

# Genre Analysis of the Introduction Section in Scientific and Humanities Manuscripts Published in Scopus-Indexed Journals

Assist.Prof. Meethaq Khamees Khalaf

College of Education for Humanities, University of Anbar, Iraq

meethaqkamees@uoanbar.edu.iq

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## Abstract

Given the significance of genre-based analysis, the study focuses on analyzing the introduction sections of ten scientific and humanities manuscripts -five scientific and five humanities- published in Scopus-indexed journals to make a genre comparison between them. The study is a descriptive analysis with a mixed methods research design which is based on Swales' CARS Schema (1990), the study's model. The study aims to compare between these two types of manuscripts and to show to what extent Swales' CARS scheme is applicable in the writing of the scientific and humanities manuscripts. These aims lead to engage the reader's comprehension and understanding of academic writing. The findings prove that Swales' moves are more utilized by the writers of the humanities manuscripts in comparison to those of the scientific ones. Then, in the scientific and humanities manuscripts, Move 1 "establishing territory" has utilized most frequently. Finally, the scientific manuscripts resemble the humanities ones in utilizing S2 and S1 in Move 2 and Move 3, respectively. On the contrary, the aspect of difference between these two types of manuscripts is that the introduction sections of the scientific manuscripts recur S3 in Move 1 to review related previous studies but S2 in Move 1 is recurred to make topic generalizations of the studies, is shown in the humanities manuscripts.

**Keywords:** genre, writing, rhetorical moves, introduction section,

## تحليل نمطي لمقدمة البحوث العلمية والإنسانية المنشورة في مجلات مفهسة ضمن سكوبس

أ.م. ميثاق خميس خلف

كلية التربية للعلوم الإنسانية، جامعة الانبار، العراق

[meethaqhamees@uoanbar.edu.iq](mailto:meethaqhamees@uoanbar.edu.iq)

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### الخلاصة

نظراً لأهمية التحليل المعتمد على النمطية الخطابية، فقد ركزت هذه الدراسة على تحليل المقدمة في عشرة بحوث علمية وإنسانية - خمس بحوث علمية وخمس إنسانية - منشورة في مجلات مفهسة ضمن سكوبس بهدف إجراء مقارنة نمطية بينها. وتعد هذه الدراسة تحليلاً وصفيًا باعتماد منهجية بحثية مختلطة معتمدةً على مخطط لسويلز كارز (١٩٩٠) كنموذج للدراسة. تهدف الدراسة إلى إجراء مقارنة بين هذين النوعين من البحوث وبيان إلى أي مدى يمكن تطبيق مخطط لسويلز كارز (١٩٩٠) في كتابة البحوث العلمية والإنسانية. إذ تفضي هذه الأهداف إلى إشراك القارئ وتعزيز فهمه واستيعابه بالكتابة الأكاديمية. تثبت النتائج ان انتقالات سويلز قد استخدمت بنحو اكثر من قبل كُتاب البحوث الإنسانية مقارنة بكُتاب البحوث العلمية. ثم انه في البحوث العلمية والإنسانية فإن الانتقالة الاولى "ارساء المجال البحثي" قد استخدمت بشكل اكثر تكراراً. واخيراً فإن البحوث العلمية تتشابه مع البحوث الإنسانية في استخدام الخطوة الثانية والخطوة الاولى ضمن الانتقالة الثانية والانتقالة الثالثة على التوالي. على النقيض من ذلك، فان جانب الاختلاف بين هذين النوعين من البحوث هو أن المقدمة في البحوث العلمية تكرر الخطوة الثالثة ضمن الانتقالة الاولى لاستعراض الدراسات السابقة، لكن الخطوة الثانية ضمن الانتقالة الاولى تتكرر لتقديم تعميمات موضوعية للدراسات موضحة في البحوث الإنسانية.

الكلمات المفتاحية: النمطية الخطابية، الكتابة، الانتقالات البلاغية، المقدمة

## Introduction

Genre in writing is related to the language patterns by which people write what they think and feel. It means how one uses language in all fields of life in order to achieve particular purposes. It can be defined as an activity of communication which has a goal (Martin (1999), as cited in Dirgeyasa (2016: 45). Swales (1990: 287) also identifies genre as a communicative event whose people have a group of communicative purposes in specific social contexts. Richards and Schmidt (2010: 224) refer to genre as a discourse type used in a specific setting. It has particular organization and structure patterns forming certain communicative functions. It deals with "how writers conventionally sequence material to achieve particular purposes. This includes the identification of particular types of schema and how they are realized linguistically."

