



การวิเคราะห์โครงสร้างอรรถภาคของบทอภิปรายผลของงานวิจัยที่เขียน โดยผู้ใช้ที่เป็นเจ้าของภาษา

และไม่ใช่เจ้าของภาษาอังกฤษที่ตีพิมพ์ในวารสารนานาชาติ

AN ANALYSIS OF MOVE STRUCTURES IN DISCUSSION SECTIONS
WRITTEN BY INNER AND EXPANDING CIRCLES OF ENGLISH USERS
APPEARING IN INTERNATIONAL JOURNALS

BANDITA SANTIKUL

Burapha University

2019

การวิเคราะห์โครงสร้างอัตถภาคของบทอภิปรายผลของงานวิจัยที่เขียน โดยผู้ใช้ที่เป็นเจ้าของภาษา
และไม่ใช่เจ้าของภาษาอังกฤษที่ตีพิมพ์ในวารสารนานาชาติ



บัณฑิตา สันติกุล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร
คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยบูรพา
2562
ลิขสิทธิ์ของมหาวิทยาลัยบูรพา

AN ANALYSIS OF MOVE STRUCTURES IN DISCUSSION SECTIONS
WRITTEN BY INNER AND EXPANDING CIRCLES OF ENGLISH USERS
APPEARING IN INTERNATIONAL JOURNALS



BANDITA SANTIKUL

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER OF ARTS
IN ENGLISH FOR COMMUNICATION
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
BURAPHA UNIVERSITY

2019

COPYRIGHT OF BURAPHA UNIVERSITY

The Thesis of Bandita Santikul has been approved by the examining committee to be partial fulfillment of the requirements for the Master of Arts in English for Communication of Burapha University

Advisory Committee

..... Principal advisor
(Dr Suchada Rattanawanitpun)

..... Co-advisor
(Dr. Nattapat Pattana)

Examining Committee

..... Principal examiner
()

..... Member
(Dr. On-usa Phimsawat)

This Thesis has been approved by the Faculty of Humanities and Social Sciences to be partial fulfillment of the requirements for the Master of Arts in English for Communication of Burapha University

..... Dean of the Faculty
of Humanities and
Social Sciences
(Dr. Suchada Rattanawanitpun)

.....

60920277: MAJOR: ENGLISH FOR COMMUNICATION; M.A. (ENGLISH FOR COMMUNICATION)

KEYWORDS: Rhetorical moves, Move analysis, Discussion sections, Research articles, Applied linguistics

BANDITA SANTIKUL : AN ANALYSIS OF MOVE STRUCTURES IN DISCUSSION SECTIONS WRITTEN BY INNER AND EXPANDING CIRCLES OF ENGLISH USERS APPEARING IN INTERNATIONAL JOURNALS.

ADVISORY COMMITTEE: SUCHADA RATTANAWANITPUN, , NATTAPAT PATTANA 2019.

Over recent years, the study of rhetorical move analysis has been widely investigated, and there has been a growing interest in the concept of contrastive rhetoric in writing styles employed by native and non-native English users. The present study focused on the rhetorical move structures in the discussion sections written by inner and expanding circles of English users appearing in international journals. Each group of the corpora (inner and expanding circles of English users) comprised 50 discussion sections taken from English for specific purposes and applied linguistics research articles during the years of 2009-2018 retrieved from Scopus and ScienceDirect. Yang & Allison's (2003) rhetorical move model was used for the data analysis. Based on the analysis, the findings showed that rhetorical moves and steps appearing in Yang & Allison's model were employed in the discussion sections of both groups of the English users. By considering the rhetorical move occurrences and the cycling structures of the rhetorical moves presented in the discussion sections written by inner and expanding circles of English users, some differences were found. The discussion sections written by the group of expanding circle of English users varied in their structures of rhetorical moves and steps and the structures tended to be constructed more cyclically. However, the organizations in the corpus of inner circle of English users tended to be more complex. The differences of the rhetorical move structures and their cycling structures might be explained by the cultural differences.

ACKNOWLEDGEMENTS

The success of this research was greatly supported by many people who provided assistance and guidance. Without any supports from them, I would not have achieved this far. First of all, I would like to express my respect and sincere thanks to my thesis advisor, Dr. Suchada Rattanawanitpun, who gave me the opportunity to do the research and always helped and encouraged me to complete this research on time. I am most grateful for her nice support and advice. Although she was busy and had got a full schedule, she devoted her precious time taking care of me.

I sincerely thank Asst. Prof. Dr. Nuchada Dumrongsiri for devoting her precious time to be the principal examiner in the final defense examination. I am grateful to Dr. Pornsawan Inpin and Ms. Suchittra Tesana for devoting their precious time to be my inter-coders for the rhetorical move analysis and for providing me some guidelines about how to write an effective research discussion.

Also, I am grateful to Dr. Nattapat Pattana and Dr. On-usa Pimsawat for devoting their precious time reading my research proposal, giving me necessary comments, and being the committees in the thesis proposal examination and the final defense examination. In addition, I would like to thank all of my lecturers who taught me research methodologies and gave me a lot of useful advice.

Finally, I acknowledge my beloved parents, my sister, my brother-in-law, and my friends for supporting and encouraging me throughout the period of this research.

Bandita Santikul

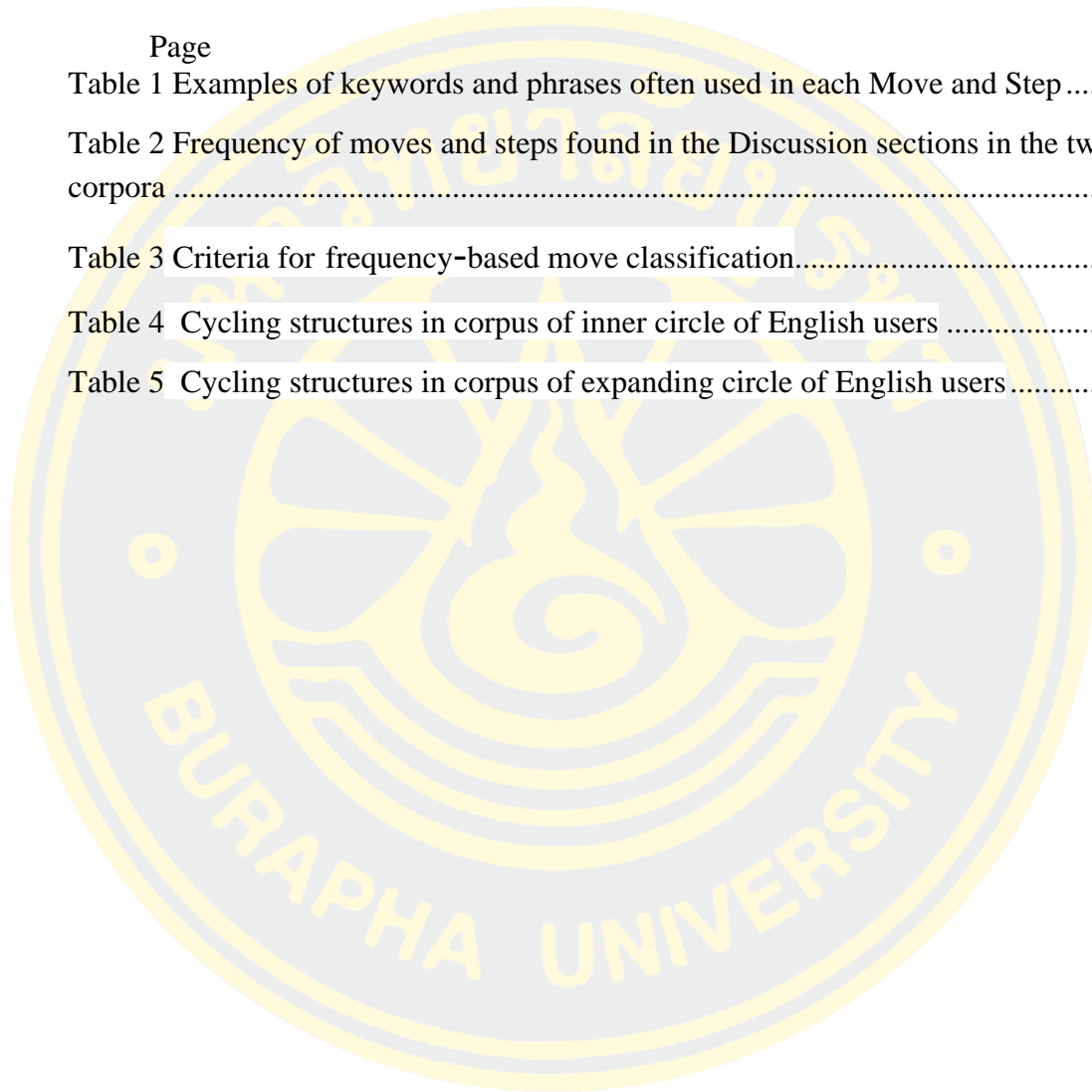
TABLE OF CONTENTS

	Page
.....	D
ABSTRACT.....	D
.....	E
ACKNOWLEDGEMENTS.....	E
.....	F
TABLE OF CONTENTS.....	F
.....	H
LIST OF TABLES.....	H
.....	I
LIST OF FIGURES.....	I
INTRODUCTION.....	1
Statements and significance of the problems.....	1
Purposes.....	4
Research questions.....	5
Contribution to knowledge.....	5
Delimitations of the study.....	6
Limitations of the study.....	7
Definition of terms.....	10
LITERATURE REVIEWS.....	10
Genre.....	10
Research articles.....	13
Discussion section.....	14
Contrastive rhetoric and world Englishes.....	15

Writing styles of inner and expanding circles of English users	18
Genre analysis	20
Rhetorical moves and analysis	21
Models for rhetorical move analysis	25
Related Previous studies	38
RESEARCH METHODOLOGY	42
Research design	42
Corpus of the study	42
Research instrument	44
Data analysis	45
RESULTS	47
Rhetorical moves in two groups of the corpora	47
Cycling structures of rhetorical moves in the two corpora	63
CONCLUSION AND DISCUSSION	67
Summary of the findings	67
Discussion of the findings	67
REFERENCES	72
APPENDIX	79
.....	153
REFERENCES	153
.....	155
BIOGRAPHY	155

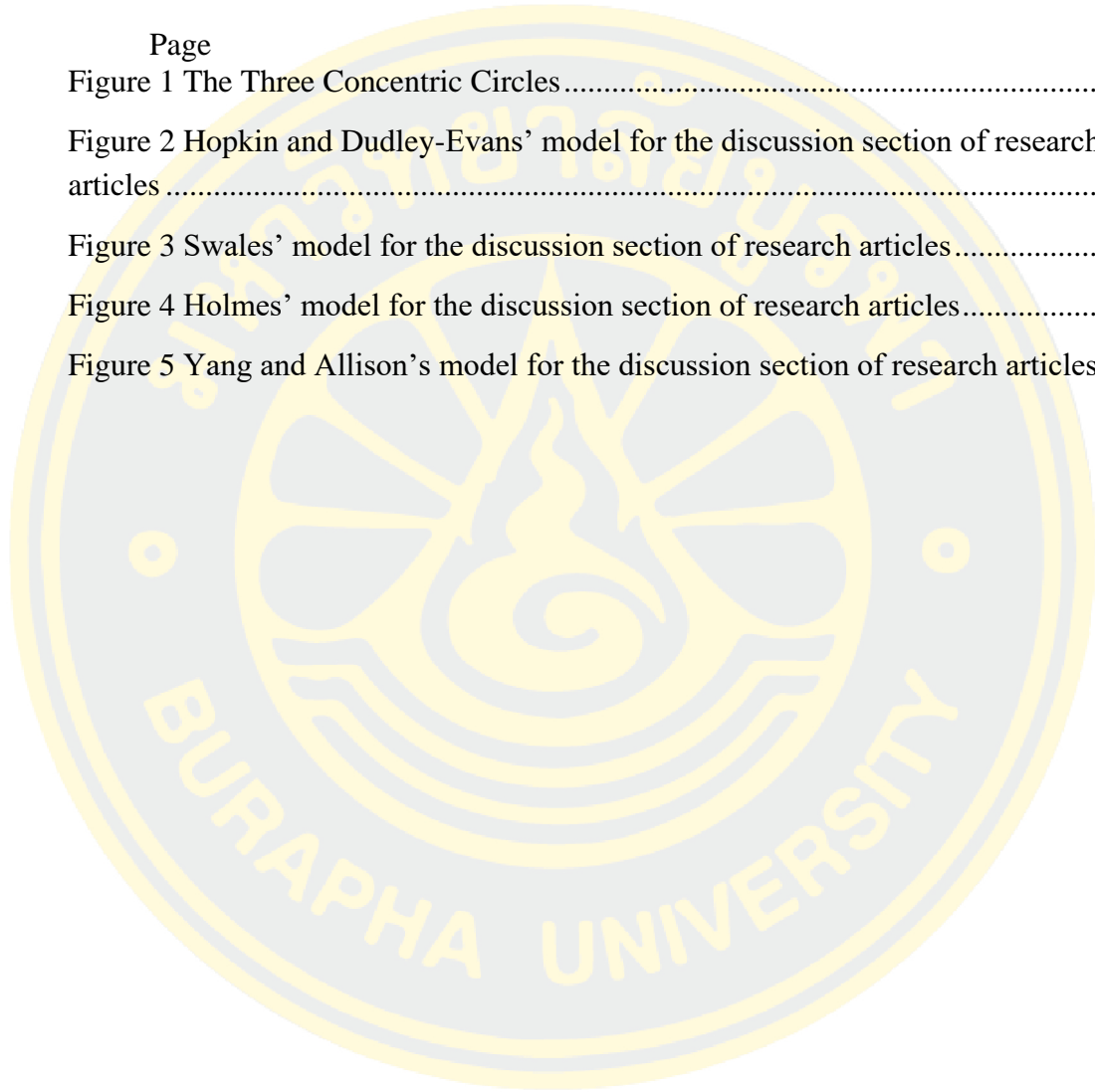
LIST OF TABLES

	Page
Table 1 Examples of keywords and phrases often used in each Move and Step	47
Table 2 Frequency of moves and steps found in the Discussion sections in the two corpora	62
Table 3 Criteria for frequency-based move classification.....	63
Table 4 Cycling structures in corpus of inner circle of English users	64
Table 5 Cycling structures in corpus of expanding circle of English users	65



LIST OF FIGURES

	Page
Figure 1 The Three Concentric Circles	17
Figure 2 Hopkin and Dudley-Evans' model for the discussion section of research articles	26
Figure 3 Swales' model for the discussion section of research articles	27
Figure 4 Holmes' model for the discussion section of research articles	28
Figure 5 Yang and Allison's model for the discussion section of research articles	29



CHAPTER 1

INTRODUCTION

Statements and significance of the problems

In academic settings and educational institutions, research, one of the genres in academic writing, is considered very important because it is a tool for building knowledge and sharing valuable information among students, educators, and researchers (Flowerdew, 1999; Kanoksilapatham, 2003). Although writing a research paper is one of the most difficult and complicated tasks, it is crucial for all of the academic members to create and develop a new body of knowledge by conducting research. Undeniably, in education, research plays a great and crucial role in various fields of study. For example, graduate students may have already completed all graduate coursework programs, but research is still the need for them to complete. Without research, the learning process will not be perfect and completed. Moreover, the quality of research directly affects the quality of teaching and learning because research has contributed tremendously to find effective solutions to the problems occurring in the classrooms, institutions, schools, etc. According to Hyland (2004), he defined the successful academic writing or research characteristics as the writers' ability to credibly represent themselves by their work using claiming solidarity, evaluating their material, and accepting alternative views. Besides, Myers (1999) indicated that interacting with readers is the primary function of writing because this crucial element helps writers in persuading readers.

In academic writing, a discussion section is considered a crucial part (Annesley, 2010; Bitchener & Basturkmen, 2006). The reason is that this section is where writers answer their research questions, explain the results, compare the findings to previous studies, generalize the results, and provide recommendations for further studies (Tesana, 2015, p. 7). In addition, Hyland (2005) concluded the importance of the discussion section that readers are likely to find persuasive in the discussion sections presented in the research.

By the time readers reach the discussion section, authors can assume a fair amount of shared knowledge. They can assume (if not always correctly) that

the reader has understood the purpose of the study, obtained a sense of the methodology, and followed the results. (Swales & Feak 2004, p. 365)

By considering the major sections of research in many fields, a discussion section is found to be one of the main and essential components of research. According to American Psychological Association (1994), a scientific and professional organization representing psychologists in the United States that creates a common formatting style for academic writing in the field of social sciences, there are four main standard sections in research including the discussion section. Moreover, for scientific research, a discussion section is also considered an important part (Day, 1989; Hall, 2012; Hilary, 2009). Therefore, it could be concluded that this section is genuinely a required part in any academic writing.

However, in writing research, the discussion section is one of the most difficult parts which is often mentioned by many researchers. The reason why this claim is made may be assumed that “this section is less uniformly structured than the others” (Serebenjapol, 2003, p. 3). Likewise, Weissberg and Buker (1990) mentioned that there is no unanimous agreement in the writing pattern of this section, so the writers should step back and take a broad look at the results and the research as a whole in the discussion part because the discussion provides much valuable information of the research. This is agreed with Bitchener and Basturkmen (2006) who stated that the researchers have to think critically about an issue, develop the solutions based on a logical synthesis of the findings, and determine a deeper understanding of the research problem when writing the discussion section. Besides, it highlights the importance of the study and justifies the reasons why the writers conduct the research. Therefore, along with some sections of the research such as abstract and literature reviews, the discussion section is generally difficult to write.

Another support regarding difficulties in writing the discussion section is made by Wallwork (2016), most of the research writers usually report that discussing the results in their discussion sections is the most difficult thing in writing the research paper, and poorly written discussion section is frequently rejected by the committees. Also, Wallwork mentioned a comment gave by one of his PhD students that the discussion section is difficult to write. The student stated that “it is a ‘grey zone’ where I have to express my point of view without a specific or logical ‘grid’.

Writing the introduction is easier because you can be really helped by the articles that you have read”.

According to Berkenkotter and Huckin (1995), they stated that most of the researchers pay little attention to the discussion section. This is an “unfortunate oversight” because they should be the most important section; discussions, then, often need to be more than summaries. They should go beyond the results” (Swales & Feak, 2004, p. 365). This point is also supported by Bitchener and Basturkmen (2006) who examined perceptions of L2 students’ difficulties in writing this section and reported that one problem in writing the discussion section faced by students is that they do not understand the function of this section and how to make links between their studies and the literature. As mentioned by one of the teachers who was interviewed about student difficulties in writing their discussion sections, they pointed out that “students do not know the purpose of this section and find it difficult to link the content of the study back to the literature. Instead they tend to think they have to come up with explanations of their results”.

According to the importance and the difficulties in writing the discussion section, the study of genres in terms of rhetorical move structure was formerly developed by Swales (1981, 1990) who defined rhetorical moves as functional units used in a text for giving some purposes. He investigated research articles in academic discourse based on rhetorical move analysis. His research was developed from his observations, comments, experiences in teaching dissertation and proposal writing for non-native learners, and papers of both undergraduate and graduate students. Therefore, he tried to create a model for rhetorical move analysis to systematically and functionally describe the introduction and discussion sections of research articles. For the discussion section, he introduced an eight-move model which could help students and researchers to write their research paper more effectively. This model is also the origination of many other models for rhetorical move analysis that have been modified and developed by a large number of researchers.

In recent years, there are many research studies on rhetorical move analysis (e.g. Holmes, 1997; Nwogu, 1997; Posteguillo, 1999; Yang and Allison, 2003; Kanoksilapatham, 2007; Pho, 2008). However, these studies are not very comprehensive because they contain only one same topic which is the study of

rhetorical move structure. In other words, there are still the gaps about the differences of cultures and the belief that different cultures influent different writing styles which are needed to be fulfilled since these factors can affect the differences in the writers' writing styles and the rhetorical moves employed in their writing. The writers who are the inner circle of English users or native English speakers tend to be assertive, direct, and positive in their styles of writing. However, the writers from expanding circle countries or non-native English users adopt more affective, indirect, and tentative styles (Duszak, 1994).

Consequently, this study aims to describe the rhetorical move structures in the discussion sections written by inner and expanding circles of English users in English for specific purposes and applied linguistics appearing in international journals. The data were analyzed based on the seven-move-step model adopted from Yang and Allison's (2003) to identify their rhetorical move patterns because it is particularly developed for the analysis of rhetorical move structures in the discussion section in the same fields of this study (see pages 29-37 for more details about the model). Also, the writing styles of both groups of English users with different cultures were compared. The results from this research could be beneficial to teachers who teach academic writing to find a way to develop an effective pedagogy for the students' writing skill in the discussion sections of the research. In addition, learners could use this study as the guideline to improve their writing to be more proficient.

Purposes

This present study aims to investigate the rhetorical move structures in the discussion sections of research articles written by inner and expanding circles of English users in the fields of English for specific purposes and applied linguistics during the years of 2009-2018. The researcher achieved the following three goals:

1. To examine the rhetorical move structures in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics.
2. To identify the differences and similarities of the rhetorical move structures employed in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics.

3. To describe the cycling structures of the rhetorical moves presented in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics.

Research questions

According to the purposes mentioned above, the research questions that were investigated in this study are as follows:

1. What are the rhetorical move structures in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics?
2. What are the differences and similarities between the rhetorical move structures employed in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics?
3. What are the cycling structures of the rhetorical moves presented in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics?

Contribution to knowledge

According to the aims of this study, the results could contribute to the new body of knowledge both in the fields of education and occupation since the findings of the study might be useful for students, teachers, researchers, etc. The following contributions are expected from the study.

Firstly, the research provides some basic information which could help undergraduate and graduate students who have to conduct theses or research improve their qualities in their academic writing, especially the discussion section. Secondly, the research provides a helpful guideline for teachers who teach academic writing to develop their courses for the students. Thirdly, the findings from this study could be beneficial to further studies about rhetorical move analysis, academic writing, applied linguistics, and English for specific purposes. Lastly, according to the second purpose of this research, the results from the comparison of the rhetorical move structures employed in discussion sections of research articles written by inner and expanding

circles of English users could point out the differences and similarities of writing styles of people from different cultures which could enlighten the readers about how language and culture interact with each other.

Delimitations of the study

The study focuses on the analysis of rhetorical move structures found in the discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics. The delimitations of the study are as follows.

First, only the samples of research article discussion sections written by inner and expanding circles of English users in the fields of ESP and applied linguistics were used in this study. Therefore, only the research articles with discussion sections were selected. The reasons for selecting only this section in the research articles are as follows:

1. The discussion section is the crucial section in establishing research (e.g. Basturkmen, 2012; Holmes, 1997; Lim, 2010; Peacock, 2002; Yang & Allison, 2003) This may due to its function which is the section where authors show the results and interpretations of their studies (Basturkmen, 2012).

2. For both native and non-native speakers, a discussion section is difficult to write (e.g. Flowerdew, 2001; Jaroongkhongdach, Todd, Keyuravong, & Hall, 2012; Swales, 1990). Also, in the field of foreign language writing, most of the learners usually report that a discussion section is difficult to write and it often causes the problems when they conduct their theses (Wilkinson, 1991).

3. This section contains some significant variations in the structural organization. For example, Swales and Feak (2004) reported that discussion sections vary considerably depending on a number of factors. Therefore, researchers should understand the functions of the discussion sections, and they also need to have the persuasive and argumentative skills of writing (Pojanapunya & Todd, 2011).

Second, the journals used in this study were taken from two academic databases: Scopus and ScienceDirect. Scopus is the largest abstract and citation database of peer-reviewed journals in top-level subject fields such as life sciences,

social sciences, and health sciences. Additionally, ScienceDirect whose name may contain the word science, but it is the website providing access to a large database of research including journals in Humanities and Social Sciences. Since the study of rhetorical move analysis has been widely investigated since the early 2000s, the selected journals are published during the years of 2009-2018.

Third, the model of rhetorical move structures used in this study was the framework proposed by Yang and Allison's (2003) for the analysis in terms of moves and steps. The reason for selecting this framework is that it is the most comprehensive model for this study since the model was developed from the analysis of discussion sections in the field of applied linguistics.

Fourth, this study only focuses on the ethnicities of the writers. The focuses of this study are writers who are from Western culture including native English users (inner circle of English users) and writers who are from Eastern culture including Asian and Middle Easterners who are from countries where English has no historical or governmental role (expanding circle of English users). However, the experiences in using English and living in native and non-native English-speaking countries and the writing ability of each writer were not considered in classifying the groups (inner and expanding circles) of the writers.

Finally, since the rhetorical move structures are not fixed in format, they can range from sentence level to multiple paragraph levels. Thus, the rhetorical move structures were analyzed in a text segment level by focusing on the related topic and idea. Therefore, to identify one move, the text might consist of only one sentence or more.

Limitations of the study

The present study examines rhetorical move structures in the discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics. The limitation of the present study is presented as follows.

The study may not cover the research articles which are found that the writers are non-native English users who natively live in native English-speaking countries and native English users who innately live in non-native English-speaking

countries. Also, experiences in working, studying, and living in countries with different cultures were not considered in this study because the researcher is unable to know the information in terms of each writer's writing ability that may change or remain the same according to the change of the culture. Additionally, the duration of living in countries with different cultures may not have the same effect on each writer. That is some writers may still employ their original writing style. Therefore, by focusing on the groups of writers of the research articles used in the study: inner and expanding circles of English users, the criteria for classifying the groups of the writers was based on their ethnicities which are the most obvious characteristic of the writers. In this study, writers who are from native English using countries are focused in the corpus of inner circle and writers who are from Asia and Middle East (except some countries where English is used as a second language) are focused in the corpus of expanding circle.

In order to obtain clear and accurate writers' information, the researcher attempts to find them as thoroughly and comprehensively as possible. Hence, the selection process of the articles used in this research consisted of the consideration of the biodata, language used in the names and surnames of the research writers, places such as countries where the articles were published, and writers' images.

Definition of terms

1. Discussion is defined as a required section in a research article appearing in international journals in Scopus and ScienceDirect in the years of 2009-2018. It is where authors interpret and describe the significance of the findings or results in the studies.

2. Expanding circle English users are people who use English and come from the countries in the Eastern world (Asia and the Middle East) except Bahrain, Cyprus, Egypt, Israel, Qatar, Syria, and United Arab Emirates because these countries use English as a second language. The countries included in Expanding circle in this study are where English has no special administrative status (no historical or governmental role) but is recognized as a lingua franca or an international language and is widely studied as a foreign language. The expanding countries include Thailand, China, Japan, Indonesia, and many others.

3. Inner circle English users are the native English speakers who come from countries providing Western culture which English is spoken as a first language, mother tongue, or L1 including the USA, the UK, Canada, Australia, and New Zealand.

4. Rhetorical move is a text section comprising a communicative function that has its own rhetorical structure containing subunits called steps.

5. Rhetorical move structure is defined as a feature of a text section performing a specific purpose. The procedure of the identification and analysis of the rhetorical move structures is based on the use of linguistic signals or keywords or phrases indicating moves and steps. The framework used for rhetorical move structures in this study is Yang and Allison's (2003) (see Figure 4).

6. Analysis of move structure is the study of how language is used by an author to form the communicative purposes or functions in the discourse.

7. Cycling structure is a repetition of rhetorical moves which is a co-occurrence of at least one reporting rhetorical move and one commenting rhetorical move occurring in the related topic.

CHAPTER 2

LITERATURE REVIEWS

The present study investigates rhetorical move structures in the discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics during the years of 2009-2018. This chapter presents the review of literature. There are nine main components which are as follows:

1. Genre
2. Research articles
3. Discussion section
4. Contrastive rhetoric and world Englishes
5. Writing styles of inner and expanding circles of English users
6. Genre analysis
7. Rhetorical move and analysis
8. Models for rhetorical move analysis
9. Related previous studies

Genre

The term 'genre' is widely used in various fields of studies including rhetoric, literary studies, and linguistics. This term has been used to refer to different types of literary text. Also, there are many genre theorists provided the definition of genres. Originally, Swales (1990) proposed the concept of genre. He defined genre as "a distinctive category of discourse of any type, spoken or written, with or without literary aspirations" (p. 33). Furthermore, genres are socially recognized ways of using language (Hyland, 2002; Hyon, 1996; Yunick, 1997).

According to Bhatia (2014), genre is classified into four aspects. For the first aspect, genre is "a recognizable communicative event characterized by a set of communicative purposes(s) identified and mutually understood by members of the professional or academic community in which it regularly occurs" (p. 13). Second, genre is often a highly structured and conventionalized communicative event.

Generally, academic community members are credited with their knowledge of the communicative goals and the structure of the genre to which they belong in their daily work. The third aspect is that various genres display constraints on allowable contributions of terms of their intent, positioning, form, and functional value. In other words, the writers in a particular community must conform to certain standard within the boundaries of a particular genre. This can be noticed from the use of some specific lexical resources or the positioning of certain rhetorical elements. For the last aspect, “constraints are often exploited by expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s)” (p. 15). This is the reason that expert genre writers seem to be more creative in the use of genres than those who are non-specialists because they are most familiar with using them. In addition, Bhatia (2002) also defined genres as conventionalized communicative events embedded within disciplinary or professional practices. More explanation for the term ‘genre’ given by Biber, Connor, and Upton (2007) is that genre studies usually focus on the conventional discourse structure of texts such as a research article.

