

Research Article Rhetoric in a Changing Academic Landscape: A Systematic Review of Genre Structures, Discursive Practices, and Emerging Trends

Nur Faiqah Binti Mohamed Ismail¹, Amy Sofeena Binti Kamarulzaman^{2*}, Nur Zafirah Binti Zainol³, Farhanah Syazwani Binti Md Safian⁴, Nur Hanani Binti Nordin⁵, Khaleda Alia Binti Mohamad Jamil⁶, Mohamed Ismail Ahamad Shah⁷

^{1,2,3,4}Akademi Pengajian Bahasa, Universiti Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia

^{5,6}Centre of Foundation Studies, Universiti Teknologi MARA, 43800 Dengkil, Selangor, Malaysia.

⁷Faculty of Education, Languages, Psychology and Music, SEGi University, 47810 Petaling Jaya, Selangor, Malaysia.

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.102100199>

Received: 06 September 2026; Accepted: 11 September 2026; Published: 07 October 2026

ABSTRACT

Research article rhetoric has become increasingly complex as scholarly communication responds to disciplinary diversity, globalization, digitalization, multimodality, and advances in artificial intelligence. This systematic literature review synthesizes recent research on the rhetorical and discursive characteristics of research articles and examines how academic rhetoric is evolving within this changing landscape. Guided by the PRISMA framework, relevant studies were identified through Scopus and Web of Science, screened according to predefined inclusion and exclusion criteria, and subjected to quality assessment. A total of 37 studies published between 2021 and 2026 were included in the final qualitative synthesis. The analysis generated five major themes: (1) rhetorical move structures and genre organization; (2) metadiscourse, stance, and lexico-grammatical realisations; (3) scholarly positioning, citation, research gaps, and recommendations; (4) digital, multimodal, and AI-mediated academic genres; and (5) trends, diachronic change, and meta-research in academic writing. The findings indicate that rhetorical move and genre organization remains the dominant research area, while increasing attention is being directed towards the linguistic resources through which rhetorical purposes, authorial stance, and scholarly positioning are realised. Emerging research further demonstrates a shift towards multimodal scholarly communication and AI-assisted rhetorical analysis. Overall, the review shows that research article rhetoric is dynamic and shaped by disciplinary, linguistic, cultural, and technological contexts. Future research should integrate rhetorical, linguistic, multimodal, and computational perspectives and extend investigation across disciplines, languages, and evolving digital genres.

Keywords: Academic discourse; Genre analysis; Metadiscourse; Research article rhetoric; Rhetorical moves

INTRODUCTION

Background of the study

Research articles are a major means through which scholars communicate knowledge, establish disciplinary contributions, and engage with academic communities. Their effectiveness depends not only on the information presented but also on how writers organize and rhetorically construct their discourse. Genre-based research has consequently examined rhetorical moves and steps, metadiscourse, stance, lexico-grammatical resources, citation practices, and scholarly positioning. Studies in the present review demonstrate considerable variation across research article sections, disciplines, languages, and cultural contexts (Dagnev, 2026; Nguyen,

2025; Hong & Pham, 2024; Gao & Pramoolsook, 2023). More recently, globalization, digitalization, multimodality, and artificial intelligence have further expanded how academic discourse is produced and analysed (Luzón, 2026; Yu et al., 2026; Schmied et al., 2023).

Statement of Problem

Despite substantial research on research article rhetoric, existing studies remain dispersed across different analytical perspectives. Some concentrate on rhetorical move organization, while others investigate metadiscourse, stance, hedging, lexical patterns, citations, limitations, or recommendations. For example, Wang et al. (2025) examine stance and engagement, Ghahraman et al. (2023) investigate hedging, and Montgomery (2023) focuses on limitations and future research. Consequently, understanding how these different rhetorical and linguistic dimensions collectively characterize contemporary research article discourse remains challenging.

Research Gap

A further gap concerns the limited integration of established genre and discourse research with emerging developments in multimodality, digitalization, and AI-mediated analysis. The reviewed literature contains only a small number of studies addressing multimodal genres and LLM-assisted move annotation (Luzón, 2026; Yu et al., 2026), compared with the substantial literature on conventional rhetorical structures. Therefore, a systematic synthesis is needed to connect genre structures, discursive practices, scholarly positioning, and emerging trends and to explain how research article rhetoric is evolving within a changing academic landscape.

Research Questions

Research questions are important to a systematic literature review (SLR). The questions provide the foundation and direction for the entire review process. A well-defined research question ensures that the literature search is exhaustive and systematic, covering all relevant studies that address key aspects of the topic (Kitchenham, 2007). The research questions in this SLR are formulated based on the PICO framework. This framework is a mnemonic style used to formulate research questions, particularly in qualitative research, proposed by Lockwood et al. (2015). PICO stands for Population, Interest, and Context. This SLR is done to answer the four research questions below;

RQ1 What rhetorical move structures and patterns of genre organization have been identified in research articles across different disciplines, sections, and academic contexts?

RQ2 How are metadiscourse, stance, and lexico-grammatical resources used to realise rhetorical and communicative functions in research articles?

RQ3 How do research article writers employ rhetorical and discursive strategies to establish scholarly positioning, engage with previous research, identify research gaps, acknowledge limitations, and recommend future research?

RQ4 What emerging and evolving trends characterize research on rhetorical and discursive practices in academic writing, particularly in relation to digitalization, multimodality, artificial intelligence, and diachronic developments?

LITERATURE REVIEW

THEORETICAL FRAMEWORK

Theory 1: Swales' Genre Analysis Theory

Swales' Genre Analysis Theory, particularly the Create-a-Research-Space (CARS) model (Swales, 1990, 2004), provides a strong theoretical foundation for Theme 1: Rhetorical Move Structures and Genre

Organization. Swales conceptualizes a genre as a class of communicative events whose members share recognizable communicative purposes within a particular discourse community. These purposes influence how academic texts are rhetorically organized into functional units known as moves, which may consist of more specific steps. In research articles, moves enable writers to perform particular communicative functions, such as establishing a research territory, identifying a research gap, presenting the current study, reporting findings, and interpreting results. This theoretical perspective directly supports Theme 1 because the studies grouped under this theme investigate the identification, frequency, sequence, recurrence, and variation of rhetorical moves and steps across research article sections, disciplines, languages, and cultural contexts. Therefore, Swales' theory provides an appropriate framework for explaining both the recurring rhetorical patterns found across research articles and the variations arising from disciplinary and contextual conventions.

Theory 2: Hyland's Interpersonal Model of Metadiscourse

Hyland's Interpersonal Model of Metadiscourse (Hyland, 2005) provides an appropriate theoretical foundation for Theme 2: Metadiscourse, Stance, and Lexico-Grammatical Realisations. The model views academic writing not simply as the transmission of information but as a form of social interaction in which writers organize discourse, express attitudes, establish credibility, and engage readers. Hyland divides metadiscourse into two broad dimensions: interactive resources, which help writers organize information for readers, and interactional resources, which enable writers to express stance and develop relationships with their audience. Interactive resources include transitions, frame markers, endophoric markers, evidentials, and code glosses, while interactional resources comprise hedges, boosters, attitude markers, self-mentions, and engagement markers. This framework directly supports Theme 2 because the studies within this theme examine metadiscourse, stance, engagement, hedging, lexical patterns, and other linguistic resources through which rhetorical functions are realised. Thus, Hyland's model helps explain how writers strategically employ linguistic choices to construct arguments, communicate disciplinary knowledge, position themselves, and interact with readers in research articles.

