosophy Research Article Introductions Published in the University of Santo Tomas**

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### **Abstract**

Swales' Create A Research Space (CARS) model for Moves Analysis of Research Article Introductions (RAIs) has been frequently applied in different disciplines. However, in the case of research conducted among RAIs written in the field of Philosophy in the setting of the University of Santo Tomas, research needs to be done to determine how the local discourse community structures this important research article component. To achieve this, thirty (30) RAIs from the said discipline were examined on a per-sentence level to identify the Moves and underlying Steps that characterize each of the samples. These Moves and Steps were then summarized to reveal distinct RAI features that help provide the field of Philosophy research writing its own identity.

*Keywords:* Philosophy; research articles; CARS model; Moves Analysis; research article introductions; research paper writing; second language writing

### **Introduction**

While this research will focus on identifying the distinctive features or "Moves" that characteristically mark Research Article Introductions (RAIs) in the field of Philosophy, much remains to be said on the over all concept that embraces this investigative attempt. This "umbrella" concept deals with the terms "Genre" and "Genre Analysis" and it is to this effect that such will be accorded prior importance before any further discussion of matters is undertaken.

Miller (1984) defines "Genre" as recurrent social action that occurs in equally recurrent rhetorical situations within specific discourse communities. Swales (1990) articulates the concept of Genre as particular forms of discourse that feature a common structure, style, intended audience, and content and which are aimed

at completing certain communicative functions. He furthers that genres are forms of hierarchies, chains, sets and networks that are shared by members of discourse communities (Swales, 2004). Fairclough (2003) likewise describes genres as various ways of discourse interaction, while Bhatia (1993) details Genre in terms of language use in professional settings.

Using Genre Analysis as framework in numerous researches has resulted in the identification of principles that govern the same. Berkenkotter & Huckin (1993), Miller (1994), and Connor (1996) highlight the influence of cultural communities and socio cultural factors on the construction of particular genres. They add that genre is shaped by the source's knowledge of the audience or to whom a particular genre is directed at. Swales and Feak (1994) maintain that many considerations arise in the production of a genre and these include purpose, organization, presentation, and audience with the audience as most important. Paltridge (2001) attests to this when he discussed the concepts of context and audience as important factors that influence the formation of a genre. Berkenkotter and Huckin (1993) and Paltridge (2001) also concur that genres differ along varying disciplinary contexts. As such, genre analysis is an interesting field of study because genre patterns can always be subjected to evaluation (Swales, 1990) given their varying nature across culture, language and field of discipline. With this diversity, Hyland (2004), along with Coe (1994), posits that findings can be translated to their effects on the teaching and pedagogy, respectively, of second language writing in English for Specific Purposes (ESP).

With this being said, numerous studies have been conducted in the field of genre analysis across disciplines. For example, the field of medicine has had its fair share of genre-based research: Nwogu (1990) on medical texts, Berkenkotter (2000) on psychotherapy, and Ding (2007) on application essays to medical and dental schools. Sales promotion letters, grant proposals, and business letters of negotiation have also been extensively analyzed by Bhatia (1993), Connor & Mauranen (1999), and Pinto dos Santos (2002) respectively. Lastly, genre analysis of academic writing has been likewise investigated: argumentative essays (Hyland, 1990), academic essays (Kusel, 1992), evaluation comments on student writing (Smith, 1997), and written academic discourse (Pique & Posteguillo, 2006).

With the concepts of Genre and Genre Analysis previously discussed, it would be significant now to note that the Research Article (RA) as a genre deserves emphasis as this will segue onto studies that have informed the writing of Research Article Introductions (RAIs).