The utilization of genre analysis as both a research and pedagogical tool actually started in the 1980s relying on J. Swales's book *Genre Analysis: English in Academic and Research Settings*. He methodologically associated genre analysis with English for Specific Purposes (henceforth ESP) in research as well as in teaching. Swales states that ESP and genre analysis are used as synonymous in a variety of ways. He identifies two characteristics of ESP genre approaches: their concentrating on both the academic and the research texts in English, and their utilization of genre analysis to perform ends. From the 1960s, he notes that ESP studies can be differentiated from initial quantitative studies in that the former seem very narrow and deep in comparison with the latter. In other words, the ESP studies are narrow when they are transferred from the wider focus register categories, for example, the language of science and medicine to a narrower one on the varieties of actual genre such as the "scientific and medical disciplines". Simultaneously, the ESP studies have sounded deeper in meaning when they describe both the linguistic characteristics of language varieties and their purposes and effects in communication (Bawarshi & Reiff, 2010: 41-42). They add that there are certain aspects of similarity between ESP genre analyses and those in systemic functional linguistics approach (henceforth SFL). For similarity aspect, both deal with how language is used in different social contexts leading to creating different genre types and identifying various social functions. Lately, the utilization of genre in linguistic literacy has been explicitly shown relying on SFL approach. Thus, the significance of a genre direction is to integrate discourse and language use in specific social contexts (Hyland, 2003:18). Finally, a new approach appeared in genre-based analysis is the New Rhetoric, represented by a group of American scholars, who centre on the social contexts/ situations aspect of genres and the way they change them over time. Moreover, it asserts the social goals that are achieved by the genre (Hyon, 1996: 698).

The current study demonstrates a comparison between the introduction sections of five scientific and five humanities manuscripts published in Scopus-indexed journals. These sections will be analyzed within the boundaries of Swales' CARS schema (1990). The model of the study aims to compare between these two types of manuscripts and to show to what extent Swale's CARS scheme is applicable in the writing of these types of manuscripts.

## 2. Literature Review

### 2.1 Previous Studies of Genre

For the importance of the topic of genre, many research papers have dealt with it. The researchers and scholars try to assist readers to understand and to communicate effectively with the

particular study purposes within the line of their fields. A number of these studies can be stated as follows:

The study entitled "A Move-Analytic Contrastive Study on the Introductions of American and Philippine Master's Theses in Architecture" by Rachelle B. Lintao and Jonathan P. Erfe in 2012. The aim of the study was to promote the comprehension of professional academic writing represented by the application of Swales' CARS (2004). The data analysis was twenty master thesis introductions, which were published between American and Philippine students of Architecture 2003-2010. As a result to the data analysis, big differences were shown between them. The Philippine thesis introductions had a specific structural pattern from that was followed by American thesis introductions which were featured as "a free-flowing structure" pattern.

"A comparative genre-based study of research articles' introductions written by English native/non-native speakers" was conducted by M. A. Mozaheb, M. Saeidi and S. Ahangari in (2014). The writers aimed to make a comparison between non-native speakers of English, Iranian speakers, and English native ones to analyze the introduction sections of a list of medical articles which were published in ISI-indexed journals in terms of Nwogu and Halliday, the models. The findings showed that the Iranian utilized fewer Moves/Sub-moves and grammatical metaphors in comparison to the native speakers.

The study entitled "A Comparative Genre-Based Analysis of Move-Step Structure of RAIs in Two Different Publication Contexts" written by Sultan H. Alharbi in 2021. The study aimed to investigate and analyze the introductions of English articles in terms of Swales' CARS (1990). The corpus was (15) International article introductions, taken from English for specific purposes and (15) Local article introductions, chosen from Arab World English Journal. The study findings showed that all the moves were used with different rates in these chosen data.

The study "A Genre Analysis of Rhetorical Moves in MA Theses Written by Students of TEFL and Nursing" written by Maryam J. Jahromi, Ehsan Hadipour and Leila Akbarpour in (2023). The study made a comparison between the introduction and literature review sections which were conducted by Iranian EFL and nursing students in their master theses. The study data was 40 MA theses belonged to Nursing students and 40 ones written by Iranian students in Fars Province Islamic Azad University. Two models were used in the study: Swale's CARS model (1990) to analyze the introduction sections and Chen and Kuo's (2012) model to discuss the section of Literature Review sections. The results of the study were that although certain aspects of similarity between the MA theses, specific disciplinary differences between them were noted having a direct impact on the roles of the moves and steps in these sections.

