

COMPARATIVE MOVE ANALYSIS IN INTRODUCTION SECTION OF TOURISM RESEARCH ARTICLES PUBLISHED IN INTERNATIONAL AND THAI JOURNALS*

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Abstract

This comparative study purposed to examine the move structures appeared in the introduction sections of research articles in the field of tourism. A specialized corpus of sixty RAIs published between 2017 and 2020 was utilized, equally divided into an International Corpus (IC) from SCImago-indexed journals and a Thai Corpus (TC) from the Thai-Journal Citation Index (TCI). The framework utilized for move analysis was Swales' (2004) Creating a Research Space (CARS) model. The results showed that although all three macro-moves could be realized by the RAIs in both corpora with 100% frequency, there were significant differences at the level of micro-level steps and sequential patterns. In terms of structure, the TC had a strong preference for simple linear progression, while the IC had high cyclicity and complex multi-level recursion, constantly moving between the previous literature and the establishment of niche to build a strong

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convincing argument. In particular, the main micro-level differences between the two corpora included Move 2, Step 1A (Indicating a gap). This step was obligatory (100%) in the IC but conventional (80%) in the TC, reflecting Thai cultural preferences for social harmony rather than direct criticism. Contrastly, Move 3, Step 7 (Outlining the structure of the paper) was entirely absent in the TC but present as an optional feature in the IC. These results indicated that to transition successfully to international publication, writers must move beyond simple linear structures and master cyclical complexity and explicit gap-claiming. Consequently, English for Academic Purposes (EAP) pedagogy should shift toward explicit instruction on these recursive micro-strategies and explicit niche-claiming tools to enhance organizational clarity in global academic discourse.

Keywords: Move Analysis, CARS Model, Tourism Research Articles, Contrastive Rhetoric, Research Article Introductions

Introduction

In academic setting, the publication of research articles (RAs) in international, high-impact journals is a key benchmark of academic success and institutional standing. However, it is difficult to adapt to the conventions of high academic writing, especially for non-native English-speaking scholars. It has long been recognized by genre analysts in English for Specific Purposes (ESP) and other academic writing that different academic communities use different rhetorical conventions for effective communication with audience members. The Research Article Introduction (RAI) is a crucial gatekeeping passage, requiring writers not only to introduce their topic statement but also strategically explain the social and academic significance of their work in order to secure publication.

To assess these rhetorical formations, the Creating a Research Space (CARS) model of Swales (1990, 2004) has risen to stand as the predominant approach. The model consists of three primary macro-moves: Move 1

(Establishing a Territory), Move 2 (Establishing a Niche) and Move 3 (Presenting the Present Work). Although each move point towards a certain universality in global academic discourse, cross-cultural and contrastive rhetoric studies have consistently confirmed that local academic standards and cultural values highly shape the extent to which these shifts are materialized at micro-level levels of organization. As an example, in the West, academic writing tends to be adversarial in tone, with an emphasis on direct gap-claiming and complex recursive arguments. In contrast, the prevailing assumption in many contexts in Asia is that social harmony is important, thus, much less confrontational, collaborative justifications, and straight lines are established.

Tourism research provides a fruitful lens through which to study different kinds of discourse. Tourism is indeed an increasing global economic industry, but for the most part the academic literature on tourism often includes overarching theories with complex socio-economic and cultural dimensions. Even though Thai scholars release tourism research papers in a variety of local and international journals, few research papers have focused on the methodologies and rhetorical strategies used by Thai scholars concerning their articles, as compared with those used for the foreign literature. A lack of comparative research does more than keep Thai researchers from participating effectively in the international academic dialogue as it also restricts the theoretical advancement of tourism research in the region. Such rhetorical understanding cultivates benefits that directly flow from the development of a robust, globally scheduled and organized framework for the refinement of local knowledge in tourist academia. This allows tourism scholars to locate local cultural phenomena in larger international theoretical contexts and helps in the development of international knowledge in Thailand and can enhance the influence, visibility, and citation of Thai tourism research worldwide. Such subtle structural differences are essential for promoting specific English for Academic

Purposes (EAP) pedagogies of English pedagogy that may support local scholars in achieving successful global publication. This research was used to analyze the move structures of research article beginnings of international and Thai publications.