According to Hyland (2000), RAs are considered to be the most important channel for the presentation of new knowledge in today's scientific arena. As with other genres that maintain their own structure, writing style, and audience, RAs also possess their own conventional structure (Brett, 1994) and this has led to multi disciplinary researches that highlight the development of particular portions of RAs. For instance, Kanoksilapatham (2005) and Nwogu (1997) analyzed the rhetorical structure of biochemistry research articles and the structure and functions of the medical research paper, respectively. Postequillo (1999), on the other hand, researched on the schematic structure of computer science research articles. Ridley (2000) and Kwan (2006) both investigated literature reviews of doctoral theses, while Li & Ge (2009) conducted a genre analysis of English medium research articles. With respect to specific portions of the research paper, the generic structures of dissertation acknowledgements, for example, were analyzed by Hyland (2003). Research paper abstracts in Social Science written in English and Spanish were studied by Martin (2002). Lim (2006) explored the Methods section of management research articles whereas Brett (1994), Williams (1999) and Yang & Allison (2003) explored the Results sections of Sociology, Medicine, and Applied Linguistics research articles respectively. On the other hand, the Discussion portions of research articles in History, Political Science and Sociology, and Medicine were probed by Holmes (1997) and Azirah (2001). Lastly, the structure of the PhD theses conclusion chapters were analyzed by Bunton (2005).

Since this paper primarily deals with research on Introduction portions of RAs, it must be noteworthy to consider the extent of scholarship that is available in this area.

Subscribing to the definition of Genre, Swales (1990) explains that Research Article Introductions (RAIs) possess a well-defined purpose and over all organization thus qualifying RAIs as genres in themselves (Bhatia, 1997) or in the case of Dudley-Evans (1997), as a

sub genre because the RAI is part of the Research Article which is a genre in itself. In addition, research on the RAI reveals that it can vary among different disciplines (Swales & Najjar, 1987; Swales, 1990; Samraj, 2002, 2005, 2008) and even across different languages (Ahmad, 1997) and cultures (Loi & Evans, 2010).

In Swales' (1990) analysis of 158 RAIs across various disciplinary areas, he has formulated the Create A Research Space (CARS) model which basically presents the "Moves" of the functional units in the Research Article Introduction. Connor, Davis & De Rycker (1995) define Moves as the means to identify textual regularities in certain genres of writing. Moreover, Moves describe the functions of particular portions of texts in relation to the overall task and this observation thus supports the finding that Moves vary in length (Connor & Mauranen, 1999). Lastly, Ding (2007) adds that Moves can be helpful tools in genre studies. An updated version of Swales' (2004) CARS model is presented below:

Table 1

*Swales (2004) Create A Research Space (CARS) Model for Research Article Introductions*

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Move 1: Establishing a Research Territory

- a. Showing that the general research area is:
  - a.1. important
  - a.2. central
  - a.3. interesting
  - a.4. problematic
  - a.5. relevant (OPTIONAL)
- b. Introducing and reviewing items of previous research in the area (OBLIGATORY)

Move 2: Establishing a Niche (OBLIGATORY)

- a. Indicating a gap in the previous research
- b. Extending previous knowledge in some way
  - b.1. extending findings in immediate research literature
  - b.2. drawing a conclusion from survey of previous research

Move 3: Occupying the Niche

- a. Outlining purposes or stating the nature of the present research (OBLIGATORY)
- b. Listing research questions or hypothesis (PISF)\*
- c. Announcing principal findings (PISF)
- d. Stating the value of the present research (PISF)
- e. Indicating structure of the research paper (PISF)

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\*PISF – Present In Some Fields

Surveying research specifically conducted on the CARS model, Buntun (2002) argues that generic moves in PhD theses introductions exist. Moreover, textual organization can be identified in RA introductions written in the field of Applied Linguistics, for instance (Ozturk, 2007). However, in spite of the clear identifiability of the CARS model in these introductions, research has also indicated that there is an evolving thought in the model (Johns, 2008) and that has been observed in the following: the formation of two new steps in the CARS model (Arvay & Tanko, 2004), the realization that some moves are frequent compared to others (Jogthong, 2001), and the general absence of a “Gap” in Malay Research Article Introductions (Ahmad, 1997). Locally, a study aimed at assessing the particular Moves employed in the introduction sections of twenty one (21) graduate research papers from a university in Manila reveals that a majority of the writers employed the Move 1, Steps 2 and 3 sub moves, the Move 2 - Indicating a Gap sub-move, and the Move 3 - Outlining Purposes and Announcing present research sub-moves (Madrunico, 2012).

