

Move Structures in Research Article Introductions Published in Selected Scopus Tourism Journals

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Abstract—Writing research article (RA) introductions is often challenging, particularly for English as a Foreign Language (EFL) writers aiming for international publication. While move analysis has been widely applied across disciplines, little attention has been paid to tourism research articles. This study analysed 30 RA introductions from six Scopus Q1 tourism journals (2017–2020) using Swales' (2004) revised CARS model to identify obligatory, conventional, and optional moves. The results revealed three obligatory moves: Move 1 (Establishing a territory, 100%), Move 2 Step 1A (Indicating a gap, 100%), and Move 3 Step 1 (Announcing present work descriptively/purposively, 96.67%). These introductory moves highlight the importance of situating research, identifying gaps, and clarifying the study's purposes. In this study, optional moves occurred less frequently, including presenting research questions (6.67%), definitional clarifications (20%), announcing outcomes (10%), summarising methods (50%), and stating research value (43.33%). This variation reflects disciplinary preferences for descriptive and exploratory framing rather than hypothesis-driven structures. The findings suggest that while tourism RA introductions generally conform to Swales' CARS model, discipline-specific adaptations shape how authors frame significance, methods, and contributions. These insights offer practical guidance for novice EFL writers and inform pedagogical approaches to academic writing. Overall, the study contributes to genre analysis by clarifying the rhetorical organisation of RA introductions in international tourism research.

Index Terms—academic writing, move analysis, research article, introduction section, international tourism journals

I. INTRODUCTION

Writing a research article (RA) is one of the crucial parts of academic writing. Publishing research articles in high-impact journals has always been crucial for the academic community (Geng et al., 2023). Thus, writing a research article is a valuable skill for graduate students in higher education and other scholars in the EFL context. To increase their acceptance in the educational context, these EFL writers must produce and publish research articles that present their scholarly work to a worldwide audience. In composing a research article, EFL writers must understand the linguistic use and features employed in academic writing within international contexts. As noted by Ma and Zhu (2023), it is important to consider the rhetorical structure and interactive aspects of linguistic features. Thus, composing well-organised research articles could help writers gain wide acceptance in a particular research field (Geng et al., 2023).

As it is the most challenging part of writing a well-structured document, the introductory section of a research article is considered one of its most crucial components (Alsharif, 2022). The introduction section generally directs readers from a broad subject area to a specific study domain. Consequently, academic authors must choose from various options regarding the type and extent of background information to incorporate and the perspective to take (Alsharif, 2022). Thus, it is crucial that EFL writers understand how to write the introduction section in research articles effectively. This situation often occurs for EFL writers when writing research articles, who must not only demonstrate their disciplinary expertise but also their ability to summarize their research within a limited scope, thereby presenting their work to others. Additionally, EFL writers are required to use appropriate academic language in their writing (Javed, 2019; Bhowmik, 2021). Therefore, studying move structures and lexical bundles in research articles is crucial for helping EFL writers understand how to write and organise their research articles in a manner that meets international academic standards and effectively communicates complex research information (Cortes, 2004; Swales, 2004).

Problematically, many writers encounter difficulties in composing the introduction sections in research articles. Since the introduction section contains a significant amount of information, many writers face challenges in getting started on their academic writing work. This difficulty may be partly attributed to a limited understanding of academic writing,

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particularly among EFL writers. Moreover, EFL writers' knowledge of using appropriate word choices in the introduction section is often limited (Bhowmik, 2021), which affects their ability to effectively communicate the research scope and significance. Thus, writing the introduction section remains a challenging and burdensome task for both novice and expert writers (Geng et al., 2023). As Nabilla et al. (2021) assert, the introduction is considered one of the most challenging and time-consuming sections to compose, even for expert writers.

Recently, several studies on language use and written work structures have been conducted in the tourism field over the past five years. These include a study of the discourse of tourism: rhetoric and metaphorical aspects in education and tourist brochures (Isakova et al., 2021), an analysis of the structure and purposes of travel blog posts (Juliaty & Dita, 2021), a study of content analysis of online travel reviews (Marine-Roig, 2022), and a multimodal discourse analysis of tourism promotional videos in Beijing (Yanwei & Hassan, 2023). However, it has rarely been investigated whether these introduction sections adhere to the same standard of move structure and satisfy the requirements of Scopus-indexed journals with high impact (Geng et al., 2023). The move structures of research article introductions in the tourism field have clearly not yet been studied.

Therefore, this current study examined the structural components of research article introductions in tourism journals. This study aimed to examine the move structure present in research article introductions published in international journals. To achieve this purpose, the study aimed to answer the research question: What are the move structures that occur in research article introductions published in international journals? The study's findings can offer valuable guidance to learners in the field of tourism, especially EFL graduate learners, on writing research articles, particularly in the introduction section. This can also assist teachers in designing lesson plans for academic writing or applying the findings to other types of academic written work. Additionally, EFL novice writers in tourism settings who aim to publish their articles internationally can benefit from these findings to enhance their proficiency in writing the introduction section of research articles.