Objectives

The purpose of this study is to examine the move structures appeared in the introduction sections of research articles in the field of tourism. By comparing international publications with those produced in a Thai context, the study aimed to analyze and compare the rhetorical move structures in the introduction sections of tourism research articles published in international journals and Thai journals to answer the research questions: What are the similarities and differences in move structures occurred in Introduction of research articles of tourism journals?

Literature Review

1. Genre in Academic Written Work

A genre is a type of spoken or written discourse and includes various definitions in written formats. In the academic world, however, genre refers to the classification of texts according to how, in general, the language of writers is used in relation to recurring situations (Hyland, 2004). It serves as an indication of conventions for writing that will help writers to better understand audience members and to be specific, but also aids in the search of organizational types and necessities (Hyland, 2008). Within English for Specific Purposes (ESP), Swales (1990) defines genre in four ways: 1) it is a recognizable communicative event that is characterized by shared aims understood by a particular community, 2) it is formally structured, 3) it constrains contributions as to intent, form and function, and 4) these constraints are strategically employed by experts for

private intentions through socially recognized purposes. As a result, genres reflect productive communicative purposes because of the conventions of linguistic knowledge and discourse resources. People from such a society can easily recognize similarities between texts they see repeatedly, and use these experiences to read, write, and understand.

This overview deals with genres in spoken and written discourse, but specifically written discourse and its place within ESP. As Hyland (2004) explains, ESP scholars use genre as an instructional tool for assisting bilingual speakers understand individual writing styles in academic settings as well as in the professions. Dudley-Evans (1994) highlights the critical need to investigate conventions in essential genres for pedagogical purposes and focuses on elements of content transmission and rhetorical tactics. Examples of genres that relate to ESP classrooms include book reviews, textbooks, essays, grant proposals, conference abstracts in academic settings, and research articles, including professional literature, business reports, and emails.

2. Move Analysis in Research Article Introductions

In recent decades, an extensive amount of literature has utilized Swales' (2004) revised framework for studying how RAs are organized across academic disciplines. In tourism and hospitality literature, genre analysis is also widely used to gain insight into how authors manage the interdisciplinary nature of tourism and hospitality. As tourism studies intersects with economics, sociology, geography, and cultural studies, its academic conversations call for a special kind of rhetorical agility to express the importance of research to a variety of audiences. Some research based on genre has attempted to map these practices of discourse throughout genre.

To illustrate, in previous cross-disciplinary work of scholars such as Hyland (2004) and Samraj (2005), they recognized that the move structure of applied social sciences, including tourism-related disciplines, moves and move spaces

are more flexible than hard sciences. More specifically, genre-specific genre analyses of tourism in general have revealed significant differences over the last few years in terms of differences in rhetorical realizations. Studies of high-impact international tourism journals have found that popular authors often deploy a cyclical recycling of Move 1 (Establishing a Territory) and Move 2 (Establishing a Niche). Its cyclical nature allows international writers to narrow their scope and constantly assess their previous works, and in the process, develop a complex theoretical niche. Moreover, global tourism discourse is characterized by an explicit, adversarial tone in which gap-claiming (Move 2, Step 1A) is perceived as a necessary rhetorical device for the establishment of critical academic novelty.

In contrast, studies of local Asian or non-Western tourism corpora have uncovered different rhetorical divergences, motivated by cultural norms and domestic institutional values. In many local contexts, tourism research tends to reflect practical, socio-economic concerns, not abstract theoretical discussions. As a result, local writers often use Move 1 to highlight short-term community or national gain, while moving towards a more cooperative and non-confrontational approach in Move 2. Instead of highlighting critical elements of weakness in existing research or leaving their findings open to interpretation, writers frequently tend to present their work as a natural extension of earlier work and efforts.

Such conceptual distinctions reflect the broader and changing field nature of RAIs in distinct academic genres and cultural settings, leaving the conventional, one-size-fits-all model incapable of reflecting the distinctive features of these fields. Accordingly, the aim is to identify the rhetorical development in tourism research in the new approach (Swales 2004) to the study as Swales' model. This study fills a significant gap by comparing international and Thai tourism corpora, pointing the way for future field-related textual investigations.

Methodology

This section provides a comprehensive description of the research methodology employed in this study. This study focuses on rhetorical moves and steps in RAs published in Tourism journals separated into two corpora as follow.

