

การวิเคราะห์อรรถวิภาคในบทอภิปรายผลของบทความวิจัยที่ตีพิมพ์ในสาขา
ภาษาและภาษาศาสตร์

GENRE ANALYSIS OF DISCUSSION SECTIONS IN PUBLISHED RESEARCH
ARTICLES IN THE FIELD OF LANGUAGE AND LINGUISTICS



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาภาษาศาสตร์ประยุกต์ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี
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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG
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หัวข้อวิทยานิพนธ์

การวิเคราะห์อรรถวิภาคในบทอภิปรายผลของบทความ
วิจัย

นักศึกษา

ที่ตีพิมพ์ในสาขาภาษาและภาษาศาสตร์

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พ.ศ.

2558

อาจารย์ที่ปรึกษาวิทยานิพนธ์

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์อรรถวิภาคของ Moves และ Steps ในบทอภิปรายผลของบทความที่ตีพิมพ์ในสาขาวิชาภาษาและภาษาศาสตร์ โดยบทความที่ใช้ในการศึกษาวิจัยครั้งนี้ นำมาจากบทความวิจัยที่ตีพิมพ์ในวารสาร Journal of Memory and Language วารสาร Cognition และวารสาร English for Specific Purposes จำนวน 50 บทความ บทอภิปรายผลของบทความที่ตีพิมพ์ในวารสารทั้ง 3 นี้ใช้ชื่อบทอภิปรายผล 4 รูปแบบ ดังนี้คือ 'Discussion', 'Result and Discussion', 'General Discussion', และ 'Discussion and Conclusion' กรอบแนวคิดที่ใช้ในการวิเคราะห์เป็นของ Yang and Allison (2003) ซึ่งวิเคราะห์บทอภิปรายผลในระดับ 'Move' และ 'Step' และผลการศึกษาค้นคว้าครั้งนี้ได้นำเสนอในรูปของความถี่และร้อยละของการเกิด Move และ Step ผลการศึกษาค้นคว้าพบว่า Moves และ Steps ที่เกิดขึ้นมากที่สุดในบทความวิจัยทั้ง 50 ฉบับ ได้แก่ Move 4: Commenting on results ตามมาด้วย Move 2: Reporting results และ Move 1: Background information ใน Move 4 พบว่า Step A: Interpreting results เกิดขึ้นมากที่สุด ผลการวิจัยนี้ชี้ให้เห็นว่า การเกิดขึ้นของ Move 4 ของบทความวิจัยเกี่ยวข้องกับหน้าที่หลักของบทอภิปรายผล นอกจากนี้ ลำดับการเกิด (cycling structure) 4A + 2, 2 + 4A และ 4A + 4B เป็นรูปแบบที่พบทั่วไปในบทอภิปรายผล

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Thesis Title	Genre Analysis of Discussion Section in Published Research Articles in the Field of Language and Linguistics
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Student ID	53631529
Degree Program	Master of Arts Applied Linguistics (English for Science and Technology)
Year	2015
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ABSTRACT

The purpose of the study was to analyze the structure of Discussion sections in published research articles (RAs) in the field of language and linguistics. Of 50 published RAs, 20 articles were selected from two journals: (1) 10 from Journal of Memory and Language and (2) 10 from Cognition. The other 30 RAs were chosen from English for Specific Purposes. The Discussion headings of the three journals are entitled 'Discussion', 'Result and Discussion', 'General Discussion', and 'Discussion and Conclusion'. The framework proposed by Yang and Allison (2003) was used for the two-layer analysis in terms of Moves and Steps. The occurrences of Moves and Steps were counted and revealed in the forms of frequency and percentage. The occurrences of Moves and Steps in the four headings were similar. That is, the most frequent Move was Move 4: Commenting on results, followed by Move 2: Reporting results. Move 1: Background information was ranked third. Of all variations of Move 4, Step A: Interpreting results was the most frequent step. The findings pointed out that the occurrence of Move 4 involved the main function of Discussion sections. In addition, the cycles 4A + 2, 2+4A, and 4A +4B were very common in every heading.

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Suchittra Tesana

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CHAPTER 1

INTRODUCTION

This chapter consists of 7 sections: statement and significance of the problems, goal and objectives, scopes or limitations of the study, process of the study, conceptual framework, definition of terms used, and anticipated outcomes.

1.1 Statement and Significance of the Problems

Within the realms of academic publications, research articles (RAs) play a crucial role in academic communities because RA publication is one of the most important channel for presentations of new knowledge in academic arenas. Furthermore, successful publication can lead to many goals of academicians e.g. graduation, academic promotion, enhanced reputation, prestige, peer acceptance and research grants (Hyland, 2000; Kanoksilapatham, 2007; Bhanthumnavin, 2010). It can be assumed that RA publication is a very important activity for researchers and writers who would like to succeed in academic arenas. Many researchers or academicians need to publish their articles in international journals in order to succeed in academic fields.