It is in this regard that this research is being conducted to identify the Moves that can be observed in the writing of Philosophy RAIs. Finally, in the just mentioned field, which will be the main focus of this paper, Samraj (2008) has discovered that Philosophy theses introductions typically followed this Move:

Move 1: Introduction to the topic without much reference to previous research

Move 2: Statement of the goals of the thesis

a. Philosophical argument

b. Solution to an identified philosophy problem

Move 3: Overview of the organization of the paper

In spite of the substantial amount of international research that has already been conducted on Research Article Introductions (RAIs) in particular, there still exists a dearth of research that deals with the Moves in Philosophy RAIs particularly in the setting of a comprehensive university in the Philippines. Even the above mentioned study by Samraj focuses on theses introductions and not on RAIs and this makes this study more interesting as it becomes clear that Introductions in theses and RAs may follow different Moves and Steps.

It is on the basis of this gap that this research was conducted. Using Swales' (2004), Create A Research Space (CARS) model, this study examines a corpus consisting of thirty (30) Philosophy RAIs written in selected journals published in the University of Santo Tomas. The aim of the study is to identify the Moves and Steps that characterize the RAIs written in the field. It is hypothesized that RAIs in Philosophy carry their distinctive features or Moves that help inform the field's individuality and character. The underlying Moves identified can present numerous possibilities for future research and implications on the teaching of second language writing, characterizing Philippine English and even for performing contrastive rhetorical analyses on Philosophy RAIs written by other non-native speakers from other countries.

### **Methodology**

To identify the Moves that characterize RAIs in Philosophy, a total of thirty (30) Introduction portions of RAs published in selected academic journals at the University of Santo Tomas, Manila were chosen and individually analyzed using the Swales (2004) Create A Research Space Model. Selection of the research articles was conducted randomly. Each RAI was analyzed using Swales' CARS Moves with Move 1 being used as basis for inspecting any of the following optional steps: Important, Central, Interesting, Problematic, or Relevant, in addition to the obligatory review of previous research in the area. The texts were also analyzed for Move 2 as to whether they revealed any of the following steps: indication of a gap in the previous research or extension of previous knowledge in some way. Lastly, each text was similarly analyzed for Move 3 specifically on whether the texts demonstrated any of the following steps: outlined purposes or stated the nature of the present research, listed research questions or hypothesis, announced principal findings, stated the value of the present research or indicated the structure of the research paper.

After analysis of each text, each of the results was tabulated to identify the following: any Move that may be apparent in each of the texts but is not included in the Swales CARS Model, any Move 1 steps, Move 2, and every underlying step in Move 3. After tabulation

of the Moves and Steps of each RAI, the dominant Moves and Steps were identified in separate tables, thus providing us with the pattern on the Moves that have dominantly figured in the corpus.

As for the research's methodological limitations, the absence of a triangulation system that includes inter-rating procedures, non inclusion of surveys among writers of Philosophy RAs and the relatively limited scope of the corpus exist.

### Results and Discussion

This research hypothesizes that RAIs in the field of Philosophy carry their own distinctive Moves and such distinctions provide this genre with its own identity. In the course of the investigations of each of the thirty RAIs, tables that present the Moves and Steps of the RAIs are provided.

Table 2

*Summary of Move 1a Steps identified from thirty (30) RAIs*

Move 1a	Frequency	Percentage (%)
Background	26	86.66
Problematic	6	20
Relevant	4	13.33
Quote	4	13.33
Personal experience	4	13.33
Importance	4	13.33
Central	4	13.33
Interesting	3	10
Dialogue	1	3.33

Using Swales' (2004) Create A Research Space (CARS) model, while Move 1a generally establishes the research territory by showing the above tabulated Steps in varying frequency, it was apparent that a majority of the RAIs inspected adhered to the use of background information in developing an intended philosophical concept (26/30 or 86.66%). Background information per se is not explicitly identified in Swales' (2004) CARS framework but this finding on the research's corpus runs parallel with Samraj's (2008) analysis of Master's theses

in the field of Philosophy, where it is discussed that the initial yet basic Move in Philosophy theses introductions includes an introduction to the topic in the form of literature reviews or topic generalization. Using Samraj's findings and connecting these with the results of this study, it is evident that a majority of the RAI writers in this corpus employed the use of background information to create topic generalization.