1. Data Collection and Corpus Compilation

To ensure the findings are valid and generalizable within the discipline, the study follows specific criteria for corpus construction, including corpus size, number of texts, and publication timeline.

1.1 Corpus Selection Criteria

The specialized corpus for this study consists of sixty research article introductions from the tourism field. The corpus is divided into two sub-corpora as shown in Table 1.

International Corpus: This corpus consisted of thirty RAs (IN1 -IN30) published in international tourism journals. To ensure high quality and international standards, the journals were selected based on their ranking in the SCImago Journal Rank (SJR) indicator between the years 2017 and 2020. This group represented the global academic community's rhetorical norms.

Thai Corpus: This sub-corpus consists of thirty RAs published in Thai tourism journals (TH1 – TH30). These journals were selected from the Thai-Journal Citation Index (TCI) database within the same timeframe (2017–2020). This group represents the rhetorical practices of Thai researchers writing in English.

Table 1 The Numbers of Research Article Introductions (RAIs) published in Tourism Journals (thirty RAIs from International Corpus and thirty RAIs from Thai Corpus)

International Corpus		Thai Corpus	
Journal name	No. of RAIs	Journal name	No. of RAIs
1. Journal of Travel Research	5	1. ABAC Journal	5
2. Tourism Management	5	2. BU Academic Review	5
3. Annual of Tourism Research	5	3. Kasetsart Journal of Social Sciences	5
4. Journal of Hospitality and Tourism Research	5	4. Sripatum Review of Humanities and Social Sciences	5
5. Journal of Sustainable Tourism	5	5. Panyapiwat Journal	5
6. Journal of Destination Marketing and Management	5	6. Journal of Community Development Research	5
Total	30	Total	30

2. Data Analysis

Analysis of Move Structures

The stage of analysis utilized the Creating a Research Space (CARS) model proposed by Swales (2004). This framework is the most widely recognized tool for analyzing the communicative purposes of research introductions.

Each introduction is manually coded to identify moves and steps: Move 1 (Establishing a Territory) functioning to claim the centrality of the topic and

review previous research to provide context, Move 2 (Establishing a Niche) identifying a "gap" in the existing knowledge, raise a question, or continue a research tradition and Move 3 (Presenting the present work) announcing the present research, state the research questions, and describe the value or structure of the study.

Results

This section presented the results of the rhetorical move analysis conducted on sixty RAIs in the field of tourism, utilizing Swales' (2004) Creating a Research Space (CARS) framework. Following the criteria established in the methodology, moves and steps were categorized as obligatory (81%–100%), conventional (61%–80%), or optional (below 60%). The analysis compared thirty introductions from the International Corpus (IC) and thirty from the Thai Corpus (TC) as presented in Table 2.

Table 2 The Numbers of RAIs, Percentages, And Interpretations of Moves and Steps That Occurred in Research Article Introductions of international Corpus and Thai Corpus

Moves and Steps	International Corpus (IC)		Thai Corpus (TC)	
	Number of RAIs (n=30)	Percent (%)	Number of RAIs (n=30)	Percent (%)
Move 1: Establishing a territory (citations required) Via Topic generalization of increasing specificity	30 (100%)	obligatory	30	obligatory

Moves and Steps	International Corpus (IC)		Thai Corpus (TC)	
	Number of RAIs (n=30)	Percent (%)	Number of RAIs (n=30)	Percent (%)
Move 2: Establishing a niche (Found in International Tourism Journals)	30 (100%)	obligatory	30	obligatory
Step 1A: Indicating a gap	30 (100%)	obligatory	24	conventional
Step 1B: Adding to what is known	12 (40%)	optional	11	optional
Step 2: Presenting positive justification	16 (53.33%)	optional	12 (40%)	optional
Move 3: Presenting the present work	30 (100%)	obligatory	28 (93.33%)	obligatory
Step 1: Announcing present work descriptively and/or purposively possible	29 (96.67%)	obligatory	26 (86.67%)	obligatory
Step 2: Presenting research questions (RQs) or hypotheses	2 (6.67%)	optional	4 (13.33%)	conventional
Step 3: Definitional clarifications	6 (20%)	optional	5 (16.67%)	optional
Step 4: Summarizing methods	15 (50%)	optional	8 (26.67%)	optional

Moves and Steps	International Corpus (IC)		Thai Corpus (TC)	
	Number of RAIs (n=30)	Percent (%)	Number of RAIs (n=30)	Percent (%)
Step 5: Announcing principal outcomes	3 (10%)	optional	1 (3.33%)	optional
Step 6: Stating the value of the present research	13 (43.33%)	optional	15 (50%)	optional
Step 7: Outlining the structure of the paper	5 (16.67%)	optional	0	optional

From Table 2, the analysis revealed that overall, the three moves of the CARS model were occurred in both IC and TC, though the steps differ notably.