Theory 3: Swales' Create-a-Research-Space (CARS) Model

Swales' Create-a-Research-Space (CARS) model (Swales, 1990, 2004) provides a useful theoretical foundation for Theme 3: Scholarly Positioning, Citation, Research Gaps, and Recommendations. The model explains how academic writers strategically position their research within an existing body of knowledge by establishing the importance of a research area, identifying a gap or limitation in previous scholarship, and presenting their own study as a response to that gap. These rhetorical functions are represented through three principal moves: establishing a territory, establishing a niche, and occupying the niche. The theory is particularly relevant to Theme 3 because scholarly positioning involves writers evaluating previous research, using citations to establish relationships with existing knowledge, identifying unresolved issues, and demonstrating the contribution of their own work. Although originally developed primarily for research article introductions, the underlying concept of rhetorical positioning can also help explain how writers acknowledge limitations and propose directions for future research. Thus, the CARS model supports Theme 3 by explaining how rhetorical strategies enable researchers to establish the relevance, novelty, and contribution of their studies within scholarly discourse.

Theory 4: Multimodal Genre Analysis

Multimodal Genre Analysis, drawing particularly on Bateman's (2008) framework for multimodal documents, provides an appropriate theoretical foundation for Theme 4: Digital, Multimodal, and AI-Mediated Academic Genres. This perspective extends traditional genre analysis beyond written language by recognizing that meaning and communicative purposes can be realised through the interaction of multiple semiotic resources, including verbal text, images, diagrams, typography, layout, colour, and other visual elements. In contemporary digital academic environments, scholarly communication increasingly incorporates such resources, requiring genre analysis to consider not only what information is communicated but also how different modes work together to achieve rhetorical purposes. This theoretical perspective directly supports Theme 4, particularly Luzón's (2026) analysis of multimodal plain-language summaries, where scientific

knowledge is communicated through coordinated textual and visual resources. It also provides a broader conceptual basis for understanding emerging digital genres and AI-mediated approaches to genre analysis. Thus, Multimodal Genre Analysis supports Theme 4 by explaining how technological developments are expanding the forms, resources, and analytical methods through which academic knowledge and rhetorical functions are produced, represented, and interpreted.

Theory 5: Bhatia's Critical Genre Analysis

Bhatia's Critical Genre Analysis (Bhatia, 2004, 2017) provides a suitable theoretical foundation for Theme 5: Trends, Diachronic Change, and Meta-Research in Academic Writing. Bhatia views genres not as fixed textual forms but as dynamic and evolving communicative practices shaped by changes in disciplinary communities, professional practices, technologies, and wider social contexts. While genres maintain recognizable communicative purposes and conventions, writers and discourse communities may adapt, mix, or reshape these conventions in response to emerging communicative needs. This perspective is particularly relevant to Theme 5 because the studies grouped under this theme examine how academic writing and genre research have developed and changed over time. They investigate trends in scientific abstract research, the effects of globalization and digitalization on academic writing, changes in keywords and research interests across decades, and historical developments in medical scientific discourse. Bhatia's framework therefore supports Theme 5 by explaining why academic genres and their linguistic and rhetorical conventions are continually reconstructed as disciplinary knowledge, technologies, research practices, and communicative environments evolve.

CONCEPTUAL FRAMEWORK

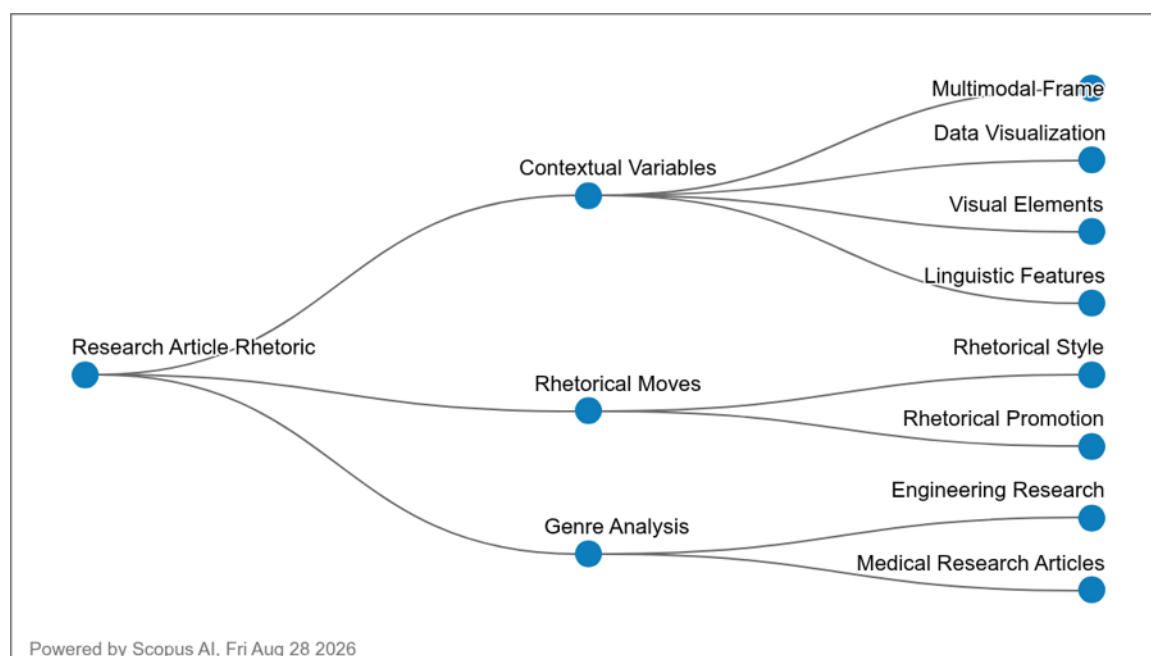


Figure 1 Conceptual Framework of the Study

MATERIAL AND METHODS

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework was adopted to guide the systematic literature review process. PRISMA is a widely recognised approach that promotes transparency, completeness, and consistency in identifying, selecting, and reporting studies included in systematic reviews (Page et al., 2021). In the present SLR, the researchers systematically identified and evaluated studies relevant to research article rhetoric, genre structures, discursive practices, and emerging trends in academic writing. Scopus and Web of Science (WoS) were selected as the primary databases because of their extensive coverage of peer-reviewed scholarly publications across a wide range of disciplines.

The review process consisted of five stages: (i) identification, (ii) screening, (iii) eligibility, (iv) data abstraction and analysis, and (v) quality appraisal. During identification, potentially relevant studies were retrieved from the selected databases using predetermined search terms. The screening stage involved removing irrelevant records and applying predefined inclusion and exclusion criteria. During eligibility assessment, the remaining articles were examined more closely to determine their relevance to the objectives and research questions of the review. Subsequently, relevant information from the eligible studies was systematically extracted and analysed to identify recurring patterns and develop the major themes. Finally, the methodological quality of the selected studies was assessed using predetermined quality assessment criteria. This systematic procedure provided a transparent and rigorous basis for synthesising the evidence and drawing reliable conclusions regarding current developments in research article rhetoric.