II. LITERATURE REVIEW

Move analysis serves as a crucial instrument for rhetorical structural analysis. Swales (1990) characterised a move as a crucial element of the rhetorical structure of genres and suggested that the communicative aim can be manifested through moves and steps, with a step serving as a subordinate unit to a move. In an academic setting, genre researchers are concerned with writing text. According to Dudley-Evans (1994), the majority of genre analysis has focused on the many strategies authors use to advance their arguments, or on particular parts of a text, since Swales' initial work on academic article introductions. Additionally, in studies analyzing research article introductions (RAIs), various frameworks have been employed across different writing genres and disciplines. The frameworks are presented as follows.

A. Swales' First Model (1981)

Swales (1981) proposed a move model for ESP that analyses the genre of research article introductions (RAIs). As shown in Figure 1, this model comprises four moves.

Move 1: Establishing Field	
(a) Showing centrality of the topic	OR
(b) Stating current knowledge of the topic	OR
(c) Ascribing key characteristics	
Move 2: Summarising previous research	
(a) Strong author-orientation	
(b) Weak author-orientation	
(c) Subject orientation	
Move 3: Preparing for present research	
(a) Indicating a gap	OR
(b) Question-raising	OR
(c) Extending a finding	
Move 4: Introducing present research	
(a) Giving the purpose	OR
(b) Describing present research	

Figure 1. Swales' (1981) First Model for RAIs

This model of Swales' first move is significant. However, it has been criticised, and scholars have identified its weaknesses. Bley-Vroman and Selinker (1984) and Crookes (1986) noted that it is difficult to distinguish between Move 1 and Move 2. Hence, Swales (1990) modified the first move model and presented the CARS model.

B. Swales' CARS Model (1990)

The Create a Research Space (CARS) model was modified by Swales (1990), who combined Move 1 and Move 2 into a single Move 1, thereby establishing a territory within the CARS model. Additionally, the CARS model was developed by analyzing research articles from various disciplines. This CARS model (1990) is presented in Figure 2.

This CARS model (1990) comprises three moves, as explained below.

Move 1: Establishing a territory (the situation): This move comprises three steps. In this move, the writers present the significance, noteworthiness, and problems related to the general area of the research; show the evidence to indicate the worth of studying; present the statements of current knowledge, practices, or descriptions of phenomena in the research area; and review the previous studies to support the need to study the research problems.

Move 2: Establishing a niche (the problem): In this move, the writers need to make a clear argument that their studies are significant by following four steps, including a) counter-claiming that the writers present the contrasting ideas or indicate a gap in previous research, b) indicating a gap, c) question-raising, and d) continuing a tradition that the writers explain some extensions in previous research to clarify the research problems.

Move 3: Occupying the niche (the solution): In the last move, the writers demonstrate that their studies provide new knowledge or resolve gaps or limitations in previous research. Additionally, the writers present specific purposes and crucial findings, and they organise their research articles accordingly.

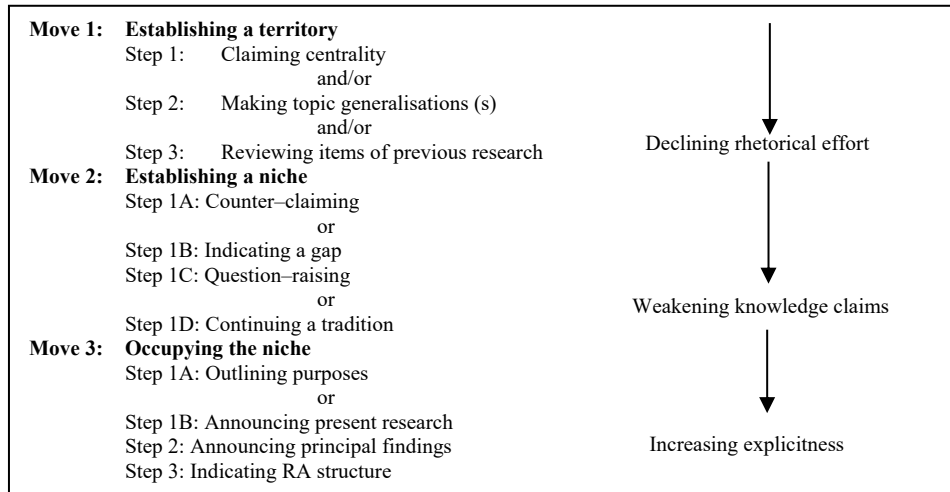


Figure 2. Swales' (1990) CARS Model

Recently, there have been a large number of studies in terms of move structures in the introduction section in various disciplines, for instance, in Applied Linguistics (Alharbi, 2021; Alanazi & Alqarni, 2022; Ramadhanty & Sutrisno, 2022), Chemical Biology (La-o-vorakiat & Singhasiri, 2021), English Education (Wakerkwa et al., 2019; Wijaya & Bram, 2022), Medicine (Boubaker, 2020), Applied Linguistics and Chemistry (Afshar et al., 2018), Educational Sciences (Deveci, 2020), Soft and Hard Sciences (Nabilla et al., 2021; Setiawati et al., 2021), and Multidisciplinary (Adel et al., 2020; Lu et al., 2021). However, a study of move analysis in research article introductions in tourism, a subfield of the social sciences, has yet to receive attention. Thus, this present study aimed to analyze the move structure in the introduction sections of tourism research articles published in international tourism journals. Therefore, to achieve the purpose, this study aimed to answer the following research question: What move structures occurred in the introductions of research articles published in international tourism journals? The results of this research may prove advantageous for learners in the tourism field, especially EFL graduate learners, as guidance for writing research articles in the introduction section.