Move 1 (Establishing a Territory)

Move 1 was found in both corpora, appearing in 100% of the introductions (30 out of 30 in both TC and IC). Table 3 presented specific textual excerpts illustrating how writers execute Move 1 (Establishing a Territory) in both international and Thai tourism research article introductions. These samples were establishing the foundational importance of the research area, which international writers achieved by highlighting macro-economic scale and specialized emerging markets such as describing tourism as a "pivotal role in the socio-economic development of many nations" or focusing on high-technology medical tourism. In contrast, Thai writers anchored this significance to a national or cultural context, explicitly connecting the industry to Thailand's economic growth or detailing how local culture reflects social prosperity. Additionally, the table showed how Move 1 was used to provide academic context by reviewing

previous research. Ultimately, Table 3 classified Move 1 as an obligatory move across both the International Corpus (IC) and Thai Corpus (TC), confirming that establishing the significance of the broader research territory is a universal requirement regardless of the publication's geographic origin.

Table 3 Samples of Move 1 found in International Corpus and Thai Corpus

Move and Steps	Samples	Functions of Phrases in Move	Types of Moves
Move 1: Establishing a territory.	"As one of the world's largest and fastest-growing economic sectors, <u>tourism plays a pivotal role in the socio-economic development</u> of many nations..." (IN1)	- Showing the economic impact of tourism	Obligatory move In IC and TC
	"Within the specialized sector of medical tourism, <u>there is an increasing shift toward emerging markets</u> in Asia that offer high-technology healthcare at competitive prices..." (IN10)	- highlighting the economic impact of tourism	
	"...Thailand continues to be a leading brand for global tourism as this industry remains <u>a strong economic engine for the country's growth</u> ..." (TH10)	- Showing Economic significance	
	"... <u>Petatano, Champadaeng, and Suk-Erb (2015) highlighted in details that:</u> The importance	- Reviewing the previous research	

	of local culture is not only the reflection of social prosperity but also a medium of education..." (TH11)		
	"... <u>Cultural tourism forms a significant component</u> of worldwide tourism in the world today..." (TH15)	- Showing that cultural tourism is important	

Move 2 (Establishing a Niche)

Move 2 was also found to be obligatory (100%) in both corpora. Every article in the sample identified a need for the study. However, the internal realization of Move 2 via steps showed divergence as presented in Table 4.

Step 1A (Indicating a gap) is the predominant strategy for niche establishment. In IC, Step 1A occurred in all 30 international RAs (100%), making it obligatory for international publication. In contrast, it appeared in 24 out of 30 RAs (80%), making it conventional. Step 1A showed how to find limitations or missing information in the previous literature as presented in Table 4. The international example (IN29) pointed out a gap by saying directly that "Only a few researchers have tried to analyze visitors' experiences", and it cited specific past studies. The Thai sample (TH11) similarly noted that "studies on plant-based gastronomy tourism are very limited" and that development guidelines are "rarely mentioned".

For Step 1B (Adding to what is known), it was found in both groups. It appeared in 16 out of 30 RAs in IC (53.33%) and 12 out of 30 RAs in TC (40%). Both international and Thai samples in Table 4 demonstrated how writers position their work to build upon existing academic knowledge. The international excerpt (IN5) cited prior research regarding personifying destinations with human-

like characteristics to frame its direction. Meanwhile, the Thai excerpt (TH4) noted that while tourist motivations are constantly investigated, the specific research chose to narrow focus on senior tourists from the United States and Australia. Step 1B was found as an optional move across both the international and Thai corpora.

Step 2 (Presenting positive justification) was found in 12 international RAs (40%) and 11 Thai RAs (36.67%). Step 2 required that the rationale or justification for undertaking the investigation be clearly articulated. The international text (IN12) forcefully presented a particular stance that frequent business travelers had a different “gaze” than leisure tourists even though they occupied the same space. The Thai text (TH11) approached justification by recommending and encouraging the younger generation to remain flexible to grasp new experiences. Similar to Step 1B, it was noted that presenting positive justification is considered an optional move in both the international and Thai research contexts.