According to the studies above, the current study differs from them in certain points. Although most of the studies as well as the current one dealt with Swales' CARS (1990), its data would focus on the scientific and humanities manuscripts which are published in Scopus-indexed journals. Its aims are to make a comparison in the introduction sections and to show to what extent Swales' CARS schema (1990) has the possibility of application in these two types of academic writings.

### 3. Genre and Its Related Topics

Genre linguistically indicates to a communicational medium having certain structures and purposes which effect on language utilization and interpretation. It plays a crucial role in

understanding and interpreting the functions of language within different contexts. Genre is associated with other topics such as discourse community and purposes. Discourse community is intertwined with genre. It is characterized as having a group of general public goals, having intercommunication mechanisms among their individuals, providing both information and feedback, having one or various genre(s), acquiring a particular lexis, and having the individuals' level with the expertise of discourse (Master, 1992:187-288).

To develop the concept of 'discourse community', Swales (1990: 24) compares between 'discourse community' and 'speech community' and it is necessary to differentiate between them for certain reasons. Firstly, a discourse community needs a communicative network and shared goals, regardless of the distance of ethnics and geography among the members. On the contrary, a speech community needs "physical proximity". Secondly, Swales describes a discourse community as a "sociorhetorical unit" referring to people who communicate with each other to perform common goals that are found "prior to those of socialization and solidarity" which are features of a speech community. Thirdly, discourse communities are recognized as "centrifugal", but speech communities are described as "acentripetal".

#### 4. Swales' CARS (1990): The Model

Swales' CARS is the medium to analyze the academic research writing structure, specifically the section of introduction. It has a number of moves which are identified as the functional tools uncovering the write's goals in his/ her writing containing one or more proposition(-s) and each one has several steps that are employed to assist the writer's purposes for developing proposition(-s). Swales' CARS model can be stated as follows:

##### Move 1: Establishing a territory

This move encompasses the writer's creation of the research context. It provides essential informational background on the main topic. It consists of three steps which are:

##### Step 1: Claiming Centrality

The writer affirms the significant of research and he /she requests the readers to accept it since it is characterized as an important and a lively research section. It is highly used in social sciences rather than in physical ones. To fulfil this step, the writer may write: ( Swales, 1990:148)

- (1)"Recently there has been a spate of interest in . . . "
  - (2)"Knowledge of X has great importance for . . . " (Swales, 1990:6)
- and/ or

##### Step 2: Making Topic Generalizations

In this step, the writer forms appropriate statements about the research phenomena as in ( Swales, 1990:148)

- (3)"The properties of X are still not completely understood."
  - (4)"X is a common finding in patients with . . . " (Swales, 1990:6-7)
- and/ or

##### Step 3: Reviewing Previous Items of Research

The writer reviews what has been written on the same topic and who writes it, for example,

- (5)"Both Johnson and Morgan claim that the biographical facts have been misrepresented."
- (6)"Several studies have suggested that . . . (Gordon, 2003; Ratzinger, 2009)."

in the example (5), the researcher can use an integral citation,(i.e.), the citation of the source is made by writing the name of the other author in the statement whereas the researcher possibly uses *non-integral whose citation is done by writing the writer's name* in parentheses as in the example (6). In this case, a variety of verbs are utilized such as *reporting verbs* "shows" or "claims" with different tenses of verbs.

### Move 2: Establishing a niche

The writer argues that an open gap or "niche" is found in the research and it requires to be filled throughout "additional research." A niche can be established by one of four steps as in the following: (Swales, 1990:7)

#### Step 1: Counter-claiming

Here the writer refutes previous research as in

(7) "While Jones and Riley believe X method to be accurate, a close examination demonstrates their method to be flawed." (Swales, 1990:7)

#### Step 2: Indicating a Gap

The writer displays that previous research is insufficient to address all its questions, for example: ( Swales, 1990:7)

(8) "While existing studies have clearly established X, they have not addressed Y."

#### Step 3: Question-raising

The writer raises questions about former research, he / she prospects that additional research requires to be inserted, for example, ( Swales, 1990:7-8)

(9)"While Jones and Morgan have established X, these findings raise a number of questions, including . . ."

#### Step 4: Continuing a Tradition

The writer displays that the previous research is an expansion area to the current one as in

(10) "Earlier studies seemed to suggest X. To verify this finding, more work is urgently needed." ( Swales, 1990:8)

### MOVE 3: Occupying the Niche

This move clarifies how the writer reaches to the space of research that he/she needs to fill. It has several optional steps except the first two steps which are obligatory ones and the steps are states as follows:

#### Step 1: Outlining Purposes

The step is represented by the writer's principal purpose(s) of the study. For example:

(11)"In this article I argue . . . "

(12)"The present research tries to clarify . . . " ( Swales, 1990:8) or

#### Step I; Announcing Present Research

The step shows the writer's way describing the research in the study as in

(13) "This paper describes three separate studies conducted between March 2008 and January 2009."