III. METHODOLOGY

A. Research Questions

This study aims to investigate the rhetorical move structures in the introductions of research articles published in international tourism journals. Specifically, the research seeks to answer the following question: What are the move structures that occurred in the introduction of research articles published in international tourism journals? The answers to this question will provide valuable guidance for EFL graduate writers and novice writers in tourism on how to effectively write and organise the introduction sections of their research articles for international publication.

B. Data Collection Procedures

In this study, the corpus of 30 introduction sections was compiled from six tourism Scopus journals. The journal selection was determined by the SCImago Journal Rank (2020), a tourism ranking that assesses the impact and reputation of journals by reflecting the average number of citations received by papers published over the preceding four years. Thus, thirty research article introductions from six journals in quartile 1, published between 2017 and 2020, were randomly selected. These journals were (1) Journal of Travel Research, (2) Tourism Management, (3) Annual of Tourism Research, (4) Journal of Hospitality and Tourism Research, (5) Journal of Sustainable Tourism, and (6) Journal of Destination Marketing and Management. Additionally, 30 research article introductions from six international journals selected for this study (coded IN1–IN30) are available for free online access through libraries or online databases. It can be concluded that the accessibility, reputation, and representativeness of the selected journals are the deciding factors when choosing

the corpus. Therefore, the names of six tourism journals, along with their SJR indicators, the countries where the articles were published, and the number of research article introductions, are presented in Table 1.

TABLE 1
THE SIX JOURNALS PUBLISHED IN INTERNATIONAL AREAS FROM THE TOURISM RANKING OF THE SCIMAGO JOURNAL RANK INDICATOR (2020)

Journal name	Scopus Quartile	SJR Indicator	Countries	Number of RA Introductions
1. Journal of Travel Research	Q1	3.403	United Kingdom	5
2. Tourism Management	Q1	3.328	United Kingdom	5
3. Annual of Tourism Research	Q1	2.159	United Kingdom	5
4. Journal of Hospitality and Tourism Research	Q1	2.512	United States	5
5. Journal of Sustainable Tourism	Q1	1.734	United Kingdom	5
6. Journal of Destination Marketing and Management	Q1	1.703	United Kingdom	5
Total				30

Swales' CARS model, the 2004 version utilised in this study, is presented in Table 2, which builds on the new significance and inquisitiveness introduced in the introduction section. The cut-off point used in this study was identified at 60%. Moves occurring 100% were defined as obligatory. The occurrences of moves between 60% and 99% were conventional, while those below 60% were optional (Kanoksilapatham, 2005). These criteria induce new moves and steps for research article introductions in the field of tourism.

C. Analytical Framework

In this current study, Swales' (2004) CARS model was adopted to analyse moves in the introductory sections for several reasons. Firstly, Swales' (2004) model is revised from the CARS (Create a Research Space) model (Swales, 1990) in response to limitations identified by researchers such as Antony (1999) and Samraj (2002). Another reason is that Swales' (2004) framework was developed through an analysis of research across contrastive disciplines, specifically the soft and hard sciences. As the research articles used in this study are from the tourism discipline, a subfield of the soft sciences, the 2004 revised version is appropriate.

TABLE 2
ANALYTICAL FRAMEWORK FROM CREATE A RESEARCH SPACE (CARS) MODEL (SWALES, 2024, P. 232)

Move 1		Establishing a territory (citations required) via topic generalisations of increasing specificity
Move 2		Establishing a niche (citations possible) via
	Step 1A	Indicating a gap or
	Step 1B	Adding to what is known
	Step 2	Presenting positive justifications (optional)
Move 3		Presenting the present work (citations possible) via:
	Step 1	Announcing present work descriptively and/or purposively is possible (obligatory)
	Step 2	Presenting research questions (RQs) or hypotheses (optional)
	Step 3	Definitional clarifications (optional)
	Step 4	Summarising methods (optional)
	Step 5	Announcing principal outcomes (PISF*)
	Step 6	Stating the value of the present research (PISF*)
Step 7	Outlining the structure of the paper (PISF*)	
*PISF: Probably in some fields, but unlikely in others		

In studies where move and step analysis was subjective, ensuring inter-coder reliability was essential for validating the results. Thus, two coders, including the researcher, were used for this investigation. The chosen coders received training prior to the move analysis to ensure that they understood Swales' (2004) CARS model and the associated identification protocols. The coders were given examples of research article introductions and tasked with independently identifying the moves and steps of these introductions. By comparing the coders' records, this procedure sought to establish inter-coder reliability. It accomplished this by identifying agreements and disputes regarding the incidence of moves and move sequences in the study.

IV. RESULTS AND DISCUSSIONS

According to Swales' (2004) CARS model, the results of this study revealed that all three moves occurred in thirty research article introductions, as shown in Table 3.