Table 4 Samples of Move 2 found in International Corpus and Thai Corpus

Move and Steps	Samples	Functions of Phrases in Move 2	Types of Moves
Move 2 Step 1A	“ <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)	- Indicating a gap	Obligatory Move In IC
	“...studies on plant-based gastronomy tourism are very		Conventional Move

	limited... the development model and guidelines <u>have been rarely mentioned in previous literature...</u> " (TH11)		In TC
Move 2 Step 1B	"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) "...<u>the key motivational factors of tourists are always being investigated</u>... Therefore, this research has focused on the study of senior tourists who come from the United States of America and Australia." (TH4)	- Adding to what is known	Optional Move In IC and TC
Move 2 Step 2	" <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	- Presenting positive justification	Optional Move In IC and TC

	encapsulated in the idea of the ‘business tourist gaze’.” (IN12)		
	<u><i>It is encouraged and recommended</i></u> especially for young generation to be flexible and adaptable to grasp this benefit and opportunity so that new things and experiences can be gained." (TH11)		

Move 3 (Presenting the present work)

Move 3 (Presenting the Present Work) was obligatory (100%) across the entire corpus. Table 5 outlined specific examples and textual excerpts of Move 3 from both international and Thai tourism research article introductions. This move is utilized by writers to officially present their research, state its parameters, and describe its value. The table divided the macro-move into seven steps, detailing their linguistic functions and how their classifications differ between the International Corpus (IC) and the Thai Corpus (TC).

Step 1 (Announcing present work) was the most frequent step that appeared in 29 international RAs (96.67%) and 26 Thai RAs (86.67%). It functioned to explicitly state what the study intended to explore or achieve. The international sample (IN12) specified, "This paper explores how the business tourist gaze is constructed..." while the Thai sample (TH19) stated, "This study aimed to explain the impact of international trade...". Table 5 classified this step as obligatory in both the international and Thai contexts.

Step 2 (Presenting research questions (RQs) or hypotheses) was found in both corpora, 2 RAIs in international corpus (6.67%) and 4 RAIs in Thai corpus (13.33%). This step was used to introduce the core inquiry guiding the paper. Two

clear questions were asked in the international excerpt (IN24) on tourists' perceptions of "digital-free" zones, while the Thai excerpt (TH23) asked about economic and socio-cultural impacts of mainland Chinese tourists. This step was categorized as an optional move in the IC but was labeled a conventional move in the TC.

Step 3 (Definitional clarifications) appeared in both corpora, 6 RAIs in international corpus (20%) and 5 RAIs in Thai corpus (16.67%). This step allowed writers to define specific terms or concepts critical to their research framework. For example, the international writers (IN21) explained, "We adopt the term 'slow tourism' to specifically refer to..." whereas the Thai writers (TH15) clarified that the attribute of perceived authenticity will be explored to develop a better understanding of cultural heritage. It was designated as an optional move in both corpora.

Step 4 (Summarizing methods) was found in both corpora, used by 15 RAIs in international corpus (50%) and 8 in Thai corpus (26.67%). This step gave a preview of the research design or steps taken to gather data. The international text (IN5) highlighted "Using a mixed-methods approach involving 400 international patients..." while the Thai text (TH16) outlined a needs analysis survey divided into six explicit steps, such as talking with management and touring Sydney Airport. The table notes this is an optional move for both groups.

Step 5 (Announcing principal outcomes) was used by 3 RAIs in international corpus (10%) and 1 in Thai corpus (3.33%). This step functioned to give a brief preview of the main findings. The international sample (IN18) reported that "The findings suggest that cognitive image is a stronger predictor..." while the Thai sample (TH28) mentioned that the researcher recognized the significance of demographic characteristics toward brand equity. This remained an optional move in both corpora.

Step 6 (Stating the value of the research) occurred in 13 RAIs in international corpus (43.33%) and 15 in Thai corpus (50%). This step highlighted the academic or practical contributions of the paper. The international writer (IN19) said that the research provided the contribution of “bridging the gap between resilience theory and sustainable destination management,” while the Thai writer (TH24) said that it was useful for service providers to understand tourist behaviors. This step was classified as an optional move for both IC and TC.