Identification

In accordance with the PRISMA framework, the identification phase served as the initial stage of the systematic literature review, with the aim of locating studies relevant to the scope and objectives of the review. A systematic search was conducted using two major bibliographic databases, Scopus and Web of Science (WoS). These databases were selected because of their broad multidisciplinary coverage and extensive indexing of peer-reviewed academic publications. The search strategy employed predetermined keywords and search strings related to research article rhetoric, genre analysis, rhetorical moves, and academic writing. The search strings used for each database are presented in Table 1.

The database searches initially retrieved 129 records from Scopus and 100 records from Web of Science, resulting in a total of 229 records before further screening and removal of duplicates. Using both databases provided broader coverage of the relevant literature and reduced the possibility of relying on studies indexed in only one database. This was particularly important for the present review because research on academic rhetoric and genre analysis spans multiple disciplines, linguistic contexts, and research traditions.

The search terms were carefully developed to maintain alignment with the objectives and research questions of the review while capturing relevant variations in terminology used within the field. The records identified during this stage subsequently formed the initial pool of studies for the screening and eligibility processes. Thus, the identification procedure established a systematic and transparent foundation for selecting studies concerning genre structures, discursive practices, and emerging trends in research article rhetoric.

Table 1 The search string

Scopus	TITLE-ABS-KEY (("corpus" OR "corpus linguistics" OR "text corpus") AND ("genre analysis" OR "genre study" OR "genre classification" OR "genre approach") AND ("medical research articles" OR "medical articles" OR "research articles"))\
Web of Science	TITLE-ABS-KEY (("corpus" OR "corpus linguistics" OR "text corpus") AND ("genre analysis" OR "genre study" OR "genre classification" OR "genre approach") AND ("medical research articles" OR "medical articles" OR "research articles"))\Extracted July 2026

Screening

During the screening stage, the records identified from Scopus and Web of Science (WoS) were evaluated to determine their relevance to the objectives and four research questions of this systematic literature review. The screening process involved applying predefined inclusion and exclusion criteria to refine the initial pool of studies. Following this process, 62 articles were retained for further assessment, comprising 48 articles from Scopus and 14 from WoS, as presented in Figure 2.

The screening criteria focused primarily on the type of publication, language, publication period, and relevance to the research topic. Only peer-reviewed journal articles written in English and published between 2021 and 2026 were retained. Publications that did not correspond to the scope of the review, including book reviews,

book series, meta-syntheses, meta-analyses, conference proceedings, and book chapters, were excluded. Studies that did not address research article rhetoric, genre structures, discursive practices, or related aspects of academic writing were also removed.

A duplication check was conducted across the two databases to identify repeated records. Following the application of these criteria, the remaining studies proceeded to the eligibility stage for more detailed assessment. This systematic screening procedure ensured that the studies retained were relevant to the scope and objectives of the review and provided an appropriate evidence base for the subsequent stages of analysis.

Eligibility

During the third stage, eligibility, the 62 articles retained from the screening stage were assessed in greater detail to determine whether they fully met the inclusion criteria and were directly relevant to the objectives and research questions of the present review. The titles, abstracts, and relevant content of the articles were carefully examined, with particular attention given to studies addressing research article rhetoric, rhetorical move structures, genre organization, metadiscourse and linguistic realisations, scholarly positioning, and emerging developments in academic writing.

Articles that did not sufficiently address the scope of the review or did not provide relevant evidence for answering the research questions were excluded at this stage. The eligibility assessment also ensured that the retained studies fulfilled the established criteria concerning publication type, language, publication period, and subject relevance. Following this detailed evaluation, 37 articles were considered eligible and retained as the final primary studies for the systematic review. These studies subsequently underwent data abstraction, thematic analysis, and quality appraisal. The eligibility criteria applied in selecting the final studies are presented in Table 3.

Table 2 The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2021 – 2026	< 2021
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Social Sciences	Apart from Social Sciences

Data Abstraction and Analysis

An integrative analysis approach was employed to systematically extract, compare, and synthesise information from the selected studies. The 37 eligible articles were carefully examined to identify relevant information corresponding to the objectives and research questions of this systematic literature review. Particular attention was given to the studies' research focus, theoretical perspectives, methodologies, rhetorical and linguistic features, and major findings related to research article rhetoric and academic writing.

The extracted information was subsequently compared and organised according to recurring concepts and patterns. Through this process, related findings were grouped and synthesised into five major themes: (1) rhetorical move structures and genre organization; (2) metadiscourse, stance, and lexico-grammatical realisations; (3) scholarly positioning, citation, research gaps, and recommendations; (4) digital, multimodal, and AI-mediated academic genres; and (5) trends, diachronic change, and meta-research in academic writing. The researchers compared the thematic classifications and discussed any differences to ensure consistency, clarity, and relevance. This systematic process provided the basis for synthesising the findings of the 37 primary studies and addressing the four research questions of the review.

Quality of Appraisal

According to Kitchenham and Charters (Kitchenham, 2007), the researchers need to assess the quality of the

research chosen. The next stage is applying quality assessment suggested by Abouzahra et al., (2020), which consist of six questions complying to a scoring procedure for evaluating each criteria. The possible ratings are

"Yes" (Y) with a score of 1 if the criterion is fully met, "Partly" (P) with a score of 0.5 if the criterion is somewhat met but contains some gaps or shortcomings, and "No" (N) with a score of 0 if the criterion is not met at all.

Table 3 Possible ratings for 6 question by Abouzahra et al. (2020).

No	Question
QA1	Is the purpose of the study clearly stated?
QA2	Is the interest and the usefulness of the work clearly presented?
QA3	Is the study methodology clearly established?
QA4	Are the concepts of the approach clearly defined?
QA5	Is the work compared and measured with other similar work?
QA6	Are the limitations of the work clearly mentioned?

Each writer independently assesses the study according to these criteria, and the scores are then totalled across all experts to determine the overall mark. For a study to be accepted for the next process, the total mark, derived from summing the scores from all three experts, must exceed 3.0. This threshold ensures that only studies meeting a certain quality standard proceed further. The results are shown in Table 4.