#### Step 2; Announcing Principal Findings

In this step, the main conclusions of the writer's research are illustrated. For example:

(14) "The results of the study suggest..."

(15) "When we examined X, we discovered . . . "

#### Step 3: Indicating the Structure of the Research Article

This step deals with the writer's previewing to the study organization . For example:  
(16) "This paper is structured as follows . . . . " ( Swales, 1990:8)

## 5. Methodology

### 5.1 The Research Design

The current research has raised two questions which are as follows:

1. To what extent Swales' CARS Scheme (1990) is applicable to the introduction sections of the scientific and humanities manuscripts?
2. What are the similarities and the differences between the scientific and humanities manuscripts in terms of Swales' CARS Scheme (1990)?

To answer these questions, the study adopted an exploratory sequential analysis with a mixed methods research design.

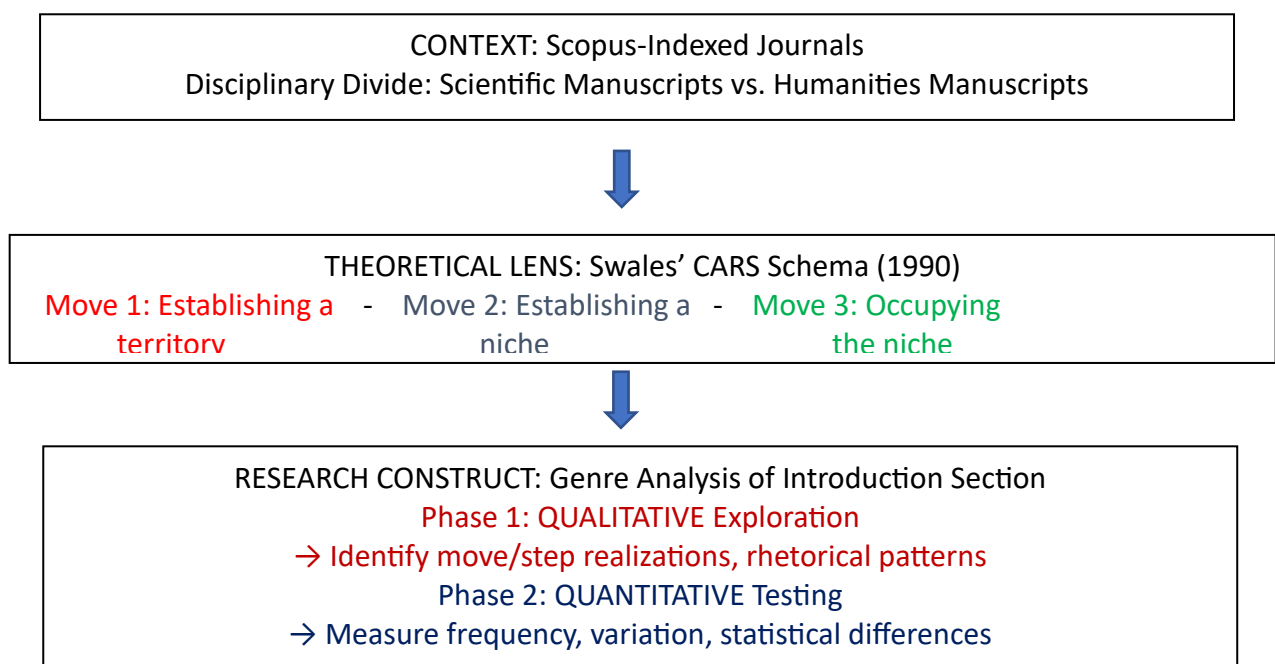


Figure (1) The Conceptual Framework

### 5.2 Data of the Study

The data of the study are five scientific manuscripts and five humanities manuscripts which are chosen randomly. These manuscripts are published in journals, which are part of the Scopus database. The scientific manuscripts are " *Antibiotic Resistance Pattern and Prevalence of Multi-Drug and Extensive Resistant Acinetobacter Baumannii Isolates from Clinical Specimens after Military Operations Western Iraq* ", " *Identification of an OprD and bla IMP Gene-mediated Carbapenem Resistance in Acinetobacter baumannii and Pseudomonas aeruginosa among Patients with Wound Infections in Iraq* ", " *Multi-Attribute Group Decision-Making Based on Aggregation Operator and Score Function of Bipolar Neutrosophic Hypersoft Environment* ", " *Spectrum of Soft Compact Linear Operator with Properties* " and " *Polymorphisms of IFN- $\gamma$  T/A +874 Gene and Relationship with COVID 19 in Iraqi Population* " respectively. The humanities manuscripts are " *The Pronunciation of English Low Vowels by Iraqi EFL Learners: An Intralingual Analysis* ",