In order to understand the interpretations of the concept of genre, Hyon (1996) classified three main approaches of genre studies called three broad schools of genre according to the differences of concept: Systemic Functional Linguistics (SFL), North American New Rhetoric studies, and the ESP research tradition.

In the SFL approach, macro genre is presented. It is focused on the relationship between language and its functions in social settings (Hyon, 1996). The SFL describes systematic relationship with lexico grammatical patterns, and functions to produce the experimental, the textual, and the interpersonal (Eggins, 1994; Hyon, 1996; Richards & Schmidt, 2002). The language offers the choices for the writer or speaker to use in communication, so the text occurs in terms of two variables: register or context of situation and genre or context of culture. The target learners of this approach are primary and secondary students and adult immigrants (Hyon, 1996; Hyland, 2002).

In North American New Rhetoric studies, there are many members such as Miller (1994), Bazerman (1988), Bizzell (1992), and Berkenkotter and Huckin (1995). Genre, in this school, refers to social action occurring in response to recurrent

rhetorical situations (Miller, 1994). This approach focuses on exploring the social context of the genres as Freedman and Medway (1994) explained that “unpack the complex social, cultural, institutional and disciplinary factors at play in the production of specific kinds of writing” (p. 2). Therefore, the methodological orientation of this school is ethnographic research because the primary concern of this approach is examining the functional and contextual aspects of genres. In addition, since the pedagogical motivation of this approach is L1 teaching, including rhetoric, composition studies, and professional writing (Hyon, 1996), the approach is useful for native English-speaking university students and novice professionals (Yunick, 1997).

The third approach to genre is the ESP research tradition. This genre research focuses on rhetorical structures and grammatical features, and a genre is generally defined on its communicative purposes.

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. (Swales, 1990, p. 58)

In conclusion, the ESP genre approach has influenced on L2 writing instruction the most because the ESP can help non-native university students who learn English understand how to write academic assignments, research articles, and theses. Also, in this study, the researcher adopted the ESP research tradition which is commonly used as the approach for research writing. According to Hyland (2003), genre theory aims to understand the ways that people use language to and interpret particular communicative situations and how to use this knowledge for education. He also emphasized that writing is the basis for building relationships with others in order to for understanding our experience of the world. Moreover, Hyon (1996) stated that the study of genre can support ESP writing instruction and provide useful guidelines for writing research articles.

Research articles

Research articles (RAs) are one of the most important genres in academic writing in many disciplines. They refer to written texts which report on the investigation conducted by a researcher. In genre studies, research articles have received a lot of attention because they are the sources of information that often published annually, easy to access, and also are very necessary for education. Research articles are required for students and academic members, teachers and professionals to exchange knowledge in the academic community (Flowerdew, 1999).

Research articles have a long history of more than three hundred years ago (Swales, 1990). Over the past two decades, they have received considerable attention from many researchers who study genre analysis (Samraj, 2002). A number of prior studies have analyzed the organizational structures in terms of rhetorical moves which have been done in many sections of research articles: the introduction section (Samraj, 2002; Swales, 1990), the method section (Lim, 2006), the result section (Brett, 1994), and the discussion section (Dudley-Evans, 1997; Holmes, 1997). In the same way, with respect to American Psychological Association (APA), the standard major sections included in research article writing are introduction, method, result, and discussion sections. These sections of research articles are frequently described by the acronym IMRAD or IMRD which shows the standard arrangement of this kind of genre (Swales, 1990). Also, each section of research articles has its different function and organization.

These structures in research articles help writers organize their writing by following the same pattern. The exact format and style, thus, make the information presented in the research articles data flow smoothly, well-organized, and coherent. The introduction section introduces the problem and significant of the research. The method section provides specific information about the research. The result section presents the results and findings found in the research. Finally, the discussion section discusses how the results or findings relate to previous research mentioned in the literature. In this study, the focused section in research articles is the discussion section which is considered the most important section (Berkenkotter & Huckin, 1995).

Discussion section

A research discussion section can be defined in many different ways. The first way to define discussions is by the position in the research writing. For general research structure, the discussion section follows the results or findings of the study (Baron, 2008; Denscombe, 2014). Another way to define the discussion section is by considering its functions. According to Baron (2008), the discussion section provides the information that the researchers attempt to explain, interpret, and conclude findings, and then relate these findings to the purpose of the study. Moreover, the discussion section is where writers place their ideas about their research findings and consolidate, generalize, and interpret the research results for further studies (Basturkmen, 2012; Weissberg & Buker, 1990).

Generally, by considering genre in terms of the New Rhetoric studies (Hyon, 1996), a common structure of the research article is Introduction–Method–Results–Discussion. This is also supported by the American Psychological Association that the Introduction–Method–Results–Discussion format or IMRAD or IMRD is the general format of APA research articles. Based on the above information, it can be concluded that the discussion section is an important and essential part of the research articles.

To conduct research, the discussion section is considered the most difficult part to write for many researchers (e.g. Flowerdew, 2001; Jaroongkhongdach, Todd, Keyuravong, & Hall, 2012; Swales, 1990). This can be implied that the writers may adopt a variety of language strategies to write this section where they have to interpret and discuss the results. One of the factors that affect their discussion writing is the different cultural backgrounds. Like Connor (2002), who concluded that different cultures have different rhetorical tendencies. Also, many previous studies on rhetorical move analyses in discussion sections found that the writers who are from different cultures varied their rhetorical moves differently and employed various writing styles (Amnuai & Wannaruk, 2012; Peacock, 2002; Sithlaothavorn & Trakulkasemsuk, 2016). In conclusion, the use of different rhetorical structures of writers from different cultures affects their writing styles. Hence, these different writing conventions lead to the concept of contrastive rhetoric.

Contrastive rhetoric and world Englishes

Contrastive rhetoric

There has been wide interest in the concept of writing conventions that different cultures have their own ways to present ideas through their writing styles. Initially, the concept of contrastive rhetoric was initiated by Kaplan (1996). The researcher attempted to explain the writing problems in a second language in the field of Applied Linguistics by developing this area of contrastive rhetoric research. He claimed that Anglo-European essays are developed linearly; however, the easterners prefer employing an indirect approach, coming to the point in the end. In other words, the grammatical structures of most of the East Asian languages differ greatly from those generally used in English. The study of contrastive rhetoric has been widely acknowledged by researchers who investigate academic writing across languages and cultures. Furthermore, Connor (1996) provided the definition of contrastive rhetoric as “an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them” (p. 5). He also added that contrastive rhetoric is broadly considered the study of differences and similarities in writing across cultures (Connor, 2003).

Connor (2002) studied contrastive rhetoric by focusing on the four domains: text linguistics, the analysis of writing as a cultural and educational activity, classroom-based studies of writing, and contrastive genre-specific studies. Furthermore, he claimed that the contrastive rhetoric has benefited from insights drawn from these domains. Connor (2002) also added that “the genres involved include journal articles, business reports, letters of application, grant proposals, and editorials” (p. 497). Consistently, in this research, the main focus is on research articles.

In many recent years, there are many studies of contrastive rhetoric that investigated characteristics of culturally unique rhetorical conventions in various languages and in various parts of research articles (e.g. Bhatia, 2014; Duszak, 1994; Hirano, 2009; Kanoksilapatham, 2007; Swales, 1990). For example, Duszak (1994) who examined the rhetorical move structures in introduction sections written in Polish and English using Swales' (1990) rhetorical move analysis framework concluded that

introduction parts of research articles conducted in Polish and English tend to be different in their rhetorical structures. While the native English organizations are direct, assertive, and linear, non-native English writers tend to write in the indirect, tentative, circular styles of writing.

When comparing the structural organizations of the two languages identified from the rhetorical organizations of biochemistry articles written in Thai with those constructed in English, Kanoksilapatham (2007) also agreed that research article rhetorical structures presented by different native language backgrounds are different. Moreover, Hirano (2009) studied rhetorical patterns of the research article introduction sections taken from two international journals in Brazilian Portuguese and English in the field of ESP. He found that the rhetorical organizations of the introduction sections produced by native and non-native are different due to the cultural linguistics and research environment. The English research articles are written in a more chronological pattern than the Brazilian Portuguese ones. On the other hand, Brazilian Portuguese articles vary in their structures. Therefore, he concluded that the differences of socio-cultural aspects, cultural linguistics, and research environment are the factors which affect the rhetorical structures in research article writing.

As mentioned above, it can be summarized that the writers' styles of thinking expressed through rhetorical patterns varies in accordance to their cultures. In this study, the researcher aims to investigate rhetorical move structures in the discussion sections written by inner and expanding circles of English users in ESP and applied linguistics and attempts to conduct contrastive rhetorical studies on these sections of research articles written by more than one writing cultures. To understand the varieties of English used in different cultures, the concept of world English is introduced.

World Englishes

The use of English as a language of communication has rapidly spread out all around the world. Because of the varieties of English in diverse sociolinguistic contexts, the notions of world Englishes was established. According to Kachru

(1985), the term ‘world Englishes’ refers to emerging localized varieties of English, which have developed in territories influenced by the native English-speaking countries. In addition, he described the spread of English by classifying and grouping them into three concentric circles: the inner circle, the outer circle, and the expanding circle. The varieties of English in each circle have different characteristics. Figure 1 illustrates the three concentric circles.

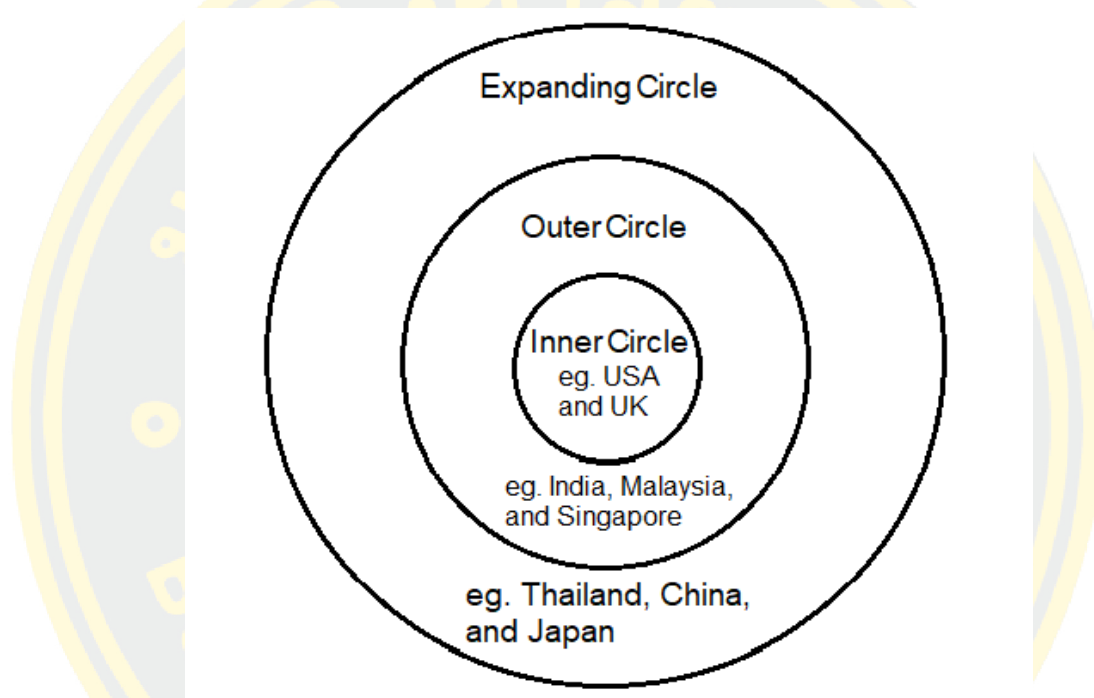


Figure 1 The Three Concentric Circles

According to the figure presented above, the circles of English “the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages” (Kachru, 1985, p.12). The inner circle refers to the traditional bases of English which comprise countries where English is a Native Language, that is, English is used as the mother-tongue language. The circle includes the USA, the UK, Canada, Australia, and New Zealand. The varieties used in this circle are what Kachru calls ‘norm providing’. The outer circle is viewed by Kachru as norm-developing countries. They are where English plays an important role as a second language used in various social, literary, and educational domains. The nations which were colonized by members of the inner circle such as are included in this circle. Finally, the

expanding circle includes the nations where English plays no historical or governmental role, but English is used as a foreign or an international language. Countries included in this circle are Thailand, China, Japan, Indonesia, and many others. They are also called the norm-dependent varieties.

This study particularly focusses on the use of English in the writing of two circles: the inner circle and the expanding circle by investigating move structures of research article discussions constructed by these two different circles of English. However, as mentioned above that the notion that Eastern and Western styles of writing are clearly different, only Eastern Culture was focused in this study. Consequently, the term 'expanding circle' in this present study refers to the countries in the Eastern world that develop Eastern culture. That means the countries in Asia and the Middle East except some countries (Bahrain, Cyprus, Egypt, Israel, Qatar, Syria, and United Arab Emirates) where English is used as a second language in many contexts such as medicine, education, and tourism, and there is merging of the outer and expanding circles. Thus, it is hard to place them in both groups of English users. The aims of the study are to examine the move structures and to find out the differences and similarities between the rhetorical organizations employed by the two groups of English users. For more understanding of the contrastive rhetorical studies of inner and expanding circles of English users, therefore, the next section presents writing styles of inner and expanding circles of English users.

Writing styles of inner and expanding circles of English users

The notion of contrastive rhetoric as mentioned in the previous section leads to the differences in writing styles of inner and expanding circles of English users. Although, there are many studies compare and contrast the writing styles of native and non-native English speakers in recent years, according to the delimitations of the study, this section reviews only the studies that have been done on Western and Eastern writing styles. There is the conclusion from the results of prior studies that while Western or English expository discourse pattern is generally linear, logical, deductive, and direct, Eastern writing pattern is described as inductive, indirect, and nonlinear (Kaplan, 1966; Young, 1994).

From the widespread assumption of the linearity and circularity of writing styles, Yang and Cahill (2008) examined the rhetorical organization of Chinese and American students' expository essays. The results showed that both Chinese and American students preferred directness in text organization. However, American students tended to be more direct than Chinese students. Thus, this indicated that there are some great differences in Eastern and Western cultures and the respective rhetorical traditions.

Moreover, Faghih and Rahimpour (2009) examined a corpus of ninety discussion sections of research articles in applied linguistics using the metadiscourse taxonomy of Hyland (2004). The articles were chosen from among three groups of writers: Iranian speakers of Persian, native speakers of English; and non-native speakers of English (Iranian). By focus on only two groups: native speakers of English and Iranian, the findings showed that native speakers of English employed more interactional metadiscourse such as conjunctive adverbs, prepositional phrases, and so on than Iranians. On the other hand, Iranian used more transitions, frame markers, hedges, and boosters than the native speakers of English. This can be led to the way native speakers of English organize their writings that they tended to concern more about the relationship between their intention and their discourse communities because "metadiscourse is a valuable tool which provides rhetorical effects in the text such as providing logic and reliance in the text" (Faghih & Rahimpour, 2009, p. 106). Finally, the researchers concluded that there is a relationship between language and culture.

The differences of writing styles of inner and expanding circles of English users can influence writers and readers. Since readers' expectations generally determine the writing style which is perceived as linear, straightforward, and coherent, the readers may think that the writing styles of inner circle of English users are easier to understand because the writers often used more direct and assertive positions comparing to the writing styles of expanding circle of English users. Additionally, differences of writing styles indicate the views of writers from different cultures. Since most of writers need to make texts cohere, native English writers prefer the linear style of writing by Kaplan's (1966) because they believe that it represents what such readers view as coherent. However, writers in Eastern Culture

may disagree and prefer the circular writing style (Connor, 2002). In order to identify the contrastive rhetorical structures and differences in writing styles of inner and expanding circles of English users, genre analysis, the crucial approach to text analysis is described in the next section.

Genre analysis

There has been a considerable interest in genre-based analysis in recent years. Especially in the field of English for Specific Purposes, genre analysis is considered an important approach to text analysis (Dudley-Evans, 1994). Likewise, in this present study, English for Specific Purposes (ESP) approach is focused. The term genre refers to the study of how language is used within a particular setting by focusing on rhetorical styles, discourse, rhetorical move, and linguistic features (Swales, 1990). Thus, different genres have different purposes and contain different rhetorical structures.

In ESP contexts, genre has become a tool for analyzing and teaching the both spoken and written language for nonnative learners in academic and professional settings (Bhatia, 2014; Flowerdew, 1993; Flowerdew, 2000; Hyon, 1996; Nwogu, 1991). The approach of genre analysis which is used for text analysis was initially developed by Swales (1981). This approach has been used to examine both the common structure of writing and language employed in texts under the same discourse community. According to Qin (2000), the aim of this approach is to “study the communicative purposes of a discourse and the language use strategies” (p. 42).

According to Bhatia (2002), genre analysis is the analysis of the use of language in a broader sense of aspects to explain both the way that a text is constructed and the way it is used and interpreted in specific contexts to achieve specific purposes. This is also supported by Lakic (1997), who indicated the importance of genre analysis that “Genre analysis is a new approach to discourse and text analysis in ESP. Its research findings have established common rhetorical patterns in academic writing. Therefore, genre analysis has an important role in developing both writing and reading skills” (p. 15). Besides, Bhatia (2014) stated that genre analysis has become one of the major influences in language learning and teaching in various fields such as law, engineering, and business. Hyland (2002) also

added that genre analysis provides useful information about how genres are constructed and the rhetorical contexts in which they are used.

To analyze genre in the ESP research, researchers might take a ‘text-first’ or a ‘context-first’ approach to the analysis of a particular genre (Askehave & Swales, 2001; Bhatia, 2014; Flowerdew, 2002; Swales, 2004). There are two types of the analysis which are lexico-grammatical features and rhetorical features. The analysis of lexico-grammatical features focuses on language features of the text. In other words, it is the way to analyze a text in terms of word-classes, tenses, or clauses used and determine the frequency of these specific features. However, according to Nwogu (1997), the analysis of rhetorical features or move structure of texts refers to “the identification of schematic units or moves” (p. 122).

To sum up, genre analysis refers to the approach to analyze writing conventions, especially, in ESP programs which assist language learners to acknowledge and learn the structure and patterns of language in many different academic and professional contexts. In this field, different genres have been examined, and a large number of studies have focused on analyzing rhetorical patterns including move analysis in various parts of research articles such as introduction, methodology, conclusion, and discussion to understand the conventions. Consequently, for the following subsection, rhetorical move is presented.

Rhetorical moves and analysis

Rhetorical move

Originally, the study of genres in terms of rhetorical moves was developed by Swales (1981) to explain and describe the rhetorical structures and patterns of a particular genre to understand their purposes in a specific discourse. Many researchers defined the meanings of rhetorical moves in many different ways. For example, a rhetorical move refers to a section of a text that performs a specific communicative function with its own purpose and for the overall communicative purposes of the genre (Swales, 1990). Bhatia (2014) pointed out that “moves are discriminative elements of generic structure” (p.30). Furthermore, the rhetorical moves contain semantic and functional units of texts. Nwogu (1997), therefore, further explained the definition of rhetorical moves that they are a bundle of linguistic features which form

a text segment which and give them uniform orientation and signal the content of the discourse. According to Kanoksilapatham (2012), a rhetorical move is “a text section containing communicative function that has its own rhetorical structure and consists of subunits called steps” (p. 294). Thus, the term ‘step’ is defined as “a lower level text unit than the move provides a detailed perspective on the options open to the writer in setting out the moves” (Dudley-Evans, & St John, 1998, p. 89).

These definitions of rhetorical moves demonstrate that they enable the classification of groups of texts in terms of their particular communicative purposes (Yang & Allison, 2003). Moreover, Yang and Allison (2003) also added that:

A Move can be realized by either one step or a combination of steps. The concept of Move captures the function and purpose of a segment of text at a more general level, while Step spells out more specifically the rhetorical means of realizing the function of Move. The set of steps for a Move is the set of rhetorical choices most commonly available to RA authors to realize a certain purpose. The order of Steps presented in each Move only shows a preferred sequence for the choices to occur when in combination (p. 370).

To categorize the rhetorical moves in particular texts, researchers have to do it “on the basis of linguistic evidence, comprehension of the text and understanding of the expectations that both the general academic community and the particular discourse community have of the text” (Dudley-Evans, 1994, p. 226). In addition, two approaches can be used to analyze the discourse: top-down approach and bottom-up approach (Biber, Connor & Upton, 2007). In parts of rhetorical moves, they are viewed as top-down approaches that are adopted to analyze the discourse structure especially genre analysis (Swales, 2004). This means that researchers have to create an identification of communicative purposes first, and then investigate the linguistic features presented in a rhetorical move to support the analysis.

Furthermore, there is a related issue concerning the recurring patterns of rhetorical moves or the cycling structures of rhetorical moves. Understanding the cycling structures of rhetorical moves help the writers organize their writing styles better and use more appropriate rhetorical moves which can persuasively present the purposes of the text in discussions (Dudley-Evans, 1988). For the discussion section, unlike other sections in research articles such as introduction, methods, and results,

the writers tend to employ recurring patterns of rhetorical moves in their writing while the organization of rhetorical moves in other sections generally occur linearly and chronologically (Peng, 1987).

According to Peng (1987) who study rhetorical move structures of chemical engineering discussion sections, the cycling structures of rhetorical moves can be categorized into two levels: a low-level cycle and a high-level cycle. The low-level cycle provides the interpretations of the results. Most of them begin with Statement of results which is a reporting move used for stating or reporting the findings. The examples of the low-level cycles are as follows:

1. Statement of results → Comparison
2. Statement of results → Comparison → Deduction
3. Statement of results → Comparison → Explanation
4. Statement of results → Comparison → Expected outcome

The high-level cycle answers the research questions of the study. This is where the writers tend to make persuasive claims that answer the research questions. The examples of the high-level cycle of rhetorical moves are Reference to previous research, Deduction, Hypothesis, and Recommendation.

In general, from the study of Hopkin and Dudley-Evans (1988), most of the beginning of the cycling structures of rhetorical moves is Statement of results which is consistent with Peng (1987). In contrast, Holmes (1997) found that other rhetorical moves can also occur at the beginning of the cycles such as Background information, (Un)expected outcome, and Reference to previous research.

In the discussion section, therefore, the cycling structures of rhetorical moves generally comprise at least two moves: reporting results and commenting on results. In other words, the reporting rhetorical move is mostly found at the beginning of the cycling structures. It is usually followed by commenting rhetorical moves. Thus, a cycling structure of rhetorical moves can be defined as a co-occurrence of at least one reporting and commenting rhetorical move occurring in the related topic (Rasmeenin, 2006). For more understanding of the genre-based approach for the identification of the structural patterns of research articles. Thus, the rhetorical move analysis will be described next.

Rhetorical move analysis

Rhetorical move analysis is a subset of genre analysis that examines the discourse by focusing on its structure (Biber, Connor, Upton, & Kanoksilapatham, 2007). In this regard, Nwogu (1997) stated that the focus of move-based analysis is on the hierarchical schematic structures of texts. Furthermore, the concept of rhetorical move analysis is not only to interpret and maintain generic integrity but also to account for the complex communicative realities of the world (Bhatia, 1997; Paltridge, 1997, 2004). In terms of meaning, Parodi (2010) defined rhetorical move analysis as follows:

“The move analysis of a genre aims to determine the communicative purposes of a text by categorising diverse text units according to the particular communicative purpose of each unit. Each one of the moves where a text is segmented constitutes a section, revealing a specific communicative function, but this is linked to and contributes to the general communicative objective of the whole genre” (p. 146).

Formerly, Swales (1990) is a forerunner who developed genre analysis by using rhetorical moves and proposed a model to identify rhetorical patterns in research articles. His analysis has stimulated studies on rhetorical structures and referenced by many researchers (e.g. Holmes, 1997; Peacock, 2002; Yang & Allison, 2003) In addition, Connor et al. (2007) indicated the relationship between rhetorical move analysis, genre analysis, and discourse analysis that “researchers involved in the analysis of text as genre further relate discourse structures to the communicative functions of texts, resulting in the current approach of doing genre analysis using rhetorical moves” (p. 24).

According to Crookes (1986), he conducted a study of rhetorical move structures to validate Swales’ (1990) model by creating the models’ level of reliability agreement in introduction sections of scientific articles. He also proposed the procedure of rhetorical move analysis which comprises several steps. First of all, the corpus used for the analysis is selected. Then the researchers select or adapt an appropriate rhetorical move model or framework or develop a new one to be the guideline in order to identify and analyze the rhetorical moves and steps. Generally,

the moves and steps can be identified based on the use of linguistic signals or keywords or phrases. Also, it is recommended that there should be more than one expert or coder in rhetorical move identification process to validate the accuracy of the analysis. Next, the experts independently work on rhetorical move and step identification. The frequency of the rhetorical move and step occurrence is counted, and the reliability scores are calculated. The level of agreement is reported. Finally, the results of the analysis are presented.

In a nutshell, rhetorical move analysis is a study of how language made by a writer forms a meaningful unit by identifying its forms and functions in the discourse (Jogthong, 2003). Rhetorical move structures in research articles, therefore, can be analyzed by using rhetorical move models which are presented in the next subsection.

Models for rhetorical move analysis

Since an influential investigation of rhetorical move analysis in the introduction section of research and the CARS model was introduced by Swales (1981), the rhetorical moves in discussion section have been frequently analyzed in various disciplines in recent years. Also, there are many rhetorical move analysis frameworks in the discussion section that have been proposed by previous researchers. In this study, the researcher presents some examples of the frameworks: Hopkins and Dudley-Evans's (1988), Swales' (1990), Holmes' (1997), and Yang and Allison's (2003).

Hopkins and Dudley-Evans' (1988) eleven-move model

Hopkins and Dudley Evans (1988) investigated rhetorical move structures for the discussion section of research articles and MSc dissertations. They identified eleven rhetorical moves that can be observed in discussion sections and proposed the model. This model has been used as the basis for a number of rhetorical move analysis studies. The rhetorical moves are as follows.

<i>Hopkins and Dudley-Evans' (1988) eleven-move model</i>
Move 1: Background information
Move 2: Statement of result
Move 3: (Un)expected outcome
Move 4: Reference to previous research (comparison)
Move 5: Explanation of unsatisfactory result
Move 6: Exemplification
Move 7: Deduction
Move 8: Hypothesis
Move 9: Reference to previous research (support)
Move 10: Recommendation
Move 11: Justification

Figure 2 Hopkin and Dudley-Evans' model for the discussion section of research articles

Hopkins and Dudley Evans (1988) found that the majority of research articles did not have the linear structure which means the recursions occur frequently. In addition, they summarized that Move 2 (Statement of results) was obligatory in their study.

Swales' (1990) framework of move analysis

Swales (1990) studied about the analysis of genre, sociolinguistics, text linguistics, and discourse analysis by investigating research articles in academic discourse based on rhetorical move analysis. Swales' framework of move analysis in discussion section has been widely adapted in much research. He introduced 8 rhetorical moves of research article discussion sections as follows.

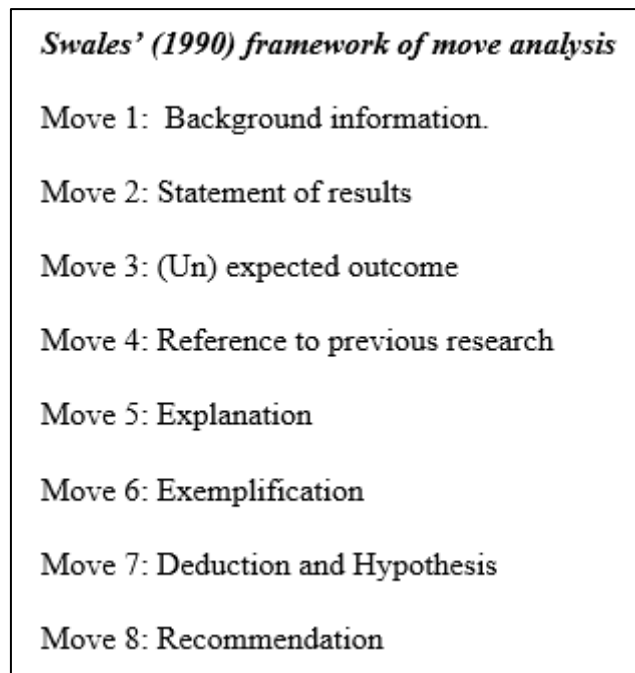


Figure 3 Swales' model for the discussion section of research articles

When comparing Swales' (1990) model with Hopkins and Dudley-Evans's (1988) model, the first four rhetorical moves appearing in both models are the same: Move 1 (Background information), Move 2 (Statement of results), Move 3 ((Un) expected outcome), and Move 4 (Reference to previous research). However, Swales changed Move 5 (Explanation of unsatisfactory results) in Hopkins and Dudley-Evans's (1988) model to his Move 5 (Explanation). The sixth rhetorical moves for both models are Move 6 (Exemplification). In addition, Move 7 (Deduction) and Move 8 (Hypothesis) in Hopkins and Dudley-Evans's are grouped together to be Move 7 (Deduction and Hypothesis) in Swales'. The last rhetorical move in Swales' model is Move 8 (Recommendation) which is the same rhetorical move as Move 10 presented in Hopkins and Dudley-Evans's. Another difference is that Swales' model does not include Reference to previous research (support) and Justification which is presented as Moves 9 and 11 respectively in Hopkins and Dudley-Evans's. Swales found that the only quasi-obligatory move was Move 2 (Statement of Result), but the other seven moves were optional. In his study, Move 1 (Background information) and Move 4 (Reference to previous research) were the most frequent moves. Finally, he also added that the eight moves are likely to occur in a cycle in the discussion sections.