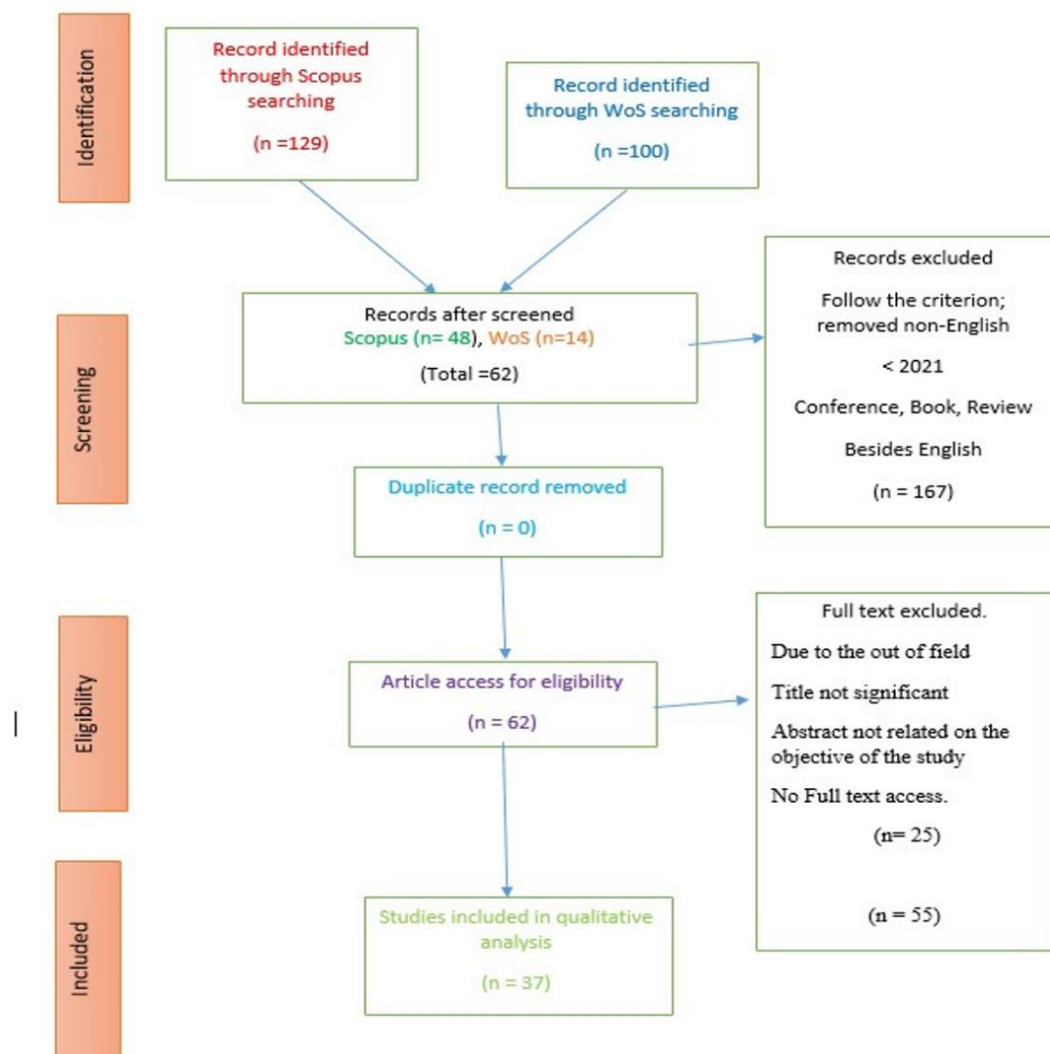


Figure 2 Flow diagram of the proposed searching study (Moher D, Liberati A, Tetzlaff J, 2009)

RESULT AND FINDING

Quality of Assessment

Table 4 presents the quality assessment results of the 37 primary studies included in this systematic literature review. Each study was evaluated using the six predefined quality assessment criteria (QA1–QA6) to determine its methodological quality, clarity, and relevance to the objectives of the review. The overall quality of the selected studies was classified according to the following percentage ranges:

- High quality ($\geq 80\%$): Majority of studies
- Moderate quality (60–79%): Conceptual or descriptive studies
- Lower quality ($<60\%$): Primarily survey-only or exploratory abstracts

Table 4 Quality Assessment

Study	Author(s) & Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total	Percentage (%)
PS1	Luzón (2026)	Multimodal Genre Analysis of Plain Language Summaries of Publications	Y	Y	Y	Y	P	N	4.5	75.0
PS2	Yu et al. (2026)	Enhancing LLM-assisted Move Annotation	Y	Y	Y	Y	Y	N	5.0	83.3
PS3	Zhang et al. (2026)	Do Rhetorical Moves/Steps Have Local Grammars?	Y	Y	Y	Y	P	N	4.5	75.0
PS4	Zuo & Mahfoodh (2026)	Rhetorical Organization of Discussion Sections	Y	Y	Y	Y	Y	N	5.0	83.3
PS5	Xue & Qu (2026)	Beyond 'More Research Is Needed'	Y	Y	Y	Y	Y	N	5.0	83.3
PS6	Dagnev (2026)	Metaphor Impact on Rhetorical Structure	Y	Y	Y	Y	Y	N	5.0	83.3
PS7	Kurniawan et al. (2026)	Corpus-based Move Analysis of Biochemistry RAs	Y	Y	Y	Y	P	N	4.5	75.0
PS8	Suntara et al. (2026)	Stances in Research Article Abstracts	Y	Y	Y	Y	P	N	4.5	75.0
PS9	Hanh (2026)	Rhetorical Moves and Metadiscourse	Y	Y	Y	Y	Y	N	5.0	83.3
PS10	Katip &	Genre-Based	Y	Y	Y	Y	P	N	4.5	75.0

	Gampper (2025)	Analysis of Unstructured Abstracts								
PS11	Wang et al. (2025)	Stance and Engagement in OASIS	Y	Y	Y	Y	Y	N	5.0	83.3
PS12	Nguyen (2025)	Economics Research Article Abstracts	Y	Y	Y	Y	Y	N	5.0	83.3
PS13	Gao et al. (2025)	Citations in Post-methods Sections	Y	Y	Y	Y	Y	N	5.0	83.3
PS14	Casal et al. (2024)	Shell Noun Patterns	Y	Y	Y	Y	Y	N	5.0	83.3
PS15	Chen & Xu (2024)	Metadiscursive Verb Patterns	Y	Y	Y	Y	P	N	4.5	75.0
PS16	Hong & Pham (2024)	Contrastive Analysis of Rhetorical Structures	Y	Y	Y	Y	Y	N	5.0	83.3
PS17	Capkin (2024)	Trends in Genre Analysis Articles	Y	Y	Y	Y	Y	P	5.5	91.7
PS18	Al-Mudhaffari et al. (2024)	Interactional Metadiscursive Resources	Y	Y	Y	Y	Y	N	5.0	83.3
PS19	Montgomery (2023)	Acknowledging Limitations	Y	Y	Y	Y	Y	P	5.5	91.7
PS20	Mohammadi et al. (2023)	Metadiscourse in Persian-text Research Articles	Y	Y	Y	Y	Y	N	5.0	83.3
PS21	Gao & Pramoolsook (2023)	Cross-cultural Move Analysis of EE RA Introductions	Y	Y	Y	Y	P	N	4.5	75.0
PS22	Zhou, Li, & Lu (2023)	Syntactic Complexity Features of Science RA Introductions	Y	Y	Y	Y	Y	N	5.0	83.3
PS23	Nodoushan (2023)	Native Experts and Reputable Journals as Points of Reference	Y	Y	Y	Y	Y	N	5.0	83.3
PS24	Ghahraman et al. (2023)	Functions of Hedging in RA Discussions	Y	Y	Y	Y	Y	N	5.0	83.3
PS25	Hong & Yoon (2023)	Rhetorical Structure Development in Korean EAP Students	Y	Y	Y	Y	Y	N	5.0	83.3
PS26	Insua et al. (2023)	Discursive-Rhetoric Model	Y	Y	Y	Y	P	N	4.5	75.0