Table 3

*Summary of Move 1b Steps identified from thirty (30) RAIs*

Move 1b	Frequency	Percentage (%)
Review of Related Literature	19	63.33

Still in adherence to Swales' CARS Model, the second most prevalent Move 1 Step (19/30 or 63.33%) was the Review of Related Literature (Move 1b). Such discourse feature in the research corpus is expected because based on the researcher's informal interviews of Philosophy professors in the University, background information (as identified as Move 1 step) based on the RA writer's schema no matter how extensive will still be insufficient in the absence of supplementary review of literature. In addition, while RAIs in other fields commonly use the Review of Related Literature (Move 1b) to present pertinent works of other researchers, it was noticeable among this study's corpus that RRLs were based on sources bearing the names of the actual theorists themselves and this can be observed through the following examples:

Text # 1: Review of Related Information

**Ferdinand de Saussure** for one saw no fundamental connection between the sign and its referent in terms of the linguistic representation of reality <sup>2</sup>

Another interesting exploration...is through **Umberto Eco's** enigmatic *platypus* <sup>4</sup>. Through CS Pierce's semiotics, Eco evinces the problematic of...

Text # 3: Review of Related Information



One of his avowed goals as a communist was to develop a Marxist aesthetic philosophy, in contraposition to twentieth century art, literature, and music...

It is this emphasis on social relationships that became the basis of his aesthetics. In another remarkable work, **Writer and Critic (WAC), Lukacs bewailed...**

In the case of this study's corpus, it can be remarked that a Move 1 feature of the Philosophy RAIs written in the University reveals that Background Information and the Review of Related Literature can be interspersed with each other to bolster the claims of the RA writer.

In addition to the Steps that Swales (2004) presents, other Move 1 Steps such as the use of quotations, dialogues, and experiences were identified from the sample. Some examples for each are presented below:

Text # 1: Quote

"...because Philosophy has its being essentially in the element of that universality which encloses the particular within it, the end of final result seems..."

-Hegel, Phenomenology of the Mind, p.1

Text # 13: Quote

*I just want to live as a simple Buddhist monk, but during the last thirty years I have made many friends around the world and I want to have close contact with these people...*

The XIVthe Dalai Lama

Text # 18: Dialogue

Meno: Can you tell me, Socrates, whether virtue is acquired by teaching or by practice; or if neither by teaching nor by practice, then whether it comes to man by nature, or in some other way?

The Dialogue starts with this apparently easy question. I say apparent because, after a long discussion, the Dialogue ends with Socrates saying: "But we shall never know the certain truth until..."

Text # 7: Experience

While in the second grade my son had to do a report on the theme "What does my Daddy do?"...

Text # 8: Experience

I remember how, fifteen years ago, I would always be given a critical look that borders on hesitancy and skepticism by people I talked to...whenever I made mention of the philosophy of pope John Paul II...

Text # 12: Experience

...my first encounter with Gandhi dates back to the time of my early grades when I was struck by the headlines of the Old Tribune that my father was reading... And so we ask, what kind of man is this...?

It is worth noting that the above Move 1 Steps were not previously identified in Swales' CARS model. However, the presence of these among the Introductions analyzed reveals that owing to the humanistic albeit complex topics that characterize research articles in Philosophy, researchers and writers in this field may appear to adapt to the levels of the readers by using writing techniques that initially "level" with the readers' existing schema and eventually proceeding to more complex themes and discussions as the research article progresses. The use of quotes, dialogues, and experiences can therefore imply that writers in this field of study exercise some flexibility in ensuring that their articles will appeal to the readers from the start up to the end.