Holmes' (1997) eight-move model

Holmes (1997) examined discussion sections of 50 research articles in three fields of History, Political Science, and Sociology. He proposes a modified version of the model for humanities and social sciences discussion sections by adopting Hopkins and Dudley-Evans's (1988) eleven rhetorical moves by mixing some of the moves and adding a new move of Outlining Parallel or Subsequent Developments. Holmes' eight-move model is as follows.

<i>Holmes' (1997) eight-move model</i>
Move 1: Background information
Move 2: Statement of results
Move 3: (Un)expected outcome
Move 4: Reference to previous research
Move 5: Explanation of unsatisfactory results
Move 6: Generalization
Move 7: Recommendation
Move 8: Outlining parallel or subsequent developments

Figure 4 Holmes' model for the discussion section of research articles

Although the first five rhetorical moves in Holmes' model and Hopkins and Dudley-Evans's model are similar: Move 1 (Background information), Move 2 (Statement of results), Move 3 ((Un) expected outcome), Move 4 (Reference to previous research), and Move 5 (Explanation of unsatisfactory results), there are some differences between these two models. That is Holmes mixed Move 6 (Exemplification), Move 7 (Deduction), Move 8 (Hypothesis), Move 9 (Reference to previous research), and Move 11 (Justification) in Hopkins and Dudley-Evans's to Move 6 (Generalization). Then Move 8 (Outlining parallel or subsequent developments) was added to his model.

Besides, in comparison to Swales' model, the first four rhetorical moves are the same: Move 1 (Background information), Move 2 (Statement of results), Move 3 ((Un) expected outcome), and Move 4 (Reference to previous research). However, Holmes' model is different in three rhetorical moves. Holmes extended Move 5 (Explanation) in Swales' model to his Move 5 (Explanation of unsatisfactory results)

and changed Move 7 (Deduction and Hypothesis) presented by Swales to Move 6 (Generalization) in his model. Finally, he added Move 8 (Outlining Parallel or Subsequent Developments) which was only founded in historical research. Also, Exemplification and Deduction and Hypothesis which are Move 6 and 7 in Swales' model do not appear in his model. Moreover, in his study, he concluded that there was no completely obligatory move found in the discussion parts of research in the field of social sciences. The most frequent opening move found in his study was Move 2 (Statement of Results), and the most frequent closing move was Move 7 (Recommendation).

Yang and Allison's (2003) seven move-step model

Yang and Allison's (2003) seven move-step model was used in this present study because this model is particularly utilized for the analysis of rhetorical move structures of research discussion sections in the applied linguistics. Thus, the model is the most appropriate for using as the framework of this present study.

Yang and Allison (2003) proposed a rhetorical move analysis framework developed from their previous studies that they examined rhetorical move structure in research discussion sections in applied linguistics. Their model consisting of seven move steps has been widely used in many previous studies (Amnuai & Wannaruk, 2012; Rasmeenin, 2006; Tesana, 2015). The rhetorical moves presented in the model are:

<i>Yang and Allison's (2003) seven move-step model</i>	
Move 1:	Background information
Move 2:	Reporting results
Move 3:	Summarizing results
Move 4:	Commenting on results
Step A:	Interpreting results
Step B:	Comparing results with literature
Step C:	Accounting for results
Step D:	Evaluating results
Move 5:	Summarizing the study
Move 6:	Evaluating the study
Step A:	Indicating limitation
Step B:	Indicating significance/ advantage
Step C:	Evaluating methodology
Move 7:	Deductions from the research
Step A:	Making suggestions
Step B:	Recommending further research
Step C:	Drawing pedagogic implication

Figure 5 Yang and Allison's model for the discussion section of research articles

Yang and Allison's (2003) found that only Move 4 (Commenting on results) is the obligatory move in their study. Also, it is the most frequent move. However, Move 2 (Reporting results) was quasi-obligatory move like Swales' (1990). The remaining moves were considered as optional moves. From all of the frameworks mentioned above, the framework utilized for this study was Yang and Allison's (2003) seven-move-step model because this model was developed from an analysis of discussion sections in research articles in applied linguistics. Hence, their model was appropriate for the present study. The details and examples of each rhetorical move and step are described as follows.

Move 1: Background information

This move prepares readers for the upcoming discussion of results by restarting research question, aims and purposes of the study, theoretical background or established knowledge, and/ or the study's research methodology. To identify this move, the writers use some phrases such as this study investigated.../ examined.../ aims to..., the purposes/ aims of this study is..., etc. Both present and past simple tenses in the form of active or passive voices are employed to present the move.

Examples:

- 1) **The main purpose** of this study was to explore the commonly asserted and widely accepted notion that formulaic sequences are more easily processed than nonformulaic language
- 2) **This study investigated** English communication problems between non-Thai and Thai coworkers at Lutheran church.
- 3) **The texts were examined** for both the use of sexist language and content which promotes sexist assumptions concerning gender roles.

Move 2: Reporting results

This move presents the results of a study, normally with relevant evidence such as statistics and examples. To realize this move, some linguistic signals or expressions associated with numerical data, reporting verbs, and statements indicating

the results including figures, graphs, examples, and tables are presented. Both past and present simple tenses can be used in this move.

Examples:

- 1) Furthermore, we **found** that Jobs balanced customization with continuity, in effect employing similar central themes in different situational contexts.
- 2) The results **revealed** that Nigerians, in general, do not display anxiety when speaking.
- 3) The survey **shows** that an overwhelming percentage of the respondents 83% feel that punishing cyberbullies is not necessary, a disappointing finding.

Move 3: Summarizing results

This move presents integrated results on the basis of a number of specific results. To indicate this move, the writers use summarizing verbs, nouns, and phrases such as to summarize, to sum up, in summary, in conclusion, in brief, etc. However, when these words are found, it is important to consider purposes of the following idea to ensure that the sentence is really the summary of the results.

Examples:

- 1) **In sum**, it is obvious that the three age groups showed different behaviors in the story which can be explained by Erikson's stages of psychosocial development and mass psychology by Sigmund Freud.
- 2) **To sum up**, in the story, Squealer uses Logos the most to persuade the others.
- 3) **In brief**, Steve Jobs presents various rhetorical styles depending on the situation.

Move 4: Commenting on results

This move is employed by the authors to establish the meaning and significance of the research results in relation to the relevant field.

Move 4 Step A: Interpreting results

This step is where the writers make a more general claim arising from experimental results. Explicit lexical features include the use of modals and hedging device to mitigate the strength of the claims made. Linguistics signals indicating certainty or tentativeness such as suggest, indicate, seem, appear are used in this step. Moreover, modal verbs such as may, might, would, could, and likely to are employed to interpret the results.

Examples:

- 1) The finding **indicates** that the frequency of bus service 151 in the morning peak hours is inadequate.
- 2) Brand reputation, therefore, **seemed** to be disregarded by this group.
- 3) This **could be interpreted** to mean that figurative language is more likely to be misunderstood than literal language.

Move 4 Step B: Comparing results with literature

This step focuses on ‘commenting results’ by ‘comparing (and contrasting) the results with literature. The realizations of this step are the use of linguistic signals or certain phrases such as consistent with, supported those of, agree with, reported in, etc.

Examples:

- 1) The findings of the current study **support the claims by (R)** that there is a level of conflict and miscommunication between students and academics with regard to academic writing expectations.

- 2) The results **were consistent with those by** (R) who concluded that shyness affects students' anxiety.
- 3) The findings certainly **agree with** (R) pointing out that Chinese students tend to be more confident when comparing with Thai students.

Move 4 Step C: Accounting for results

This step is used by the writers to explain the results of their studies. Words or phrases such as because, it is possible, caused from, possible explanation, can be explained by, etc. Most of the key sentences are written in present simple tense in the form of passive voice in this step.

Examples:

- 1) **A possible explanation** for this difference could be linked to the way in which different communities view and construct their argumentation.
- 2) This **can be explained by** Thai students cultural background.
- 3) The students' plagiarism **is caused from** their lack of idea in writing.

Move 4 Step D: Evaluating results

This is where the writers can make a judgment on finding of their studies, and they can and do have a choice of positively and negatively assessing their own findings in an objective manner. The writers evaluate their results by stating the strengths and weaknesses.

Examples:

- 1) Although there are two low levels found in this study, which is due to the limitations of participants' ability, this information is **useful** for educational institutions
- 2) The results of this research, though, got from observing a small sample of population, which may be a limitation of the research, they were **comprehensive**.

- 3) The analysis showed that Thai students have high pressures in speaking English. These findings **may be beneficial to** teachers in creating a more relaxed learning environment.

Move 5: Summarizing the study

This move is employed by the writers to provide a brief account of the points from the overall of the study. To indicate this move, the writers employ conclusive words and phrases, such as to sum up, in sum, in conclusion, and then some statements indicating to overall results of the study are stated.

Examples:

- 1) **In conclusion**, this present study represents how persuasion works effectively with the power of rhetoric and language including the ability that squealer has.
- 2) **In sum**, this research shows the factors causing the three age groups of characters expressing their racist behaviors differently in the story by using Erikson's psychosocial development theory.
- 3) **To sum up**, this study found that the culture difference and communication skills affect English communication between Thai co-workers and foreign evangelists in the Lutheran Churches.

Move 6: Evaluating the study

This move is used to evaluate the overall of the study by pointing out limitations, indicating the contributions or evaluating the methodology of the study.

Move 6 Step A: Indicating limitation

This step is where the writers express caution concerning a study's methodology, findings, claims and /or generalization. To identify this step, the writers use the keywords and phrases indicating the limitations of the study which need improvement in further research.

Examples:

- 1) The third **limitation** is that the analysis was conducted in the tradition of interpretive discourse analysis where there is no set number of steps or a structured recipe.
- 2) The **limited** heterogeneity in respondents' demographic characteristics could have affected both the nature and the extent of the predictor variables attaching themselves to the reference price and the reservation price
- 3) This study **does not provide** a complete picture of these assessments.

Move 6 Step B: Indicating significance/ advantage

In this step, the writers highlight the importance of the study's findings. The words relating to the significance of conducting research, such as important, crucial, benefit, value, advantage, essential are commonly used.

Examples:

- 1) The use of metaphors **offers valuable insights into** the relationship between charismatic leadership and rhetorical competence.
- 2) To investigate the interrelationship between the informal social interactions and formal language learning, the significance of the social interactions that students experienced is **essential**.
- 3) The results of the study **provided some insights into** how thesis discussion sections were written up.

Move 6 Step C: Evaluating methodology

This step is employed by the writers to judge the strengths and the weakness of the methods or procedure used in a study. In this step, there are some tentative words related to design, model, approach used in the study.

Examples:

- 1) The design of the courses for students, however, **should be more** creative to help grasp students' attention.
- 2) According to the findings which indicated that the design of the program is not noticeable, it **would be better to** develop some new interesting program.
- 3) This model **seems less** capable of explaining L2 learners' insensitivity to the number of errors involved in the present study.

Move 7: Deductions from the research

This move extends beyond the results by suggesting how to solve the problem identified by the research, pointing out the line of further research, or drawing pedagogic implication.

Move 7 Step A: Making suggestions

This step suggests or recommendations about what can be done to solve the problem identified by the research. The use of modal verbs such as may, must, would, and could are presented in this step.

Examples:

- 1) Further research **could** establish whether the interrelations among the principal dynamics of rhetoric found in this study hold for other charismatic leaders and in different contexts.
- 2) Future research **may** examine how pictures and verbal instructions might interact on a more conceptual task, such as installing and using a software program.
- 3) Future research **must** consider the development of more reliable measures for examining such constructs.

Move 7 Step B: Recommending further research

This step offers advice for the directions or area of study that the writers feel worthy of further investigation and/or suggest another methodology for future studies. To realize this step, the phrases related to research in the future such as ‘future studies, future research, further studies, further research, more studies are found.

Examples:

- 1) **More research** is also needed for examining different tasks.
- 2) A highly **recommended study** that could be looked at **in the future** would be the extent of the use of ICT in the teaching at Advanced Level Mathematics amongst the teachers in Brunei.
- 3) Another interesting field of **further research** is the measurement of musical instruments and estimation of parameters of a digital waveguide model.

Move 7 Step C: Drawing pedagogic implication

The writers can provide concrete or practical suggestions for teaching and learning in this step. This step can be signaled by phrases or clauses relating to application of the results to pedagogy which is about learning and teaching contexts.

Examples:

- 1) It is hoped that **these implications will encourage the teachers to** identify students with a high level of anxiety and create a safe supportive environment so that they feel motivated to communicate orally and practice the English language.
- 2) Based on this limited analysis, we **recommend that instruction writers consider** excluding verbal instructions on a simple assembly task.
- 3) In addition, this study **provides students with** possible anxiety-provoking factors and gives them insight for reducing their own anxiety.

As stated before that Yang and Allison's (2003) rhetorical move model for discussion sections was based on the analysis of eight discussion sections in applied linguistics appearing in research articles, and the model details some lexical clues, phrases, or keywords usually used with a great number of rhetorical moves and steps: seven moves and ten steps which are very comprehensive when analyzing the data and easy to apply for rhetorical move analysis in discussion sections. Therefore, comparing to other rhetorical move models, this model is the most compatible with the analysis of rhetorical move structures in discussion sections in this study.

Related Previous studies

Related study on rhetorical move analysis in the discussion section in Thailand

In Thailand, there were several researchers conducted the research on rhetorical move analysis in the field of applied linguistics which is the focus of this study. Therefore, all of the examples of the studies presented in this section is particularly in the field of applied linguistics including language and linguistics and language learning and communication. For example, Rasmeenin (2006) investigated nine discussion sections in MA thesis written by Thai graduate students, Amnuai and Wannaruk (2012) compared the rhetorical move structures in 30 each Thai and international journals' discussion section, Tesana (2015) examined the rhetorical move structures of discussion sections in 50 published research articles, and Sithlaothavorn and Trakulkasemsuk (2006) also compared the rhetorical move structures in 20 discussion sections of Thai and international journals.

When comparing these studies, three studies of Rasmeenin (2006), Amnuai and Wannaruk (2012), and Tesana (2015) adopt the same framework: Yang and Allison (2003). However, the framework used in Sithlaothavorn and Trakulkasemsuk (2006) was adapted and developed based on Jalilifar et al. (2012) and Amnuai and Wannaruk (2013). For the results of Rasmeenin (2006), the researcher concluded that there were five rhetorical functions found in the discussions: stating background information, reporting results, summarizing results, commenting on results, and deductions from the research. Also, the cyclical patterning was displayed. Move 2 (Reporting results) occurred most

frequently, followed by Move 4 (Commenting on results). However, Move 1 (Background information) was rarely found which was consistent with the research conducted by Peacock (2002).

On the other hand, the results of Amnuai and Wannaruk (2012) showed that, in regard to rhetorical move occurrence, the most frequent rhetorical move in both groups of the data, international and Thai, was Move 4 (Commenting on results). Besides, it was followed by Move 2 (Reporting results). Although, the third most frequent rhetorical move in the 2 datasets was different; Move 1 (Background information) for the international corpus, and Move 7 (Deduction from the research) for the Thai corpus. when comparing the results of Amnuai and Wannaruk (2012) with the results conducted by Tesana (2015). Surprisingly, the results of the study of Tesana (2015) was consistent with those results for the international corpus as stated above: Move 4 (Commenting on results) was the most frequent rhetorical move that was followed by Move 2 (Reporting results) and Move 1 (Background information) respectively.

For the findings of the study of Sithlaothavorn and Trakulkasemsuk (2006), the researchers indicated that Move 1 (Background information) was found more often in international journals. Meanwhile, Move 2 (Reporting results) was found more often in Thai articles which agreed with the results of Rasmeenin (2006). These results showed that the international journals' writers tended to provide background information, but the Thai journals' writers tended to repeat stating about the results.

In summary, the most frequent rhetorical moves found in most of the studies showed in this section are Reporting results and Commenting on results. However, the least frequent rhetorical move is Background information. Furthermore, most of the studies reveal different results for rhetorical move structures and cycles. This can be implied that most of the writers did not exactly follow the structures of rhetorical moves presented in the frameworks.

Related foreign studies on rhetorical move analysis in the discussion section

There are many previous foreign research studies that focused on analyzing the rhetorical move structures of the discussion sections in various fields such as the studies of Peacock (2002), Fallahi and Erzi (2003), Jalilifar, Hayati, and Namdari (2012), and Arsyad (2013)

According to Peacock (2002), the researcher examined communicative moves in the discussion sections of research studies in seven disciplines which were Physics, Biology, Environmental Science, Business, Language and Linguistics, Public and Social Administration, and Law. He employed Dudley-Evans's (1994) model as the framework of the study to analyze these 252 research articles. The findings showed that, in the discussion sections written by native and non-native writers, there were differences found in the rhetorical move employment and rhetorical move cycles, and there was no compulsory rhetorical move in the articles. Moreover, he suggested that the Dudley-Evans model needed modification by combining Move 2 (Statement of results) and Move 3 (Findings). Move 1 (Background information) was less frequent in Language and Linguistics. However, overall three most frequent rhetorical moves found in the discussion parts were Move 3 (Finding), Move 7 (Claim), and Move 5 (Reference to previous research).

From his findings, the first two most frequent rhetorical moves were consistent with the study of Fallahi and Erzi (2003) who analyzed 61 articles in language teaching including applied linguistics using Dudley-Evans' (1994) and Swales' (1990) frameworks and found that Moves 3 and 7 (Finding and Claim) appeared to be the most frequent rhetorical moves. However, Move 4 (Unexpected outcome) occurred the least frequently. Also, they indicated that the order of rhetorical moves found in their corpus was different from those in the framework of Dudley-Evans' (1994). It can be concluded that discussion sections vary according to their specific purposes. Likewise, in the same field of study, Jalilifar et al. (2012) compared Iranian with international journals using Dudley-Evans' (1994) framework. They found that Iranian writers did not relate their work to previous research because they employed less Move 5 (Reference to previous research) than international

writers. Moreover, they agreed with Peacock (2002) that Dudley-Evans' (1994) framework needed to be revised. In contrast to all of the studies mentioned earlier, Arsyad (2013) explored rhetorical move structures and cycles in 47 research article discussions in Indonesian in the field of humanities and social sciences using Swales' eight-move structure model. The findings showed that there was no significant difference between the rhetorical move structures in the Indonesian research in the field of humanities and social sciences and other different fields. Furthermore, Move 4 (Reference to previous research findings) was absent in the Indonesian research.

When considering the results of rhetorical move analysis from Thai studies and foreign studies, there are some similarities and differences. For the similarities, both Thai and foreign studies showed that reporting rhetorical moves such as Finding, Statement of results, and Reporting results are the most important rhetorical moves (core moves) because they occurred most frequently in most of the studies. Furthermore, both Thai and foreign studies often commented on the results or findings after reporting them by employing some commenting rhetorical moves such as Commenting on results and Claim. However, the differences are that Thai writers tend to comment on the results more than foreign writers. The reason is that some commenting rhetorical moves such as Reference to previous research and Unexpected outcome were missing in most of foreign studies although these rhetorical moves are considered essential and often found obligatory in much research. Besides, overall structures of the rhetorical moves presented in both groups of studies were different. This could be concluded that the structures of rhetorical moves employed by Thai studies and foreign studies vary depending on the differences of writing styles, frameworks used in the studies, and fields of studies.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher presents an overview of the methods that were used in the study. First, the design of the study is introduced. Then, the corpus of the study is described. Next, the instrument used in this study is discussed. Finally, the data analysis is presented.

Research design

This research was designed to achieve the objectives of the study by using a mixed methods research approach. In addition, descriptive research was used to describe communicative moves in research article discussion sections written by inner and expanding circles of English users in English for Specific Purposes and Applied Linguistics. The use of mixed methods approach in this study is because both quantitative and qualitative data (the frequency of rhetorical move occurrences, the cycling structures of rhetorical moves and the comparative description) were combined and integrated. Moreover, the descriptive study is designed to describe the facts and characteristics of a population or area of interest which is suitable to use in this study.

Corpus of the study

The research discussion sections taken from 100 ESP and applied linguistics research articles during the years of 2009-2018 were examined. Only articles with discussion sections were selected. The corpora were divided into two groups: discussions written by inner and expanding circles of English users. There were 50 research articles for each corpus. The number of the corpus used for data analysis can vary considerably. However, the number of research article discussions used in the present study is adequate representation from both inner and expanding contexts since there have been several studies that examined a large number of research articles (e.g. Peacock, 2002, 2011). Undoubtedly, these studies also yielded significant results.

The selection of the journals was based on the ranking of journals in the Scimago Journal & Country Rank or SJR which is developed by Scimago: Scimago Institutions Rankings to ensure that the selected journals are acceptable, reliable, and are ranked in the top journals of the world. Besides, these journals are from Scopus and ScienceDirect which are reliable and top-ranked databases in the world. Scopus is the largest abstract and citation database of peer-reviewed journals in top-level subject fields. In addition, ScienceDirect name may contain the word science, but it is the website providing access to a large database of research including journals in Humanities and Social Sciences. Moreover, the selected journals are open access journals that are particularly about ESP and applied linguistics and written in English.

From Scopus, the journals were chosen differently for each group of the corpora. For the journals used for the group of inner circle English users, the researcher purposively selected the following five journals:

1. Journal of Second Language Writing
2. Language Learning
3. Language Learning and Development
4. System
5. Journal of Pragmatics

However, the researcher selected the following three journals for the group of expanding circle English users:

1. Studies in Second Language Acquisition
2. System
3. English Language Teaching

In parts of journals from ScienceDirect, three journals were selected for both groups of the corpora: English for Specific Purposes, Journal of Second Language Writing, and System.

The selection of these journals was based on the lists of journals that are considered Q1 or the top 25% of the impact factor distribution except English language teaching which is considered Q2 (the middle-high position between top 50% and top 25%) because the researcher wanted to include the articles written by Thais in the group of expanding circle English users in the study, and this journal provides a sufficient number of research articles written by Thais.

Next, the articles appearing in the selected journals were chosen by the following steps.

1. The name of each selected journal was used to search for the list of articles from the years of 2009 to 2018 in Scopus and ScienceDirect.
2. The researcher selected the articles by considering from the biodata of the writers attached in the research which is one of the required items including e-mail address and full postal address specified in the submission guidelines of all of the journals used in the study. In case that the researcher needed to know more information about the writers to ensure the accuracy of received information, other important information such as backgrounds and personal information and photos were searched from the internet as much as possible. However, the experiences in living in native and non-native English-speaking countries and using English and writing ability of the writers were not considered in the classification of the groups of the corpora in the study. Due to a limited number of research articles in Scopus, all of the target articles were selected based on purposive sampling. However, all remaining articles were randomly selected from ScienceDirect.
3. All of the selected articles were saved as PDF files and later converted to word documents. The discussion sections were focused.
4. The discussion sections were separately codified (I1-I50 for discussions written by inner circle users and E1-E50 for those constructed by expanding circle users) for the purpose of identification and easier access.

Research instrument

In this study, Yang and Allison's (2003) move model was employed to analyze the data. Although there are several other previous studies developed models for move analysis for discussion sections (e.g., Dudley-Evans's, 1994; Holmes, 1997; Peacock, 2002; Peng, 1987), the researcher found Yang and Allison's (2003) move model to be the most appropriate framework for the study for several reasons.

First, other frameworks or models do not belong to applied linguistics because the language used in writing the discussions varies widely across disciplines. Moreover, Yang and Allison's (2003) move model is the most comprehensive one for this study because Yang and Allison's (2003) particularly proposed this framework

based on their studies that examined discussions of public research articles in applied linguistics. Thus, this framework was used to analyze communicative moves in the same parts of the research and the same field of this study. The researcher decided to employ it to this study.

In order to present and illustrate rhetorical move structures, linguistic features indicating moves and steps, and cycling structures of rhetorical moves, a form for rhetorical move analysis was employed (see in appendix).

Data analysis

To accomplish purposes of the study, the following procedures comprising seven major steps were used to analyze the collected data.

1. The discussion sections of the selected 100 research articles were read through.
2. The selected discussion sections were separated into a text segment consisting of only one sentence or more.
3. After the data were in a text segment level, Yang and Allison's (2003) move model was used as a guideline to identify the rhetorical moves, steps, and the rhetorical move cycles in each discussion section.
4. To facilitate this analysis, ProtAnt, the software tool for text analysis, was used to generate a ranked list of keywords indicating the rhetorical moves and steps presented in the discussion sections.
5. The rhetorical move structures, the keywords indicating the rhetorical moves and steps, and the cycling structures of rhetorical moves found in the corpus were recorded in the rhetorical move analysis form.
6. The differences and similarities of the structures of rhetorical moves and steps employed by the English users in inner and expanding circle countries were described.
7. The results of the study including rhetorical move identification were confirmed by two experts in order to make the analysis of rhetorical moves valid and reliable. The participation of the experts could reduce personal bias and uncertainty in the process of rhetorical move analysis. Percentage agreement which is computed by using the formula $A/(A+D) \times 100$ where A is the number of agreements and D is the

number of disagreements (Amnuai, 2012). The standard number for acceptable agreement is at least 80% (Cohen, 1960). In this study, the percentage agreement rate is 95%. Furthermore, when there were disagreements about the coding, the discussion between coders took place in order to reach the agreement in rhetorical move identification.



CHAPTER 4

RESULTS

This chapter presents the analysis of rhetorical move identification and cycling structures of rhetorical moves in the discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics during the years of 2009-2018.

Rhetorical moves in two groups of the corpora

In order to answer the first research question of the study, it was to examine the rhetorical move structures in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics. Therefore, table 1 presents the types of rhetorical moves occurring in the structures of discussion sections in both datasets and some examples of keywords and phrases indicating rhetorical moves and steps observed in the study. Then the rhetorical move identification are described with the bold texts indicating key words and phrases for each rhetorical move as follows:

Table 1 Examples of keywords and phrases often used in each Move and Step

Moves/Steps	Frequency		Examples of keywords and phrases
	Inner circle (%)	Expanding circle (%)	
M1: Background information	54	68	examine, investigate explore the first/ second/ third research question...
M2: Reporting results	100	100	reveal show found report
M3: Summarizing results	12	14	in short in sum in brief to conclude

M4: Commenting on results S1: Interpreting results	96 84	100 86	may likely to seem indicate appear
S2: Comparing results with Literature	80	90	support agree with in line with consistent with run counter to
S3: Accounting for results	44	50	possibility possible explanation may be explained by
S4: Evaluating results	0	2	may ring true to
M5: Summarizing the study	8	26	in summary in sum in conclusion conclude
M6: Evaluating the study S1: Indicating limitations	38 50	24 18	limitation
S2: Indicating significance/advantage	12	10	provide insight into offer insight into provide insight on
S3: Evaluating methodology	6	0	method approach
M7: Deductions from the research S1: Making suggestions	70 24	64 24	need should could
S2: Recommending further research	30	28	further research further studies
S3: Drawing pedagogic implications	46	42	pedagogies students teachers instructors

Rhetorical move identification

Move 1: Background information

This rhetorical move is employed by the writers to state background of the study, research questions, purposes of the study, etc. In this study, Move 1 was an optional move in the corpus of inner circle of English users, occurring at a frequency of 54%. For the corpus of expanding circle of English users, it was conventional with a frequency of 68%.

Examples:

1) **In this study, we looked at** the error patterns found in the written English of native HKSL users **and examined** how these errors may indicate cross-linguistic transfer. (I21)

2) **The question that drove this study was** ‘What is the relationship between EP principles and EAP practices?’. More specifically, I wanted to know what it means to try to implement Principle 6 “Integrate the work for understanding [ie research] into classroom practice” (Allwright, 2003, p.129). (I23)

3) **The current study was primarily focused on** investigating the relative contribution of AVK of high and mid-frequency words on L2 listening comprehension. (I27)

4) **This study explored** learner characteristics common to the students in a thesis preparatory course at a Chinese university and identified two relevant responses to the general EAP thesis-writing instruction and pedagogical writing tasks in the class. (E1)

5) **The first research question explored** the extent to which the perceptions of ELF phonology differed between mainland Chinese and Taiwanese students. (E11)

Move 2: Reporting results

This rhetorical move is used to present the results and findings of the study. Move 2 occurred most frequently in both corpora and was considered as obligatory, occurring at 100% in each corpus. Interestingly, to identify this rhetorical move, the writers often employed reporting verbs such as reveal, show, and report. Also, the statements showing the results of the study were written after that.

Examples:

1) Our study **revealed** that ELLs generally expressed positive stances toward writing as well as toward themselves as writers. However, we also **found** that students’ positive stances were sometimes accompanied by negative expressions toward their

perceived writing abilities and these abilities, for some, related to L1 background, and for others, related to the genres they were asked to compose in their content classes. (I5)

2) Comparison of pre- and post-unit quiz scores **revealed** that students made clear gains in declarative knowledge of technical and rule-governed aspects of writing using sources, even after a relatively short period of instruction and practice. (I10)

3) The results **show** that responses in the group were not homogenous and also that the characteristics of their profiles did not change when learners were presented with either high frequency or lower frequency words. There are however a number of areas that need to be discussed, which are: the difference in frequency of prompt words, word class, identifying strong associates and the implications for teaching. (I15)

4) The results of this study **show** that the use of online collaborative note-taking strategies fostered EFL beginners' literacy development in reading comprehension and writing main ideas. (E15)

5) The parents in the present study **reported** that learning English was difficult, so vocabulary was crucial in order to learn the language. Therefore, they expected their children to learn new English words every day. (E50)

Move 3: Summarizing results

This rhetorical move is used to summarize the results. It was rarely found and was optional in both corpora. It occurred 12% in the corpus of inner circle of English users and 14% in the corpus of expanding circle of English users. Key phrases used to identify this rhetorical move were in short, in sum, in brief, to conclude, etc.