		for Law RAs								
PS27	Schmied et al. (2023)	Language Variation and Change in Academic Writing	Y	Y	P	Y	P	N	4.0	66.7
PS28	Magday et al. (2022)	Comparative Genre Analysis of Research Abstracts	Y	Y	Y	Y	Y	N	5.0	83.3
PS29	Nasirizadeh et al. (2022)	Forestry Research Articles	Y	Y	Y	Y	P	N	4.5	75.0
PS30	Ahmadi (2022)	Applied Linguistics RA Discussions	Y	Y	Y	Y	Y	N	5.0	83.3
PS31	Duan & Wei (2021)	English and Chinese Legal RA Abstracts	Y	Y	Y	Y	Y	N	5.0	83.3
PS32	Amnuai (2021)	Niche Establishments in RA Introductions	Y	Y	Y	Y	Y	N	5.0	83.3
PS33	Saidi & Talebi (2021)	Genre Analysis of RA Abstracts in EAP Journals	Y	Y	Y	Y	Y	N	5.0	83.3
PS34	Gholaminejad (2021)	Lexical Bundles in Applied Linguistics	Y	Y	Y	Y	Y	N	5.0	83.3
PS35	Shokri et al. (2022)	Two Decades of RA Keywords	Y	Y	Y	Y	P	P	5.0	83.3
PS36	Menzel (2022)	Medical Discourse in Late Modern English	Y	Y	Y	Y	P	N	4.5	75.0
PS37	Lu, Yoon, & Kisselev (2021)	Matching Phrase-frames to Rhetorical Moves	Y	Y	Y	Y	Y	N	5.0	83.3

Themes

Table 5 Analysis for Themes

Theme Code	Theme Name
T1	Rhetorical Move Structures and Genre Organization
T2	Metadiscourse, Stance, and Lexico-Grammatical Realisations
T3	Scholarly Positioning, Citation, Research Gaps, and Recommendations
T4	Digital, Multimodal, and AI-Mediated Academic Genres
T5	Trends, Diachronic Change, and Meta-Research in Academic Writing

Table 5 presents the five major themes generated from the systematic analysis of the 37 primary studies. These themes represent the main areas of research concerning rhetorical and discursive practices in research articles. Theme 1 (T1), Rhetorical Move Structures and Genre Organization, focuses on how research articles are

rhetorically organised through moves and steps across different sections, disciplines, languages, and academic contexts. Theme 2 (T2), Metadiscourse, Stance, and Lexico-Grammatical Realisations, concerns the linguistic resources writers use to organise discourse, express their positions, engage readers, and realise rhetorical purposes. Theme 3 (T3), Scholarly Positioning, Citation, Research Gaps, and Recommendations, addresses how writers position their studies within existing scholarship through citation practices, gap identification, acknowledgement of limitations, and recommendations for future research. The remaining themes reflect broader and emerging developments in academic communication. Theme 4 (T4), Digital, Multimodal, and AI-Mediated Academic Genres, captures recent developments involving multimodal forms of scholarly communication and the application of artificial intelligence to genre and rhetorical analysis. Theme 5 (T5), Trends, Diachronic Change, and Meta-Research in Academic Writing, focuses on changes in academic discourse over time and wider developments associated with globalization, digitalization, and changing disciplinary practices. Collectively, the five themes demonstrate that research article rhetoric encompasses not only conventional genre structures but also linguistic and interpersonal strategies, scholarly positioning, technological developments, and evolving academic practices.

Theme 1 (T1): Rhetorical Move Structures and Genre Organization

Table 6 Primary Studies on Rhetorical Move Structures and Genre Organization

PS ID	Authors	Article Title
PS3	Zhang, Zhu, & Zhao (2026)	Do Rhetorical Moves/Steps Have Local Grammars? An Exploratory Study on Indicating a Gap in Social Science Research Articles
PS4	Zuo & Mahfoodh (2026)	Rhetorical Organization of Discussion Sections Across Research Articles, Master's Theses, and Doctoral Dissertations: A Move-Based Analysis of Frequency, Sequencing, and Embedding
PS6	Dagnev (2026)	Metaphor Impact on Rhetorical Structure: A Comparative Study of Bulgarian and International Research Medical Article Introductions in the English Language
PS7	Kurniawan, Putri, & Lintao (2026)	A Corpus-Based Move Analysis of Highly-Cited Biochemistry Research Articles in High-Impact Scopus Journals
PS12	Nguyen (2025)	Rhetorical Moves and Linguistic Realisations of Economics Research Article Abstracts in International and Vietnam-Based Journals
PS16	Hong & Pham (2024)	A Contrastive Analysis of Rhetorical Structures of English and Vietnamese Linguistic Research Articles
PS21	Gao & Pramoolsook (2023)	A Cross-Cultural Move Analysis of Electronic Engineering Research Article Introductions: The Case of Chinese, Thai, and Native English Scholarly Writers
PS23	Nodoushan (2023)	Native Experts and Reputable Journals as Points of Reference: A Study on Research-Article Discussions
PS25	Hong & Yoon (2023)	Analyzing Rhetorical Structure Development in Korean EAP Students from an Intercultural Rhetoric Perspective: A Corpus-Based Genre Study
PS26	Insua, Juan, & Miranda (2023)	A Discursive-Rhetoric Model for the Research Article Genre in Law: The Academic Discourse on Equality in National Legal Doctrine
PS28	Magday et al. (2022)	Comparative Genre Analysis of Research Abstracts: Philippine Versus International Colloquia
PS29	Nasirizadeh et al. (2022)	Rhetorical Structures and Cyclical Patterns in Forestry Research Articles

PS30	Ahmadi (2022)	Rhetorical Structure of Applied Linguistics Research Article Discussions: A Comparative Cross-Cultural Analysis
PS31	Duan & Wei (2021)	A Genre Analysis of English and Chinese Legal Research Article Abstracts: A Corpus-Based Approach
PS32	Amnuai (2021)	A Comparison of Niche Establishments in English Research Article Introductions Published in International and Thai Journals
PS33	Saidi & Talebi (2021)	Genre Analysis of Research Article Abstracts in English for Academic Purposes Journals: Exploring the Possible Variations Across the Venues of Research

Theme 1, comprising 16 studies, represents the largest thematic category and focuses on the rhetorical organization and move structures of research articles across different disciplines, sections, languages, and publication contexts. The studies examine various research article components, including introductions (Dagnev, 2026; Gao & Pramoolsook, 2023; Amnuai, 2021), discussions (Zuo & Mahfoodh, 2026; Nodoushan, 2023; Ahmadi, 2022), and abstracts (Nguyen, 2025; Magday et al., 2022; Duan & Wei, 2021; Saidi & Talebi, 2021). Several studies adopt comparative or cross-cultural perspectives, particularly by examining differences between English and other linguistic or national contexts, such as Vietnamese, Chinese, Thai, Bulgarian, and Korean academic writing. Other studies investigate disciplinary variation in fields such as biochemistry, electronic engineering, law, forestry, and applied linguistics. Collectively, these studies demonstrate that rhetorical moves are shaped by disciplinary conventions, communicative purposes, cultural contexts, and publication settings. The prominence of this theme indicates that identifying and comparing rhetorical move structures remains a central concern in genre-based research on academic writing.