Step 7 (Outlining structure) was completely absent (0%) in the Thai corpus but appeared in 7 international articles (16.67%). This final step provided a road map of the upcoming sections. The international text (IN25) provided a clear sequence: "In the sections that follow, we first review the literature... then present our ethnographic findings, and finally discuss policy implications". However; no sample phrase was provided for the Thai corpus, and this step was defined as an optional move in the IC and TC.

Table 5 Samples of Move 3 found in International Corpus and Thai Corpus

Move and Steps	Samples	Functions of Phrases in Move 3	Types of Moves
Move 3 Step 1	“ <u><i>This paper explores</i></u> how the business tourist gaze is constructed and reinforced by technology which is used to reconfigure presence and absence for the business	Announcing present work	Obligatory Move in IC and TC

	traveller at home and at the destination area.” (IN12)		
	“This study aimed to explain the impact of international trade on international tourism demand.” (TH19)		Conventional Move In TC
Move 3 Step 2	“<u>The study is guided by two research questions:</u> (1) How do tourists perceive 'digital-free' zones? and (2) Does this perception vary by age?” (IN24) “<u>The main research question of this study was</u> 'What are the economic and socio-cultural impacts of mainland Chinese tourists on Hong Kong residents?'. ” (TH23)	Presenting research questions: RQs	Optional Move in IC
Move 3 Step 3	“We adopt the term '<u>slow tourism</u>' to specifically refer to travel modes that prioritize local transport and extended stays in a single destination. (IN21) “From this study, <u>the attribute of perceived authenticity will be explored and examined from all</u>	Definitional clarifications	Optional Move in IC and TC

	<i><u>parts. It will be vibrant for developing a better understanding of cultural heritage.</u></i> ” (TH15)		
Move 3 Step 4	<i><u>“Using a mixed-methods approach involving 400 international patients and semi-structured interviews,</u></i> this study identifies critical safety dimensions.” (IN5)	Summarizing methods	Optional Move in IC and TC
	<i><u>“In this research, the needs analysis survey was divided into 6 steps: 1) talking with management... 2) tour of Sydney Airport... 3) collecting official job descriptions...”</u></i> (TH16)		
Move 3 Step 5	<i><u>“The findings suggest that cognitive image is a stronger predictor of satisfaction than previously estimated in European contexts.”</u></i> (IN18)	Announcing principal outcomes	Optional Move in IC and TC
	<i><u>“...the researcher recognized the significance of demographic characteristics toward the destination brand equity of Hua Hin tourism.”</u></i> (TH28)		

Move 3 Step 6	“ <u><i>This research contributes to the literature</i></u> by bridging the gap between resilience theory and sustainable destination management. (IN19)	Stating the value of the present research	Optional Move in IC and TC
	“ <u><i>It is helpful for service providers</i></u> to understand tourist behaviors... in order to know which attributions would meet behaviors to provide services accordingly.” (TH24)		
Move 3 Step 7	“In the sections that follow, <u><i>we first</i></u> review the literature on slum tourism, <u><i>then</i></u> present our ethnographic findings, and <u><i>finally</i></u> discuss policy implications.” (IN25)		Optional Move in IC and TC

In the summary of this section, the analysis of 60 tourism research article introductions (RAIs) from the International Corpus (IC) and the Thai Corpus (TC) demonstrated the application of Swales’ CARS model with significant differences. Move 1 (Establishing a Territory) was mandatory in both corpora at 100% frequency, but the writers RAIs in IC emphasized on macro-economic factors and high-tech medical tourism whereas writers RAIs in TC emphasized on local economic and cultural contexts. Move 2 (Establishing a Niche) was macro-obligatory with Step 1A (Indicating a gap) at 100% in the IC, but only 80% in the TC. However, Step 1B (Adding to what is known) and Step 2 (Presenting positive justification) remained optional. Move 3 (Presenting the Present Work) was

necessary, where Step 1 (Announcing present work) was commonly used. Step 2 (Presenting research questions or hypotheses) was obligatory in the TC (13.33%) but optional in the IC (6.67%). Other steps in Move 3, including definitional clarifications, summarizing methods, announcing outcomes, and stating research value, are optional, with Step 7 (Outlining the structure of the paper) absent in the TC but optional in the IC (16.67%).