Examples:

1) **In short**, the visual feedback paradigm may be both successful and practical. (I41)

2) **In brief**, both had positive views of TEF. (I50)

3) **To conclude**, when teachers create a classroom atmosphere in which control is minimized, attempts are made to understand students' viewpoints, and various alternatives are offered to students, they are contributing to students' enjoyment of EFL learning. All this occurs through the development of their autonomy, competence, and good social relations. (E17)

4) Based on statistical analyses conducted to address the second research question, **it can be concluded that** there was a significant relationship between the respondents' teaching experience and their awareness of critical pedagogy. (E32)

5) **In sum**, having a closer look at the results of previous studies and the present study, it might be concluded that language strategy use is a gender-related issue. If females were more active, positive and skillful in using certain strategies to learn a language, then males may need more help in developing such strategies for communication. (E42)

Move 4: Commenting on results

This rhetorical move is where the writers give comments on their results. Based on the findings, Move 4 was conventional in the corpus of inner circle of English users, occurring at a frequency of 96%. On the other hand, it was obligatory in the corpus of expanding circle of English users, occurring at a frequency of 100%.

Move 4 Step 1: Interpreting results

This step is where the writers make generalizations based on their results. This step was considered conventional for both corpora. To identify this step, it was found that the writers usually employed some modal verbs and words indicating tentativeness such as *may*, *likely to*, *seem*, *indicate*, *appear*.

Examples:

1) They also **indicated** that, at this stage in their development, few **appeared** aware of the role of citations in advancing disciplinary knowledge and in establishing shared

knowledge with the reader, or of the need for them as writers to project a clear identity and voice. (I10)

2) It **appears** that more experience conducting research might imply greater frequency of occurrence. It is **possible** that as researchers experience more instances of issues that **might** be in a so-called grey area, they become more conditioned to accept them than they **might** have at an earlier stage of their research career. (I38)

3) This **suggests** that they **may** believe that pedagogically appropriate input should be available for Japanese EFL learners in the classroom setting, and that it should be provided by AETs as role models of accurate English and good pronunciation. (E21)

4) This **suggests** the possibility that the effects of higher L1 word familiarity are less than those of the interference effect caused by the similar familiarity of the response items (HH and LL pairs). (E24)

5) This **suggests** that both contexts were effective in facilitating the learning of the relative clauses. (E34)

Move 4 Step 2: Comparing results with literature

This step is where the writers compare their results with those presented in previous studies. It was considered as a conventional step in both corpora. To indicate the similarities or differences between the results and the literatures, some words and phrases such as support, agree with, in line with, consistent with, run counter to were employed.

Examples:

1) Findings **support** the theory that while declarative knowledge is acquired relatively easily, progress through procedural knowledge to automatization in a complex skill is slow, and requires instruction, time and extensive practice (DeKeyser, 2007). The study results also **provide support for** the view (Elder et al., 2012; Grove & Brown,

2001) that, because they offer complementary perspectives, both professional and language criteria have value in ESP assessment. (I7)

2) This finding **mirrors** the findings of Basturkmen and Shackleford (2015) who found that 144 episodes were initiated by the lecturer and only 19 by the learners. (I9)

3) **This finding corroborates some other studies** in English-speaking contexts such as in Australia (Bernat, 2006) and in UK (Liu, 2013). Chinese students tend to believe that studying in an English- speaking context will provide a favourable environment for them to learn English. (E13)

4) Consequently, **consistent with** Vallerand et al. (1997) and Noels (2001), results of this study emphasize teachers' roles, suggesting that teachers must give positive feedback, encourage students to learn English, praise students, accept students' ideas and wishes, and help students when they are unable to understand English. (E17)

5) The frequent use of return responses is **in line with** findings in the EFL literature (Boori, 1994). (E18)

Move 4 Step 3: Accounting for results

This step is where the writers give reasons and explain surprising or unexpected results. In this research, it was considered as an optional step in both corpora. The words or phrases such as possibility, explanation, may be explained by were used to present this step.

Examples:

1) **One possibility** is that children have expectations about how much variability is associated with frequently encountered sources of durational differences, such as sentence position, and notice cases that lie outside the usual distribution. These outlier cases might be key to detecting a new source of durational variation. (I47)

2) **One possibility** is that the visual highlighting of the case-marking and verb-agreement cues drew attention to these cues in situations in which they were not valid.

For example, if participants were using a strategy involving the case-marking cue during the learning block, eventually they encountered a sentence where case marking was wrong while animacy was correct. (I48)

3) **Another possible explanation** why the learning gains did not reach a level of significance could be the short duration of the study. Several of the articles reviewed had treatments that lasted from several weeks to a whole semester (Cotos, 2014; Garner, 2013; Henry, 2007; Koosha & Jafarpour, 2006). Their robust results may have been attributable to participants having longer exposure to DDL. (I49)

4) **One possible explanation** can be provided by querying why the relationship between inference and unfamiliar terms came out strongest, followed by evaluation and lastly analysis. (E3)

5) The low occurrence of this strategy **may be explained by** the availability of the navigation map. During the interviews, the participants said that the navigation map provided them with a general idea about the organization and the content of the text. Therefore, they may not have felt the need for skimming for the reconstruction of a cognitive map of the text. (E25)

Move 4 Step 4: Evaluating results

To evaluate the results, the writers can use this step to indicate the strengths and weaknesses of their results. This step was optional because it was found in only one discussion in the corpus of expanding circle of English users, and it was not found in the corpus of inner circle of English users.

Example:

1) While the number of participants in this study does not allow for any generalization, suffice it to say that the participants' answers **may ring true to** many Thai EFL teachers out there. (E49)

Move 5: Summarizing the study

This rhetorical move is used to sum up the overall findings of the study. It was considered as an optional rhetorical move in both corpora with the frequency of 8% in the corpus of inner circle of English users and 26% in the corpus of expanding circle of English users. Linguistic features used to identify this rhetorical move were conclusive words and phrases such as in summary, in sum, in conclusion, conclude. Furthermore, it was found that these words and phrases were followed by the main findings of the research.

Examples:

1) **In summary**, no group followed exactly the predicted pattern of acquisition and performance in Experiment 2. The one-color VIE showed a particularly poor strategy, basically acquiring the cue highest in the dominance hierarchy very early and then sticking largely with this single cue, resulting in poor performance when this cue was not available. The no-VIE and two-color VIE groups showed evidence of using all the cues by the end of the experiment, but neither had succeeded in getting the correct ordering of cue strength, although the no-VIE group did make the strongest use of the cue highest in the dominance hierarchy. Thus, there was no evidence for benefits to learning from VIE in Experiment 2. (I48)

2) **On the whole**, the results addressing the first research question point to a greater requirement for CT skills to discover unfamiliar terms, and the results relating to the second research question provide further support for this hypothesis. (E3)

3) **In summary**, this study enriches the literature regarding teachers' EI and self-efficacy by exploring the existence and extent of the relationship between these two affective aspects in EFL contexts. Typically in EFL contexts, establishing interaction with and among students, enhancing group dynamics, reducing inhibition and anxiety, and facilitating empathetic communication, are indispensable components of the EFL teachers' profession. (E23)

4) **In sum**, the present study focused on an idea that introducing semantically related new words facilitates their learning, and it investigated the role of L1 information in learning L2 antonymous pairs. This study especially focused on the influence of L1 translation familiarity. (E24)

5) This leads the present researchers to **conclude that** the significant positive correlation between teaching experience and teachers' awareness of and positive attitude toward practicing critical pedagogy in their teaching makes sense in light of the available literature on teaching and teacher education. (E32)

Move 6: Evaluating the study

The writers can use this rhetorical move for stating the limitations of the study, indicating significance, and evaluating the methodology. The findings revealed that Move 6 was optional in both datasets. It occurred 38% in the corpus of inner circle of English users and 24% in the corpus of expanding circle of English users.

Move 6 Step 1: Indicating limitations

This step is used by the writers to state the limitations of the study. The findings revealed that the word 'limitations' following by statements indicating some issues that were limited in the research were usually used to signify this step.

Examples:

1) Although this study demonstrates that SCMC-based telecollaboration can provide a rich context that affords learners an opportunity to experiment with and demonstrate pragmatically appropriate L2 use in a way that is different from the conventional classroom environment, there are nonetheless certain **limitations**. (I40)

2) Turning now to methodological considerations, this qualitative study employed a **small sample size**, and investigated language learning in **one specific setting**. Thus, **the findings are not generalizable**. (I44)

3) Although our study included both face-to-face and online courses, the fact that the participating teachers did not teach both course types is **a limitation**. (I50)

4) This study had some **limitations**, including the small sample size and the impossibility of generalizing findings which were based on a specific sample of Iranian EFL teachers so that they would be applicable to the wider population of EFL teachers. (E22)

5) **A limitation** of this study was the small sample size of university students in Southern Taiwan, and thus, these findings may not be generalizable to other educational settings or to populations with different backgrounds. (E41)

Move 6 Step 2: Indicating significance/ advantage

The purpose of this step is to state the significant of the study that is useful and helpful for implications. It was hardly found in both corpora. The linguistic features indicating this step commonly found in the data were provide insight into, offer insight into, and provide insight on.

Examples:

1) Considering the learners' perspectives as well as those of the teachers, **provided insights into** the challenges and opportunities created by implementing EP in an EAP context. (I23)

2) This study **offers** thought-provoking **insights into** understanding university EFL writing through using interpersonal metalanguage to identify writerly selves, and offers potentially valuable contributions to the field of EFL writing education. (I36)

3) The case studies in this paper **provide insight into** the subjective experience of language learning. (I44)

4) Results of this study **provide insight into** how the Thai English user learned to use sequential organization and categorically and relationally related descriptions as

contextual resources to form intelligible pronunciation of L2 English in and through interactions. (E6)

5) However, these results **provide insight on** the potential of wikis to promote foreign language acquisition through collaborative learning tasks. (E41)

Move 6 Step 3: Evaluating methodology

The function of this step is to evaluate the methods used in the study. It was considered as optional because it occurred only in three discussions in the corpus of inner circle of English users. Moreover, it was absent in the corpus of expanding circle of English users. Some words such as method and approach were used by the writers to mention this step.

Examples:

- 1) Nevertheless, I believe that **the methods** used to create the word list, although somewhat laborious, do transfer to other contexts. (I8)
- 2) However, the goal of **qualitative research** is to provide a rich description of particular learners in a particular setting, and the case study **approach** used here offers a situated view of learners, language learning, and the emotional experiences associated with language learning in a particular instructional setting over time. (I44)

Move 7: Deductions from the research

This rhetorical move is where the writers can make suggestions, recommend for further studies, and draw pedagogical implication. It occurred frequently and was considered as conventional in both datasets. The occurrences in the corpus of inner and expanding circles of English users were 70% and 64% respectively.

Move 7 Step 1: Making suggestions

This is where the writers can provide some guidelines or suggestions for other researchers in order to improve the quality of works and solve the problems occurred

in the research. In this step, some verbs or modal verbs such as need, should, and could were found.

Examples:

1) Future researchers **should** preferably conduct similar studies with **larger sample sizes**. (I29)

2) However, this account (or any account of how children detect and attribute durational variation) **needs** extensive empirical examination. (I47)

3) Second, the correlation of online collaborative note-taking strategies, vocabulary learning, and reading comprehension **could be further explored** to help EFL beginners foster their literacy and memory recall skills. (E15)

4) Other types of combination, such as a verb with a noun or a verb with an adverb, **should be investigated** to provide more support for the effectiveness of known-and-unknown word combinations in assisting intentional vocabulary learning. (E19)

5) **A better participant group would be** the beginner-level adult learners enrolled in a short-term intensive English course, whose cognitive capabilities could handle the CG treatment. (E28)

Move 7 Step 2: Recommending further research

This step is used to guild and suggest the possible areas and some needs for future research. Noun phrases indicating this step such as further research and further studies were commonly found in the data.

Examples:

1) **Further research** involving larger corpora is needed which also takes into account the range and dispersion of words in the corpus. (I22)

- 2) It is recommended that **further studies** make use of the novel mapping presented in this study to explore other contexts. (I36)
- 3) **Further research** is needed to clarify what vocabulary size is necessary to make use of two-word collocations for intentional vocabulary learning. (E19)
- 4) **Further studies** should include qualitative tools such as interviews, think-aloud protocols, and diaries which might help provide further insight into the EI and self-efficacy of specific groups of teachers. (E22)
- 5) **Further research** with varying degree of task complexity seems needed to unravel the relationship between task complexity and fluency. (E36)

Move 7 Step 3: Drawing pedagogical implication

The writers can provide the pedagogical implications related to teaching and learning contexts in order to lead some changes in these contexts. In this study, this step occurred frequently in both corpora. The words such as pedagogies, students, teachers, instructors were found in this step.

Examples:

- 1) In this analysis we have shown how the open approach that we took **encouraged and supported EFL teachers to** embrace new **pedagogies** in ways that connected decisions with local teaching and student learning needs. We have also shown how this approach helped these teachers to go beyond attempts simply to replace one approach with another and to articulate ways in which alternative approaches could be aligned with their **pedagogies**. (I25)
- 2) By focusing on multi-word academic tokens as keywords, **future instructors** could make efficient use of their time during the part of the course that uses DDL. (I49)
- 3) **Course instructors** should make NNES students aware of the definition of plagiarism in the standards of scholarly publications and the possible consequences,

as the appropriate use of sources is a skill integral to the process of writing the research article genre. (E16)

4) A complementary use of both linguistic routines and socio-cultural patterns **should enable teachers to help students to** avoid destructive pragmatic failures which basically originate from misunderstandings and may result in breakdowns in communication. (E18)

5) This also demonstrates that help is needed, especially by learners with high FL writing anxiety. **It is necessary for both language instructors and learners to be** aware of the existence of writing anxiety and take strategies accordingly to help anxious learners to write better in a SL/FL. (E26)

Frequency and percentage of appearance of the rhetorical moves

To answer the second research question, the differences and similarities of the rhetorical move structures employed in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics were observed in the terms of the frequency of rhetorical move occurrences and the frequency-based move classification. The findings are shown in the table with the descriptions as follows.

According to table 2, the most three frequent rhetorical moves occurring in both corpora were discussed as follows. The most frequent rhetorical move found in the corpus of inner circle of English users was Move 2 (Reporting results), consisting of 100% of the total rhetorical moves. However, the most frequent rhetorical move in the corpus of expanding circle of English users were Move 2 (Reporting results) and Move 4 (Commenting on results), consisting of 100% in each rhetorical move. The second most frequent rhetorical move in the corpus of inner circle of English users was Move 4 (Commenting on results), consisting of 96%, but it was found to be Move 1 (Background information), consisting of 68% in the corpus of expanding circle of English users. The third most frequent rhetorical move employed by both groups of English users was Move 7 (Deductions from the research), consisting of 70%

in the corpus of inner circle of English users and 64% in the corpus of expanding circle of English users.

Table 2 Frequency of moves and steps found in the Discussion sections in the two corpora

Moves/Steps	Corpus of inner circle of English users	Corpus of expanding circle of English users
	(n=50)	(n=50)
M1: Background information	27 (54%)	34 (68%)
M2: Reporting results	50 (100%)	50 (100%)
M3: Summarizing results	6 (12%)	7 (14%)
M4: Commenting on results	48 (96%)	50 (100%)
S1: Interpreting results	42	43
S2: Comparing results with Literature	40	45
S3: Accounting for results	22	25
S4: Evaluating results	0	1
M5: Summarizing the study	4 (8%)	13 (26%)
M6: Evaluating the study	19 (38%)	12 (24%)
S1: Indicating limitations	15	9
S2: Indicating significance/advantage	6	5
S3: Evaluating methodology	3	0
M7: Deductions from the research	35 (70%)	32 (64%)
S1: Making suggestions	12	12
S2: Recommending further research	15	14
S3: Drawing pedagogic implications	23	21

When considering the results with the criteria for frequency-based move classification (Rasmeenin, 2006) as shown in table 3, Move 2 (Reporting results) was the core move in both datasets, and it was obligatory. Although Move 4 (Commenting on results) was conventional in the corpus of inner circle of English users, it was considered obligatory in the corpus of expanding circle of English users. In the corpus of inner circle of English users, the third and fourth most frequent rhetorical moves were Move 7 (Deductions from the Research) which was conventional and Move 1 (Background information) which was optional. However, in the corpus of expanding circle of English users, Move 1 (Background information) and Move 7 (Deductions from the Research) were the third and fourth most frequent rhetorical moves respectively, and both were considered conventional. The remaining four rhetorical moves were less frequent, and they were optional in both sets of data.

Interestingly, one surprising finding in this study was that there were the co-occurrences of rhetorical moves in the text segment containing the same topic. That is, one text segment could contain more than one rhetorical move. These texts usually employed by stating the results first then using present participle clauses to comment up on the results. Some of them were compound sentences. Moreover, the writers stated their results and put some in-text citations after that in order to indicate that their results were agreed with previous literatures.

Table 3 Criteria for frequency-based move classification

Rhetorical move classification	Percentage of rhetorical move occurrence
Obligatory	100
Conventional	60-99
Optional	Less than 60

Cycling structures of rhetorical moves in the two corpora

In order to reach the third research question, the cycling structures of the rhetorical moves were analyzed. The findings showed that while 26 of 50 (52%) discussion sections written by inner circle of English users were ordered cyclically, 37 of 50 (74%) discussion sections written by expanding circle of English users showed cycling structures.

Table 4 details cycling structures of rhetorical moves appearing in the corpus of inner circle of English users. The findings demonstrated that there were the repetitions of rhetorical moves which occurred cyclically. These cycling structures included the patterns of two-part, three-part, four-part, and five-part cycles. The first three types of patterns occurred 19, 12, and 2 times respectively. The last one occurred only once. The three most frequent patterns were M2-M4S1 (7 times), M2-M4S2 (6 times), and M4S1-M2 (3 times). The most frequent opening move was Move 2 (Reporting results), followed by Move 4 (Commenting on results), and Move 1 (Background information) respectively.

Table 4 Cycling structures in corpus of inner circle of English users

No.	Cycling structures in corpus of inner circle of English users	Total
1	M2-M4S1	7
2	M2-M4S2	6
3	M2-M4S3	2
4	M4S1-M2	3
5	M4S2-M2	1
Total number of two-part cycles		19
6	M1-M2-M4S1	1
7	M1-M2-M4S2	1
8	M2-M2-M4S1	1
9	M2-M2-M4S2	1
10	M2-M4S1-M4S2	1
11	M2-M4S2-M4S1	2
12	M2-M4S2-M4S2	1
13	M2-M4S2-M4S3	1
14	M2-M4S2-M7S3	1
15	M2-M4S3-M4S1	1
16	M4S1-M6S1-M2	1
Total number of three-part cycles		12
17	M2-M4S2-M2-M4S1	1
18	M2-M4S2-M2-M4S2	1
Total number of four-part cycles		2
19	M2-M4S2-M2-M7S3-M7S2	1
Total number of five-part cycle		1

Table 5 describes cycling structures of rhetorical moves employed in the corpus of expanding circle of English users. There were four patterns of cycling structures: two-part, three-part, four-part, and five-part cycles. The two-part cycles occurred most frequently (33 times). The three-part cycles occurred 10 times. For the four-part and five-part cycles, both were occurred only once. The three most frequent patterns were M2-M4S2 (17 times), M2-M4S1 (9 times), and M2-M4S3 (3 times). The

most frequent opening move was Move 2 (Reporting results), followed by Move 1 (Background information) and Move 4 (Commenting on results) respectively.

Table 5 Cycling structures in corpus of expanding circle of English users

No.	Cycling structures in corpus of expanding circle of English users	Total
1	M2-M3	1
2	M2-M4S1	9
3	M2-M4S2	17
4	M2-M4S3	3
5	M2-M7S1	1
6	M2-M7S2	1
7	M4S1-M2	1
Total number of two-part cycles		33
8	M1-M2-M2	1
9	M1-M2-M4S1	2
10	M1-M2-M4S2	1
11	M2-M2-M4S1	1
12	M2-M2-M4S2	1
13	M2-M4S1-M2	1
14	M2-M4S2-M4S2	1
15	M2-M4S2-M4S3	1
16	M4S1-M2-M2	1
Total number of three-part cycles		10
17	M2-M4S1-M2-M4S2	1
Total number of four-part cycle		1
18	M2-M4S2-M2-M4S1-M4S2	1
Total number of five-part cycle		1

In summary, Move 2 (Reporting results) was the most frequent opening move in both sets of data. The two-part cycles were commonly used in both corpora, occurring at the total of 19 and 33 in the corpus of inner and expanding circles of English users respectively. It was followed by the use of three-part and four-part cycles which occurred more frequently in the corpus of inner circle of English users.

That is, the three-part cycles totally occurred 12 times in the corpus of inner circle of English users, and 10 times in the corpus of expanding circle of English users. In parts of the four-part cycles, they totally occurred two times in the corpus of inner circle of English users, but it was found only once in the corpus of expanding circle of English users. Lastly, the five-part cycles occurred once in each corpus.



CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter includes the summary and the discussion of the findings concerning the rhetorical move occurrences and the cycling structures of rhetorical moves.

Summary of the findings

According to the previous chapter, this section provides the summary of all the major findings as follows.

1. There was the presence of all the seven rhetorical moves as presented in Yang and Allison's (2003) rhetorical move model in both corpora, but some steps: Move 4 Step 4 (Evaluating results) in the of inner circle of English users and Move 6 Step 3 (Evaluating methodology) in the of expanding circle of English users were missing.
2. Move 2 (Reporting results) was the core move in both corpora, following by Move 4 (Commenting on results): Move 2 was obligatory in both corpora, and Move 4 was obligatory in the corpus of expanding circle of English users and was conventional in the corpus of inner circle of English users.
3. The cycling structures of rhetorical moves in the corpus of inner circle of English users were more complex considering from the total number of cycling patterns.
4. Expanding circle of English users cycled their rhetorical moves more often (74%) than inner circle of English users (52%) considering from the number of discussion sections containing cycling structures.

Discussion of the findings

Based on the results reported in the previous chapter on rhetorical move identification and the frequency and percentage of appearance of the rhetorical moves, there was the presence of all the seven rhetorical moves as presented in Yang and

Allison's (2003) rhetorical move model in discussion sections of both corpora. However, some steps were missing: Move 4 Step 4 (Evaluating results) in the of inner circle of English users and Move 6 Step 3 (Evaluating methodology) in the of expanding circle of English users were not presented.

The first most common rhetorical move that frequently used in both corpora was different. While there was only Move 2 (Reporting results) which was considered 'obligatory' in the corpus of inner circle of English users, there were two rhetorical moves, Move 2 (Reporting results) and Move 4 (Commenting on results), which were 'obligatory' and occurred 100% in all discussion sections in the corpus of expanding circle of English users. The great occurrences of Move 2 in both corpora confirmed the findings of Peacock (2002) and Fallahi and Erzi (2003) who found that Move 3 (Findings), which is extended to be Move 2 (Reporting results), was the most frequent rhetorical move. This may due to the fact that most of the writers may think that stating the results is a must before commenting on them. Moreover, the occurrences of Move 4 in the corpus of expanding circle of English users agreed with Yang and Allison's (2003) and Kanoksilapatham (2005) who found that commenting on results or consolidating results occurred most frequently in their studies.

The second most frequent rhetorical move in the corpus of inner circle of English users was Move 4 (Commenting on results) which occurred 96%, but it appeared to be Move 1 (Background information) which occurred 68% in the corpus of inner circle of English users. This finding indicated that expanding circle of English users tended to provide more informative rhetorical move in their discussion sections.

The third most frequent rhetorical move occurring in both corpora was Move 7 (Deductions from the research). However, the inner circle of English users tended to employ this rhetorical move in their discussion sections more (70% in the corpus of inner circle of English users and 64% in the corpus of expanding circle of English users). This indicated that this move is also important. A possible explanation for this result is that the writers may pay more attention and awareness to educational contexts. Also, the writers may understand the importance in conducting research. Therefore, they usually encourage and provide guidelines for other researchers.

Moreover, it was found that the remaining four rhetorical moves in the corpus of inner circle of English users: Move 1 (Background information), Move 3 (Summarizing results), Move 5 (Summarizing the study), and Move 6 (Evaluating the study) were optional. However, the same three rhetorical moves except Move 1 was considered as an optional rhetorical move in the corpus of expanding circle of English users, so there were only three optional rhetorical moves found in this corpus: Move 3 (Summarizing results), Move 5 (Summarizing the study), and Move 6 (Evaluating the study) were optional. Contrary to the findings of Yang and Allison's (2003) who showed a low frequency of five rhetorical moves. This could possibly be that the writers employed more rhetorical moves in their works to conduct more complex discussion sections in this study.

Finally, it should be noted that there was a big gap between the frequency of rhetorical moves occurrences occurring in Move 5: 8% in the corpus of inner circle of English users and 26% in the corpus of expanding circle of English users. Since the purpose of Move 5 is to summarize the study, the explanation for this difference may be due to the fact that inner circle of English users tend to write in direct and linear style (Duszak, 1994). Thus, the summary of the study may be seen as redundancy because the writers may mention the results or commenting on them thoroughly and comprehensively in their discussion sections. They may therefore avoid talking about the findings again or re-summarizing the research results while expanding circle of English users often talk about the same research results repeatedly and summarize the study again at the end of their discussion sections. This agrees with Kaplan (1966) who found that writing styles of Asian writers' ideas were expressed in circular manner, and they often came to the point only at the end.

To sum up, it can be concluded that although discussion sections vary in their structures, Move 2 and Move 4 are considered as the crucial rhetorical moves for research articles in English for specific purposes and applied linguistics.

Based on the findings related to cycling structures of the rhetorical moves, the results showed that there were some similarities and differences appearing in both datasets. It was found that both inner and expanding circles of English users employed their rhetorical moves cyclically rather than linearly. Move 2 (Reporting results) was

the core move in all the cycles occurred in both corpora. Moreover, the cycles commonly occurred cyclically with the repetition of two rhetorical moves and they were the co-occurrences of reporting and commenting moves (Rasmeenin, 2006). The discussion sections in both corpora contain at least two-part cycle. However, there were more three-part and four-part cycles in the corpus of inner circle of English users. This indicated that the cycling structures in the corpus of inner circle of English users tended to be more complex. This finding agreed with the previous contrastive research conducted by Loi, Evans, Lim, Akkakoson (2016). The finding can also be interpreted in terms of language and cultural that native English users' writing styles are more complicated. This may due to the fact that English native users have more understanding of their own language and can use their language to write more complexly.

Another unexpected finding is that expanding circle of English users cycled their rhetorical moves more often (74%) than inner circles of English users (52%). This finding was similar to the findings of Kaplan (1966) and Duszak (1994) who concluded that non-native English users (Asian) tended to write in circular styles.

In sum, the cycling structures of the rhetorical moves presented in discussion sections of research articles written by inner circle of English users differed from those written by expanding English users in terms of the complexity in structural organizations and the frequency of the cycle occurrences. These differences might lead to the discussion related to writing styles and the notion of contrastive rhetoric presented in the next sub-section.

According to the third purpose: To describe the cycling structures of the rhetorical moves presented in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics. Like many previous contrastive studies (Duszak, 1994; Hirano, 2009; Kanoksilapatham, 2007; Kaplan, 1966), the differences found in the findings above might be explained by the cultural differences. The more complexity of cycling structures employed by inner circle of English writers and the circular way of writing employed by expanding circle of English writers may due to the cultural background of the writers as stated by Leki (1992) that the organizational structure of written

discourse is influenced by a cultural phenomenon. This supported Grabe and Kaplan (1989) who pointed out that writers with different languages produce rhetorically distinct texts, and this does not depend on other factors such as differences in age, in proficiency, in education, in task complexity. Moreover, the differences of societies and contexts can be the factors that make scholars experience meaning potential of genre differently and prefer different communicative styles (Hirano, 2009; Hyland, 1996).

The present findings provided some pedagogical implications in academic writing classroom, especially for teaching rhetorical move structures in the discussion sections of research articles. This suggested that teachers should be aware of the importance of the contexts of writing and cultural differences in academic writing. They should know about the writing styles or organizational structures that fit the cultural conventions. These could help them to use appropriate methods for students to understand how to conduct a good discussion section. Besides, the present findings could also benefit students and researchers who explore how to write the effective discussion sections for their studies.

However, according to the limitations of this study, there are still some unresolved issues that need to be addressed in further studies. First, this study focused only the differences and similarities of rhetorical move structures employed by inner and expanding circles of English users. Thus, it would be interesting if further studies could compare the use of keywords and phrases indicating the rhetorical moves and steps that were presented in the discussion sections written by two groups of the writers. From such a comparison, we may obtain more clearly differences and similarities of writing styles between these two groups.

Lastly, this study may not cover some of the writers' backgrounds such as writing ability, native English speaker involvement, and experience in using English. Hence, these possible factors may need to be explored because they may affect the writing styles in research articles. With the understanding of these factors, it would make the results of the study more reliable.