Theme 2 (T2): Metadiscourse, Stance and Lexico-Grammatical Realisations

Table 7 Primary Studies on Metadiscourse, Stance, and Lexico-Grammatical Realisations

PS ID	Authors	Article Title
PS8	Suntara et al. (2026)	Stances in Research Article Abstracts: An Analysis of Abstracts in Literary Journals
PS10	Katip & Gampper (2025)	Genre-Based Analysis and Interactional Metadiscourse Analysis of the Unstructured Abstracts for Research Articles in Scopus-Indexed Q1 Journals: Experimental Abstracts on COVID-19
PS11	Wang, Zeng, & Wen (2025)	Stance and Engagement in OASIS and Scientific Abstracts: A Comparative Study
PS14	Casal, Zhang, Matouq, & Alqabba (2024)	'These Results Are Inconsistent': 'This/These + Shell Noun' Patterns in Engineering Theses and Research Articles
PS15	Chen & Xu (2024)	Interdisciplinary Variations of Metadiscursive Verb Patterns in English Research Articles
PS18	Al-Mudhaffari, Hussin, & Abdullah (2024)	Comparative Analysis of Interactional Metadiscursive Resources in Academic Writing by L2 and L1 English Writers
PS20	Mohammadi, Sharafzadeh, & Hooshmand (2023)	Metadiscourse in Persian-Text Research Articles: A Comparative Study on Hard and Soft Sciences
PS22	Zhou, Li, & Lu (2023)	Syntactic Complexity Features of Science Research Article Introductions: Rhetorical-Functional and Disciplinary Variation Perspectives
PS24	Ghahraman et al. (2023)	On the Functions of Hedging in Research Articles (RAs): A Study on RA Discussions
PS34	Gholaminejad (2021)	A Comparison of Two Genres: Lexical Bundles in the Discourse of Applied Linguistics
PS37	Lu, Yoon, & Kisselev (2021)	Matching Phrase-Frames to Rhetorical Moves in Social Science Research Article Introductions

Theme 2 consists of 11 studies examining the linguistic and metadiscursive resources through which rhetorical purposes are realised in academic writing. These studies extend beyond identifying rhetorical structures by investigating how writers construct stance, engage readers, express caution, organise discourse, and establish interpersonal relationships. Several studies specifically address stance and engagement (Suntara et al., 2026; Wang et al., 2025), while others examine interactional metadiscourse (Katip & Gampper, 2025; Al-Mudhaffari et al., 2024) and broader metadiscursive patterns (Chen & Xu, 2024; Mohammadi et al., 2023). More specific linguistic features are also explored, including shell nouns (Casal et al., 2024), syntactic complexity (Zhou et al., 2023), hedging (Ghahraman et al., 2023), lexical bundles (Gholaminejad, 2021), and phrase-frames associated with rhetorical moves (Lu et al., 2021). Overall, the studies demonstrate that rhetorical functions are closely connected to recurring linguistic choices. This theme therefore highlights the important relationship between rhetorical organization and the lexico-grammatical and metadiscursive resources used to accomplish communicative purposes in research articles.

Theme 3 (T3): Scholarly Positioning, Citation, Research Gaps, and Recommendations

Table 8 Primary Studies on Scholarly Positioning, Citation, Research Gaps, and Recommendations

PS ID	Authors	Article Title
PS5	Xue & Qu (2026)	Beyond “More Research Is Needed”: Paradigmatic Variations in the Content and Rhetorical Force of Recommendations in Research Articles
PS9	Hanh (2026)	Rhetorical Moves and Metadiscourse in English–Vietnamese Literature Reviews: Variations in Niche Construction and Authorial Positioning
PS13	Gao, Pham, & Polio (2025)	Citations in Post-Methods Sections of Quantitative and Qualitative Research Articles in Second Language Learning: A Corpus-Based Study
PS19	Montgomery (2023)	“This Study Is Not Without Its Limitations”: Acknowledging Limitations and Recommending Future Research in Applied Linguistics Research Articles

Theme 3 comprises four studies concerned with how academic writers position their research in relation to existing scholarship and communicate the significance, limitations, and future direction of their work. Xue and Qu (2026) examine recommendations for future research and demonstrate how their rhetorical force varies across research paradigms. Hanh (2026) investigates niche construction and authorial positioning in English and Vietnamese literature reviews, highlighting how rhetorical moves and metadiscourse contribute to establishing a research space. Gao et al. (2025) focus on citation practices in post-methods sections and show how citations perform different rhetorical functions in quantitative and qualitative research articles. Similarly, Montgomery (2023) examines the acknowledgement of research limitations and recommendations for future research in applied linguistics articles. Taken together, these studies show that academic writing involves more than presenting research findings; writers must strategically establish relationships with previous scholarship, identify gaps, acknowledge constraints, and indicate future research directions. Thus, scholarly positioning emerges as an important rhetorical dimension of research article writing.

Theme 4 (T4): Digital, Multimodal, and AI-Mediated Academic Genres

Table 9 Primary Studies on Digital, Multimodal, and AI-Mediated Academic Genres

PS ID	Authors	Article Title
PS1	Luzón (2026)	Multimodal Genre Analysis of Plain Language Summaries of Publications: “The Purpose Is to Help You Understand Findings from Research”
PS2	Yu, Yu, Bondi, & Hyland (2026)	Enhancing LLM-Assisted Move Annotation: A Focus on Inter-Model Inconsistencies

Theme 4 contains two recent studies reflecting emerging developments in academic communication associated with multimodality and artificial intelligence. Luzón (2026) examines plain language summaries of publications through a multimodal genre perspective, showing how scientific information is communicated to broader audiences using combinations of verbal and visual resources. The study illustrates how developments in digital scholarly communication have resulted in genres that extend beyond conventional research article structures. Yu et al. (2026), in contrast, investigate the use of large language models in rhetorical move annotation, focusing particularly on inconsistencies between different models. Their work represents the growing application of artificial intelligence to genre analysis and demonstrates the potential of computational technologies to support rhetorical analysis while also highlighting issues concerning analytical consistency. Although this theme contains only two studies, both represent important emerging directions in the field. Together, they suggest that rhetorical and genre research is expanding from conventional text-based analysis towards multimodal communication and AI-assisted analytical approaches, creating new possibilities for future research.