TABLE 3
THE NUMBERS OF IRAS, PERCENTAGES, AND INTERPRETATIONS OF MOVES AND STEPS THAT OCCURRED IN RESEARCH ARTICLE INTRODUCTIONS OF INTERNATIONAL TOURISM JOURNALS

Introduction Moves	Moves and Steps	Number of IRAs (n=30)	Percent	Interpretation
Move 1	Establishing a territory	30	100 %	obligatory
Move 2	Step 1: Establishing a niche (Found in International Tourism Journals)	30	100 %	obligatory
	Step 1A: Indicating a gap	30	100 %	obligatory
	Step 1B: Adding to what is known	12	40 %	optional
	Step 2: Presenting positive justification	16	53.33 %	optional
Move 3	Presenting the present work	30	100 %	obligatory
	Step 1: Announcing present work descriptively and/or purposively possible	29	96.67 %	conventional
	Step 2: Presenting research questions (RQs) or hypotheses	2	6.67 %	optional
	Step 3: Definitional clarifications	6	20 %	optional
	Step 4: Summarizing methods	15	50 %	optional
	Step 5: Announcing principal outcomes	3	10 %	optional
	Step 6: Stating the value of the present research	13	43.33 %	optional
	Step 7: Outlining the structure of the paper	5	16.67 %	optional

Table 3 shows the percentage of research article introductions in the 30 international tourism research articles. The most dominant introduction move found in these 30 articles was defined as the obligatory moves, namely Move 1, establishing a territory (100%); Move 2, establishing a niche (Step 1A, 100%); and Move 3, presenting the present work (100%). In Move 3, presenting the present work, however, Step 2, presenting research questions (RQs) or hypotheses, occurred in only 2 articles (6.67%), which was the lowest percentage.

A. Move 1 (Establishing a Territory) Found in International Tourism Journals

Research article introductions typically begin with Move 1: Establishing a territory by guiding readers with necessary background information, emphasising the importance and relevance of the research areas, and defining the framework of study within a broader academic context. This move is also facilitated by generalising the topic based on the current knowledge, traditions, and developments in the research area. Move 1 (Establishing a territory) was identified in the introduction sections of 30 research articles (100%). Thus, this move was defined as an obligatory step for introducing research articles in international tourism journals.

TABLE 4
SAMPLES OF MOVE 1 ESTABLISHING A TERRITORY FOUND IN INTERNATIONAL TOURISM JOURNALS

Introduction Move	Samples	Functions of Phrases in Move 1	Types of Moves
Move 1: Establishing a territory.	<ul style="list-style-type: none"> “A discipline refers to <u>a detailed knowledge area with distinct borders</u>, a shared language among scholars, and generally shared views and theories (Alvargonzalez, 2011; Leavy, 2011).” (IN6) 	- Showing that the research area is important	Obligatory move
	<ul style="list-style-type: none"> “In January 2017, Hilton announced its completion of a spin-off of Park Hotels & Resorts. <u>It became the second-largest</u> publicly traded lodging REIT with a diverse portfolio of 54 premium-branded hotels and resorts (Hilton Worldwide Holdings Inc., 2017). (IN10) 	- Showing that the research area is interesting and important	
	<ul style="list-style-type: none"> “Since the 1980s, cultural attractions, such as ethnic villages and heritage towns, have been among <u>the preferred destinations</u> for Chinese tourists (H.Wang, Yang, Chen, Yang, & Li, 2010), <u>mostly driven by the demands of</u> domestic tourism.” (IN17) 	- Showing that the research area is interesting	
	<ul style="list-style-type: none"> “Tourism represents one of <u>the world's largest generators of</u> wealth and has been officially sanctioned as <u>a major agent</u> of economic growth and development (WTO, 1980).” (IN27) 	- Showing that the research area is important	

Table 4 presents examples of statements that appeared in international tourism journals. It was found that in Move 1: Establishing a territory, showing the research areas is important (IN6, IN10, IN27) and interesting (IN17). For example, the statement IN27, “Tourism represents one of the world's largest generators of wealth and has been officially sanctioned as a major agent of economic growth and development,” demonstrates that the writer, in Move 1, showed this research area in tourism is important.

Consequently, the occurrences of Move 1 in all 30 introductions in this study confirm its rhetorical importance in effectively setting up the research problem. This result aligns with ongoing academic discourse, which emphasises that clearly establishing the research territory is indispensable for engaging readers and legitimising the upcoming study (Alharbi, 2021; Alanazi & Alqarni, 2022). By generalizing the topic with increasing specificity, authors signal the importance and timeliness of their research area, a strategy that resonates with findings from recent genre analyses in soft science disciplines (Nabilla et al., 2021).