REFERENCES

- Amnuai, W. (2012). A comparative study of English applied linguistics research articles between Thai and internationally published journals: Moves and formulaic sequences. *Unpublished PhD dissertation, Suranaree University of Technology, Thailand.*
- Amnuai, W., & Wannaruk, A. (2012). Investigating move structure of English applied linguistics research article discussions published in international and Thai journals. *English Language Teaching, 6*(2), 1.
- Annesley, T. M. (2010). The discussion section: Your closing argument. *Clinical chemistry, 56*(11), 1671-1674.
- Arsyad, S. (2013). A genre-based analysis of Indonesian research articles in the social sciences and humanities written by Indonesian speakers. *Journal of Multicultural Discourses, 8*(3), 234-254.
- Askehave, I., & Swales, J. M. (2001). Genre identification and communicative purpose: A problem and a possible solution. *Applied linguistics, 22*(2), 195-212.
- Association, A. P. (1994). *Publication manual: American Psychological Association Sixth Edition.* Washington. DC.
- Baron, A. (2008). Guidelines for Writing Research Proposals and Dissertations Division of Educational Administration University of South Dakota. In.
- Basturkmen, H. (2012). A genre-based investigation of discussion sections of research articles in dentistry and disciplinary variation. *Journal of English for Academic Purposes, 11*(2), 134-144.
- Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science* (Vol. 356): University of Wisconsin Press Madison.
- Berkenkotter, C., & Huckin, T. (1995). Genre knowledge in disciplinary communities. *Hillsdale, NJ: Lawrence Erlbaum.*
- Bhatia, V. (2002). Applied genre analysis: a multi-perspective model. *Ibérica: Revista de la Asociación Europea de Lenguas para fines específicos (AELFE)*(4), 3-19.

- Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*: Routledge.
- Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the move: Using corpus analysis to describe discourse structure* (Vol. 28): John Benjamins Publishing.
- Biber, D., Connor, U., Upton, T. A., & Kanoksilapatham, B. (2007). Introduction to move analysis. *discourse on the Move: Using Corpus analysis to describe discourse Structure*. Amsterdam: John Benjamins, 23-42.
- Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *Journal of English for Academic Purposes*, 5(1), 4-18.
- Bizzell, P. (1992). *Academic discourse and critical consciousness*: University of Pittsburgh Pre.
- Brett, P. (1994). A genre analysis of the results section of sociology articles. *English for specific purposes*, 13(1), 47-59.
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and psychological measurement*, 20(1), 37-46.
- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL quarterly*, 36(4), 493-510.
- Connor, U. (2003). Changing currents in contrastive rhetoric: Implications for teaching and research. *Exploring the dynamics of second language writing*, 218-241.
- Connor, U., & Connor, U. M. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*: Cambridge University Press.
- Crookes, G. (1986). Towards a validated analysis of scientific text structure. *Applied linguistics*, 7(1), 57-70.
- Day, R. A. (1989). The origins of the scientific paper: the IMRaD format. *J Am Med Writers Assoc*, 4(2), 16-18.
- Denscombe, M. (2014). *The good research guide: for small-scale social research projects*: McGraw-Hill Education (UK).
- Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications. *Academic listening: Research perspectives*, 146-158.

- Dudley-Evans, T. (1997). Five questions for LSP teacher training. *Teacher education for LSP*, 58-67.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*: Cambridge university press.
- Duszak, A. (1994). Academic discourse and intellectual styles. *Journal of pragmatics*, 21(3), 291-313.
- Eggins, S. (1994). *An introduction to systemic functional grammar*. London: Pinter.
- Fallahi, M., & Erzi, M. (2003). Genre analysis in language teaching: An investigation of the structure of the Discussion section of language-teaching-journal articles.
- Flowerdew, J. (1993). An educational, or process, approach to the teaching of professional genres. *ELT journal*, 47(4), 305-316.
- Flowerdew, J. (1999). Writing for scholarly publication in English: The case of Hong Kong. *Journal of Second Language Writing*, 8(2), 123-145.
- Flowerdew, J. (2000). Discourse community, legitimate peripheral participation, and the nonnative-English-speaking scholar. *TESOL quarterly*, 34(1), 127-150.
- Flowerdew, J. (2001). Attitudes of journal editors to nonnative speaker contributions. *TESOL quarterly*, 35(1), 121-150.
- Flowerdew, J. (2002). Genre in the classroom: A linguistic approach. *Genre in the classroom: Multiple perspectives*, 91-102.
- Freedman, A., & Medway, P. (1994). Locating genre studies: Antecedents and prospects. *Genre and the new rhetoric*, 1-20.
- Grabe, W., & Kaplan, R. B. (1989). Writing in a second language: Contrastive rhetoric. *Richness in writing: Empowering ESL students*, 263-283.
- Hall, G. M. (2012). *How to write a paper*: John Wiley & Sons.
- Hilary, G.-d. (2009). *Science research writing for non-native speakers of English*: World Scientific.
- Hirano, E. (2009). Research article introductions in English for specific purposes: A comparison between Brazilian Portuguese and English. *English for specific purposes*, 28(4), 240-250.
- Holmes, R. (1997). Genre analysis, and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. *English for specific purposes*, 16(4), 321-337.

- Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for specific purposes*, 7(2), 113-121.
- Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of pragmatics*, 34(8), 1091-1112.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.
- Hyland, K. (2004). Patterns of engagement: Dialogic features and L2 undergraduate writing. *Analysing academic writing: Contextualized frameworks*, 5-23.
- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse studies*, 7(2), 173-192.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL quarterly*, 30(4), 693-722.
- Jalilifar, A., Hayati, A., & Namdari, N. (2012). A comparative study of research article discussion sections of local and international applied linguistic journals. *The journal of Asia TEFL*, 9(1), 1-29.
- Jaroongkhongdach, W., Todd, R. W., Keyuravong, S., & Hall, D. (2012). Differences in quality between Thai and international research articles in ELT. *Journal of English for Academic Purposes*, 11(3), 194-209.
- Jogthong, C. (2003). Research article introductions in Thai: Genre analysis of academic writing.
- Kanoksilapatham, B. (2003). *A corpus-based investigation of scientific research articles: Linking move analysis with multidimensional analysis*: Georgetown University.
- Kanoksilapatham, B. (2007). Writing scientific research articles in Thai and English: Similarities and differences. *Silpakorn University International Journal*, 7, 172-203.
- Kanoksilapatham, B. (2012). Research article structure of research article introductions in three engineering subdisciplines. *IEEE Transactions on professional communication*, 55(4), 294-309.
- Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language learning*, 16(1-2), 1-20.

- Lakic, I. (1997). Genre analysis of article introductions in economics. *Asp. La revue du GERAS*(15-18), 409-426.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NH: Boynton/Cook, Heineman.
- Lim, J. M.-H. (2010). Commenting on research results in applied linguistics and education: A comparative genre-based investigation. *Journal of English for Academic Purposes*, 9(4), 280-294.
- Loi, C. K., Evans, M. S., Lim, J. M. H., & Akkakoson, S. (2016). A comparison between Malay and English research article discussions: a move analysis. *SAGE Open*, 6(2), 2158244016652925.
- Miller, C. R. (1994). *The cultural basis of genre*. Paper presented at the Genre and the new rhetoric.
- Myers, G. (1999). Interaction in writing: Principles and problems. *Writing: Texts, processes and practices*, 40-61.
- Nwogu, K. N. (1997). The medical research paper: Structure and functions. *English for specific purposes*, 16(2), 119-138.
- Paltridge, B. (1997). *Genre, frames and writing in research settings* (Vol. 45): John Benjamins Publishing.
- Paltridge, B. (2004). The exegesis as a genre: An ethnographic examination. *Analysing academic writing: Contextualized frameworks*, 84-103.
- Parodi, G. (2010). *Academic and professional discourse genres in Spanish* (Vol. 40): John Benjamins Publishing.
- Peacock, M. (2002). Communicative moves in the discussion section of research articles. *System*, 30(4), 479-497.
- Peacock, M. (2011). The structure of the methods section in research articles across eight disciplines. *The Asian ESP Journal*, 7(2), 99-124.
- Peng, J. (1987). Organizational features in chemical engineering research articles. *ELR journal*, 1(1), 79-116.
- Pho, P. D. (2008). Research article abstracts in applied linguistics and educational technology: A study of linguistic realizations of rhetorical structure and authorial stance. *Discourse studies*, 10(2), 231-250.

- Pojanapunya, P., & Watson Todd, R. (2011). *Relevance of findings in results to discussion sections in applied linguistics research*. Paper presented at the Proceedings of the International Conference Doing Research in Applied Linguistics.
- Posteguillo, S. (1999). The schematic structure of computer science research articles. *English for specific purposes, 18*(2), 139-160.
- Qin, X. (2000). Review of genre-based teaching approaches. *Foreign Language Teaching and Research, 1*.
- Rahimpour, S., & Faghih, E. (2009). Contrastive rhetoric of English and Persian written texts: Metadiscourse in applied linguistics research articles. *Rice Working Papers in Linguistics, 1*.
- Rasmeenin, C. (2006). *A structural move analysis of MA thesis discussion sections in applied linguistics*: Mahidol University.
- Richards, J. C., & Schmidt, R. (2002). Longman dictionary of applied linguistics and language teaching. Harlow, UK: Longman.
- Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for specific purposes, 21*(1), 1-17.
- Serebenjapol, P. (2003). *An analysis of the errors in English which graduate science students make in the discussion section of their thesis*: Mahidol University.
- Sithlaothavorn, J., & Trakulkasemsuk, W. (2016). A Move Analysis of Research Discussion Section in English Articles Published in Thai and International Journals. *rEFLECTIONS, 21*, 24-46.
- Swales, J. (1981). Aspects of article introductions (Aston ESP research rep. no. 1). Birmingham, England: The University of Aston. *Language Studies Unit*.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*: Cambridge University Press.
- Swales, J. (2004). *Research genres: Explorations and applications*: Ernst Klett Sprachen.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1): University of Michigan Press Ann Arbor, MI.

- Tesana, S. (2015). *Genre analysis of discussion sections in published research articles in the field of language and linguistics*. (thesis), King Mongkut's Institute of Technology Ladkrabang,
- Wallwork, A. (2016). *English for writing research papers*: Springer.
- Weissberg, R., & Buker, S. (1990). *Writing up research*: Prentice Hall Englewood Cliffs, NJ.
- Wilkinson, A. M. (1991). *The scientist's handbook for writing papers and dissertations*: Prentice Hall PTR.
- Yang, L., & Cahill, D. (2008). The rhetorical organization of Chinese and American students' expository essay: A contrastive rhetoric study. *International Journal of English Studies*, 8(2), 113-132.
- Yang, R., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. *English for specific purposes*, 22(4), 365-385.
- Young, L. W. (1994). *Crosstalk and culture in Sino-American communication* (Vol. 10): Cambridge University Press.
- Yunick, S. (1997). Genres, registers and sociolinguistics. *World Englishes*, 16(3), 321-336.

APPENDIX



Discussion no	Text segment	Moves/Steps and explanation
I1	<p>Based on these findings, it appears that a transfer climate perspective can shed useful light on challenges EAP students face in a mainstream academic setting.</p> <p>These findings suggest that students can perceive support for learning transfer from an EAP course in many different ways; however, assuming that students do perceive such support may be a mistake. Furthermore, while any particular aspect of transfer climate might be perceived as unsupportive, some aspects of transfer climate (e.g., instructors/classmates encouraging transfer from writing courses) may be more likely than others to be perceived in this way. Finally, students may perceive aspects of transfer climate as unsupportive for various reasons, for example because strong writing and the effort toward writing does not seem to impact on grades.</p>	<p>M4S1 because there is a keyword 'appears' showing certainty or tentativeness of the results.</p>
		<p>M4S1 because the writer interprets the results by using modal verbs and words indicating the tentativeness; suggest, may, might, and may be more likely.</p>
	<p>Even if scholars and educators have already made anecdotal observations of such challenges, these findings and the transfer climate perspective they reflect are a valuable source of support for such observations.</p>	<p>M6S2 because the writer indicates the significance of the study.</p>
	<p>The findings from this study are relevant to research and theory as well as instructional practice. To begin, by focusing on students' perspectives, this study complements research that has investigated the challenges ESL students face in mainstream academic settings by examining faculty perceptions, assignment prompts, and/or students' performance on simulated or real tasks (e.g., Currie, 1993; Jackson, 2005; Jackson et al., 2006; Northcott, 2001; Waters, 1996; Zamel, 1995; Zamel, 2006).</p>	<p>M4S2 because the keyword 'relevant' is employed to show the similarity of the finding and the literature.</p>
	<p>In relation to other research that has examined ESL students' perspectives of mainstream academic settings, findings in the current study are useful in at least two ways.</p>	<p>M6S2 because the statement relates to the significance of research conducted.</p>

	<p>First, this study investigated students' perceptions of a relatively broad range of features of an academic setting; therefore, the picture of a mainstream academic setting provided here can help to situate the findings of research that has focused more narrowly on students' perceptions of language-related needs.</p> <p>For example, research has shown that students often see speaking and/or writing in mainstream academic settings as relatively difficult (Cheng et al., 2004; Tardy, 2004); specific areas of difficulty include achieving grammatical accuracy (Bacha & Bahous, 2008) or appropriate academic style (Evans & Green, 2007).</p> <p>The findings in the current study suggest that when students are dealing with these kinds of difficulties, they may not be receiving the message that learning outcomes from an EAP course might help.</p> <p>Second, the current study examined students' perceptions of a mainstream academic setting specifically in of support for transfer of learning, and this provides a new angle for investigating students' interactions with instructors and peers.</p> <p>For example, ESL students may view interactions with instructors or peers as uncomfortable (Bosher and Smalkoski, 2002; Cheng & Fox, 2008), and may perceive peers as having different background knowledge and values (Harklau, 1994) or lacking interest (Leki, 2001), and instructors as attempting to create hurdles and not understanding students (Leki, 2006).</p> <p>The findings in the current study draw attention in a new way to an important impact that these kinds of interactions might have: Students may or may not feel support for transfer of learning outcomes from EAP courses.</p>	<p>M1 because there is the statement indicating the first aim of the study.</p> <p>M2 because the writer shows the examples of the results form the study.</p> <p>M4S1 because M4S1 because some linguistic signals indicating either certainty or tentativeness, suggest and may, are used.</p> <p>M1 because there is the statement indicating another purpose of the study.</p> <p>M2 because the writer shows the examples of the results form the study.</p> <p>M6S2 because the statement relates to the significance of the findings of the study.</p>
--	---	---

In terms of implications for EAP instructional practice, these findings help provide educators with a picture of challenges students can face in target contexts. When students have opportunities to apply learning outcomes from an EAP course in other courses, those opportunities do not occur in a vacuum: The opportunities occur in situations that may vary in terms of the support students perceive for transfer of learning. Therefore, some students from an EAP course may find themselves in mainstream courses in which they perceive little in the way of support for learning transfer. If transfer is to occur in those settings, the students must be able to overlook an apparent lack of support for transfer. For example, will (or should) learning transfer occur when, as one student in the current study reported, the instructions for a term paper in another course state explicitly that “this course is not an English composition course” and that “the quality of your writing will not be graded”? With these kinds of situations in mind, EAP instructors may want to assess transfer climate, either on its own or as one dimension in a larger evaluation of the instructional setting; instructors can then (a) raise students’ awareness of the variation they may perceive in support for learning transfer and (b) help students decide how to react appropriately in these situations.

M7S3 because the statements are about the application of the results to learning and teaching contexts.

Discussion no.	Text segment	Moves/Steps and explanation
I2	<p>Braiding the researched functional language, the cultural and business contexts and the required soft skills focus for each of the units into the commissioned GFS communications course for call centre agents was possible through an integrated genre-based approach to the ESP syllabus design. This was a radical departure from what existed previously in GFS where each of these components were trained for and supported separately. Interestingly, this shift was viewed positively by train-ers and other stakeholders alike who had become disillusioned with the previous language and communications training.</p> <p>To what extent the genre framework and resulting syllabus for the GFS communications program is strictly attributable to any one of the New Rhetoric, ESP or SFL schools is not important as all have contributed in their own way. However, as pre-viously mentioned, SFL researchers have been particularly active in BPO communication analyses and the research outcomes proved very useful to the construction of this ESP syllabus.</p> <p>Let us first reflect on the perspective of Rhetorical Genre Studies (RGS). The GFS call centre worksite displayed highly complex “intertextual density” (Dias & Pare, 2000, p. 133) where the business culture and requirements, the customer cul-tures, the customer personalities and the CSRs were all important in co-constructing the text. Each account within GFS has specific product training that typically lasts for 4–6 weeks and the business demands of the product or service impacts the CSR’s communication style in different ways. For example, an account that is outward bound and is concerned with the col-lection of overdue accounts will be different from an inbound account where a customer maybe complaining about a new financial product.</p>	<p>M2 because there are phrases showing the finding of the study.</p>
		<p>M2 because the writer reports the results of the study.</p>
		<p>M2 because there are phrases showing the finding of the study.</p>

	<p>Added to this, the agent needs to juggle the contingencies of the customer's personality, the seriousness or complexity of the subject of the call, as well as the gender, age and demographic and cultural background of the caller.</p>	<p>M7S1 because the statement provides a suggestion for the agent.</p>
<p>Developing communication skills around this complex and dense sociological and business context for communication draws on the work of rhetorical genre scholars who "have tended to understand genres as sociological concepts employing textual and social ways of knowing, being and interacting in particular contexts" (Bawarshi & Reiff, 2010, p. 54). During the design of the GFS communications syllabus, there was discussion about whether the English language communication program should be embedded within the 4–6 weeks training program so that the speaking practice could be tailored to the requirements of the product and typical customer profiles. Due to the business requirement to have minimum class numbers in the training communications courses; the uneven recruitment across the accounts and the priority given to timetables for product training, this was not possible. However, it was interesting that the business could see the benefit of tying the communications training directly into the requirements in the product training. This possibility remains on the agenda at GFS.</p>	<p>M7S1 because the writer highlights how the research contributes to the existing knowledge in the field.</p>	

	<p>An earlier study (Forey & Lockwood, 2007) outlining the series of mandatory and optional moves in call centre interaction drew directly on what could be termed ESP genre research. The call centre interaction could be seen by the researchers to not only reflect a series of moves, but also to be constructing them in relation to business needs and the socially-constructed talk. Moving from an understanding of the purpose of the text and the context in which it is patterned, to a description and analysis of the genre's rhetorical moves, both textually and linguistically, has been reflected in the works of, particularly, Bhatia (1993), Hyland (2003) and Swales (1998). In designing this program, we were not just interested in the linguistic analysis, or the 'textual artifact' (Bhatia, 2008, p. 161) of the call centre event, we were just as interested in the social context, the per-sonnel around the event and their professional practices. A thorough understanding of the worksite through the GFS call centre audit enabled the ESP training provider (FPBES) to develop training curricula suited to the needs of the CSRs and the business.</p>	<p>M4S2 because the writer compares the findings with those in another study.</p>
	<p>The GFS syllabus explicitly exposes training call centre agents to the moves within a typical call centre exchange and provides particular training and focus on those moves the research found to be most problematic, particularly the moves dealing with the resolution. While the ESP school also provides a linguistic analysis of the lexico-grammatical features patterned in the texts, SFL scholars have been particularly active in researching these texts in the call centre workplace.</p>	<p>M2 because the writer states the findings of this study.</p>

	<p>This study has challenged the popular, and perhaps unfair, positioning of SFL scholarship as being particularly concerned with school-age children (Bawarshi & Reiff, 2010; Hyon, 1996) with a focus on teaching explicit pre-genres, such as recounts and narrative texts to young children and disadvantaged students. Indeed, SFL scholars have occupied a space in the research into professional and workplace contexts for some time, as evidenced by Forey (2004) in her SFL analyses of workplace writ-ten texts; Ventola's (1987) examination of service encounters; Iedema's (2006) investigation of public health service admin-istration in Australia as well as hospital communication breakdown in Australian hospitals (Iedema, 2007; Scheeres et al., 2008). Pioneering work now is being carried out by SFL scholars in researching the nature of communication breakdown in the BPO industry (Forey, 2010; Hood, 2010; Lockwood 2010a; Lockwood 2010b). SFL findings, such as those using Apprat-sal Theory (Hood & Forey, 2008; Wan, 2010), contributed not only to the content of the syllabus but also to the training of the GFS communications trainers on how to introduce the contexts and choices in the lexico-grammatical part of the syllabus.</p>	<p>M1 because the writer provides the readers with the theoretical background.</p>
	<p>To date, the implementation of the program has entailed providing GFS trainers with support in communicative ap-proaches to language training, including the fundamentals of a sociolinguistic view of language. For some trainers, this has presented a steep learning curve and further research into the time taken, and level of professional development re-quired for the adoption of this new training program is of relevance.</p>	<p>M2 because the writer presents the findings of this study.</p>
	<p>There has been an assumption within GFS business that the explicit teaching of language in communication and product training is essential. The issue for FPBES, as the provider, was to ensure that the language content and tasks embedded within the syllabus were informed by genre-based research.</p>	<p>M2 because the statements are about the findings,</p>

	<p>This would support the findings of Ledwell-Brown (2000) who, in her study of genres used within a Canadian pharmaceutical company, found vast differences between writing in tertiary and pro-fessional contexts. These differences in values for newcomers leads Ledwell-Brown to argue for more guidance from super-visors and a focus on both implicit and explicit methods of socialising novices into the workplace (Bawarshi & Reiff, 2010).</p>	<p>M4S2 because there is the phrase 'support the findings of' showing the similarity between the result of this study and those in the literature. Also there is the statement containing linguistic signals coexisted with citations.</p>
	<p>For the GFS program and the induction processes of novice customer services representatives into the work of the call centre, the GFS business was mindful of the need for on-going explicit training interventions and support where teamwork, coaching and an over-riding concern about quality assurance metrics remain core business values and practices.</p>	<p>M2 because the writer reports the study's findings.</p>
	<p>The GFS program is now being implemented across regional sites and 'train the trainer' one-week workshops have pre-ceded the implementation. A full evaluation of the program from the CSR, the trainer and other GFS stakeholder perspectives will be carried out over the next 12 months. An impact analysis of the GFS ESP training program on GFS quality assurance metrics will also be completed as part of the evaluation.</p>	<p>M2 because the writer gives the information about the findings.</p>

Discussion no.	Text segment	Moves/Steps and explanation
I3	<p>The study examined the textually-mediated (Barton & Hamilton, 1998) professional world, particularly the professional literacy experiences of two professionals, Merchandiser and IT Manager, with a focus on the ‘‘intertextual phenomenon’’ (Gordon, 2006, p. 546) and ‘‘how texts interact’’ (Devitt, 1991, p. 336) manifested in e-mail communication.</p> <p>The study finds that the e-mail correspondence read and written by both professionals is highly intertextual, showing internal variability, manifesting ‘‘a plurality of sources’’ (Candlin & Maley, 1997, p. 203), effectively integrating prior, current and predicted voices of different texts (Scollon, 2002). The intertextual elements have been shown to make up the largest proportion of the e-mails examined. Both sets of discourse flows make most use of the type of intertextuality which involves explicit references to other texts (Type 1). The relative distribution of the other types of intertextuality are found to vary between the two professional contexts, reflecting the nature of each professional’s work and the relative need to either paraphrase/summarise (Type 3) as in the merchandising profession, or use direct quotes (Type 4) as in the IT profession.</p> <p>When examined in terms of the directionality of the intertextuality used, the two professions are found to be similar in the proportions of their discourse flows devoted to the current demands of the texts, but they differ with regard to their overall use of prior, current and predicting intertextual elements (Tekin, 2008). The e-mails from the professional community to which the IT Manager belongs invoked more prior texts than those from the professional community of the Merchandiser.</p> <p>The difference could be attributed to the observation that IT professionals often include substantial quotes from prior texts in the form of computer code, whereas proportionately more of the Merchandiser’s texts were making enquiries, chasing up orders and so on, all of which predict future texts.</p>	<p>M1 because this statement shows the purpose of this study.</p> <p>M2 because the word ‘finds’ is employed to reveal the results in this study.</p>
		<p>M2 because the writer states the results of the study.</p>
		<p>M4S1 because there is a modal verb ‘could’ indicating certainty or tentativeness of the results.</p>

	<p>This study has investigated the interaction of texts in the e-mails of two professional communities, and hence largely focused on referential intertextuality (Devitt, 1991). It has accounted for the types and directionality of intertextuality in the e-mail discourse flows, and so touched on only a restricted aspect of functional intertextuality (Devitt, 1991).</p>	<p>M1 because there is the statement indicating the aims of the study.</p>
	<p>The findings, however, are very informative in the development of our understanding of “how essential texts are to the constitution and accomplishment” (p. 353) of professional communities.</p>	<p>M2 because this statement shows the findings of the study.</p>
	<p>This exploratory study of intertextuality provides evidence that individual professional writers are aware of what Kristeva (1969) terms the history of intertextuality, in other words the presence of other texts in a text, and the inherent linkages that exist in a chain of textual units (Bakhtin, 1986), while reading and writing e-mails within a discourse flow, as well as adopting types of intertextuality characteristic of the goals and functions of communication within their professions and industries (Ho, 2011). The evidence for this comes from the many professionals involved in the discourse flows.</p>	<p>M4S2 because the writer compares the findings of his/her study with the literature.</p>
	<p>In their roles as either readers and/or writers of the e-mails, they have to either construct these intertextually complex texts as writers or interpret them as readers. In the meetings with the two professionals who collected the data, they both made the point that to be successful in their work they had to be “up to speed”, as the IT Manager put it, in terms of following developments inside and outside the organisation. This can only be done by assiduously reading and, if required, contributing as writers to the discourse flows in their workplaces because these interconnected texts are essential to the operational success of their respective organisations. The Merchandiser commented that to be efficient and effective in her work requires her to pay attention to all of the e-mails she reads and writes, especially when she is cc-ed into e-mails as these often provide her with “more useful background information and a more clear understanding of what other colleagues are doing” than those she receives as the primary recipient.</p>	<p>M2 because these statements show the findings found in the study.</p>

	<p>The findings also underscore the level of professional literacy (Louhiala-Salminen, 2002) characteristic of the e-mail writers and readers who contribute to the e-mail discourse flows. The findings demonstrate that the professionals are highly competent in the ways in which their texts overlap and intermingle with one another both within an e-mail and across different e-mails, contributing to the notion of specific purpose language ability (Douglas, 2000) and “discursive competence” (Bhatia, 2004, p. 146).</p>	<p>M2 because the writer uses the word 'demonstrate' to present the findings.</p>
	<p>The findings support Bhatia's (2010, p. 35) observation regarding the “relatively conventionalized and somewhat standardized ways” in which intertextuality is manifested, noting the distinct patterns and frequencies of use of both the types and directionality of intertextuality between the professions of the Merchandiser and the IT Manager that result from the appropriation of “text-internal semiotic resources and constraints” (p. 34), as demonstrated in, for instance, the heavier use of direct quotes from prior texts by the IT writers for pragmatic reasons.</p>	<p>M4S2 because this statement shows the similarities of the findings in this study and Bhatia's study.</p>
	<p>Previous studies have focused on specific lexical-grammatical features in certain genres, for example, expressions of certainty and their strength, i.e. whether the expressions are hedged (Solin, 2004, p. 278), in public discourse and the use of “indirectly represented discourse” in request e-mails (Ho, 2011). This study has examined and quantified for the first time the types and directionality of intertextuality in e-mail communication.</p>	<p>M1 because the writer emphasizes the aim of the study.</p>

Discussion no.	Text segment	Moves/Steps and explanation
14	<p>The study revealed ways the classroom participants talked about language or questioned language use.</p>	<p>M2 because the word 'revealed' is employed to reveal the results in this study.</p>
	<p>The fairly frequent occurrence of lecturer-initiated episodes observed in the study suggested that the two lecturers in this particular context were engaged in helping their students with the (disciplinary) language of accounting and expanding their disciplinary and academic linguistic repertoires.</p>	<p>M4S1 because the word 'suggested' indicates that the writer tend to interpret the results showed in this study.</p>
	<p>A number of studies have investigated focus on form in interaction in language teaching classrooms (Loewen, 2011). One recent study investigated and found evidence of focus on form in lecturer talk (Costa, 2012). The present study investigated language-related episodes in interaction in content lectures in accounting.</p>	<p>M1 because there is the statement indicating the theoretical background and the purpose of the study.</p>
	<p>It found quite a high frequency of language-related episodes in the accounting classes we observed. There were on average around 20 episodes per hour which suggested language was viewed as a topic worth discussing in this context.</p>	<p>M2 because the word 'found' is employed to reveal the results in this study.</p>
	<p>Such episodes appeared to be an important means by which the accounting lecturers in the study integrated in quite subtle and transitory ways attention to language into their teaching.</p>	<p>M4S1 because the keyword 'appeared' indicates the tentativeness of the results.</p>
	<p>The study also indicated the kinds of occasions when the discourse topic shifted to language and ways the lecturers seemed to be supporting students' language during their teaching.</p>	<p>M4S1 because there is a keyword 'indicated' showing certainty or tentativeness of the results.</p>
	<p>The study found periodic shifts to language as the topic of discussion in all four accounting classes we observed, and that the lecturers initiated the LREs with some regularity. Students too initiated episodes, although they did so much less often.</p>	<p>M2 because the word 'found' is used to reveal the results in this study.</p>
	<p>The frequency suggested the lecturers gave importance to the development of their students' ability to understand or use accounting language (their specific purpose linguistic ability).</p>	<p>M7S3 because the writer provides the application of the results to learning and teaching contexts.</p>