Publishing RAs in an international journal is quite difficult for novice writers. Information from Elsevier, the publishing company, indicates that many RAs are rejected each year. For example, in 2011 about 30 to 90 percent of 7 millions were rejected. According to Flowerdew (1999), the Discussion section was claimed to be the most problematic part of writing. Discussion sections with unorganized structures and ineffective writing of researchers were claimed as important causes for such rejection (Peneger & Hudelson, 2004; Newman & Stabler, 2011). In order to get effective RA writing skills, the writers can improve their writing abilities by reading RAs and pay attention to the RA's organizations and the language use to guide their understanding of how the parts of RA are constructed (TOEFL: 2014). As claimed by Gillespie and Graham (2014), one way to attain effective writing is studying a good writing model. Hence it can be assumed that the writers need to study the Discussion section structures of RAs published in high quality journals.

The quality of the journals can be measured by many indicators. One of the journal quality indicators is journal ranking. Journal ranking is widely used for measuring academic journals' impact and quality. One of the most well-known journal rankings is SCImago Journal Ranking (SJR indicator). SJR is an indicator offered by Scopus (2015) being a choice for measuring journal quality beyond Impact Factor

(IF). Different journals are ordered in SCImago journal ranking. In the field of language and linguistics, the top ten rankings are as follows:

1. Journal of Memory and Language
2. Cognition
3. Applied Linguistics
4. Research on Language and Social Interaction
5. Language Learning
6. Phonology
7. English for Specific Purposes
8. Linguistic Inquiry
9. Cognitive Science
10. Studies in Second Language Acquisition

In addition to the journal ranking, the structure of academic writing ever since Swales's (1990) discussion of communicative moves in research articles (RA) has been studied in terms of 'genre analysis' which is an effective tool to identify how texts are constructed. Much research has been done on the structure of Discussion sections (Swales, 1990; Dudley-Evans, 1994; Holmes, 1997; Nwogu, 1997; Postiguillo, 1999; Peacock, 2002; Yang & Allison, 2003; Kanoksilapatham, 2005 ; Amiran, Kassaain & Tavagoli, 2008; Nodoushan & Khakbaz, 2011; Pojanapanya & Watson Todd, 2011). Swales (1990), for example, introduced eight moves of the RA Discussion sections: *background information, statement of results, (un) expected outcome, reference to previous research, explanation, exemplification, deduction and hypothesis, and recommendation*. Dudley-Evans model, moreover, consists of nine moves: *information move, statement of results, finding, (un) expected outcome, reference to previous research, explanation, claim, limitation, and recommendation*. He proposed three-part framework and move cycle series: *Introduction* (Moves 1, or 1+ 5, or 2+3), *Evaluation* (the "key move cycles" were 2/3 + 5, 7+5, or 5+7), and *Conclusion* (Moves, 3+7, or 9).

A number of authors analyzed the structure of discussion sections through the use of Swales model or Dudley-Evans model (Holmes, 1997; Peacock (2002); Kanoksilapatham, 2005). In contrast to Swales and Dudley-Evans move model for Discussion sections, Yang and Allison's (2003) focused on two-layer analysis in terms of Moves and Steps. The two-layer model is more inclusive than the single-layer framework of analysis by Swales and Dudley-Evans. For example, under Yang and Allison model, there are four steps under Move 4. *Commenting on results*, three steps under Move 6. *Evaluating the study*, and three steps under Move 7. *Deductions from the research*. In addition, two moves, Move 3. *Summarizing results* and Move 5. *Summarizing the study*, were not found in Swales and Dudley-Evans

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models. Accordingly, the framework of the two-layer analysis proposed by Yang and Allison (2003) was a robust method used as a guideline for this study.

Although many studies have identified the structure of RAs Discussion sections, move-based studies (Holmes, 1997; Peacock, 2002) have worked with a relatively large number of disciplines. Accordingly, in this study, the focused discipline was language and linguistics to ensure that a two-level rhetorical structure (moves and steps) was a representative template of rhetorical organization for structuring discussion sections in language and linguistics research articles. As there has been no research taking the journal ranking into consideration, in this study, in order to systematically compile a corpus, the choice of discipline was based on SCImago journal ranking. The first-ranked and the second-ranked journals, *Journal of Memory and Language*, and *Cognition*, were chosen. As the section organization of the two journals are similar, in this study, the two journals were grouped together. Each of the two journals has the Discussion section headings entitled either both *Results and Discussion* and *General Discussion* or both *Discussion* and *General Discussion*. Unlike the two journals, Discussion sections in *English for Specific Purposes* could be entitled as three headings: *Discussion*, *Results and Discussion*, or *Discussion and Conclusion*, one at a time. The reason why *English for Specific Purposes* was chosen was that it was only the available academic journal found in the Science Direct databases at King Mongkut's Institute of Technology Ladkrabang. More importantly, the differences of the Discussion section organization led to the question in the present study whether the occurrence of Moves and Steps in each heading of the two -group journals was the same or different. Therefore, this study aimed to analyze the two-level rhetorical structure (moves and steps) of Discussion sections in the two-group published RAs in a particular discipline, language and linguistics.