TABLE 5
 SAMPLES OF MOVE 2 FOUND IN INTERNATIONAL TOURISM JOURNALS

Introduction Move	Samples	Functions of Phrases in Move 2	Types of Moves
Move 2 Step 1A	<ul style="list-style-type: none"> “Despite the similarities and differences in the conceptualization of stress, stressors, and impacts, <u>little is known about</u> their interrelations.” (IN2) 	- Indicating a gap	Obligatory move
	<ul style="list-style-type: none"> “<u>However, there remains</u> a dearth of studies exploring what interdisciplinary and multidisciplinary research means, how collaboration takes place, what enablers and barriers exist, and how diversity impacts productivity.” (IN6) 		
	<ul style="list-style-type: none"> “<u>Only a few researchers</u> have tried to analyze visitors' experiences (Pearce, Wu, De Carlo, & Rossi, 2013; Poria, Biran & Reichel, 2006; Sharpley & Sundaram, 2005).” (IN29) 		
Move 2 Step 1B	<ul style="list-style-type: none"> “Papatheodorou, Rossello, and Xiao (2010) make a similar remark: “the tourism industry is in crying <u>need of information and knowledge for</u> decision making and for strategies to effectively respond to the current situation” (p. 39). (IN4) 	- Adding to what is known	Optional move
	<ul style="list-style-type: none"> “Prior research has suggested that personifying destinations with human-like characteristics <u>can lead to more favorable outcomes</u> than branding based on functional attributes, such as beaches or scenery (Ekinici, Sirakaya-Turk and Baloglu, 2007).” (IN5) 		
	<ul style="list-style-type: none"> “In this situation, <u>more insights are necessary into</u> tourists' perceptions in order to understand whether climate change will lead to shifting tourism demand.” (IN7) 		
Move 2 Step 2	<ul style="list-style-type: none"> “These differences suggested <u>it would be fruitful to expand the empirical investigation</u> of odd-ending price research into the area of tourism services.” (IN8) 	- Presenting positive justification	Optional move
	<ul style="list-style-type: none"> “<u>This paper argues therefore, that</u> frequent business travellers obtain different perceptions of touristic spaces and develop a different ‘gaze’ to their leisure tourist counterparts despite inhabiting the same space at the same time; an understanding encapsulated in the idea of the ‘business tourist gaze’.” (IN12) 		
	<ul style="list-style-type: none"> “Hence, <u>delineating the role of the economic context becomes a crucial research question</u> that would add a vital dimension to academic understanding of the phenomenon, and, from a practical perspective, it would provide information for longer-term strategic planning in tourist destinations (Sharpley, 2014).” (IN27) 		

B. Move 2 (Establishing a Niche) Found in International Tourism Journals

As detailed in Table 5, this move is presented in terms of the problems in the research area, such as incompleteness, limitations, or weaknesses in previous studies, including gaps that need to be addressed by the new studies. Thus, it was observed that negative words or phrases were used in this move. The negative words and phrases that happened in this study were underlined in the examples. Also, the tenses found in Move 2 were past simple tense, present simple tense, and present perfect tense, which were similar to Lim's (2012) findings. These tenses were exhibited in bold. In this study, it was found that Move 2 occurred in all thirty research article introductions (100%). Therefore, Move 2 (Establishing a niche) was a typical move in research article introductions in international tourism journals.

Within this broader “Establishing a Niche” move, Move 2 Step 1A, *indicating a gap*, the writers can establish a gap by demonstrating the limitations of previous studies. Lim (2012) found four sub-steps occurred in Move 2 Step 1A, which are based on the writer's style: “1) emphasizing the total lack of studies exhibiting a particular trait, 2) stressing insufficient research in a specific aspect, 3) revealing a limitation in previous research, and 4) contrasting conflicting previous research findings” (pp. 234–238). In this study, this move was found in thirty research article introductions (100%). Therefore, it was defined as an obligatory move. The sample phrases of this move were “...little is known about...” (IN2), “However, there remains...” (IN6), and “Only a few researchers...” (IN29).

Conversely, Move 2 Step 1B, *adding to what is known*, requires increasing knowledge. Move 2 Step 1B typically presents 1) writers' acknowledgement of limited territory relating to prior studies and 2) writers' designation to emphasize the need to pursue the trend or tradition of past research (Lim, 2012). In this study, this move appeared in twelve research article introductions (40%). Thus, this move was identified as an optional move. The examples of phrases included “...need of information and knowledge for...” (IN4), “...can lead to more favorable outcomes...” (IN5), and “...more insights are necessary into...” (IN7).

Finally, in Move 2, Step 2: *presenting positive justification*, the writers' opinions or decisive explanations are presented. Joseph et al. (2014) explained that writers emphasise the necessity of their studies relating to actual problems, point out the advantages of the types selected for the research, and discuss the additional knowledge the subject provides. In this study, this move was exhibited in sixteen research article introductions (53.33%). Thus, this move was identified as an optional move. The phrases presented as examples were “...it would be fruitful to expand the empirical investigation...” (IN8), “This paper argues therefore, that...” (IN12), and “...delineating the role of the economic context becomes a crucial research question...” (IN27).

In summary, recent genre studies emphasise that clearly identifying research gaps is a fundamental rhetorical strategy across academic disciplines, particularly in fast-developing fields such as tourism research (Alharbi, 2021; Ramadhanty

& Sutrisno, 2022). The observed linguistic patterns, which include the use of past simple, present simple, and present perfect tenses, are consistent with those defined by Lim (2012) and contribute to a shared discourse framework that situates new studies within the temporal context of current research efforts. Moreover, the sophisticated and nuanced employment of Move 2 and its sub-steps demonstrates how researchers balance a critical review of past studies with a positive framing of their own research contributions. This increasingly important move structure supports tourism researchers in effectively addressing the diverse needs of both academic and practitioner audiences as the field grows more interdisciplinary and applied (Yanwei & Hassan, 2023).

C. Move 3 (Presenting the Present Work) Found in International Tourism Journals

In this move, the writers had the opportunity to enhance their work by incorporating new significance and inquisitiveness at the end of the introduction section. In Move 3, the writers briefly presented their studies to the audience, including their study objectives, research questions or hypotheses, definitions, methods, outcomes, the value of the study, and the paper's structure. In this study, this move was shown in thirty research article introductions (100%). Thus, this move was identified as an obligation. The examples for each step are shown below.