	<p>The frequency of 1 LRE around every 3 min found in the present study is lower than the rate of 1 focus on form episode every 1.6 min reported in meaning-focused activities in ESL classes (Ellis et al., 1999; Ellis et al., 2001).</p>	<p>M4S2 because the statement contains linguistic signals coexisted with citations.</p>
	<p>That the rate was lower is not surprising given that this was a study of content not language teaching and we would not expect classroom participants to be as centrally concerned with language in such a setting.</p>	<p>M4S3 because the writer explain the surprising result.</p>
	<p>The lecturers initiated pre-emptive episodes somewhat more frequently than reactive episodes.</p>	<p>M2 because the writer presents the finding of the study.</p>
	<p>This contrasts with findings in an earlier study of ESL classroom (Ellis et al., 1999) showing teachers initiated comparatively more reactive episodes. Not un-expectedly, the lecturers in the present study were probably less concerned with correcting students' language use than the ESL teachers reported in the earlier study.</p>	<p>M4S2 because the statement indicates the difference between the findings of this study and those in an earlier study.</p>
	<p>Recent literature has shown that lecturers sometimes use focus on form pre-emptively (Costa, 2012). The present study provides confirmatory evidence of pre-emptive attention to language but it also indicates additional types of attention – we observed that students, not only lecturers, initiated episodes and that the lecturers also addressed language in response to shortcomings in linguistic formulation of students' contributions.</p>	<p>M2 because the writer states the findings of the study.</p>

	<p>Findings indicated a high proportion of vocabulary-related episodes, a finding consistent both with studies in ESL classes and in university lecturer talk (Costa, 2012). The episodes generally targeted technical terms, such as debentures and discount rate (Group 1 or and 2 words) or Group 3 words, such as recover money, according to Nation's categorisation (2001). Such attention to technical terms may have indicated that the participants recognised the kind of close correspondence between specialised language and the development of disciplinary knowledge described by Woodward-Kron (2008). That participants talked about vocabulary in the accounting lessons we observed was not surprising. Vocabulary may have been seen as important (worth discussing) because these were first year accounting classes and we might expect a strong focus on key terms when students are not likely to be familiar with subject terminology. (Not all vocabulary episodes concerned technical words, however, as the lecturers explained words of a general academic register, such as robust, too).</p>	<p>M4S1 & M4S2 because the writer comments upon the findings and compares them with related research.</p>
	<p>Literature in higher education suggests the important role that the learning of fundamental terms and concepts plays in the early stages of developing disciplinary knowledge. As conceptual knowledge and pedagogies for teaching accounting are language-based, the understanding of specialised disciplinary vocabulary "complements student learning of accounting concepts and needs to be established at introductory levels" (Peters et al., 2013, p. 5). The role of specialist terminology in first year learning of sciences (Physics, Chemistry and Biology) is critical, and difficulties with language are understood to be a contributing factor in the kinds of problems students may have with concepts, such as problems in recognising the boundaries of concepts and differentiating them (Zhang et al., 2011).</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>

	<p>Few grammar-related episodes were found in our data, a finding consistent with Costa's observational study (2012) of lecturer discourse. That the accounting lecturers did not deal explicitly with grammar may have been predictable because grammar was "too obvious an instance of linguistic focus, and thus the lecturers did not feel competent" to deal with grammar points (Costa, 2012, p. 40) or because in the accounting classes we observed, grammar points were largely minor infelicities that did not impede the flow of communication. For example, students' contributions of "There is two treatments a week" and "Is like borrowing money you'd pay to shareholders?" were not corrected by the lecturer.</p>	<p>M4S2 because the statement indicates the similarities between the finding of this study and the finding in Costa's study.</p>
	<p>A particularly important finding was that the lecturers highlighted conventional articulations of ideas in the ac-counting register and in this way appeared to be socialising their students into their disciplinary discourse community. This could occur as the lecturers provided a linguistic reformulation of a contribution by a student as shown in Excerpt 13 below.</p>	<p>M2 because the writer reports the findings of the study.</p>
	<p>Previous research has noted that language can become the topic of discussion in university subject teaching in the form of "language correcting and commentary" (Hyminen, 2012, p. 13).</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>
	<p>The present study indicates language also became the topic in the form of lecturer modelling or demonstrating conventional articulations of ideas in the register of accounting.</p>	<p>M4S1 because there is a keyword 'indicates' showing that the writer tends to interpret the results.</p>

Discussion no.	Text segment	Moves/Steps and explanation
15	<p>Our study revealed that ELLs generally expressed positive stances toward writing as well as toward themselves as writers. However, we also found that students' positive stances were sometimes accompanied by negative expressions toward their perceived writing abilities and these abilities, for some, related to L1 background, and for others, related to the genres they were asked to compose in their content classes. Furthermore, a higher percentage of ELLs in the lower grades voiced positive stances than their peers in the higher grades and this may be due to the increasing complexity of academic writing tasks at the higher grades, decreasing supports (i.e. literacy specialists) at the higher grades in comparison with the lower grades, and possibly – and more disconcerting – a developing sense of deficiency in the face of complex academic writing tasks.</p>	<p>M2 because the words 'revealed' and 'found' are used to reveal the findings in this study.</p>
		<p>M4S3 because the statements provides the explanation for the research result.</p>
	<p>The general pattern of responses indicated that if the ELLs identified themselves as poor writers they did so based on their perceived abilities to produce error-free writing in terms of syntax, conventions and mechanics. However, some students expressed variable authorial agency depending on whether writing in their L1 or L2 and whether the writing was in the form of a personal or informational genre.</p>	<p>M2 because the writer states the findings of the study.</p>
	<p>These findings echo previous research pointing to the dynamic nature of ELLs' agency across native and other languages (Grosjean, 2008) and the results regarding genre resonate with other studies that suggest ELLs' authorial agency is not static and is in part shaped by the disciplinary norms for writing embedded in classroom tasks (Chang & Kanno, 2010; Enright & Gilliland, 2011).</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>
	<p>We also sought to identify how ELL's stances might differ across content areas and what these stances might reveal about contexts that support the development of ELLs' authorial agency with regard to disciplinary writing.</p>	<p>M1 because the writer provides a statement about the aim of the study.</p>

	<p>We found that some students described personal writing (writing done primarily outside school typically in the form of a diary or journal as well as memoirs) when they responded to questions regarding writing.</p> <p>However, in general, ELLs in this study reported that source-based writing tasks with self-selected research topics, historical documents (e.g., DBQs), or research reports that were cognitively-demanding and on topics of interest were affectively engaging and provided opportunities to express understandings of content – which they associated with positive epistemic stances.</p>	<p>M2 because the keyword 'found' is used to show the findings in this study.</p>
	<p>Although the larger national study provided a wealth of rich data across a broad spectrum of students in the U.S., the data set also posed challenges. With regard to the sample, the identification of students as ELLs, we acknowledge is problematic. As other scholars have asserted, students identified as ELLs come to U.S. classrooms with oftentimes very different literacy experiences and other qualities that influence their development as writers: they are not a monolithic category of people (Birdsong, 2005; Cummins, 2001; Enright, 2011). We also acknowledge that the adolescents who chose to participate were promised anonymity; therefore, data including language backgrounds, numbers of years of study in U.S. schools, and in-formation regarding previous schooling, were not collected. In addition, since the interviews upon which our stance analysis is based were conducted in a large national study, the authors note that the positions each interviewer took toward writing and the asking of the questions about writing might vary as well as how they related to each of the students interviewed. Finally, findings regarding distinctions by grade level and contexts are limited as the participant sample was quite small. Each of these factors is acknowledged as having potential impact on the nature of the data collected and on the results derived.</p>	<p>M2 because the word 'report' is used to reveal the findings.</p>
		<p>M6S1 because the purpose of these statements is to describe the limitations of the research being conducted.</p>

Discussion no.	Text segment	Moves/Steps and explanation
I6	<p>This has been a preliminary study and the results must be seen as tentative. However, given that art history texts have been little subject to discourse and genre analysis and what there has been has largely focused on semantics (Baxandall, 1985; Tucker, submitted for publication) or on chronology (e.g. Carrier, 1991; Guercio, 2006), even an analysis of a small corpus of 30 short texts totaling approximately 22,000 words makes a useful start in descriptive terms and potentially in pedagogic ones.</p> <p>What has emerged is that specialists, adapting their expertise for non-expert audiences, have produced fluid texts oscillating between the micro image per se and the macro extra-imagal circumstances; texts that provide almost entirely synoptic discussions of the pictures, replete with trademark comparisons, fairly rich in parenthetical information to assist the educated but non-specialist consumers in their appreciation and understanding, and with varying amounts of encomial exhortation. In particular, the zig-zagging between the two content poles offers the user of the book multiple opportunities on a double page to attend both to image and to context. In consequence, these texts resist the traditional kind of move analysis that has proved popular and variously successful in academic genres and part-genres outside of the humanities. While most sections of academic texts “unfold” in either a more specific or in a more general direction, here we see a different kind of patterning consisting of regular oscillations between the two.</p> <p>This finding may well turn out to be a useful entry-point for examining other kinds of humanities texts, especially those that deal with discrete items, such as poems, documents, inscriptions, archaeological objects and music scores.</p>	<p>M1 because the writer provides the readers about the established knowledge or theoretical background of the study.</p>
		<p>M2 because these statements show the findings of the research.)</p>
		<p>M4S1 because the writer employs the word 'may' which indicates the tentativeness.</p>

	<p>The expert accounts in the selected volume are too rhetorically complex to be the kind of bare-bones informative texts often found on museum placard-labels, while they are too univocal and too explicative to be seen as a kind of mini-essays; nor do they typically have the preferred top-down structure of encyclopedia entries. The name given for exemplars of this putative genre is Single Image Accounts, more happily abbreviated to SIAs.</p>	<p>M2 because the writer talks about the findings.</p>
	<p>Obviously, more work needs to be done on SIAs, perhaps particularly those that occur in the large, scholarly exhibition catalogs of major artists where footnotes can be abundant. In addition, there has not been space here to trace what tends to occur within longer context and image passages; for instance, how are broad and narrow statements distributed, and what kinds of characterization are typical of each polarity (Tucker, submitted for publication)? More broadly, it would be interesting to explore whether context-image oscillations occur in both shorter and longer SIAs than those studied here, and, indeed, whether they also occur not only in art history, but also in other artistic fields, such as dance, theater, music, film, and architecture.</p>	<p>M7S2 because the statements are about the suggestions for possible areas for future studies.</p>

However, on the evidence currently available for the SIAs in the volume under investigation, it is not difficult to see how a writing module could be devised for both non-native and native speakers, perhaps as part of graduate museum studies training, or for undergraduates majoring in art history. This would be based on the established trajectory of analysis / awareness / acquisition / achievement and might proceed via these steps:

1. Analysis of a picture + exemplary text, focusing on context-image alternations
2. A second picture for participants to analyze, followed by discussion
3. Two texts for revision, one fully front context-loaded, the other fully front image-loaded
4. Separate list of 4 points about the image of a picture, and 5 about the context; discussion of where to start
5. Participants construct their preferred arrangements; discussion of the pros and cons of each 'architecture'. They write their SIAs and then revise after peer-review
6. Participants choose their own art works and write up an SIA. Here is an example task, deliberately about an artist who is not widely known, except perhaps in his own country: Task.

Maria is a graduate student in art history, currently serving as an intern at her national art gallery. One of her duties is to write one-paragraph museum labels for a forthcoming exhibition of South American art. In this particular case, she has decided on the eight propositions she wants to include, but she is uncertain about the order.1 Working with a partner if possible, what arrangement would you suggest to Maria? (Readers might like to try this for themselves.) (See Figure 4)

M7S3 because the statement provides some suggestions for teaching context.

Discussion no.	Text segment	Moves/Steps and explanation
17	<p>As has been noted (Ferguson, 2012; Master, 2008), relatively few studies in ESP have measured the impact of instruction in terms of gains in students' knowledge and ability. In this study, ten volunteer participants who regularly attended an EMP course were evaluated through pre- and post-tests in order to estimate the benefits of offering such courses to international students.</p> <p>In terms of interest in educational accountability and the "surrender value" of particular interventions, this study has shown that a relatively short course can have a noticeable impact on knowledge of vocabulary items and commonly used language patterns, and also to some extent on the sophisticated communicative competence required to effectively manage a medical interview.</p> <p>Findings support the theory that while declarative knowledge is acquired relatively easily, progress through procedural knowledge to automatization in a complex skill is slow, and requires instruction, time and extensive practice (DeKeyser, 2007). The study results also provide support for the view (Elder et al., 2012; Grove & Brown, 2001) that, because they offer complementary perspectives, both professional and language criteria have value in ESP assessment.</p> <p>The finding that undergraduate students had not yet mastered more sophisticated aspects of history-taking (e.g. biomedical aspects such as attending to standard questioning sequences and noticing implicit patient signals as well as accurate and appropriate questioning, reflective responses, transitions, accurate use of verb tenses, hedging strategies, and use of lay-medical vocabulary) confirm reports from previous studies (e.g. Hawthorne et al., 2004; Humphris & Kaney, 2001; Simmenroth-Nayda et al., 2012).</p>	<p>M1 because the purpose of this statement is to provide theoretical background of the study.</p>
		<p>M2 because the writer show the findings found in this study.</p>
		<p>M4S2 because the writer compares his or her findings with those in other studies.</p>
		<p>M4S2 because the word 'confirm' shows the similarities between the findings of this study and those in other studies.</p>

	<p>With regard to the ability to establish rapport and convey empathy, the study provides evidence that these students were still in the process of progressing from a retractive to an empathic overall style of interviewing. Drawing on the language patterns that were studied on the course, some students' utterances sounded rehearsed and formulaic, suggesting that knowing the words of empathy does not necessarily mean one can achieve its real work (Roberts et al., 2003). The particular cultural and language backgrounds of the students in the study clearly presented them with some challenges, as it has for similar groups of students (e.g. Fernandez et al., 2007; Haidet et al., 2002; Hauer et al., 2010; Woodward-Kron et al., 2011). On the whole, post-test gains were more evident in areas of language-learning achievement than in established proficiency in interviewing, which cannot be expected to have developed dramatically after a short intervention.</p>	<p>M2 because the word 'provides' is used to reveal the results in this study.</p>
	<p>Findings also are consistent with other studies (e.g. Douglas & Myers, 2000; Lumley, 1998) that found clear differences between the professional and language specialists with regard to their skill sets and areas of attention as assessors.</p>	<p>M4S2 because the phrase 'consistent with' shows the similarities between the findings of this study and those in other studies.</p>
	<p>Notwithstanding these differences, it is clear from the evidence collected for this study that the perspective of a trained and experienced LE can support and complement that of an ME as assessor of students' communicative abilities in the medical interview. The LE can provide feedback from a lay or patient perspective on aspects of language use and by identifying and offering constructive feedback on a variety of language errors or awkward utterances.</p>	<p>M2 because these statements show the findings.</p>

Although these study findings provide some reassurance for teachers and assessors of ESP, a number of limitations need to be taken into account. Firstly, factors independent of the course may have contributed to students' gains. It is probable that maturation through exposure to informal English gained through clinical experiences and abilities developed in CCS courses helped to consolidate students' knowledge and skills. It also needs to be conceded that the study involved only a small, self-selected sample of students at one university. Although the small sample size facilitated detailed data analysis, it means that findings cannot be generalised to other students elsewhere (although they might be transferable to similar groups of students and contexts). Again, due to practical constraints, it was not possible to fully pilot the test items used in the pre- and post-tests in order to establish test reliability or the statistical equivalence of each version. The reported proficiency gains therefore need to be regarded as indicative only. As with many educational interventions, it was also not possible to extract a control group. Furthermore, assessment of post-test gains on the basis of single performances may not be representative of students' ability in general. It is possible that the fact that these tests were low-stakes and not part of degree courses may have influenced (either positively or negatively) students' performance, and role-play performance may not accurately represent students' performance in actual clinical situations.

M6S1 because the writer points out the limitations of this study.

Discussion no.	Text segment	Moves/Steps and explanation
18	<p>In this article, I have created a word list from a corpus based on the opacity of keywords on the principle that these are the words for which learners will gain the greatest benefit from a teacher's help. The list is necessarily much shorter than other existing word lists because there are clear limits to the number of words that teachers can explicitly focus on in the classroom.</p>	<p>M2 because these statements show the findings of this study.</p>
	<p>Its usefulness to teachers in other contexts is limited since a different corpus will produce a different initial keyword list and since the opaque words in this study may be transparent in other contexts.</p>	<p>M6S1 because the statement describes the limitations of the research.</p>
	<p>Nevertheless, I believe that the methods used to create the word list, although somewhat laborious, do transfer to other contexts.</p>	<p>M6S3 because the writer comments on the strengths of the research methodology.</p>
	<p>Although it is unclear whether the nature of the opaque words selected from the keyword list is generalisable to other contexts, some interesting patterns do emerge. First, there appears to be no relationship between the keyness ranking of a word in the keyword list and whether it is opaque or not. This suggests that word keyness (and, by implication, utility) and word opacity (and by implication, need for learners to rely on the teacher's help) are unrelated issues and both should be taken into account, especially in teaching ESP. Relying solely on the traditional frequency-based word lists is insufficient for the best learning results.</p>	<p>M4S1 because the writer comments and indicates the tentativeness by using keywords which are appears and suggests.</p>

	<p>Second, comparing Table 2 and Table 5 we saw that opaque words tend to be either general or discipline-specific words, and are less likely to be academic words. This conclusion, however, needs elucidation. Those word lists in Table 5 with relatively high percentages (e.g. new AVL top 1,000, the engineering word lists) all include high-frequency words (i.e. words in the top 1,000 in the GSL). The word lists with low percentages (e.g. AWL, new GSL current words) tend to exclude such high-frequency words. The opaque words, then, are more likely to be high-frequency words, a conclusion we should not find surprising since high-frequency words are generally more polysemous than low-frequency words (Zipf, 1945), and only polysemous words can be opaque.</p>	<p>M4S1 because the writer uses the words or phrases, "tend", tend to', and 'more likely' to comment on the findings.</p>
	<p>The role of polysemy in opacity highlights a weakness of the word lists discussed at the beginning of this article. Although word lists consisting of word types or lemmas distinguish between parts of speech, none of the word lists distinguish between different meanings of words.</p>	<p>M2 because this statement shows the findings.</p>
	<p>Only the original GSL of West (1953) pays any attention to multiple meanings of a word by providing percentages of frequency of the different meanings (for most of the opaque words identified in this article which appear in the GSL, the percentage of the meaning most used in the EEC ranges from 3% to 20%).</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>
	<p>Even for the GSL, however, whether a word should be included on the list is based on the overall frequency of the surface form. Word lists based on surface forms without accounting for different meanings may promote the teaching of new words over the teaching of new meanings for known words.</p>	<p>M4S1 because the writer uses some keywords indicating tentativeness of the findings.</p>
	<p>However, Barchers (1988) argues that both types of teaching are crucial for effective vocabulary learning.</p>	<p>M4S2 because the difference between this study's findings and those in previous research is presented.</p>
	<p>For a word list to promote both types of teaching, it would need to be based on the frequency of the various senses of words rather than the frequency of word forms.</p>	<p>M4S1 because there is a modal verb 'would' showing certainty or tentativeness of the results.</p>

	<p>To show how this might work, I have resequenced the GSL to show frequency by senses (see Watson Todd, 2016). In this sense-based list, we can see that of with different meanings appears four times in the top 20 most frequent senses. For our purposes, the word mass is included in the GSL as one of the 2,000 most frequent words in English and eight different senses are provided by West (1953). In the list of all 10,000 senses of the 2,000 GSL words, the highest-ranked sense of mass appears at rank number 2,307; the sense in the EEC, however, is at rank number 5,914 suggesting that it is opaque.</p>	<p>M2 because the writer reports the findings.</p>
	<p>Although this list only applies to the 2,000-odd words in the GSL, for these words it simplifies the identification of opaque words as a lower-ranked meaning of a word (or a meaning which is too infrequent to be included at all on the list) is likely to be opaque.</p>	<p>M4S1 because the writer comments on the finding found in the research.</p>

Discussion no.	Text segment	Moves/Steps and explanation
19	<p>This study has described ways that tutors and learners talk about the language they are using, and strategies they report using to teach and learn the vocabulary of carpentry and draw attention to form. A range of research has explored drawing attention to form in second language classrooms (Dobinson, 2001; Long, 1991; Plonsky & Loewen, 2013; Swain & Lapkin, 1998; Zhao & Bitchener, 2007) and content focused classrooms (Basturkmen & Shackleford, 2015; Costa, 2012). In contrast to these studies, the present study was in a context where the tutors and learners could rely on the practical, on-site environment, a very different environment for learning vocabulary with very different learners than, for example, the university tutorials that Basturkmen and Shackleford describe or the lectures that Costa describes.</p> <p>However, like Basturkmen and Shackleford (2015, p.94), we also found that language was a “topic worth discussing”, and like Costa (2012), that moments where attention was drawn to language were quite common, in our context on average eight times per hour.</p> <p>This study focused on LREs involving lexical items and found 123 episodes overall across approximately 16.5 h of recordings, with tutors initiating attention to form on 97 of these occasions, and learners initiating the remaining 26, showing that tutors drew attention to the language far more frequently than the learners.</p> <p>This finding mirrors the findings of Basturkmen and Shackleford (2015) who found that 144 episodes were initiated by the lecturer and only 19 by the learners.</p> <p>The findings suggest that carpentry tutors do focus on helping their learners learn the language of the trade as well as helping them learn the practicalities of doing the job.</p>	<p>M1 because there is the statement indicating the aims of the study.</p> <p>M4S2 because the writer compares the findings with Basturkmen and Shackleford's study.</p> <p>M2 because the writer presents the finding of the study.</p> <p>M4S2 because the word 'mirrors' shows the similarities between the findings of this study and those in another study.</p> <p>M4S1 because this statement presents the comment given for the findings.</p>

	<p>Evidence was found to suggest that tutors are aware of issues learners may have with using and understanding the language of carpentry; before any 'performance' issues arise, tutors pre-emptively drew attention to the words they were using 87 out of the 97 times.</p>	<p>M2 because the keyword 'found' is employed to show the results in this study.</p>
	<p>Learners showed a similar awareness, pre-emptively drawing attention on 20 of the 26 occasions, reflecting Basturkmen and Shackleford's (2015) findings that attention is drawn to language more frequently pre-emptively than reactively.</p>	<p>M2& M4S2 because the writer shows a result of the study and compares it to the literature.</p>
	<p>This indicates that both tutors and learners are aware of possible problems with language use before those issues arise.</p>	<p>M4S1 because the writer interprets the results by using the words 'indicates' to indicate the tentativeness.</p>
	<p>The predominant way tutors drew attention to the language was by giving explicit information, doing so 63 out of the 97 times, as opposed to eliciting information from the learners, which they did on 9 occasions.</p>	<p>M2 because there are phrases showing the finding of the study.</p>
	<p>This suggests that tutors realise that this discourse is new to many of their learners and so pre-emptively give the learners explicit information about the language as they teach the content of the subject area.</p>	<p>M4S1 because the writer interprets the results by using the words 'suggests' to show the tentativeness.</p>

	<p>This reflects Costa's finding (2012) that all lecturers in her study preemptively paid some attention to form, despite being subject matter as opposed to language experts. Conversely, learners used questioning to gain information about the lexical items on the majority of learner-initiated occasions, 16 out of 26, which is to be expected as in the interviews, the majority of learners reported asking their tutor about new words they met in written and spoken text. An interesting category that does not seem to have been included before in the literature is drawing attention to the language without any further information being sought or given. The language is being talked about as an object but nothing about 'knowing a word' is discussed. A tutor says at one point I don't want to be bogged down by the blahblah. Tutors appear to avoid spending too much time on the lexical items in theory sessions because It's a lot easier if we go and just do it and we'll sorta fiddle our way through it as opposed to boring you. Tutors are conscious of drawing learners' attention to the language, but learning the words is easier by 'doing', a key finding supported in vocational education research (Casey et al., 2006; Roberts et al., 2005). This approach to language learning echoes Chan's findings of how apprentices develop a trade identity, they "learn the various ways of doing" (2013, p.9). This finding is particularly important as learners identified doing practical work as key to understanding and using new words doing the jobs around the word, reflecting Lave and Wenger's assertion that "Language is part of practice, and it is in practice that people learn" (1991, p.85), the practice of the trade of carpentry.</p>	<p>M4S2 because the writer compares the findings with Basturkmen and Shackelford's study.</p>
	<p>The predominant aspect of knowing a word that talk focused on related to its meaning, in 113 out of 123 occurrences.</p>	<p>M2 because the writer states the findings of the study.</p>
	<p>This is probably not surprising as for many of the learners this is a new subject, and the first year of carpentry training.</p>	<p>M4S3 because the writer explains the surprising result of the study.</p>

	<p>Basturkmen and Shackleford (2015) also found that attention to specialised terms indicates that tutors and learners recognise the link between the specialised words and the learning of the specialised discipline. Learners and tutors are aware of the need to master the language to be able to mediate meaning in this context. What is also interesting is that, while the present study only focused on instances that involve attention to lexical items, Basturkmen and Shackleford's study (2015), with a broader focus than vocabulary, found a high proportion of the episodes they identified, 46%, were vocabulary-related. This suggests the centrality of vocabulary learning in the content-based classroom, and the centrality of learning language at any level (Hirsh & Coxhead, 2009).</p>	<p>M4S2 because the writer compares the findings with the literature.</p>
	<p>Discussions with tutors also highlighted that they consciously draw attention to the language they are using, making the linguistic bridges that Gibbons (2003) refers to, and using their tutor-talk and tutor-learner interaction as a vehicle for embedding literacy development. This approach illustrates how language learning is essentially a social endeavour, where meanings are co-constructed and "shaped by the social activity in which they arise" (Gibbons, 2003, p. 268). Tutors often explicitly draw attention to the words but in ways advocated in the literature, where the learners will see language clearly integrated with their vocational aims (Casey et al., 2006), combining the teaching of the language with teaching of the vocational skills (Roberts et al., 2005) within the interaction during the practical activity itself.</p>	<p>M4S2 because the writer compares the findings of his/her study with the literature.</p>
	<p>A tutor's comment regarding having conversations like builders was echoed throughout the carpentry context with a keen awareness from both learners and tutors of being able to talk like a 'carpenter', indicating how language use is seen as central to being an authentic member of a discourse community. This awareness reflects the process of being initiated into a community through participation (Lave & Wenger, 1991) as a person takes on this new 'identity kit' (Gee, 1990) way of being and communicating in this context.</p>	<p>M2 because these statements show the findings.</p>

	<p>The findings here show that much of the way attention is drawn to the specialised words, in tutor-talk and tutor-learner interaction, occurs primarily in the practical environment, and both tutors and learners commented on this.</p>	<p>M2 because the keyword 'show' is used to show the findings in this study.</p>
	<p>This finding contrasts greatly with previous studies which were carried out in an academic and theory-based environment.</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>
	<p>This study shows that in this environment, with these learners, the practical element is seen as key to learning the new words.</p>	<p>M2 because the keyword 'show' is used to show the findings in this study.</p>
	<p>This has major implications for the embedding of language development in classroom practice, as any approaches used to support such development will need to consider the practical context that both tutors and learners are operating in.</p>	<p>M7S3 because the statements are about the application of the results to learning and teaching contexts.</p>

Discussion no.	Text segment	Moves/Steps and explanation
110	<p>Comparison of pre- and post-unit quiz scores revealed that students made clear gains in declarative knowledge of technical and rule-governed aspects of writing using sources, even after a relatively short period of instruction and practice.</p> <p>Analysis of pre- and post-unit writing tasks showed that participants were at different stages of development with regard to acquiring the more context-dependent procedural components of this skill. As indicated in Fig. 2, the frequency of direct copying from source texts (E and F coded citations) decreased markedly after the unit of instruction (from 42.53% of citations in the pre-unit task to 5.1% in the post-task); however, some direct copying was more evident in students' assignment citations (17% were coded as E).</p>	<p>M2 because the writer presents the finding of the study.</p>
		<p>M2 because the keyword 'showed' is employed to show the results in this study.</p>
	<p>This confirms the finding of other studies (e.g., Gu & Brooks, 2008; Johns & Mayes, 1990; Keck, 2006; S. Kim, 2001; Pecorari, 2003; Storch, 2009) that undergraduate students tend to rely on the strategy of using synonyms to closely paraphrase some content, while ignoring other parts of the source. Many still had difficulties at times with extracting core or specific meaning from complex source texts, and with processing that understanding to compose appropriate paraphrase or summary citations. An additional challenge for the latter type is that L2 writers need to be able to form macro-propositions about text content and, ideally, to have a good vocabulary of super-ordinate terms.</p>	<p>M4S2 because the verb 'confirms' is employed to show the similarity of the finding and the literature.</p>