"The position of supervisor (Al-Nadhir) and its inheritance by the scholarly families in Damascus during the centuries (7-9 AH / 13-15 AD)", "The effect of flipped learning on EFL students' writing performance, autonomy, and motivation", "Ideational Meta-Functional Analysis of Letters to the Editor of The Times" and "National cultural history and transnational political concerns in Rasha Fadhil's Ishtar in Baghdad (2003) ", subsequently. The study will focus upon the introduction sections of these manuscripts to show to what extent Swales' CARS scheme (1990) is applicable in them and which the most frequent moves are utilized in each type of them. Plus, it uncovers the similarity and difference aspects between these two types of manuscripts in terms of Swales' CARS scheme (1990).

### 5.3 Procedures of the Study

The study procedures involve the steps as follows:

1. Selecting randomly the scientific and humanities manuscripts that were published in journals which are part of the Scopus database.
2. Reading the introduction sections in these manuscripts and specifying the research genres, which are the scientific and the humanities ones, in terms of Swales' CARS model (1990) in them.
3. Investigating to what extent Swales' CARS scheme (1990) is applicable to these two types of manuscripts and what the most frequent moves is utilized in each type of them.
4. Identifying the points of similarities and differences between these types of manuscripts in terms of Swales' CARS schema (1990).
5. Explaining the findings of the data analysis and then discussing them.
6. Presenting the conclusion of the study.

### 5.4 Data Analysis

#### 5.4.1 The Analysis of Scientific Manuscripts

##### Manuscript (1)

The steps 1 and 3 of move one are occurred in the manuscript (1), the step 1 in "Acinetobacter baumannii is a glucose-non-fermentative, Gram-negative coccobacillus that is found to be one of the main factors ...", the researchers mention a fact related to "Acinetobacter baumannii" which is one of the nosocomial infection causes leading to mortality. Here, they pave the way for the study significant. In step 2 "Starting a decade ago, the terms "pan drug resistance", "extensively drug resistance," and "multidrug resistance" have been used ...", the researchers show in these statements what was known previously as terms about the common use of "pan drug resistance", "extensively drug resistance," and "multidrug resistance" for "A. baumannii strains". While steps 2 and 4 of move two are elaborated. In step 2 "Recently, with the growing use of carbapenems in clinical practice, the spread of carbapenem-resistant pathogens like Acinetobacter baumannii and Pseudomonas aeruginosa now poses....", the researchers tackle the study gap that should be solved. In step 4 "A. baumannii hospital strains are generally multidrug-resistant. The issue gets more complicated by increasing the resistance to broad-spectrum antibiotics including carbapenems,... including pre-existing carbapenem-resistant A. baumannii", The current study is expanded to what had been conducted previously about "A. baumannii hospital strains". Move three is reflected in the step 1 by "This study aims to look into multi-drug resistance among A. baumannii strains isolated from clinical specimens during 2011-2012" in which the researchers inform the

reader to the current study purpose that they focus upon the “multi-drug resistance among *A. baumannii* strains isolated from clinical specimens” in the period 2011-2012.

### Manuscript (2)

Move one is represented in step 2 in “*Acinetobacter baumannii* and *Pseudomonas* species are exhibited for their intrinsic resistance to antibiotics ... aminoglycoside-modifying enzymes” in which the researchers provide the reader the general study topic in these lines. They display certain facts about “*Acinetobacter baumannii* and *Pseudomonas* species” and their resistance to variety of antibiotics. While step 2 in “*Pseudomonas* spp. and *Acinetobacter* spp. are the most important nosocomial pathogens ... with the emergence of MBL-producing strains” is a part of move two since the researchers demonstrate the study problem and the way to solve it through conducting the study. Move three is elaborated with steps 1 and 3. Step 1 in “this is the first study of its kind in the identification of the *OprD* and *blaIMP* genes responsible for carbapenem resistance by *A. baumannii* in samples of Iraqi patients”, the researchers state the purpose of the study which is differentiated from the previous ones. Also step 3 in “this study has been designed for molecular analysis *Pseudomonas* spp. Isolates” is related to move three since the researchers specify the design and structure of their study.