In accordance with Table 6, to demonstrate overall comprehension of the study, Move 3, Step 1: announcing the present work descriptively and/or purposively, provides descriptions of the study's purposes. In this study, the move was found in 29 research article introductions. The introduction to the research article of the present study did not present this move because the author focused on stating the research questions. Thus, this move was perceived as conventional. This finding contradicts Swales (2004) and Boubaker (2020), who defined Move 3 Step 1 as an obligatory move. For instance, the following phrases were used: “*The present study seeks to...*” (IN1), “*This paper examines...*” (IN9), “*This paper explores...*” (IN12), “*...this paper aims to...*” (IN22), and “*...the main objective of this study is to...*” (IN28). This high frequency aligns with recent norms in academic tourism writing, which prioritise clarity and orientation in introductions to accommodate increasingly diverse and international audiences (Ramadhanty & Sutrisno, 2022).

TABLE 6
SAMPLES OF MOVE 3 FOUND IN INTERNATIONAL TOURISM JOURNALS (CONVENTIONAL MOVE)

Introduction Move	Sample	Functions of Phrases in Move 3	Types of Moves
Move 3 Step 1	<ul style="list-style-type: none"> “<i>The present study seeks to</i> fill these research gaps by investigating COTS from a sociological perspective, specifically using social practice theory (SPT) as an overall framework.” (IN1) 	- Announcing present work descriptively and/or purposively possible	Conventional move
	<ul style="list-style-type: none"> “<i>This paper examines</i> the underlying complexity in the tourism refugeeism nexus using the 2015e16 refugee crisis in Greece as a case study.” (IN9) 		
	<ul style="list-style-type: none"> “<i>This paper explores</i> how the business tourist gaze is constructed and reinforced by technology which is used to reconfigure presence and absence for the business traveller at home and at the destination area.” (IN12) 		
	<ul style="list-style-type: none"> “Thus, <i>this paper aims to</i> uncover the different roles and meanings of tourism as part of the livelihood strategy among Sámi tourist entrepreneurs, and as such add important insights to this less understood component of Indigenous tourism in northern Sweden.” (IN22) 		
	<ul style="list-style-type: none"> “Consequently, <i>the main objective of this study is to</i> determine whether asking one member of a couple is sufficient to identify who influences tourism decisions, using a larger contemporary sample than those employed in other major studies. To achieve this general objective, five research questions were formulated in relation to the main aspects of dyadic consensus.” (IN28) 		

Table 7 illustrates various rhetorical moves found in the research articles’ introductory sections, specifically focusing on “Move 3” and its sequential steps.

TABLE 7
 SAMPLES OF MOVE 3 FOUND IN INTERNATIONAL TOURISM JOURNALS (OPTIONAL MOVE)

Introduction Move	Samples	Functions of Phrases in Move 3	Types of Moves
Move 3: Step 2	<ul style="list-style-type: none"> “More specifically, the study attempts to answer the research question: <i>What are the key features of Chinese tourist shopping practices in Australia?</i>” (IN1) 	- Presenting research questions (RQs)	Optional move
Move 3: Step 3	<ul style="list-style-type: none"> “<i>We define DSR as</i> the collective ideology and efforts of destination stakeholders to conduct socially responsible activities as perceived by local residents.” (IN19) 	- Definitional clarifications	
Move 3: Step 4	<ul style="list-style-type: none"> “With this aim, <i>this study employs a qualitative laddering technique</i> based on the rationale of the means-end chain analysis to reveal how each game-related attribute connects with tourists' needs at the value level.” (IN14) 	- Summarizing methods	
Move 3: Step 5	<ul style="list-style-type: none"> “<i>The findings reveal</i> the similarities/differences in the activities (dining, shopping, entertainment, and sightseeing) of tourists from the 14 most popular countries (source markets).” (IN18) 	- Announcing principal outcomes	
Move 3: Step 6	<ul style="list-style-type: none"> “...<i>the present study makes two key contributions</i>: (1) it is the first to test differences in food waste generated by different types of tourists....” (IN3) 	- Stating the value of the present research	
Move 3: Step 7	<ul style="list-style-type: none"> “<i>The remainder of the article is structured as follows</i>: Section “Literature Review and Hypothesis Development” contains reviews for five constructs and develops main 10 hypotheses; Section “Method” describes the data in detail and the development process of scale for tourism commercialization construct; Section “Data Analysis and Results” describes the process and results for structural equation modeling (SEM) analysis; Section “Discussion” concludes theoretical and practical contributions.” (IN17) 	- Outlining the structure of the paper	

In *Move 3 Step 2: Presenting research questions (RQs) or hypotheses*, the research questions or hypotheses are presented. This move occurred in only two research articles' introductions (6.67%). Compared to the other steps in this present study, this move showed the lowest frequency. As an example, the phrase was “...*What are the key features of Chinese tourist shopping practices in Australia?*” (IN1). It was clarified that this optional move received less emphasis in tourism than in disciplines such as applied linguistics or health sciences, where explicit questions are central (Wijaya & Bram, 2022). This may reflect tourism's broader methodological perspectives that sometimes favour exploratory or descriptive approaches (Alharbi, 2021).

Following the optional presentation of research questions, *Move 3 Step 3: Definitional clarifications* involved defining specific vocabulary and terms utilized in the research article. This move was displayed in six research article introductions (20%), which was defined as an optional move. The phrases listed as an example was “*We define DSR as...*” (IN19).