Theme 5 (T5): Trends, Diachronic Change, and Meta-Research in Academic Writing

Table 10 Primary Studies on Trends, Diachronic Change, and Meta-Research in Academic Writing

PS ID	Authors	Article Title
PS17	Capkin (2024)	Trends in Genre Analysis Articles on Scientific Abstract Structures: A Quantitative Content Analysis
PS27	Schmied, Bondi, Dontcheva-Navratilova, & Perez-Llantada (2023)	Language Variation and Change in Academic Writing: Recent Trends Through Globalisation and Digitalisation
PS35	Shokri, Khany, & Aliakbari (2022)	Two Decades of Research Articles Keywords in Corpus-Based Studies in International Journal of Corpus Linguistics
PS36	Menzel (2022)	Medical Discourse in Late Modern English: Insights from a Multidisciplinary Corpus of Scientific Journal Articles

Theme 5 comprises four studies that examine broader developments, historical changes, and research trends in academic discourse rather than concentrating solely on individual rhetorical moves. Capkin (2024) reviews trends in genre-analysis research on scientific abstract structures, providing a quantitative perspective on the development of this area of scholarship. Schmied et al. (2023) explore language variation and change in academic writing in relation to globalization and digitalization, demonstrating how academic discourse continues to evolve in response to wider social and technological developments. Shokri et al. (2022) investigate two decades of keywords in corpus-based research articles, revealing changes in research interests and disciplinary practices over time. Menzel (2022), meanwhile, provides a historical perspective through an examination of medical discourse in Late Modern English using a multidisciplinary corpus of scientific journal articles. Collectively, these studies situate contemporary genre and rhetorical research within wider disciplinary, technological, and historical developments. The theme demonstrates that academic writing is dynamic and continuously shaped by changing research practices, disciplinary priorities, and communicative environments.

CONCLUSION

Summary of Findings

This systematic literature review examined 37 studies published between 2021 and 2026 and identified five interconnected themes that demonstrate the changing nature of research article rhetoric. First, rhetorical move structures and genre organization emerged as the dominant theme, confirming that research articles are organized according to communicative purposes while varying across disciplines, sections, languages, and cultural contexts. This is evident in studies of introductions (Dagnev, 2026; Gao & Pramoolsook, 2023; Amnuai, 2021), discussions (Zuo & Mahfoodh, 2026; Ahmadi, 2022), and abstracts (Nguyen, 2025; Duan &

Wei, 2021). Second, research on metadiscourse, stance, and lexico-grammatical realisations demonstrates that rhetorical purposes are accomplished through strategic linguistic resources, including stance and engagement (Wang et al., 2025), hedging (Ghahraman et al., 2023), lexical bundles (Gholaminejad, 2021), and phrase-frames (Lu et al., 2021). The remaining themes reveal increasing attention to scholarly positioning and citation, emerging multimodal and AI-mediated genres, and broader diachronic and technological changes in academic writing (Luzón, 2026; Yu et al., 2026; Schmied et al., 2023). Collectively, the findings indicate that research article rhetoric is dynamic rather than fixed, shaped by disciplinary, linguistic, technological, and communicative contexts.

Implications and Suggestions for Future Research

The findings have important implications for genre research, academic writing instruction, and scholarly publishing. Researchers and educators should approach research article writing not merely as adherence to fixed structural conventions but as the strategic integration of rhetorical moves, linguistic resources, scholarly positioning, and increasingly multimodal and digital forms of communication. The findings may therefore inform genre-based academic writing pedagogy by helping novice researchers understand both the organizational and linguistic choices required to communicate effectively within disciplinary communities. Future studies should extend comparative analyses across a wider range of disciplines, languages, cultures, and research article sections, while examining how rhetorical conventions change over time. Particular attention should be directed towards the relatively underexplored areas identified in this review, especially multimodal scholarly genres and AI-mediated rhetorical analysis, represented by only two studies (Luzón, 2026; Yu et al., 2026). Further research could also integrate move analysis, metadiscourse, citation practices, multimodal resources, and AI-assisted corpus methods within a single analytical framework. Such work would provide a more comprehensive understanding of how research article rhetoric continues to evolve in response to disciplinary expectations, digitalization, globalization, and emerging technologies.

Funding Statement

This work was not funded

Conflicts of Interest

The authors declare that they have no conflicts of interest to report regarding the present study.

REFERENCES

1. Ahmadi, L. (2022). Rhetorical structure of applied linguistics research article discussions: A comparative cross-cultural analysis. *Journal of Language and Education*, 8(3). <https://doi.org/10.17323/jle.2022.12750>
2. Al-Mudhaffari, M., Hussin, S., & Abdullah, I. H. (2024). Comparative analysis of interactional metadiscursive resources in academic writing by L2 and L1 English writers. *Studies in English Language and Education*, 11(2). <https://doi.org/10.24815/siele.v11i2.35456>
3. Amnuai, W. (2021). A comparison of niche establishments in English research article introductions published in international and Thai journals. *Discourse and Interaction*, 14(2). <https://doi.org/10.5817/DI2021-2-24>
4. Bateman, J. A. (2008). *Multimodality and genre: A foundation for the systematic analysis of multimodal documents*. Palgrave Macmillan.
5. Bhatia, V. K. (2004). *Worlds of written discourse: A genre-based view*. Continuum.
6. Bhatia, V. K. (2017). *Critical genre analysis: Investigating interdiscursive performance in professional practice*. Routledge.
7. Capkin, C. (2024). Trends in genre analysis articles on scientific abstract structures: A quantitative content analysis. *Journal of Librarianship and Information Science*, 56(1). <https://doi.org/10.1177/09610006221132274>