As for Move 2 or the Establishing of a Niche, while Swales' Model clearly establishes the research gap in the course of the article introduction, the results of the analysis of this study's corpus reveals similarities with Samraj (2008) and Ahmad's (1997) research on Masters theses introductions in Philosophy and research article introductions in Malay, respectively. Samraj and Ahmad's studies reveal the non-prevalence of specific Research Gaps and the same occurrence can be observed in this study's Philosophy RAIs. When tabulated, the corpus reveals that only seven (7) RAIs out of thirty (30) established research gaps and the attributes of these research gaps are shown in Table 4 below:

While Swales (2004) again mentions that Gaps in the research or theory were often indicated in the form of questions and/or statement of need, in the case of this corpus, such niche was commonly established in the form of real-world problems, the apparent non-conformity of the theory to modern research, and the

highlighting of an actual need for further explanation of the philosophical theory.

Table 4

*Summary of Move 2 Steps identified from thirty (30) RAIs*

Text No.	Move 2 Step Frequency = 7 of 30; Percentage = 23.33
1	Real-world problem
6	Lack of discourse on topic
7	Real-world problem
17	Non-conformity of theory with modern research
20	Non-conformity of theory with modern research
21	Inconsistencies of theory
30	Real-world problem

Some samples that reveal the nature of these “niches” in the corpus are presented below:

Niche: Real world problem

Text 1:

The problem that this issue raises is on the impossible possibility of the transference of meaning through communication...

Text 7:

The demand to integrate philosophy with the drama of human subjectivity was especially strong among the seminarians that I taught... I believe that this demand is legitimate, and so those seminarians have always remained in my thought.

Niche: Non-conformity of theory with modern research

Text 17:

Modern anthropological research does not support the view of Bachofen and Engels that a matriarchal stage in human development existed...

Text 20:

For Popper, the two approaches mentioned above are untenable, leading to paradoxes and contradictions... They do not contribute to the growth of knowledge, nor explain the development of ideas which are the interest of epistemology...

Although obligatory in other fields, this corpus of Philosophy RAIs reveal that Move 2 may not be as prevalent as writers in this discipline would tend to move from background information/review of related literature to the immediate elaboration of the theories in question.

Table 5

*Summary of Move 3 Steps identified from thirty (30) RAIs*

Move 3 Steps	Frequency*	Percentage (%)
Purpose of the research	9	30
Nature of the research	9	30
No Move 3	8	26.66
Hypothesis	5	16.66
Fronted Move 3	3	10
Research question	2	6.66
Value of the research	2	6.66
Structure of the research	2	6.66
Limitation of the study	1	3.33
Principal findings	1	3.33

\*Number of research articles out of thirty (30)

As for the Move 3 Steps, Table 5 above reveals that the most frequently used Move 3 steps were statement of the "Purpose of the Research" and "Nature of the Research". In contrast to the findings

in Move 2 where research gaps were not as common among the corpus, Move 3s written in this corpus' Philosophy RAIs reveal consistencies with Swales' model; that is, writers tended to present the purpose of their research and the nature of their research at the end of the introduction. This is on top of other Move 3 Steps like statement of the research question, the value of the research, and the structure of the research among other steps. However, there were also RAIs where the writers simply proceeded to the discussion of their philosophical concepts without stating any Move 3 steps. These RAIs account for 26.66% of the corpus.

Finally, Swales' CARS Model presents that Move 3s are typically located at the end of research article introductions. However, as this research suggests, some writers can opt to write their introductions by outlining the research's purposes, specifying limitations of the study, and presenting the nature of the present research at the beginning of the introduction. Swales (1990) identifies this as Fronted Move 3 and the same phenomenon can be observed in texts two (2), nine (9), and twenty (20). Examples for which are presented below:

Text # 2: Identifying the paper's purpose:

PRELIMINARY REMARKS

This paper will tackle the miserable plight of Filipino philosophy in the twenty first century from a historical point of view.

Unlike other post colonialist accounts, however,... this paper will neither go that far nor to that extent. Instead, this will merely examine our immediate historical backyard,... and assume that our Filipino philosophers at that time wielded enough power...