Moving further into the introduction's structure, *Move 3, Step 4: Summarising methods*, provided a summary of the research methodology, enabling readers to understand how the study was conducted. Fourteen research article introductions (46.67%) exhibited this move, which was defined as an optional move. In contrast, Wijaya and Bram (2022) found that this move was conventional, occurring at an 83% frequency in the TEFLIN corpus. An example of this study was “...this study employs a qualitative laddering technique...” (IN14). In this step, summarising methods in the introduction may serve to reassure readers of methodological rigour early, especially in interdisciplinary or complex studies, as supported by current academic writing guides for tourism researchers (Marine-Roig, 2022).

After presenting the purpose, hypothesis, and methodology statements, *Move 3 Step 5: Announcing principal outcomes* outlines the main results of the study. This move occurred in three research article introductions (10%). This move was interpreted as an optional move. However, this move did not occur in specific corpora, such as those in applied linguistics (Rahman et al., 2017), as well as in soft and hard sciences (Nabilla et al., 2021), and the ELT journal (Wijaya & Bram, 2022). For instance, the phrase was “*The findings reveal...*” (IN18).

Subsequently, *Move 3, Step 6: Stating the value of the present research, proposes to highlight the study's benefits*. Thirteen research articles exhibited this move in their introductions (43.33%). While tourism is a soft science topic, the findings of this present study did not support the findings of Nabilla et al.'s study (2021) that no Move 3 Step 6 appeared in research introductions in soft science journals. The phrases presented as an example was “...*the present study makes two key contributions...*” (IN3).

Finally, *Move 3 Step 7: Outlining the structure of the paper* aims to inform readers about the article's structure and provide a general idea of what to expect while reading it. It was found in five research article introductions (16.67%). It could be defined as an optional move. It showed the same result as Rahman et al.'s (2017) work: this move occurred in only two research article introductions in applied linguistics. The phrase provided was “*The remainder of the article is structured as follows...*” (IN17). In summary, the use of Move 3 and its sub-steps shows a balance between providing necessary study details and maintaining concise, engaging introductions. This reflects the evolving disciplinary

conventions, where clarity, audience awareness, and research positioning are critical to successful academic communication (Bhowmik, 2021; Javed, 2019).

TABLE 8
SUMMARISING OF SAMPLE PHRASES FROM THE INTRODUCTION MOVES

Move	Steps	Move Structures	Samples of Phrases
Move 1: Establishing a territory.		Establishing a territory (citations required) via topic generalisations of increasing specificity	<ul style="list-style-type: none"> • "...a detailed knowledge area with distinct borders..." • "...the world's largest generators of...a major agent..." • "...the preferred destination...mostly driven by the demands of..." • "It became the second-largest..."
Move 2: Establishing a niche		Establishing a niche (citations possible) via	
	Step 1A	Indicating a gap or	<ul style="list-style-type: none"> • "...little is known about..." • "However, there remains..." • "...more insights are necessary into..."
	Step 1B	Adding to what is known	<ul style="list-style-type: none"> • "...need of information and knowledge for..." • "...can lead to more favorable outcomes..." • "...more insights are necessary into..."
	Step 2	(optional) Presenting positive justifications	<ul style="list-style-type: none"> • "...it would be fruitful to expand the empirical investigation..." • "This paper argues therefore, that..." • "...delineating the role of the economic context becomes a crucial research question..."
Move 3: Presenting the present work		Presenting the present work (citations possible) via	
	Step 1	(obligatory) Announcing present work descriptively and/or purposively possible	<ul style="list-style-type: none"> • "The present study seeks to..." • "This paper examines..." • "This paper explores...", "...this paper aims to..." • "...the main objective of this study is to..."
	Step 2	(optional) Presenting research questions (RQs) or hypotheses	<ul style="list-style-type: none"> • "...What are the key features of Chinese tourist shopping practices in Australia?" • "...1. What are the spatial patterns of long-haul, short-haul, and local visitors across administrative area of a big city; 2. What are the preferred attractions of the three groups and their characteristics; 3. What are the preferred restaurants and hotels of the three groups, and to what extent distance influences their expenditure on restaurants and hotels in comparison with other factors."
	Step 3	(optional) Definitional clarifications	<ul style="list-style-type: none"> • "...external force or situation acting on the individual..." • "We define DSR as..." "...repeaters are those who..."
	Step 4	(optional) Summarizing methods	<ul style="list-style-type: none"> • "...through analyzing the patterns of price endings used by managers..." • "...was conducted using a large-scale venue check-in data set...", "This paper uses semi-structured interviews..." • "...a two-model comparison is used to consider the structural relationships..."
	Step 5	(PISF*) Announcing principal outcomes	<ul style="list-style-type: none"> • "Comparative tables (Tables 2 to 9) show..." • "The findings reveal..." • "The results show that..."
	Step 6	(PISF) Stating the value of the present research	<ul style="list-style-type: none"> • "The remainder of the article is structured as follows..." • "This paper continues as follows: after this introduction... as a conceptual framework... then goes on to explain the methods."
Step 7	(PISF) Outlining the structure of the paper	<ul style="list-style-type: none"> • "...the present study makes two key contributions..." • "...the research findings can assist..." • "The results of this study are expected to contribute to..." • "...these results help to..." 	