Discussion

By studying rhetorical move structures for tourism research article introductions (RAIs) from various international and Thai journals, the applicability and adoption of Swales' (2004) Create a Research Space (CARS) model is pointed out. This study substantiates a universality in the three-move structure Move 1 (Establishing a Territory), Move 2 (Establishing a Niche) and Move 3 (Presenting the Present Work), and reflects on the changes in the nature of the move in terms of culture and discipline. It presented that the adherence of both the international and Thai corpora to this three-move model, with the exception that all three moves were mandatory in the international, and Move 3 had less significance in the Thai documents. This variance corresponded with recent empirical studies recognizing the global prominence of the CARS framework while acknowledging intercultural variation in rhetorical performance. As another example, Pho and Lim (2017) discovered that the structure of the moves remained consistent across cultures but local academic norms influenced the rhetorical realization of these moves.

The analysis presented different strategies for Move 1. International language writers emphasized theoretical relevance, and deploy a “funneling” technique that moves from a wider discourse to a more restricted subject. On the other hand, Thai writers emphasized the importance of economic and social

benefits, aligning rhetorical strategies with national priorities (Tennant and Diel 2016).

For Move 2 the international corpus generally recognized clear weaknesses of the source, which encouraged a critical response, whereas Thai writers tended to employ a more cooperative and optimistic discourse. This corresponds to Hyon and Choi (2018) who described less confrontational styles among Asian writers. This comparative approach was particularly useful for seeing how Thai writers' tendency to focus on cooperative justifications exemplified a form of developmental rhetoric that was not reflective of the adversarial tone of Western academic writing (Hyland, 2016).

Also, both corpora in Move 3 reported a common practice of announcing present work, but international corpus offered more methodological transparency compared to Thai corpus. Thai introductions, however, were rarely well-prepared and did not offer systematic methodological previews as was the situation in other Asian settings where such details generally have to be introduced later in the manuscript (Phakiti and Woodrow 2018). It was also found the limited outlining in the Thai corpus, which suggested that readers should expect similar access, familiarity with the structure of traditional journals, were another culturally corroborating observation.

In addition, the findings of this study offer pedagogical implications for the development of English for Academic Purposes (EAP) courses in Thailand, especially in preparing Thai researchers and postgraduate students for international publication. Rather than instructing students on Swales' CARS model as a rigid, linear sequence (Move 1 to Move 2 to Move 3), EAP pedagogy must be restructured to address the rhetorical cyclicity and complexity characteristic of international journals. Teachers should explicitly demonstrate how international authors frequently recycle moves - such as cycling between establishing a territory (Move 1) and establishing a niche (Move 2) - to

progressively build a sophisticated argument. Furthermore, to bridge the gap between local and international rhetorical norms, EAP training should shift from traditional template-filling to corpus-based consciousness-raising activities. Thai writers need explicit instruction on how to transition from a rhetoric focused on "socio-economic benefits" toward a "theoretical relevance" approach. Most importantly, instead of adopting a cooperative or non-confrontational stance in Move 2, EAP curricula must equip Thai learners with the linguistic resources (such as hedging and evaluative vocabulary) necessary to engage in critical gap-pointing and adversarial academic discourse in a tactful yet academically rigorous manner.

Recommendation

Drawing from analyzing rhetorical moves found in introductions to tourism research articles, several suggestions are provided for genre-based discourse analysis for tourism literature. An increase in the size and range of the corpus is recommended in order to increase the generalizability of our findings beyond a single tourism discipline. This includes reviewing articles from journals with varying impact factors beyond just Quartile 1 to see whether conformity to Swales' model of CARS is consistent across strata.

Second, considering broader genre analysis could be carried out for an entire research article and not just in the Introduction which serves as a major gatekeeping section, where this section can act more as an introduction to a research topic. This wider approach may allow novice researchers an opportunity to engage with the Methods, Results, Discussion, and Conclusion sections more deeply, showing how rhetorical patterns are employed across an entire article, a far more comprehensive trail map for those who require to publish on the international journals.

Lastly, using qualitative methods for example, by interviewing journal editors and seasoned writers, is more insightful to explore what the motivation

behind rhetorical choices are, given institutional norms-culture that shape what people will say and, in general, editor feedback which might shape the way they say a given piece of writing. Such revelations can be very much appreciated by any instructors designing writing courses or non-native English writers attempting to meet the norms of the international publishing community.

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