### Manuscript (3)

In this manuscript, only move one is identified with steps 1 and 3. Step 1 in “we frequently meet a multitude of circumstances that present dual perspectives or facets of information...in judging such situations”, the researchers discuss two information facets which are linked to two types of human's thinking. These lines are considered the general topic to pave the way to the specific one. While step 3 in “multi-attribute group decision-making (MAGDM) methods seek analysis and evaluation of real-life issues ... in selecting the best object”, the researchers review previous study which is known as (MAGDM) methods and that study is seen insufficient and inaccurate in their analysis.

### Manuscript (4)

Also in this manuscript, only move one is revealed with step 3 in “Molodtsov in 1999 started the concept of soft sets as a new mathematical instrument for dealing with uncertainties...Das and Samanta [8] presented a concept of soft real (complex) sets, soft real (complex) numbers respectively, and some of their basic effect have been check out” in which the researchers illustrate some previous studies of how the theories of soft compact linear are historically developed.

### Manuscript (5)

Move one is shown with step 2 in “The Covid 19 virus is a coronavirus and appears under an electron microscope in a rough spherical or multifaceted crystalline shape, and has elevations in the membrane in the shape of a crown or wreaths” in which Covid 19 virus is the study topic generalization and the researchers clearly identify the virus. Steps 2 and 4 clearly related to move two. With step 2 in “The IFN- $\gamma$  gene is located on the long arm of chromosome 12 at site 12q15. It is believed, risk factor associated with COVID-19”, the researchers' study gap is based on a study explaining the relationship between the influence of IFN-gene and immune diseases. Plus, the gene

is linked with the infection with Covid-19. Also step 4 in “It is believed, through the study of the phenotypic polymorphism, that the IFN-gene ...and reduce the risk of infection”, Relying on the previous studies, the researchers expand the analysis to show the relationship between the IFN-gene with Covid 19 in a specific way. While move three is represented with step 1 in “The aim of this study is to detect the phenotypic polymorphism of the IFN- $\gamma$  T/A +874 gene by ... with Covid 19”, in which the researchers show the aim of their study which is to find out the relation between " the IFN-gene genotypes with Covid 19.

#### 5.4.2 The Analysis of Humanities Manuscripts

##### Manuscript (1)

Steps 1,2 and 3 of move one are identified in the manuscript (1). Step 1 in “Vowels pose extraordinary perceptual and articulatory difficulties for ESL/EFL...have become a necessity”, by which the researcher asserts the importance for all the studies in this field, including the current one which completed the previous ones. Step 2 in “Vowels are more difficult to learn than consonants because vowels are phonetically so close to each other in articulation”, a general topic is given in the statement explaining the difficulty in the pronunciation of vowels for Iraqi EFL in comparison to the other type. Then step 3 in “Schertz, Lotto, and Warner (2015) report that non-native listeners' failure to discriminate ... compared to L2 short vowels”, previous studies were specified in these statements showing their relations with the current one. It is an extension of previous ones. While step 2 with the two items “Vowels are more difficult to learn than ... low vowels” and “Students may make mistake in the foreign language” is a part of move two because the researcher provides the readers two reasons as gaps for his study.

##### Manuscript (2)

Move one is represented with steps 1 and 2. Step 1 in “However, what distinguishes these scholars chosen by the authority is that they are descendants of well-known, ancient scientific ... reviewing the various administrative institutions of the state”, in which the researchers state the importance of their study here by identifying "the administrative system in Damascus". In step 2 in “The administrative system in Damascus during the rule of the Ayyubids and Mamluks was ... the foundations of this system”, the topic generalization of the study for the reader is proposed. While Step 3 in “Was the decision to appoint to administrative positions issued by one specific party? ... who alone carries out the tasks of his job?” in which a number of the questions are raised by the researchers to answer them later is related to move two. Move three is identified by steps 1 and 3. In step 1 “The reason for choosing the subject of the study is to achieve some goals, including identifying the nature ... on which the administrative system in the country is built”, the goals of the study are written in the introduction section of the study. And the description of the study is given by the researchers in step 3 “The study was divided into two main sections. ... followed in presenting the information”.