V. CONCLUSION

This study seeks to analyze the move structures of research article introductions in international tourism journals, addressing the research question: "What move structures occur in the introductions of research articles published in international tourism journals?". This study analysed 30 research article introductions from five worldwide tourism journals, selected according to the SCImago Journal Rank indicator in the 2020 tourism rating. The CARS model by Swales (2004) was utilised to examine move structure. Furthermore, Kanoksilapatham (2005) categorised the observed moves into three types, obligatory, conventional, and optional, using a cutoff threshold of 60%. Moves classified as occurring 100% were designated as compulsory. The occurrences between 60% and 99% were conventional, whereas those below 60% were optional.

A. Findings

This study analysed move structures in the introductions of 30 research articles published in six top-ranked international tourism journals, using Swales' (2004) CARS model as the analytical framework. The results revealed that three moves—Move 1 (Establishing a territory), Move 2 Step 1A (Indicating a gap), and Move 3 Step 1 (Announcing present work descriptively and/or purposively possible)—were present in all 30 research article introductions (100%), classifying them as obligatory moves in the tourism research context.

Move 1 (Establishing a territory) consistently involved presenting significant background information and generalizations about the field to show the importance and relevance of the research area. Examples from the corpus included statements highlighting the economic impact and cultural significance of tourism, indicating the scholarly emphasis on situating studies within crucial and expanding fields of research.

Move 2 (Establishing a niche), particularly Step 1A (Identifying a gap), was also found to be universally applicable. This move was employed to outline limitations or incompleteness in prior research, thereby justifying the need for the current study. Writers used negative phrases or expressions of insufficiency to emphasise research gaps, which aligns with research by Alharbi (2021) and Ramadhanty and Sutrisno (2022), showing that establishing research niches through gap identification is a key rhetorical strategy in the social sciences, including tourism.

Other steps within Move 2, such as Step 1B (Adding to what is known) and Step 2 (Presenting positive justifications), occurred less frequently at 40% and 53.33%, respectively, indicating optional usage. These steps acknowledged previous studies and expressed the relevance and potential contribution of their work (Yanwei & Hassan, 2023).

Move 3 (Presenting the present work) was observed in all introductions, with Step 1 (Announcing present work descriptively and/or purposively possible) appearing in 96.67% of cases and thus identified as conventional. This step involved explicitly stating the research's purpose or objectives. However, other steps in Move 3, including Step 2 (Presenting research questions or hypotheses, 6.67%), Step 3 (Definitional clarifications, 20%), Step 4 (Summarizing methods, 50%), Step 5 (Announcing principal outcomes, 10%), Step 6 (Stating the value of the present research, 43.33%), and Step 7 (Outlining the structure of the paper, 16.67%), occurred with considerably lower frequencies, marking them as optional moves in the tourism research article introductions. Such variation reflects flexibility in rhetorical strategies shaped by disciplinary conventions, journal guidelines, and study specifics (Wijaya & Bram, 2022).

The relatively low frequency of presenting research questions or hypotheses (Step 2) contrasts with some disciplinary writing conventions and suggests possible variations in rhetorical preferences in tourism research. Similarly, summarising methods and stating the research value appeared in fewer than half of the introductions, suggesting that authors may emphasise these elements differently.

Overall, the move structure patterns identified in this study demonstrate that tourism research article introductions conform closely to Swales' CARS model (2004) while exhibiting specific adaptation patterns in terms of optional moves. These findings offer insight into the rhetorical organisation commonly found in international tourism journals and can guide novice EFL writers in structuring effective introductions that meet disciplinary and publication expectations.

B. Implications

The findings of this study have several important implications for learners, educators, and novice writers in the tourism and related academic fields. First, understanding the obligatory moves and steps in research article introductions, as identified through Swales' (2004) CARS model, can guide EFL graduate students and early-career researchers in structuring their introductions to meet international publication standards more effectively. This insight helps writers develop clarity, coherence, and rhetorical effectiveness, thereby increasing the likelihood that their research will be well received by reviewers and readers. Second, the identification of optional moves, such as presenting research questions or summarizing methods, highlights areas where writers have flexibility to adapt their introductions based on disciplinary conventions or journal expectations. This nuanced understanding enables writers to refine their introductions without compromising the essential communicative goals. Third, for instructors designing academic writing curricula, these results offer empirical evidence to inform targeted teaching strategies and lesson plans that focus on the move structures critical for international journal publications in tourism. By incorporating move analysis into writing instruction, educators can better prepare students and novice scholars for the specific demands of research article introductions, ultimately enhancing their academic writing competency. Lastly, the study's findings contribute to cross-disciplinary genre studies by confirming and extending the applicability of the CARS model in the social sciences, specifically tourism. This reinforces the model's relevance and encourages further research into disciplinary variations and writing conventions at the move level.

C. Recommendations for Future

To build on the findings of this study, future research should consider enlarging the corpus size by including a greater number of research article introductions from a broader range of tourism journals and across different years. A larger and more diverse corpus would enhance the generalizability and robustness of the move structure analysis. Additionally, future studies are recommended to explore lexical bundles and phraseology within the moves to gain a deeper understanding of writers' word choices and linguistic features in research article introductions. Investigating move structures in other sections of tourism research articles, such as the abstract, methods, or discussion, could also provide a comprehensive view of rhetorical conventions across the entire article. Finally, comparative studies across disciplines or

between native and non-native English writers would help reveal disciplinary or linguistic variations in move usage and organisation, thereby enriching genre-based academic writing pedagogy.

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