1.2 Goal and Objectives

The purpose of the study is to analyze the structure of Discussion sections in published research articles in the field of language and linguistics. The objectives of the study are as follows:

1.2.1 To identify Moves and Steps in Discussion sections.

1.2.2 To describe the cycling structure of the Moves and Steps.

1.3 Scopes or Limitation of the Study

The scopes of this study are as follows.

1.3.1 According to the researcher's observation, quantitative RAs were often found. In order to systematically compile the data in this study, only quantitative RAs were collected.

1.3.2 Discussion sections of published RAs from Journal of Memory and Language, Cognition, and English for Specific Purposes were chosen.

1.3.3 The Discussion sections of 50 RAs published during 2009 -2014 were selected by purposive sampling.

1.3.4 Of the 50 published RAs, 20 published RAs were chosen from the first-ranked and the second-ranked journals: Journal of Memory and Language and Cognition. The other 30 RAs were selected from English for Specific Purposes, the seventh-ranked journal of the SCImago journal rankings. A reason for such selection was that of the top ten rankings, other than the first-ranked and the second-ranked journals, English for Specific Purposes was only the available academic journal found in the Science Direct databases at King Mongkut's Institute of Technology Ladkrabang.

1.3.5 The framework proposed by Yang and Allison (2003) was used for the two – layer analysis in terms of Moves and Steps. The reason for selection is Yang and Allison's Move model is more inclusive than others Move model.

1.4 Processes of the Study

The processes of the study are as follows:

1.4.1 The literature and previous studies on relevant aspects of research article structures were reviewed.

1.4.2 The top-tenth-ranked journals in the SCImago journal rankings were chosen.

1.4.3 Discussion sections of 50 research articles (RAs) were collected. Of the 50 published RAs, 20 articles were selected from two journals: (1) 10 from Journal of Memory and Language and (2) 10 from Cognition. The other 30 RAs were chosen from English for Specific Purposes, the seventh-ranked journal in the SCImago journal rankings. The number of Discussion headings per journal is shown in Table 1.1.

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Table 1.1 Discussion Headings in Each Journal

Discussion headings	Number of Discussion Headings per Journal			Total
	Group 1		Group 2	
	Journal of Memory and Language	Cognition	English for Specific Purposes	
Discussion	5	5	10	20
Results and Discussion	5	5	10	20
General Discussion	10	10	-	20
Discussion and Conclusion	-	-	10	10
Total	20	20	30	70

The collection of the specific number of RAs led to the equally-controlled number of Discussion headings because the researcher would like to investigate whether within the same discussion headings, the occurrences of Moves and Steps between Group 1 and Group 2 were the same or different.

1.4.4. The RA Discussion sections were subdivided into text segments. Each text segment might consist of only one sentence or more.

1.4.5. In each text segment, Moves and Steps were identified in accordance with Yang and Allison's framework (2003) which was used as a guideline for the analysis.