##### Manuscript (3)

Move one with steps 2 and 3 is represented in the manuscript (3). In step 2 “In Iraqi context, nowadays, the Ministry of Higher Education and Scientific Research has encouraged teachers as well as their students to utilize various ... blended learning, and flipped learning”, the researcher

provides the reader about a group of technologies that could be used in teaching as well as learning the English language. These are recommended by the Ministry of Higher Education and Scientific Research. These lines are regarded as a general topic. Also the researcher demonstrates a list of previous studies which are distributed between quantitative and qualitative studies that are related to the topic of the current study in step 3 in “The majority of past studies were conducted quantitatively seeking numerical evidence related to students’ writing performance,... students’ motivation as in the case of White (2009) study”. Move two is shown by step 2 in “the qualitative investigation of the effect of using flipped learning on ... still unclear to some extent in the past studies” which shows that the previous studies of flipped learning are insufficient and neglected certain aspects of it. While move three is clearly occurred with steps 1 and 2. In step 1 “the current study aims at: **1.** Investigating the effect of implementing the flipped learning on EFL students’ writing performance **2.** Investigating the effect of implementing the flipped learning on EFL autonomy, and motivation in learning English writing. **3.** Exploring the main factors available in the flipped learning English writing environment that contribute to this effect”, the researcher displays three purposes of his study. Also the researcher elaborates the findings of his study in this section by step 2 in “The findings of the current study might be pedagogically significant for English language teachers ... touch students’ interest and motivation”.

#### **Manuscript (4)**

The manuscript (4) contains also the first three moves as in the manuscript (3). Move one is presented with step 2 as in “Letters to the editor, as a genre, is a powerful section of newspaper discourse since it aims to include readers in the act of communication. It represents a linguistic case in which ... of proposition or mood”, in which the researcher states a general topic for the study. While move two is elaborated with step 2 in “The transitivity action process is different from relational process according ... interpretation of the suggested proposition or implication in the letters to the editor” in which the gap of the study is given in these lines. Because of a variety of choices in transitivity, the reader could have a misunderstanding and misinterpretation of propositions in the editor's letters. While Move three is occurred with steps 1 and 2; step 1 in “The current study aims at identifying the transitivity processes in selected letters ... the ideational meta-function”, the researcher demonstrates the purposes behind his study. Step 2 in “study comes up with some conclusions that show the ideational meta-function of transitivity system utilized ... social power and text type”, the researcher writes the principal findings of the study after conducting the data analysis and its discussion.

#### **Manuscript (5)**

Two moves are identified in this manuscript; move one is represented with step 2 as in “Within world drama, having mythological or otherworldly figures appear in the contemporary world (whether in a ghostly or corporeal form) is not new” in which the researchers start their introduction section with a topic generalization. While move three with steps 1 and 2. Step 1 in “Prominent examples include many classic Noh plays from Japan but also more modern ... in order to comment on timely socio-political issues” in which the researchers identify the study through specifying its data which is "Ishar in Baghdad", especially the first three acts, written by Rasha Fadhil. Also step 2 in “Our analysis demonstrates that, in writing the play, Fadhil attempted ... the

U.S. military's overseas (mis)adventures highlighted in drama" in which a number of the study findings is provided in this section.

### 5.4.2 The Findings

Analyzing the Data above demonstrates certain facts related to the scientific and humanities manuscripts that were published in Scopus-indexed journals. These facts can be stated separately for each type of them. Starting explanation of the scientific manuscripts is as follows: In manuscript (1), all the moves are utilized; however, not all the steps are found in each move, for example, Move (1) contains two steps,(i.,e.), S.1 and S.3, Move (2) has two steps, S.2 and S.4. Finally, only S.1 is found in Move (3). Manuscript (2) also consists of three moves. The first two moves include only S.2 while the third move has S.1 and S.3 only. Unlike the manuscripts above, Manuscript (3) and Manuscript (4) comprise merely Move (1), (i.e.), S.1 and S.3, and Move (1), namely S.3, respectively. The utilization of Moves in Manuscript (5) shows that there are three Moves, each has various steps. Move (1) has just S. 2, Move (2) contains S.2 and S.4. Lastly, Move (3) has only S.1.

After analyzing the humanities manuscripts above, most of moves are regularly utilized by the writers. Manuscript (2), Manuscript (3), and Manuscript (4) have three Moves in contrast to Manuscript (1) and Manuscript (5) which contain only two Moves. These can be elaborated in details. Manuscript (1) consists of two moves: Move (1) has three steps, S.1, S.2 and S.3, and Move (2) contains just S.2. In Manuscript (2), Move (1) contains S.1 and S.2, S3 is only found in Move (2), and finally, Move (3) has S.1 and S.3. By analyzing Manuscript (3), all the moves are existed but not all the steps are utilized. S.2 and S.3 are used in Move (1), Move (2) has just S.2 and the last Move includes S.1 and S.2. For the Moves of the Manuscript (4), S.2 is merely existed in Move (1), S.2. is only utilized in Move (2). Ultimately, S.1 and S.2 are occurred within the frame of Move (3). Manuscript (5) shows just two Moves are shown, they can be clarified in the following: Move (1) has S2 only while Move (2) consists of S.1 and S.2.