8. Casal, J. E., Zhang, G., Matouq, G., & Alqabba, H. (2024). 'These results are inconsistent': 'This/these + shell noun' patterns in engineering theses and research articles. *Journal of Second Language Studies*, 7(2). <https://doi.org/10.1075/jsls.00031.cas>
9. Chen, S., & Xu, J. (2024). Interdisciplinary variations of metadiscursive verb patterns in English research articles. *International Journal of Applied Linguistics*, 34(2). <https://doi.org/10.1111/ijal.12517>
10. Dagnev, I. (2026). Metaphor impact on rhetorical structure: A comparative study of Bulgarian and international research medical article introductions in the English language. *Ezikov Svyat*, 24(1). <https://doi.org/10.37708/ezs.swu.bg.v24i1.10>
11. Duan, J., & Wei, J. (2021). A genre analysis of English and Chinese legal research article abstracts: A corpus-based approach. *Journal of Language Teaching and Research*, 12(5). <https://doi.org/10.17507/jltr.1205.21>
12. Gao, J., Pham, Q. H. P., & Polio, C. (2025). Citations in post-methods sections of quantitative and qualitative research articles in second language learning: A corpus-based study. *Journal of English for Academic Purposes*, 74, Article 101473. <https://doi.org/10.1016/j.jeap.2025.101473>
13. Gao, S., & Pramoolsook, I. (2023). A cross-cultural move analysis of electronic engineering research article introductions: The case of Chinese, Thai, and native English scholarly writers. *Ampersand*, 10, Article 100106. <https://doi.org/10.1016/j.amper.2022.100106>
14. Ghahraman, V., Karlsson, M., Kazemi, A., Saeedi, S., & Elhami, A. (2023). On the functions of hedging in research articles (RAs): A study on RA discussions. *International Journal of Language Studies*, 17(1). <https://doi.org/10.5281/zenodo.7513380>
15. Gholaminejad, R. (2021). A comparison of two genres: Lexical bundles in the discourse of applied linguistics. *Atlantis*, 43(2). <https://doi.org/10.28914/Atlantis-2021-43.2.05>
16. Hanh, N. T. T. (2026). Rhetorical moves and metadiscourse in English–Vietnamese literature reviews: Variations in niche construction and authorial positioning. *Training, Language and Culture*, 10(1). <https://doi.org/10.22363/2521-442X-2026-10-1-22-37>
17. Hong, J. Y., & Yoon, H. (2023). Analyzing rhetorical structure development in Korean EAP students from an intercultural rhetoric perspective: A corpus-based genre study. *Korean Journal of English Language and Linguistics*, 23. <https://doi.org/10.15738/kjell.23..202312.1194>
18. Hong, N. B., & Pham, H. (2024). A contrastive analysis of rhetorical structures of English and Vietnamese linguistic research articles. *3L: Language, Linguistics, Literature*, 30(1). <https://doi.org/10.17576/3L-2024-3001-14>
19. Hyland, K. (2005). Metadiscourse: Exploring interaction in writing. *Continuum*.
20. Insua, E. S., Juan, C. A. S., & Miranda, L. V. (2023). A discursive-rhetoric model for the research article genre in law: The academic discourse on equality in national legal doctrine. *Revista Signos*, 56(112). <https://doi.org/10.4067/S0718-09342023000200325>
21. Katip, P., & Gampper, C. (2025). Genre-based analysis and interactional metadiscourse analysis of the unstructured abstracts for research articles in Scopus-indexed Q1 journals: Experimental abstracts on COVID-19. *Reflections*, 32(3). <https://doi.org/10.61508/refl.v32i3.284136>
22. Kitchenham, B. (2007). Guidelines for performing systematic literature reviews in software engineering (Version 2.3, EBSE Technical Report). Evidence-Based Software Engineering.
23. Kurniawan, E., Putri, M. E., & Lintao, R. B. (2026). A corpus-based move analysis of highly-cited biochemistry research articles in high-impact Scopus journals. *Indonesian Journal of Applied Linguistics*, 15(3). <https://doi.org/10.17509/z03zbt73>
24. Lockwood, C., Munn, Z., & Porritt, K. (2015). Qualitative research synthesis: Methodological guidance for systematic reviewers utilizing meta-aggregation. *International Journal of Evidence-Based Healthcare*, 13(3), 179–187. <https://doi.org/10.1097/XEB.0000000000000062>
25. Lu, X., Yoon, J., & Kisselev, O. (2021). Matching phrase-frames to rhetorical moves in social science research article introductions. *English for Specific Purposes*, 61. <https://doi.org/10.1016/j.esp.2020.10.001>
26. Luzón, M.-J. (2026). Multimodal genre analysis of plain language summaries of publications: "The purpose is to help you understand findings from research". *Journal of English for Academic Purposes*, 83, Article 101738. <https://doi.org/10.1016/j.jeap.2026.101738>

27. Magday, W. D., Jr., Razalan, M. A., Uhuad, K. V., Concepcion, R. E. J., Pacursa, L. B., & Bartolome, F. O. (2022). Comparative genre analysis of research abstracts: Philippine versus international colloquia. *Theory and Practice in Language Studies*, 12(6), 1059–1067. <https://doi.org/10.17507/tpls.1206.05>
28. Menzel, K. (2022). Medical discourse in Late Modern English: Insights from a multidisciplinary corpus of scientific journal articles. In *Corpus pragmatic studies on the history of medical discourse* (Vol. 330). John Benjamins. <https://doi.org/10.1075/pbns.330.04men>
29. Mohammadi, S., Sharafzadeh, M. H., & Hooshmand, M. (2023). Metadiscourse in Persian-text research articles: A comparative study on hard and soft sciences. *International Journal of Language Studies*, 17(2), 123–140.
30. Montgomery, D. P. (2023). “This study is not without its limitations”: Acknowledging limitations and recommending future research in applied linguistics research articles. *Journal of English for Academic Purposes*, 65, Article 101291. <https://doi.org/10.1016/j.jeap.2023.101291>
31. Nasirizadeh, Z., Paramasivam, S., Nimehchisalem, V., & Omar, N. (2022). Rhetorical structures and cyclical patterns in forestry research articles. *GEMA Online Journal of Language Studies*, 22(2). <https://doi.org/10.17576/gema-2022-2202-15>
32. Nguyen, M. H. (2025). Rhetorical moves and linguistic realisations of economics research article abstracts in international and Vietnam-based journals. *SAGE Open*, 15(2), 1–18. <https://doi.org/10.1177/21582440251338936>
33. Nodoushan, M. A. S. (2023). Native experts and reputable journals as points of reference: A study on research-article discussions. *Studies in English Language and Education*, 10(2). <https://doi.org/10.24815/siele.v10i2.29282>
34. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
35. Saidi, M., & Talebi, S. (2021). Genre analysis of research article abstracts in English for academic purposes journals: Exploring the possible variations across the venues of research. *Education Research International*, 2021, Article 3578179. <https://doi.org/10.1155/2021/3578179>
36. Schmied, J., Bondi, M., Dontcheva-Navratilova, O., & Perez-Llantada, C. (2023). Language variation and change in academic writing: Recent trends through globalisation and digitalisation. *Token*, 16. <https://doi.org/10.25951/11257>
37. Shokri, A., Khany, R., & Aliakbari, M. (2022). Two decades of research articles keywords in corpus-based studies in *International Journal of Corpus Linguistics*. *Journal of Research in Applied Linguistics*, 13(1). <https://doi.org/10.22055/RALS.2022.17426>
38. Suntara, W., Xingbin, T., Saouy, M., Thongchalem, S., & Chansiri, N. (2026). Stances in research article abstracts: An analysis of abstracts in literary journals. *Journal of Studies in the English Language*, 21(1). <https://doi.org/10.64731/jsel.v21i1.287235>
39. Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
40. Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.
41. Wang, X., Zeng, T., & Wen, J. (2025). Stance and engagement in OASIS and scientific abstracts: A comparative study. *English for Specific Purposes*, 79. <https://doi.org/10.1016/j.esp.2025.04.003>
42. Xue, S., & Qu, M. (2026). Beyond “more research is needed”: Paradigmatic variations in the content and rhetorical force of recommendations in research articles. *Journal of English for Academic Purposes*, 82, Article 101716. <https://doi.org/10.1016/j.jeap.2026.101716>
43. Yu, D., Yu, R., Bondi, M., & Hyland, K. (2026). Enhancing LLM-assisted move annotation: A focus on inter-model inconsistencies. *Research Methods in Applied Linguistics*, 5(2), Article 100328. <https://doi.org/10.1016/j.rmal.2026.100328>
44. Zhang, Y., Zhu, Y., & Zhao, L. (2026). Do rhetorical moves/steps have local grammars? An exploratory study on indicating a gap in social science research articles. *English for Specific Purposes*, 83. <https://doi.org/10.1016/j.esp.2026.04.004>

45. Zhou, W., Li, Z., & Lu, X. (2023). Syntactic complexity features of science research article introductions: Rhetorical- functional and disciplinary variation perspectives. *Journal of English for Academic Purposes*, 61, Article 101212. <https://doi.org/10.1016/j.jeap.2022.101212>
46. Zuo, J., & Mahfoodh, O. H. A. (2026). Rhetorical organization of discussion sections across research articles, master's theses, and doctoral dissertations: A move-based analysis of frequency, sequencing, and embedding. *Journal of English for Academic Purposes*, 82, Article 101720. <https://doi.org/10.1016/j.jeap.2026.101720>