	<p>Other confirmatory results were that at times many of these undergraduate students had difficulties selecting relevant and citation-worthy text extracts (e.g., Borg, 2000; Gu & Brooks, 2008), understanding the propositional content of texts (Kennedy, 1985), adopting a questioning, evaluative stance towards the authority of published texts (e.g., Abasi & Akbari, 2008; Shi, 2004), and clearly distinguishing between primary and secondary citations (Borg, 2000; Pecorari, 2003). In addition, students were often not able to clearly indicate the boundaries between, but also to seamlessly link citations with their own ideas and arguments, and many reported that, in general, they felt their knowledge of academic vocabulary in English was inadequate.</p>	<p>M4S2 because the writer compares the findings of his/her study with the literature.</p>
	<p>Reflective post-unit comments offered a number of insights into students' awareness of the challenges of becoming proficient in writing using sources.</p>	<p>M6S2 because the statement relates to the significance of the findings of the study.</p>
	<p>They also indicated that, at this stage in their development, few appeared aware of the role of citations in advancing disciplinary knowledge and in establishing shared knowledge with the reader, or of the need for them as writers to project a clear identity and voice.</p>	<p>M4S1 because the writer interprets the results by using the words 'indicates' and 'appeared' to indicate the tentativeness.</p>
	<p>Most of these more subtle and sophisticated aspects of writing using sources were not explicitly taught in this short instructional unit, therefore students cannot be expected to have demonstrated any real mastery of them. Their writing showed some clear improvements and reliance on copying, particularly extensive copying, decreased; however, none of the participants can be described as having developed an advanced level of proficiency in writing using sources.</p>	<p>M2 because the keyword 'showed' is employed to show the results in this study.</p>
	<p>Texts and topics for the writing tasks were taken from the social science disciplines in which many of the students were majoring. Although reasonably familiar with this literature, nevertheless I felt obliged to warn students about limitations in my knowledge of what could be regarded as common knowledge or generally accepted facts, and to urge them to seek advice from tutors in their subject areas about what they needed or did not need to cite in their assignments in other courses.</p>	<p>M6S1 because the writer states about the limitations of the research being conducted.</p>

	<p>Evidence of students' progress was gathered from two post-unit writing tasks completed as part of regular course work. There was no delayed post-unit task. A "practice effect" may have had an influence on post-unit quiz and writing task results, although students did not work on these exact types of task during the unit. Despite the fact that the assignment was worth 20% (WRR) and 25% (AAWE) of the overall course mark on a credit-bearing ESOL course, students may have been less motivated to gain a thorough understanding of sources and write quality citations than in their subject disciplines. It may also be that the writing tasks that students completed in this study were less conceptually demanding than those required in their subject disciplines. The topic area for both guided and independent writing tasks in this study was one that I believed students could be expected to be reasonably knowledgeable about from their recent personal experience, as well as being related to the social science areas in which most were studying; however, the fact that the assignment was part of an academic literacy course, rather than in their chosen disciplines, may have been a demotivating factor. On the other hand, the requirement to attach photocopies of sources and the focus on legitimate citation practices may have provided them with extra motivation to abstain from unacknowledged copying. There is also a possibility that my colleagues and I scrutinized students' citations more carefully than lecturers in students' subject disciplines, who reportedly tend to be more interested in evaluating understanding of content knowledge. For these reasons, any conclusions drawn from the study are only suggestive.</p>	<p>M6S1 because the writer describes the limitations of the research being conducted.</p>
	<p>As indicated previously, proficiency in writing using sources is an important learned academic literacy skill for all university students, both on account of university regulations and also because of the importance of mastery for socialisation into disciplinary communities. The findings of the study indicate possibilities for the development of useful instructional interventions. Skill development is clearly an incremental process, and mechanical and rule-governed components appear to be readily learned, even after a short unit.</p>	<p>M4S1 because the writer interprets the results by using the words 'indicate' and 'appear' to indicate the tentativeness.</p>

	<p>The study showed that students also grew in confidence about their ability to transform source text content. Class and group discussions introduced them to more sophisticated levels of knowledge and skill that they would need to develop over the course of their university studies. As they continue their undergraduate studies, I would expect students to make further advances towards proficiency and independence as academic thinkers, writers, and members of communities of practice (Wenger, 1998) as their understanding of the more subtle and sophisticated aspects of writing using sources continues to develop.</p>	<p>M2 because the word 'showed' is employed to reveal the results in this study.</p>
	<p>In accordance with the spiral process of action research, the experience of conducting this study led to changes in my own practice. As a result of my increased awareness of the extent of the challenges that L2 writing students face and knowledge of the kinds of instruction I am able to offer, I have now increased the length of the unit from 8 to 12 hours. This allows for more extensive practice in discourse components (paraphrasing and summarising) of writing using sources; however, opportunities for discussion and reflection to raise students' awareness of disciplinary practices, and themselves as writers who are able to contribute original thinking in their work, are also included. The next phase of my research will involve interviews and discussion of performance on assignments in their subject areas with a group of participants over the remaining period of their undergraduate studies at the University of X, to explore whether continuing gains in writing using sources occur as students benefit from the experience of studying in an English-medium university and of deeper understanding of the conceptual content of their subject disciplines.</p>	<p>M6S2 because the writer points out the strengths of the findings which are significant for applications or implications.</p>
	<p>Writing about plagiarism and patchwriting, Pecorari (2003, p. 343) concludes that "recognizing the existence of the problem is the beginning of the solution." Overall, results of this study provide confirming evidence of the "problem" as experienced by undergraduate L2 writers, and of one kind of instructional "solution" that helped to bring about some advances in their understanding, awareness, confidence, and skill.</p>	<p>M4S2 because the writer compares his or her findings with previous research.</p>

	<p>Further research is needed to provide detailed analyses and evaluations of the most useful and appropriate types of instructional tasks for students at different stages of skill development in this area. However, these interventions need to be mindful of what is achievable within the constraints of time and resources that operate for in-session L2 writing courses taken by students from a variety of academic disciplines.</p>	<p>M7S2 because the writer states some possible areas for future research.</p>
	<p>This paper is intended as a contribution to the development of such a body of practice-oriented research.</p>	<p>M1 because there is the statement showing the main purpose of the study.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E1	<p>This study explored learner characteristics common to the students in a thesis preparatory course at a Chinese university and identified two relevant responses to the general EAP thesis-writing instruction and pedagogical writing tasks in the class.</p>	<p>M1 because there is the statement indicating the aims of the study.</p>
	<p>The students' self-directed response to the course instructor's teaching indicates their exercise of personal agency, that is, the "power to control [their] learning through self-regulation" (Oxford, 2003, p. 78). It appears that this learner characteristic was particularly shaped by the specific EAP instructional context, including the generalized instruction of thesis writing, the course instructor being a writing teacher instead of a disciplinary specialist or the students' supervisor, and the pedagogical</p>	<p>M4S1 because some linguistic signals indicating either certainty or tentativeness, indicates and appears, are used.</p>
	<p>As seen in the interviews, the students regarded Ms. Yang's instruction as "[providing] a general framework" (e.g., Fei, interview, Extract 11) and input to consider as opposed to offering discipline-specific guidance essential to their own future, high stakes writing.</p>	<p>M2 because the writer reports the results by showing the example from his/her interviews.</p>
	<p>This could be attributed to the general approach to teaching thesis writing in the course design.</p>	<p>M4S1 because the word 'could' is used to indicate the tentativeness.</p>
	<p>The introduction writing task was regarded as simply a course assignment or an exercise, "different from writing a real thesis" (e.g., Fei, interview, Extract 12; Fan, interview, Extract 22), because the teacher was a disciplinary outsider who had neither the last say on their actual thesis writing (as different from their supervisors' role) nor adequate knowledge to address their specific disciplinary writing.</p>	<p>M2 because this statement shows the results from the interviews.</p>
	<p>This finding is consistent with Hansen (2000), who concluded that students perceive more value in guidance from disciplinary experts than from EAP instructors. The students therefore chose to take more self-directed learning actions that considered, but often rejected the course instruction.</p>	<p>M4S2 because the phrase 'consistent with' is employed to show the similarity of the finding and the literature.</p>

	<p>In this light, the learners' exercise of personal agency can be considered a form of selective autonomy that was conditioned by the EAP instructional context, reflecting the interplay between learner characteristics and learning environment (Dörnyei, 2009).</p>	<p>M4S2 because the statement contains linguistic signals coexisted with citations.</p>
	<p>The students' self-directed learning actions emerged from their prior learning about writing in their areas. By drawing from their antecedent writing knowledge, students have the ability to flexibly assimilate and adapt the generalized genre knowledge for their future disciplinary writing.</p>	<p>M2 because the writer reports the result about the students' self-directed learning actions.</p>
	<p>This supports the idea that students do not necessarily simply do what their teacher prescribes when it comes to learning about written academic genres (Cheng, 2008; Hyland, 2007; Wingate & Tribble, 2012).</p>	<p>M4S2 there is the keyword 'support' showing the comparison between the result and the literature.</p>
	<p>For example, Fei' own personal way of arranging the structural moves (Fei, written text, Draft 2, p. 1, Paragraph 1) and Mei's highlighting of her personal argumentation when creating the research niche (Mei, written text, Draft 2, pp. 3-5, Paragraphs 5-7) can be seen as probably connected to the specific rhetorical style of writing in the field of literature study, suggesting the integration of their new genre knowledge with the knowledge of disciplinary practice (Kuteeva & Negretti, 2016).</p>	<p>M4S1 because the key phrase 'can be seen as probably' indicates the tentativeness.</p>

	<p>However, given that the students were novice academic writers, without much experience in the practices of their disciplines (most of them were first-year master's), it is possible that self-directed responses to the general EAP instruction of thesis writing, with reliance on their previous L2 writing experiences, could sometimes be misguided. For example, in Ling's case, although the use of direct quotations and the integral citation style might align with the rhetorical features of academic writing in literature research, her personal eagerness to highlight each theorist in her field (Ling, interview, Extracts 17 and 18) has the potential to weaken her own authorial presence, stance and argument (Hyland, 2000; Swales, 2004); likewise, Fan's inclusion of a detailed interpretation of the literary work at the end of the introductory chapter could be redundant, possibly weakening the unity of the content.</p>	<p>M4S1 because the writer interprets the results by using the phrase 'it is possible that' and some modal verbs.</p>
	<p>A concern thus arises as to whether the students' reliance on their prior L2 writing experiences in the self-directed learning process is disadvantageous to increasing their rhetorical awareness of the expectations of a thesis – a new academic genre required by their current study programmes – and to the development of their ability to engage in such advanced academic writing practice.</p>	<p>M2 because the writer states the result before interpreting it in the next statement.</p>
	<p>This indicates the need to consider both the potential advantages and disadvantages of self-direction in EAP writing instruction.</p>	<p>M4S1 because there is a word 'indicates' showing certainty or tentativeness.</p>
	<p>The second important finding here is that the learners' self-positioning in response to the general thesis-writing EAP tasks may be related to the timing of the writing course – they were taking courses required by their degree programmes and had not yet started their disciplinary thesis work.</p>	<p>M2 because there is a phrase showing the finding of the study.</p>

	<p>In line with Hansen's (2000) conclusion, this is likely not the most appropriate time for them to take an EAP thesis-writing course. Given that the students were at the pre-research stage, they had no urgent need for the instruction and no solid research to write up. It is therefore not surprising that the students viewed the general EAP thesis-writing tasks to be more writing exercises than actual practice for research writing.</p>	<p>M4S2 because the phrase 'in line with' is employed to show the similarity of the finding and the literature.</p>
	<p>Nonetheless, the students' inability to recognize the relationship between the course and their future writing highlights a potential mismatch between pedagogical writing tasks and the goal of increasing students' genre awareness in an EAP class.</p>	<p>M2 because the writer states the result about the students' inability to recognize the relationship between the course and their future writing.</p>
	<p>In this light, the students actually engaged in a pedagogical genre (an assigned thesis chapter) rather than the intended writing of an authentic disciplinary genre (master's theses in the students' disciplines) (Dudley-Evans, 1995; Johns & Swales, 2002).</p>	<p>M4S2 because the statement contains linguistic signals coexisted with citations.</p>
	<p>Understanding how students view assigned writing is essential to EAP pedagogy since students' self-positioning can be a potential disadvantage to increasing their genre awareness of their writing and their "understanding of academic language and values" (Johns & Swales, 2002, p. 21).</p>	<p>M6S2 because the statement relates to the significance of research conducted.</p>
	<p>How to deal with the pedagogical dilemma about designing EAP writing tasks is unclear. On the one hand, writing tasks constitute a necessary part of EAP course design (Johns & Swales, 2002) and provide research students with explicit practice in advanced academic writing; on the other hand, the writing tasks may possibly fail to strengthen students' genre awareness. This pedagogical dilemma is worth further consideration as it may undermine the value of some EAP courses.</p>	<p>M7S3 because this statement is about the application of the results to learning and teaching contexts.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E2	<p>The participants' struggle for and construction of an identity presents a complex picture of the professional lives of ESP teachers in a Chinese university and one that may very well reflect the lives of ESP teachers elsewhere. Their life-history accounts reveal that becoming an ESP teacher not only altered their instructional practices in the classroom, but also transformed their professional lives, as reflected in the different frames of teacher identities.</p>	<p>M2 because the words 'presents' and 'reveal' are used to show the results of the study.</p>
	<p>On the one hand, the uncertainty surrounding the status of ESP as a discipline prevents the participants from asserting their professional identities as ESP teachers at institutions dominated by teachers teaching traditional language-related courses. Concomitantly, the lack of a physical and social environment in the institution undermines the growth of a collegial community with which the teachers can potentially identify. Moreover, the questionable disciplinary status of ESP affects the teachers' research performance and promotion; they thus have difficulty pursuing the professional and economic component of teacher identity at the University where the "publish or perish" culture increasingly prevails (Lee, 2014).</p>	<p>M2 because the writer states the result about the uncertainty surrounding the status of ESP as a discipline.</p>
	<p>On the other hand, these teachers still claim to have a positive perspective toward being an ESP teacher, which emerges from the common belief that ESP coursework prepares students for employment and also addresses societal needs arising from the rapid development of international business, thus providing the vocational frame of teacher identity with a societal context. This positive linkage also encourages ESP teachers to participate in the University-company collaborations that offer a third space for them to achieve self-realization and to construct the economic frame of their teacher identities beyond the University.</p>	<p>M2 because the writer states the result about the positive perspective toward being an ESP teacher.</p>

	<p>Nevertheless, while the ESP teachers expressed a sense of intrinsic fulfillment by supporting graduates' acquisition of ESP skills needed to meet the societal needs, their identity development is still largely constrained by the institutional facet of the context (e.g. Flores & Day, 2006).</p>	<p>M2 because the word 'expressed' is employed to reveal the results in this study.</p>
	<p>This exploration of teacher identity construction reveals incongruent ways in which the institutional and the societal facets mediate the different frames of ESP teacher identities.</p>	<p>M2 because the keyword 'reveals' is used to show the results of the study.</p>
	<p>This reaffirms the notion that the sites of teacher identity construction should not be confined to the classroom, but expanded to include "the schools, and the wider professional communities" (Johnson, 2006, p.24).</p>	<p>M4S2 because there is the phrase "This reaffirms the notion that" showing the similarity between the result of this study and those in the literature. Also there is</p>
	<p>In addition to contextual mediation, the findings also suggest prior experience as an important source of identity construction. Although some studies have focused on the influence of formal teacher education on teacher identity construction, the participants' experiential accounts highlight the importance of professional development activities and engagement in workplaces in shaping their teaching persona. Especially important for their professional development are experiences in relevant acquire subject matter knowledge and work experiences where they enrich their ESP teaching, both of which are closely related to the instructional frame of teacher identities. In particular, those experiences not only facilitate teacher learning, but also further develop into individual professional practices that distinguish ESP teachers from other language teachers, as in the case of Qian, and contribute to their identity development in the language faculty.</p>	<p>M4S1 because the writer interprets the results by using the word 'suggest' to indicate the tentativeness.</p>

	<p>In view of the significance of professional development activities and engagement with workplace, these findings echo the proposal of Campion (2016) to take a long-term view of ESP teacher development in which “the learning never ends” (p. 67). Following Campion, we agree that more attention must be paid to continuing teacher development that extends the process beyond language teacher education programs and takes place throughout a teacher’s career (Hiver, 2013). This is particularly important to language teachers whose work environment is undergoing transformation and who in response are required to teach and do research in ESP/ EAP, areas that are largely ignored in the majority of TESOL programs (Stapleton & Shao, in press).</p>	<p>M4S2 because the writer compares the findings with the literature.</p>
	<p>Based on our research findings, we have further refined our initial model of teacher identity, particularly for those involved in ESP education or other cross-disciplinary fields (see Figure 2).</p>	<p>M2 because there is the phrase indicating the research findings and Figure 2.</p>
	<p>Our findings show the incongruent ways in which the societal context and the institutional setting mediate the identity construction of language teachers and provide empirical evidence of the importance of drawing analytical boundaries among different layers of contextual conditions (Layder, 1993).</p>	<p>M2 because the keyword ‘show’ is employed to reveal the research findings.</p>
	<p>Although institutions are embedded in the societal context and certain institutional practices accommodate emerging societal needs (e.g. curriculum innovation), they do have self-contained characteristics that mediate the manner in which teachers construct their identity in distinctive and significant ways.</p>	<p>M2 because the purpose of this state is to reveal the results of the study.</p>

	<p>For example, our study found that ESP teachers are evaluated on the basis of research output at the University, in line with the mission to produce and disseminate knowledge, and this shapes how they participate and position themselves in the workplace. ESP teachers are also social agents in the societal context (Gu & Benson, 2015; Simon-Maeda, 2004). In particular, their prior and ongoing engagement with workplace ensures their comprehension of real societal needs that not only inform teaching engagement but also shore up the self-perceived meaningfulness of ESP teaching, which feeds back into their identity development.</p>	<p>M4S2 because the phrase 'in line with' is employed to show the similarity of the finding and the literature.</p>
--	---	---

Discussion no.	Text segment	Moves/Steps and explanation
E3	<p>As the results of this study indicate, there is a significant positive correlation between the students' scores on the total CCTST and the MC test of unfamiliar terms, while the correlation between the total CCTST scores and the MC test of familiar terms is not only non-significant but also negative.</p>	<p>M4S1 because there is a word 'indicate' showing certainty or tentativeness of the research results.</p>
	<p>Consequently, it can be inferred that while answering the MC test of unfamiliar terms requires the involvement of CT, this is not the case with the MC test of familiar terms.</p>	<p>M4S1 because the writer tends to imply this result appearing in the study.</p>
	<p>Such data are in accord with the hypothesis that better critical thinkers are more capable of tackling unfamiliar terms.</p>	<p>M2 because the writer indicates that this result agrees with the hypothesis.</p>
	<p>Of course, correlation does not mean causation, so it is not claimed that CT necessarily causes students to be more successful at deciphering unfamiliar terms; rather it is merely claimed that the existence of a significant correlation may be interpreted as implying the utilization of more CT skills among those who have obtained higher scores on the MC test of unfamiliar terms.</p>	<p>M2 because the writer shows the results about CT and students' performances.</p>
	<p>The findings of Nikoopour et al. (2011) and Nosratinia et al. (2014) suggest that a significant relationship between CT and the WPAS can be inferred, but our study shows that this relationship is only significant in the case of the WPAS when un- familiar rather than familiar terms are considered.</p>	<p>M4S2 because the writer refers to the findings of other study and uses an intext citation.</p>
	<p>But why? To provide an answer to this question, one way is to investigate the correlations between the three sub-skills of the CCTST and each MC test (i.e., the second research question).</p>	<p>M1 because the writer states the second research question in the study.</p>
	<p>As the results of this study indicate, the correlations between both the evaluation and inference sub-skills of the CCTST and the MC test of unfamiliar terms are positive and significant, while the correlations between all the three sub-skills of the CCTST and the MC test of familiar terms are not only non-significant but also negative.</p>	<p>M4S1 because there is a keyword 'indicate' showing certainty or tentativeness of the results.</p>

	<p>These findings again are in accord with the theory related to CT and the hypothesis posed in this study that better critical thinkers are more able to cope with un- familiar terms. The only thing which does not fit is the non-significant correlation between the analysis sub-skill of the CCTST and the MC test of unfamiliar terms.</p>	<p>M4S2 because the phrase 'in accord with' is employed to show the similarity of the finding and the literature.</p>
	<p>One possible explanation can be provided by querying why the relationship between inference and unfamiliar terms came out strongest, followed by evaluation and lastly analysis.</p>	<p>M4S3 because the phrase 'one possible explanation' is used to explain the results of the study.</p>
	<p>It seems that students go through the three phases of analysis, inference, and evaluation throughout using the WPAS. That is, they first look for familiar word parts in the medical terms and they retrieve the meanings of the recognized word parts (i.e., analysis); then they attempt to put together a meaning for the term based on the meanings they know for the parts (i.e., inference); and finally they check if the meaning constructed makes sense (i.e., evaluation).</p>	<p>M4S1 because a linguistic signal indicating either certainty or tentativeness, seems, is used.</p>
	<p>As the results of this study indicate, different abilities in CT make no difference to analysis for both MC tests.</p>	<p>M4S1 because there is a word 'indicate' showing certainty or tentativeness of the research results.</p>
	<p>This can be explicable as the parts are all known and can be identified in the sequence of letters in the term without too much difficulty by students.</p>	<p>M4S3 because the writer tends to clarify or explain the results of the study by giving the explanations.</p>
	<p>Moreover, it can be observed that CT makes a difference to inference in the case of the MC test of unfamiliar terms.</p>	<p>M2 because the purpose of the phrase 'can be observed' is to show the result of the study.</p>
	<p>This can be explained by the hypothesis that the inference phase is where the main work is required by the test, putting together familiar information in a new way to make some overall sense for an MC alternative offered.</p>	<p>M4S3 because the phrase 'this can be explained' is used to clarify the result that CT makes a difference to inference in the case of the MC test of unfamiliar terms.</p>
	<p>Finally, CT makes a slight difference to evaluation.</p>	<p>M2 because this statement shows another result of the</p>

	<p>Because, although this is just a matching task in the test, which does not involve the evaluation work needed to be done in real life when an unknown word is met in a text, it may involve a reframing of the meaning obtained from inference in order to see if it matches the meaning given in the test item stem. For example, with the term presbyopia the testee may initially come up with 'old person' and 'vision' as the meaning of the parts at the analysis level. Then, at the inference level, s/he would come up with a meaning such as 'a sight problem of old age'. Finally, at the evaluation level, s/he has to determine if the putative meaning of the word parts can be made to match the definition provided (i.e., 'farsightedness occurring typically in middle and old age'). In fact, like here, sometimes the definition contains an element of meaning not in the correct term. That is, the literal meaning of presbyopia (i.e., 'a sight problem of old age') does not necessarily include 'farsightedness'. If the term was exact it would be presbyhypermetropia. So the evaluation stage can present problems such as these which require CT.</p>	<p>M4S3 because the writer tends to clarify or explain the results of the study by giving the explanations as can be seen from the use of the keyword 'because'.</p>
	<p>Consequently, it can be claimed that what differentiates the application of the WPAS to these familiar and unfamiliar terms mostly occurs at the inference stage rather than at the analysis or evaluation stages. Therefore, it is inference which in the first place differentiates between these terms. That is, while in the case of unfamiliar terms inference is rather difficult and re-quires high involvement of CT skills, in the case of familiar terms it is rather easy and does not require the involvement of such skills.</p>	<p>M2 because this statement shows another result of the study.</p>
	<p>The fact that the relationship between inference and unfamiliar terms is significant at .01 (in fact, $p \frac{1}{4} .002$) provides further evidence for such a difference between familiar and unfamiliar terms.</p>	<p>M2 because the word 'provides' is used to show the result.</p>

	<p>On the whole, the results addressing the first research question point to a greater requirement for CT skills to discover unfamiliar terms, and the results relating to the second research question provide further support for this hypothesis.</p>	<p>M5 because the statement provides the readers with the overall results of the study.</p>
--	--	---

Discussion no.	Text segment	Moves/Steps and explanation
E4	<p>Recent research on cooperative learning emphasizes the importance of group dynamics, the creation of a motivating environment, group formation, and the benefits of group learning on teaching (Bejarano et al., 1997; Zhang & Head, 2010). The present study, however, more closely examined the influence of learner strategies on academic group presentations. The learner strategies that varied markedly between group and individual presentations were metacognitive and communication strategies, as well as minor differences in cognitive strategies.</p>	<p>M1 because the statement provides the theoretical background and the purpose of the study.</p>
	<p>The situation with respect to retrieval and rehearsal strategies was that, owing to the larger amount of information needing to be comprehended, stored, retained, and produced in individual presentations, the majority of the participants spent more time rehearsing before the presentation, and memorizing and retrieving information during the talk.</p>	<p>M2 because the writer reports the finding about the situation with respect to retrieval and rehearsal strategies.</p>
	<p>Communication strategies, however, were more frequently used in group than in individual presentations.</p>	<p>M2 because the writer reports the finding about communication strategies.</p>
	<p>In group presentations, the participants tended to use visual aids rather than memorization to help them retrieve information and they deployed more communication strategies to express the meaning of a word they had forgotten, or to hunt for an appropriate hedge for a difficult message they wanted to deliver in the speech.</p>	<p>M4S1 because the key word 'tended to' was used to indicate the tentativeness.</p>

	<p>The degree of interactivity of the speech event in group and individual presentations was clear in the present study and the same situation also applied to the research of L1 and L2 academic presentations carried out by Zareva (2009). Zareva, researching L1 and L2 college students' use of circumstance adverbials in academic presentations in the USA, found that her L1 students presented informally and tended to keep the audience involved in their presentations. The L2 presenters, on the other hand, focused more on informational content and the formal delivery of speech, excluding negotiation and communication with the audience.</p>	<p>M4S2 because the phrase 'the same situation also applied to' indicate the similarity of the result and the literature.</p>
	<p>Interestingly, the EFL participants in the group presentation in the present study and the L1 presenters in Zareva's study shared the same feature of using a fairly communicative and interactive style of speech. Moreover, the formality of presentations and the lower degree of interactivity on the part of Zareva's L2 presenters paralleled the performances of the individual presenters in this study.</p>	<p>M4S2 because the writer compares his/her result with those in other study.</p>
	<p>As regards language performance in the two types of presentation, on average, the participants performed better in structuring and arranging the content in individual presentations, which was consistent with the finding that using more metacognitive strategies helped them understand and present specialized knowledge. Interview feedback from the participants also supported this fact.</p>	<p>M2 because the writer reports the result about language performance in the two types of presentation.</p>
	<p>As regards fluency, the participants spoke more fluently in group than in individual presentations, in the sense that they spent more time retrieving information. Their performance in terms of pronunciation and the use of language was similar in both types of presentation.</p>	<p>M2 because the writer reports the result showing fluency in presentations.</p>
	<p>When asked to evaluate the three most commonly used types of cooperative learning activity, the majority of the participants considered group presentations beneficial for the development of their oral ability but they did not view group presentations as a stimulating or interesting way to work with group members or to participate in class.</p>	<p>M2 because the statement is about the result indicating the three most commonly used types of cooperative learning activity.</p>

	<p>In Liang and Mohan's (2003) study, their sample of Chinese immigrants in the USA also expressed contradictory feelings about cooperative learning activities in the English classroom, but for different reasons. The Chinese immigrants cared more about the appropriateness of translating meanings from L1 to L2 in academic contexts, whereas the participants in the present study paid more attention to the type of activity involved and the degree of successful cooperation among team members. Although group presentations provided the participants with more opportunities to speak English fluently via the process of rehearsal, the students preferred learning through speaking spontaneously to memorizing from notes.</p>	<p>M4S2 because the writer compares his/her result with those in other study.</p>
--	---	---

Discussion no.	Text segment	Moves/Steps and explanation
E5	<p>The study revealed the multiple layers involved in Irmak's classroom practice, ranging from her perzhivanie, her emotional attachment to an identity, and the emotional challenges she experienced. This multiplicity points to the complexity of teacher's self-understandings, which would not have been revealed if the study had not traced Irmak in the course of time.</p>	<p>M2 because the keyword 'revealed' is employed to reveal the research findings.</p>
	<p>In this sense, the study highlights the importance of recognizing teacher identity and emotions as developing in time.</p>	<p>M1 because the writer provides a statement about established knowledge of the research.</p>
	<p>In terms of the link between teacher identity and emotions and their development, it is significant that while Irmak maintained her attachment to critical pedagogy as an identity over two years, the meaning of critical pedagogy developed in the course of time, suggesting that emotional attachments are remarkably persistent.</p>	<p>M2 because this statement shows the result of the study about the link between teacher identity and emotions and teachers' development.</p>
	<p>In fact, the study lends support to Haviland and Kahlbaugh's contention that emotions are the "glue of identity" (1993, p. 328).</p>	<p>M4S2 because the writer gives a reference to the study that supports the result of the research.</p>
	<p>The significance of this is that In fact, the study lends support to Haviland and Kahlbaugh's contention that emotions are the "glue of identity" (1993, p. 328). pedagogical signs and concepts are not just notions to be intellectually mastered. Rather they become objects of emotional attachment with the potential to be deployed for identity construction. In fact, it was Irmak's persistent use of critical pedagogy as a teacher identity, supported by her emotions, that allowed her to develop as a critically-engaged teacher.</p>	<p>M4S2 because there is the key phrase 'lends support to' showing the comparison between the result and the literature.</p>