It is noted that the most frequent moves utilized in these two types of manuscripts are Move 1, "*establishing territory*". Considering the aspects of similarity and difference between the scientific and humanities manuscripts play a critical role in determining how each writer focuses upon organizing the topic of the study and how he tackles it in order to facilitate the readers' task in comprehending and understanding the core of the study accurately. Accordingly, there are particular points of similarities between these two types of manuscripts in respect of Swales' moves (1990), the writers of both types utilize S2, which points to the gap of the study, in Move 2 and S1, that refers to the major purposes of the study, in Move 3. On the other hand, the point of differences between these types of manuscripts is that the most scientific manuscripts centred on S3, which is about reviewing specific previous related studies, in Move 1 whereas the humanities manuscripts emerged the highlight of topic generalizations, (i.e.), S2 in Move 1. Table (1) and Table (2) below summarize all Swales' Moves utilized in all the manuscripts.

Manuscript No.	Move (1)	Move (2)	Move (3)
(1)	S1, S3	S2,S4	S1

(2)	S2	S2	S1, S3
(3)	S1, S3	-	-
(4)	S3	-	-
(5)	S2	S2, S4	S1

Table (1): The Utilization of Swales CARS Model in the Scientific Manuscripts

Manuscript No.	Move (1)	Move (2)	Move (3)
(1)	S1, S2, S3	S2	-
(2)	S1, S2	S3	S1, S3
(3)	S2, S3	S2	S1, S2
(4)	S2	S2	S1, S2
(5)	S2	-	S1, S2

Table (2): The Utilization of Swales CARS model in the Humanities Manuscripts

### 5.4.3 Discussion

Swales CARS model schema is adopted in this study to uncover the possibility and simplicity to analyze the ten manuscripts, scientific and humanities ones, which were published in Scopus-indexed journals. This schema helps readers to comprehend and understand the aims and reasons behind the writing of these manuscripts easily and properly. With regard to the data analysis in the light of the tables above, Swales' CARS schema can be applied for both the scientific and humanities manuscripts. As a matter of fact, it is noted that the application of Swales CARS scheme is utilized in the humanities manuscripts more than the scientific ones. This fact proves that the writers of the humanities manuscripts aim to convey the core of studies in the introduction sections in order to provide a clarified and an organized frame for the readers. The scientific manuscript writers do not neglect Swales CARS scheme in their writing in most of them but they do not make fully focus and interest on them as those of humanities manuscripts. Plus, it is shown that the most frequent utilization of the Moves in these types of manuscripts is Move 1, *"establishing territory"* which is considered the first basis to construct the whole study providing important information background about the main topic of the study.

Lastly, certain points of similarity and difference are definitely found in these types of manuscripts. The scientific and humanities manuscripts are similar in referring to the gaps of these studies and outlining their purposes, (i.e.), S2 and S1 in Move 2 and Move 3, respectively. As a point of difference between these two types of manuscripts, S3 (in Move 1), which shows a review of related previous studies, is frequently used in the scientific manuscripts whereas S2 (in Move 1), that makes a topic generalizations of the study, is commonly noted in the humanities manuscripts.

### 5.5 Conclusions

Swales' CARS scheme (1990) is a useful framework for writing the sections of introductions that are part of academic manuscripts. In these sections, the writers provide readers the whole essence of their studies throughout Swales' moves. These moves are: *"establishing territory"*, *"establishing a niche"*, and *"occupying the niche"*. Hence, the current study concentrates on Swales' moves to demonstrate their flexibility to be applied for the introduction sections in the scientific manuscripts as well as the humanities ones. Certain findings are revealed after conducting the data analysis. Firstly, most of Swales' genre moves are actually found in these manuscripts, but these

moves are more utilized by the writers of the humanities manuscripts in comparison to those of the scientific ones. This finding proves that the former provides their readers a complete information in advanced, (i.e.), the introduction sections, about the whole manuscript content. Despite of this fact, it is possible to apply Swales' CARS scheme (1990) for writing both the scientific and humanities manuscripts. Secondly, in the scientific and humanities manuscripts, Move 1, which is "establishing territory", is the most frequent genre moves which provides important information background about the major topic. Thirdly, the scientific manuscripts resembles the humanities ones in utilizing S2 and S1 in Move 2 and Move 3, respectively so as to uncover the study gaps and to specify the study aims/or purposes. On the contrary, the aspect of difference between these two types of manuscripts is that the introduction sections of the scientific manuscripts recur S3 in Move 1 to review related previous studies but S2 in Move 1 is recurred to make a topic generalizations of the studies, is shown in the humanities manuscripts.

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