This paper will also attempt to visualize a possible pathway for the rehabilitation of Filipino philosophy.

Text # 9: Specifying limitations

I have no pretensions about making this presentation an exhaustive and detailed evaluation...of Karol Wojtyla. I do hope, however, to bring to the attention of the students... his philosophical approach and his book.

Text # 20: Presenting the nature of the present research

One of today's leading philosophers of science is Karl Raimund Schiff Popper. This paper is a descriptive exposition of his logic of science which is the foundation of his other theories, including his philosophy of politics...

The implications for using Fronted Move 3s can be drawn from the research writers' need to present the paper's purpose right at the beginning of the introduction as doing this will already provide readers with a readily available idea on what the research article will present.

### **Conclusion**

Examining the over-all results presented above, it can be concluded that the thirty (30) Philosophy RAIs taken from selected journal publications in the University of Santo Tomas reveal similarities with Swales' CARS model (2004) although minor differences were likewise noted. Specifically, a majority of these RAIs typically exhibited a Move 1 that featured the use of Background Information supported by Review of Related Literature. Move 2s, on the other hand, were not as observable among the majority of the RAIs; although when present, they centered on the presentation of real-world problems and/or inconsistencies of the philosophical theory with modern research. Lastly, Move 3 steps were also noted in the corpus and the more prominent steps include statement of the purposes and nature of the research. In addition to other steps, instances of Fronted Move 3s were likewise observed although these were located at the beginnings of the introductions.

Noting the findings from the study, the following implications to the teaching of writing can be drawn:

1. Teachers of research writing must recognize the writing conventions that are inherent in different fields of discipline.
2. Even though Swales' model establishes a framework for structuring how research articles are written across disciplines, it is clear that other research articles in fields like Philosophy can assume their own identities which are to a certain extent different from what Swales has designed. A certain degree of flexibility in structuring research articles must then be applied even as writing teachers strive to strike a balance with the

writing conventions that dominate the research writing landscape.

3. Writing, in a general sense, has the capacity to evolve along the lines of disciplinary cultures and even race. This phenomenon then calls for more scientific inquiry.

While this study dwelt on analyzing the Moves and accompanying Steps of selected RAIs from the University of Santo Tomas, much remains to be done to extend the results that have been achieved so far. For future directions that can be taken, inter-raters who will examine each text for their Moves and Steps can be employed to provide a means for comparing the researcher's identifications with those of the inter-raters'. As with the utilization of an inter-rating procedure, statistical analyses that determine inter-rater reliability can be included in the methodology. Interviews of prolific Philosophy RA writers in the university can also be performed to serve as benchmarks for comparing analysis with usual writing practices. Covering Philosophy RAs from at least 3 more universities in the Philippines can be conducted to produce results that can be conclusive of the overall Moves and Steps in Philosophy RAs. Lastly, a contrastive analysis on Philosophy RAs written among Outer and Expanding Circle countries can also form part of the investigation. At any rate, this study provides future researchers with a generous serving of ideas for further inquiry.

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**Roy Randy Y. Briones** is a full-time, tenured faculty member of the University of Santo Tomas. He completed his Master of Arts in Teaching - major in English Language degree (with Distinction) from De La Salle University in 2001 and since 1999, has been teaching English to college level students in De La Salle University, Manila, Jubail Technical Institute in Saudi Arabia, and presently in the University of Santo Tomas. During his 2-year teaching stint in Saudi Arabia, he worked as English Instructor and Curriculum Enhancement and Development Committee Coordinator. Under the said posts, he is credited with the co-authorship of Jubail Technical Institute's English Language Program Level 1 and 2 writing course books in addition to the development of the Institute's language testing materials. He has also taken part in training pre-service English language teachers and has taught ESL courses to foreign students in DLSU's Center for Language Learning (CeLL) and UST's Language Center. His research interests include discourse analysis and second language classroom writing and his current pursuits include among others textbook writing for high school students and road bike racing.