	<p>The intersection between teacher identity and practice, echoing the contention that teacher identity plays an important role in “determining how language teaching is played out” (Varghese, Morgan, Johnston, & Johnson, 2005, 22), can be fruitfully used in teacher education programs. This could be accomplished if it is recognized that language teachers' practices are informed by their emotional experiences in the past and their visions for the future.</p>	<p>M7S3 because the writer states the pedagogical significance of the study.</p>
	<p>As Varghese (2006) reminds us, teacher education will do well to “address and formulate what teachers should become ... rather than solely what they should know ... , as has been conceived in traditional forms of professional development” (p. 223). This effort should take account of teachers' emotional attachments as well.</p>	<p>M7S3 because the writer indicates necessity for pedagogic changes.</p>
	<p>There is also the possibility of ineffective teaching practices stemming from teacher identities that are ill-suited to the instructional context where teaching takes place. If this is the case, then knowledge of effective pedagogy is not likely to lead to change. The problem is more fundamental relating to teacher identity, emotions and possibly other dimensions of language teachers' lives. It demands a view of teacher identity in which teachers are seen as having emotions, desires and motives which may align with or be subversive of institutional agendas. In this sense, knowledge of pedagogy represents only one factor which shapes practice. The mediation of teacher practice by identities and emotions suggests that “teacher development can become part of the process of renegotiation of teacher identity” (Richards, 2017, p. 142). In fact, the significance of teacher identity and emotions for teachers' pedagogical practices is the clearest implication of the analysis presented.</p>	<p>M7S3 because the statements relating to application of the results to learning and teaching contexts are used.</p>
	<p>However, it would be misleading to limit the study of teaching practices to the individual teacher given the importance of the conditions enabling the development of Irmak's teacher identity.</p>	<p>M4S1 because the writer interprets the results by using modal verb 'would' to indicate the tentativeness.</p>

	<p>Institutional structures as representations of the sociocultural domain created conditions that made Irmak's development possible. These conditions of possibility served to support Irmak in two ways. In the US Irmak was given the task of designing her own syllabi and lessons, which was conducive to the development of her identity as a teacher who did not restrict herself to TOEFL preparation strategies and attempted to enact critical pedagogy. Second, she was studying in an MA TESOL program. This engagement equipped her with resources to inform her pedagogy. A prime example is how she used pedagogical resources from the MA TESOL program to develop her approach to critical pedagogy.</p>	<p>M2 because the purpose of this statement is to show the results of the study.</p>
	<p>In addition to the MA program's role in Irmak's development, it is important to note that Irmak's understanding of herself was mediated by the study. She asserted that the questions asked in the course of the research study had prompted reflection, leading to a more nuanced understanding of her own teaching. Irmak's commentary highlights the effect that conducting research studies on teachers in general and eliciting narratives or small stories of their everyday teaching in particular can have. The reflection prompted by questions as well as an encounter with the discursive construction of oneself as a teacher in a manuscript of a research study can lead to a more developed understanding of the self.</p>	<p>M2 because this statement shows another result of the study.</p>
	<p>This is certainly beneficial in that Irmak will be able to act on this self-understanding in a more intentional way.</p>	<p>M6S2 because the writer points out the strength of the study which is significant for applications or implications.</p>

	<p>As Johnson and Golombek note, this enhanced self-understanding “gives them increasing control over their thoughts and actions; grants their experiences enriched, deepened meaning; and enables them to be more thoughtful and mindful of their work” (2002, p. 7). These changes stemming from reflection support “the transformative power of narrative” as a means of mediation (Johnson & Golombek, 2011, p. 488).</p>	<p>M4S2 because the writer compares the findings with the literature.</p>
--	--	---

Discussion no.	Text segment	Moves/Steps and explanation
E6	<p>Results of this study provide insight into how the Thai English user learned to use sequential organization and categorically and relationally related descriptors as contextual resources to form intelligible pronunciation of L2 English in and through interactions.</p>	<p>M6S2 because the writer points out the strengths of the study.</p>
	<p>When Busaya, the Thai English user, found out, air hostess, as a pronunciation trouble source through a co-participant GD's multiple repair initiations, she relied first on self-repair of pronunciation to reconstruct intelligible pronunciation. When her interaction with GD continued to falter, GD changed the intelligibility problem to a referential problem by seeking a definition that would help restore intelligibility (e.g., what is it?, Excerpt 2).</p>	<p>M2 because the writer states the results about Busaya who is one of the participants in the study.</p>
	<p>Another co-participant NB also sought common sense-based categorical and relational descriptors to restore understanding (like what kind of service is that?, Excerpt 3; you will host what type of guests?, Excerpt 4). These leading or supportive questions that initiated repair sequences prompted Busaya to use descriptors of the job rather than relying solely on adjustments to phonological aspects of the pronunciation of air hostess to resolve intelligibility problems in interactions. In later question-and-answer sequences about her dream job, she delayed responding immediately with the name of the job even when the instructors asked about a specific job that she was interested in (Excerpts 5 and 6). Instead of providing an answer, she constructed the sequential structure of pre-second insert expansion to describe the job, using categorially related descriptors such as service, airport, and airplane, all of which had previously proven to be successful recognitional descriptors of the job referent.</p>	<p>M2 because the writer states the results about NB who is one of the participants in the study.</p>

	<p>In sum, she appropriated words from previous interactions and revised some of her referential and sequential practices in order to ensure the intelligibility of her subsequent pronunciation of air hostess. These practices are examples of what “competent and effective speakers do to maintain and enhance intelligibility” in interaction (Rajadurai, 2007, p. 96).</p>	<p>M3 because the purpose of this statement is to sum up the results.</p>
	<p>The analyses illustrated how a (M)CA approach can provide a useful framework for investigating the role of sequential context and descriptive resources that play in accomplishing L2 English intelligibility in interaction. As demonstrated, (M)CA allows researchers to investigate the sequential and common sense-based descriptive competences observably drawn by participants themselves within the interactions.</p>	<p>M2 because the purpose of the keyword 'illustrated' is to show the result of the study.</p>
	<p>From this participant-relevant perspective, Busaya's practices of using sequential and categorical resources for proactively constructing L2 English intelligibility are by no means signs of language deficiency. Instead, the ways in which Busaya recalibrated sequential and referential practices are evidence of the high level of her interactional competence when engaging in the ELF interactions (cf. Pekarek Doehler & Berger, 2015).</p>	<p>M2 because the purpose of this state is to reveal the results about the participant-relevant perspective.</p>
	<p>How Busaya constructed intelligible pronunciation is somewhat similar to the word-search practice that L2 users initiate when signaling trouble with a lexical item (Brouwer, 2003). The result of word-search includes that the lexical item being sought is eventually identified by either the L2 user or the co-participant(s). In this case, the important difference between Busaya's practices of constructing L2 English intelligibility and word-search is the nature of the interactional outcomes.</p>	<p>M4S2 because the writer points out the similarities of the research results and those in literature.</p>

	<p>None of the co-participants in the data treated Busaya' use of descriptions and definitions in the pre-expansion insert as indications that she needed help. Instead, what Busaya achieved in the interactions was the co-participants' claims of understanding of the job referent term, rather than their offers of a possible lexical item.</p>	<p>M2 because the statements show the results of the study.</p>
	<p>This is because sequential practice, pre-second insert expansion, is a socially shared practice that the speaker provides a necessary resource for the recipient to provide a second pair part (SPP) in sequence.</p>	<p>M4S3 because the phrase 'this is because' is used to explain the results of the study.</p>
	<p>While an alternative and more standard job referent, flight attendant, appears to be part of Busaya's lexicon, as shown in the analysis of Excerpt 7, Busaya continued to use air hostess throughout the eight weeks of CFL sessions.</p>	<p>M4S1 because there is a keyword 'appears' showing certainty or tentativeness of the results.</p>
	<p>This is probably because another gender-based job referent sachuat [saL juaatL], a loanword derived from steward (a male flight attendant), is commonly used in Thailand.</p>	<p>M4S3 because the phrase 'this is probably because' is used to explain the results of the study.</p>
	<p>The findings thus offer insight into the more complicated nature of the L2 English intelligibility problem as stemming from not only L2 pronunciation features but also the epistemic asymmetry in Thai English between Busaya and the instructors with respect to Thai accents and vocabulary.</p>	<p>M6S2 because the writer points out the strengths of the study which is significant for applications or implications.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E7	<p>The results of pedagogical intervention 1 show that the other factors being equal, learners' English proficiency has an effect on accuracy of polysemous phrasal verbs but the presentation method has little effect on it, suggesting a little superiority of the proposed cognitive method for short-term recall.</p>	<p>M2 because the purpose of the keyword 'show' is to reveal the result of the study.</p>
	<p>Interestingly, different presentation methods were found to have influenced accuracy in the long-term recall and the cognitive presentation method is a positive function for it.</p>	<p>M2 because the writer shows another result of the study as can be seen from the use of the phrase 'were found'.</p>
	<p>These results pertained to the findings of Gao and Zhang (2014) who compared the effectiveness of the conventional approach and the cognitive linguistic approach on lexical metaphors, verbal-particle structures, idioms and proverbs with pre-test, immediate post-test and delayed post-test. They pointed out that in the test of verbal-particle structures "no significant statistical difference was found between the two groups from the immediate post-test" and "it is more encouraging that a statistically significant difference was found between the two classes from the delayed post-test" (p. 476).</p>	<p>M4S2 because the writer compares the findings of his/her study with the literature.</p>
	<p>It can be argued that the proposed cognitive presentation method has the potential to facilitate learners in the process of learning English polysemous phrasal verbs in long-term recall. In the delayed post-test, participants' English proficiency affects the mean accuracy when receiving the same presentation. As for reaction time, juniors and postgraduates in the experimental group spent less time on each quiz than those in the control group and the p-value of presentation method is statistically significant ($p < 0.05$), showing that compared with the traditional presentation method, the cognitive presentation method is beneficial to meaning retention of phrasal verbs. Results of reaction time in the delayed post-test correspond to the immediate post-test.</p>	<p>M2 because the writer reports the results of the study and states the statistical number found.</p>

	<p>The above results can be interpreted as the follows: (1) compared with traditional presentation method, cognitive pre-sentation method has little effect on meaning retention of English polysemous phrasal verbs in short-term memory but a greatly positive effect on long-term memory; (2) English proficiency influences the effect of presentation method both in the immediate and delayed post-test; (3) the average processing time of each test in the experimental group is less than that in the control group and the presentation method has a great significance, which reveals that cognitive presentation method is beneficial to comprehension of phrasal verbs in that it shortens the time consumed in recall.</p>	<p>M4S1 because the writer tends to interpret the research results.</p>
	<p>The possible explanations for these results might be as follows. First, the cognitive presentation method based on metaphor association can offer learners an alternative way of organizing L2 vocabulary in a meaningfully structured network. Metaphor association can help learners understand the inner correlation between the multiple meanings and the cognitive motivation can help digest how figurative meanings are derived from the literal meanings. Csábi (2004) put forward that the acquisition of motivations of the senses of polysemous words can help language learners learn, remember and use them more easily. Lakoff (1987) argues that compared with the phrasal verbs whose characters are arbitrary, those which are with motivation can be learned more easily.</p>	<p>M4S3 because the phrase 'the possible explanations' is used to explain the results of the study.</p>

	<p>Second, the conceptual metaphors may lead to participants in the experimental group undertake a deeper processing of the target polysemous words and understand the underlying relationship between the original literal meanings and idiomatic meanings more easily which helps learners produce a strong mnemonic trace and keep the memory for a longer time; whereas participants in the control group who received traditional presentation method remembering the same target material just by rote learning may need little cognition input which makes learners produce a weak mnemonic trace and keeps the memory short-term.</p>	<p>M4S3 because the writer provides the readers with further explanation for the results of the study.</p>
	<p>Third, when receiving the same presentation, participants' English proficiency affects the average accuracy. Actually, English proficiency has a strong relationship with the cognitive ability and metaphorical competence, which in turn has an impact on the understanding of English polysemous phrasal verbs. There is a very high correlation between the cognitive competence and the language level. Therefore, for EFL learners, not only the cognitive ability but also the language level plays a very significant role in understanding of metaphors. As Martinez (2003) argues, to correctly understand the basic figurative language, learners' language proficiency has to reach the threshold level.</p>	<p>M4S3 because the writer provides the readers with further explanation for the results of the study.</p>

	<p>In the immediate post-test of pedagogical intervention 2, the control group outperformed the experimental group as far as the average accuracy of English polysemous phrasal verbs is concerned. The cognitive presentation method based on orientational metaphor does not demonstrate any superiority to the traditional presentation method based on the English- Chinese equivalent translation. Tests of between participants contrasts reveal that the presentation method shows statistically significant difference, but the grade as well as the interaction between grade and presentation method shows no significant difference. In other words, cognitive presentation based on orientational metaphors is not beneficial to meaning retention of polysemous phrasal verbs in the immediate post-test in terms of average accuracy. The average reaction time of both juniors and postgraduates in the control group is less than those in the experimental group, which means that participants who received cognitive presentation needed more processing time for each test. The p-value of presentation method has great significance ($p < 0.05$), but neither of the factors of grade and the interaction between them. Cognitive linguistics has shown that the polysemy is cognitively motivated and emphasizes that particles in phrasal verbs have much to do with metaphors. Thus, the in-depth understanding of connections of the particles assists and facilitates the acquisition of phrasal verbs.</p>	<p>M2 because the statements are about the results found in the study.</p>
	<p>It has been argued that the more important element in a phrasal verb is usually the particle (Kurtyka, 2001; Lakoff & Johnson, 1980; Morgan, 1997).</p>	<p>M4S2 because the statement contains linguistic signals coexisted with citations.</p>
	<p>However, the results of pedagogical intervention 2 show that participants who received cognitive presentation based on the orientational metaphor did not perform better than those who received traditional presentation in the immediate and delayed post-test. According to the results of pedagogical intervention 2, postgraduates have an advantage over the juniors under the same presentation method</p>	<p>M2 because the writer states the results of pedagogical intervention 2.</p>

	<p>Results of the pedagogical intervention 2 can be analyzed as follows: (1) the cognitive presentation based on orientational metaphor does not demonstrate any superiority to the traditional presentation method based on English-Chinese translation equivalent in the immediate and delayed post-test; (2) the processing time of participants who received cognitive presentation is longer than that of those who received traditional presentation; and postgraduates spent more time than junior under the same conditions; (3) participants' English proficiency does not influence the average accuracy and reaction time.</p>	<p>M2 because the statements are about the results about the analysis of the results of the pedagogical intervention 2.</p>
	<p>The possible reasons of the results are as follows. First, materials for the experimental group were presented in English and no Chinese was used to help explain the meanings of phrasal verbs, which may have caused difficulties in understanding the phrasal verbs. What is more, participants in the experimental group were required to learn polysemous phrasal verbs with the cognitive presentation based on orientational metaphors the first time, which is quite different from the traditional presentation method. Therefore, the experimental group did not perform the same as or better than the control group in terms of accuracy and reaction time.</p>	<p>M4S3 because the writer provides the readers with further explanation and possible reasons for the results of the study.</p>
	<p>The result is contrary to Kővecses and Szabó (1996) as well as Boers (2000a, b). They suggest that there is great significance between awareness of orientational metaphors and learning of phrasal verbs. But the participants of their studies were of different L1 backgrounds. Second language acquisition is a function of the dissimilarities between the language to acquire and the language acquired previously (Odlin, 1989).</p>	<p>M4S2 because the phrase 'the results is contrary to' is used to indicate the differences of the results in other studies.</p>
	<p>Thus, we suggest that appropriate first language input is necessary for EFL learners when a new teaching method is introduced.</p>	<p>M7S3 because this statement is about the suggestion for learning and teaching contexts.</p>

	<p>Second, as is discussed above, learning polysemous phrasal verbs explained with orientational metaphors in English may make it harder for Chinese EFL learners to understand them since they have been accustomed to the traditional presentation method with English-Chinese translation equivalent. Besides, the decontextualized learning is good for a short-term memory but not for a long-term memory. Thus, compared with the cognitive method, the traditional method has a higher advantage in the context of meaning retention in the immediate post-test but shows no superiority in the delayed post-test.</p>	<p>M4S3 because the writer tends to clarify or explain the results of the study by giving the explanations.</p>
	<p>Third, using orientational metaphors to understand the phrasal verbs presumes that the adverb or preposition in a phrasal verb carrying more meanings than the verb can help participants get the overall meaning of the phrasal verb. But the presented English materials for the experimental group in pedagogical intervention 2 add to the difficulty of understanding and that results in failure to be fully aware of the orientational meanings of particles, which affects the understanding of the total phrasal verbs. This is the reason why participants' English proficiency has little effect on their performance.</p>	<p>M4S3 because the writer tends to clarify or explain the results of the study by giving the explanations.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E8	<p>Regarding the understanding and awareness of home culture (RQ1), the results indicate that the majority of participants had a general but not thorough understanding of their home culture, and most could communicate only basic and superficial aspects of their home culture to people from other lingua-cultural backgrounds. Most students recognized that perceptions and awareness of home culture play essential roles in IC and believed that home culture should be integrated into ELT to challenge the dominance of western cultures.</p> <p>Several explanations for the students' basic and general perceptions of home culture as related to the IC process can be offered. One possible explanation lies in how Chinese culture has been taught and learned. Previous studies have pointed out that Chinese education "is conceived more as a process of knowledge accumulation than as a process of using knowledge for immediate purposes" (G. Hu, 2005, p. 653). Although Chinese is a mandatory subject in primary and secondary education, it is generally introduced as fixed knowledge rather than a fluid and dynamic concept. Therefore, many students attempt to memorize knowledge about Chinese culture without applying reflection and critical thinking skills; consequently, they might understand Chinese culture at a basic level without developing deeper interest and exploring cultural values. Additionally, most IC is mediated in English, so students' English proficiency level might limit their communication of home culture.</p> <p>The students revealed that they were willing to introduce basic and superficial aspects of Chinese culture but less willing to introduce deeper and more abstract aspects, such as values, beliefs, and social relationships.</p> <p>It is possible that relatively low levels of English proficiency limit the ability to address deeper, more abstract topics when introducing concepts from one's home culture.</p>	<p>M4S1 because the writer interprets the results by using the word 'indicate' to show the tentativeness of the results.</p> <p>M4S3 because the writer tends to clarify or explain the results of the study by giving the explanations.</p> <p>M2 because the keyword 'revealed' is used to show the finding about the willingness to introduce basic and superficial and superficial aspects of Chinese culture of the students.</p> <p>M4S1 because the writer implies and indicates the possibility of the finding.</p>

	<p>Regarding the perceived effects of home culture on IC (RQ2), perceptions of home culture might supplement understanding of other cultures in IC. An understanding of one's own culture might become a step toward accessing other cultures. For example, the sayings “Do unto others as you would have them do unto you” in English and “己所不欲勿施于人” in Chinese convey similar meanings which reflect values common to both cultures. Insufficient understanding of one's home culture might decrease comprehension of other cultures. Thus, effectively understanding other cultures requires adequate comprehension of one's own home culture.</p>	<p>M4S1 because there are three modal verbs 'might' which are employed to indicate the tentativeness.</p>
	<p>Moreover, perceptions and awareness of home culture can influence and play important roles in IC. It was found that some students simply followed western standards and ways of dealing with matters when communicating with foreigners, even though they might have felt that western standards should sometimes be negotiated with local contexts. For example, when referring to the case of plagiarism discussed, it can be seen that, while the students who committed plagiarism were in the wrong, many Chinese students are not taught academic conventions for citing and referring to other sources (Hu & Lei, 2016).</p>	<p>M2 because the phrases 'it was found that' and 'it can be seen that' are used to show the research findings.</p>
	<p>Operating from a critical perspective, S3 believed that the foreign teacher might not understand this circumstance and so accused the students of deliberately plagiarizing. In this case, students should not simply follow the communication style, standards, and value systems of other cultures; instead, they should be open to cultural exchanges and negotiations with people from other cultures (Wen, 2016). Therefore, plagiarism should be seen as cultural appropriation (Hu & Lei, 2016; Hu & Sun, 2017).</p>	<p>M7S1 because the writer highlights how the research contributes to the existing knowledge in the field.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E9	<p>Despite all the difficulties we experienced throughout this project, our findings indicate that the amount of time, energy and resources the stake-holders invest in an innovation determines the eventual intake of the innovation tenets, echoing the importance of school-based and practice-oriented (Van den Branden, 2006) teacher education programs that were developmental and continuous (Carless, 2003, 2004; Kirkg Coz, 2008) during the decisive early years of educational changes (Malderez & Wedell, 2007).</p>	<p>M4S1 because there is a keyword 'indicate' showing certainty or tentativeness of the results.</p>
	<p>With regard to the implementation of curriculum innovation, this study presents a few suggestions for school-based educational reform projects in Asian context.</p>	<p>M7S3 because the statement relating to application of the results to learning and teaching contexts is used.</p>
	<p>First and foremost, as Waters and Vilches (2001) have insightfully proposed, our study reiterates that a teacher education program should cater to context-specific needs and flexibly adjust to situational changes through on-going internal and external evaluations (Thorkildsen & Stein, 1996). In retrospect, the sustainability of our project was much attributed to both parties' willingness and efforts to adapt to ever-changing realities through constant negotiations and mutual understandings. We could employ no more effective strategies to implement innovation than working closely and intensively with local teachers, attending to their needs sympathetically and responding to their requests promptly. Therefore, our study suggests that a sustainable in-residence mode of university-school partnership aiming at addressing the needs of students and teachers at the local school is more likely to take effect than the "flash-and-dash" (Crawford, Roberts, & Hickmann, 2008: 91) teacher training programs by outside university consultants.</p>	<p>M7S3 because the statement provides some suggestions for teaching context.</p>

	<p>Second, while a combination of top-down and bottom-up approaches has been considered as an optimal implementation strategy (Farrell, 2000), inadequate attention has been paid to the interface between these two approaches (Waters, 2014).</p>	<p>M1 because the writer provides a statement about established knowledge or theoretical background of top-down and bottom-up approaches.</p>
	<p>In our study, the seemingly stagnant bottom-up stage is particularly meaningful in that there could be latent development of teachers' understanding and perceptions about CLT though the corresponding classroom practices were almost invisible.</p>	<p>M2 because the writer states the results about the seemingly stagnant bottom-up stage.</p>
	<p>This might be a critical period in which the teacher's psycho-cognitive and socio-affective processing, or teacher learning, is taking place within the practice community where there were constant dialogues between university researchers and local teachers, as well as between local teachers and their colleagues, to foster and facilitate reflective practices.</p>	<p>M4S1 because the writer comments and indicates the tentativeness by using modal verb.</p>
	<p>As was rightly noted by Rogers (2003), the segment of the innovation diffusion curve "from about 10 percent adoption to 20 percent adoption is the heart of the diffusion process" (p. 274). In this regard, our findings might offer a different perspective to interpret failures of innovation project reported in previous studies (for example, Curdt-Christiansen & Silver, 2012, 2013; Li, 1998), and highlight the importance of teacher educators' patience and tenacity during the "silent period" during implementation of curriculum innovation.</p>	<p>M4S2 because the key phrase 'as was rightly noted by' is employed to show the similarity of the result and the literature.</p>
	<p>Moreover, to bring about deep changes in classroom, language policy makers or program managers who intend to implement a CLT or TBLT syllabus ought to involve assessment reform in the innovation agenda (Ellis, 2017). Thus it is an essential prerequisite for the successful implementation of a CLT or TBLT program to arm the curriculum innovation with task-based assessment (TBLA), in which examinees are required to engage in meaningful language communication (Norris, 2002, 2016). It is worth noting that an optimal assessment reform should entail both the changes in high-stake proficiency or achievement tests and the development of practitioners' assessment literacy.</p>	<p>M7S3 because this statement is about the application of the results to learning and teaching contexts.</p>

Discussion no.	Text segment	Moves/Steps and explanation
E10	<p>The above findings suggest that during the PLC interventions the self-efficacy beliefs of both novice and experienced teachers improved in terms of their teaching skills and language proficiency. Also, a focus on their collective efficacy emerged in both groups' late-course data.</p> <p>In this section, these findings are discussed in light of the relevant literature.</p>	<p>M4S1 because the word 'could' is used to indicate the certainty.</p> <p>M1 because the writer prepares the readers for the report of findings that follow.</p>
	<p>Both experienced and novice teachers' perceptions of their teaching effectiveness improved during the PLC interventions though in different respects. In the case of the experienced teachers, this growth was identified in their self-efficacy for employing innovative teaching strategies. The experienced teachers came to believe that they had become familiar with new and alternative instructional strategies that could fit different learning styles and contexts. They attributed this change to participation in the PLC and opportunities for reflection, self-evaluation and critical thinking provided during the intervention.</p> <p>Similar observations have been made by other researchers. Gillespie (2011) found that teachers who participated in the PLC gained a higher level of self-efficacy through the opportunities provided for them to critically examine their teaching practices and use collective feedback to refine their teaching style. Lakshmanan et al. (2011) also found that participation in PLCs increased their participants' self-efficacy as it enabled them to share their experiences with their peers, engage in collaboration, and critically evaluate and improve their teaching practice. Regarding contributions of the collaborative nature of PLCs to teacher growth as identified in the present and the cited studies, Bryk, Camburn and Louis (1999) have argued, "engaging in collegial activities may spur critical reflection and expose teachers to new visions of practice" (p. 753).</p>	<p>M2 because the writer states the finding about experienced and novice teachers' perceptions of their teaching effectiveness.</p>
		<p>M4S2 because the writer compares his/her findings with those in literature.</p>

	<p>One manifestation of the novice teachers' self-efficacy development was them growing less reliant on prescribed goals and procedures and more autonomous. They attributed this growth to the reflective and collaborative nature of the PLC. The student teacher participants in Cabaroglu's (2014) study similarly considered the opportunities for reflection and teamwork provided through action research a major reason behind their increased autonomy in teaching. In addition to autonomy, the novice teachers' self-efficacy for classroom management also increased. The participants associated this improvement with the collaborative atmosphere of discussions and peer observations in the PLC and the knowledge they gained through supervisors' feedback and webinars on classroom management. Connections between acquiring knowledge of classroom management and growth of self-efficacy in this aspect of teaching have been acknowledged by Wyatt (2013) who made a similar observation in his case study of an in-service EFL teacher.</p> <p>In terms of their perceived language proficiency, while both groups entered the PLC interventions feeling the need for improving their language skills, they observed a growth in their language abilities during the PLC meetings, while recognizing the need for further language practice. They acknowledged opportunities for language improvement afforded by the PLC interventions.</p> <p>The significance of the participants' perceived growth in their language proficiency lies in the key place of language improvement in second language teacher professional development (Banno, 2003; Reves & Medgyes, 1994; V elez Rend On, 2002). After all, language is both the tool and the subject of their teaching. What further highlights the significance of EFL teachers' language proficiency development is that "their experiences as teachers are often situated on the same trajectory as their linguistic development" (Miller & Kubota, 2013, p. 246). These explain why the participants associated their language knowledge with their teaching efficacy, as did the teacher participants in Chac on (2005), Eslami and Fatahi (2008), and Choi and Lee (2016).</p>	<p>M4S2 because the writer compares his/her findings with those in literature.</p>
		<p>M2 because the writer states the finding about teachers' perceived language proficiency.</p>
		<p>M4S2 because the statement contains linguistic signals coexisted with citations.</p>

	<p>Another major finding of this study was that the collaborative nature of the PLC paved the way for the participants to see themselves as members of the larger community of second language teachers. This was reflected in their late-PLC focus on their collective efficacy, which was lacking in the early-PLC data. The experienced teachers considered their colleagues equally efficacious in influencing their students' learning. The novice teachers came to consider their colleagues as having similar efficacy doubts.</p>	<p>M2 because the phrase 'another major finding of this study' is used for stating the finding that follows.</p>
	<p>The impact of peer collaboration on teachers' sense of collective efficacy in our study has been highlighted by Bandura (1997). Harris and Jones (2010) also reported that collegial collaboration in a PLC prepares the ground for moving from "individual professionalism" to "collective professionalism" (p.175).</p>	<p>M4S2 because the writer compares his/her findings with those in other study.</p>
	<p>As the participants consistently attributed their self-efficacy development to different aspects of the PLC interventions, a brief focus on different sources of efficacy information provided for them by the interventions is in order. The participants' experience of taking part in the PLC interventions afforded them the opportunity to observe accomplishments in their own teaching (mastery experiences) and their peers' (vicarious experiences), to receive positive and constructive feedback from their colleagues and supervisors on their contributions to the PLC discussions, their teaching performance, and their pro- fessional growth (social persuasion), and to gain a sense of pleasure and satisfaction as a result of observing their own and peers' professional development (emotional states). While these four sources worked together to enhance the teachers' sense of self-efficacy and autonomy, they also helped them develop a stronger sense of collective efficacy, hence a balanced growth of independence and interdependence.</p>	<p>M2 because this statement shows the findings from the study.</p>

	<p>As mentioned earlier, the literature has documented a positive relationship between teachers' individual efficacy and collective efficacy, which hand in hand influence student achievement (Goddard & Goddard, 2001; Goddard et al., 2000, Goddard, Hoy, & Woolfolk Hoy, 2004; Kurz & Knight, 2004; Tschannen-Moran & Barr, 2004).</p>	<p>M4S2 because some linguistic signals coexisted with citations are employed to compare the findings of the studies.</p>
--	--	---



REFERENCES



BIOGRAPHY

NAME Bandita Santikul

DATE OF BIRTH 28 October 1994

PLACE OF BIRTH Chonburi, Thailand

PRESENT ADDRESS 24/18 Jaruworn Road Phanatnikhom Sub-district
Phanatnikhom District Chonburi Province, Thailand 20140

EDUCATION 2002 - 2005 Bachelor of Arts (B.A), Faculty of Humanity
and Social Sciences, Burapha University, Chonburi,
Thailand
2002 - 2005 Master of Arts (M.A.) Faculty of Humanity
and Social Sciences, Burapha University, Chonburi,
Thailand