1.4.6 The occurrences of Moves and Steps were counted and reported in the forms of frequency and percentage.

1.4.7 The cycling structure of Moves and Steps was described.

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

1.5 Conceptual Framework

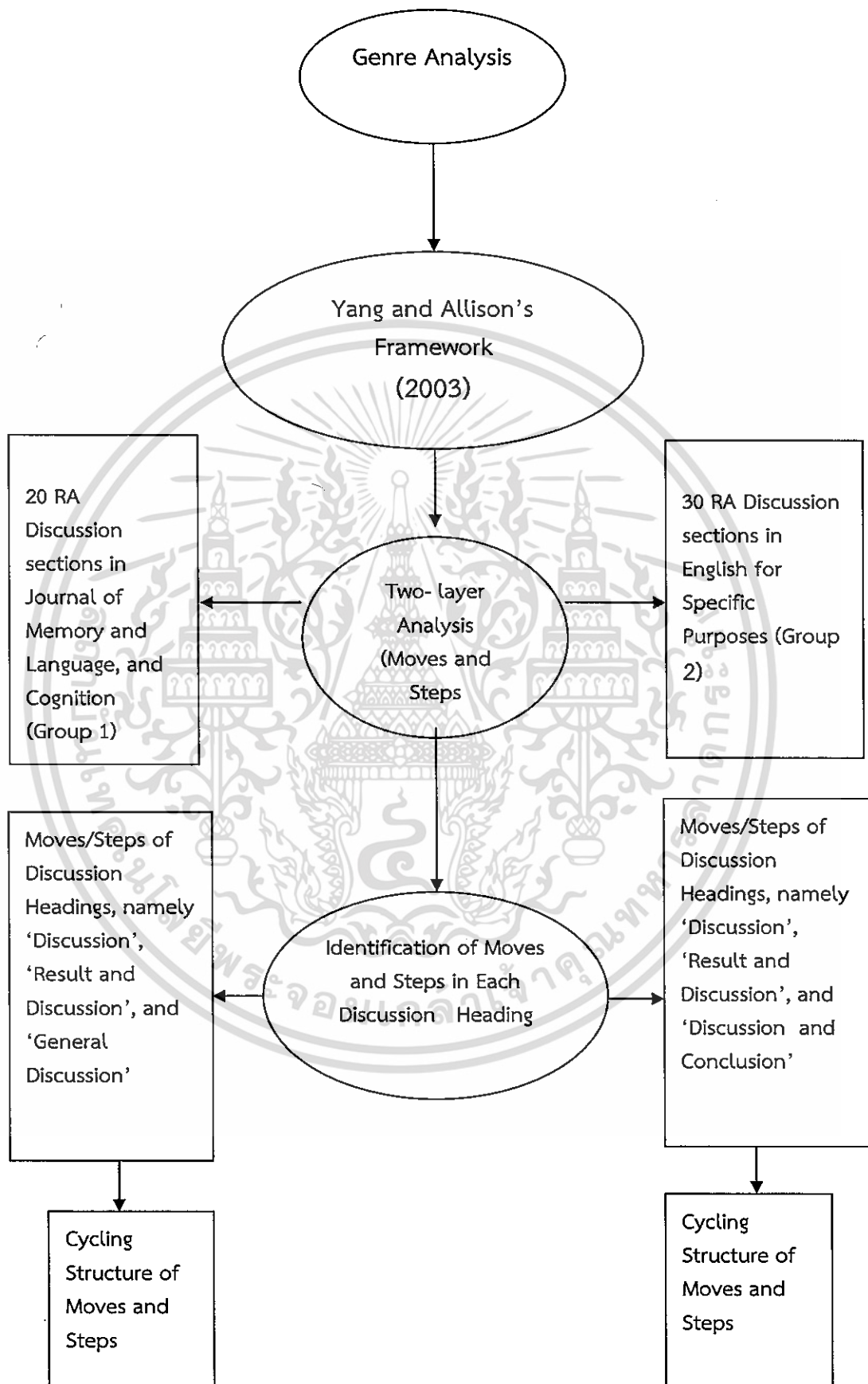


Figure 1.1 Conceptual Framework

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1.6 Definition of Terms Used

In this study, the following terms are used frequently and they can be defined as follows:

Research articles	Research articles are academic reports from primary data which are often published in journal articles (Chinokul, 2005).
Discussion section	A Discussion section is a required section where authors answer research question, and / or compare the results of the study to previous research, and/or make generalization based on the results, and/or point out the study's limitations, and/or recommend areas of further research, and/or raise questions for future study.
Discussion heading	In the present study, the Discussion sections have the section headings or Discussion headings, namely <i>Discussion</i> , <i>Results and Discussion</i> , <i>Discussion and Conclusion</i> or <i>General Discussion</i> .
Genre	Genre refers to a particular type of a written discourse made distinctive by its purpose and the discourse community for which it is intended.
Genre analysis	Genre analysis is the process of looking at a particular text to analyze its communicative function by demarcating the text to smaller elements called Moves.

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Move	A Move is defined as a text segment which has particular communicative intentions. In other words, Move captures the function and purpose of a segment of text at a move general level (Yang & Allison, 2003).
Step	A Step explains more specifically the rhetorical means of realizing the function of Move. A Move can be realized by either one Step or a combination of Steps (Yang & Allison, 2003).
Text segment	In the present study, a text segment refers to a semantic piece of a text which provides communicative functions or a writer's purposes. Each segment in a particular Move or Step may consist of either 1 sentence or more.
Cycling Structure	A cycling structure refers to a construction of Move which occurs in any place of RA Discussion sections. For example, the Move cycle of MA thesis Discussion sections is ' <i>Background information</i> '+ ' <i>Reporting results</i> '+ ' <i>Comparing results with literature</i> ' (Rasmeenin, 2006).
SCImago Journal Ranking	SCImago Journal Ranking (SJR indicator) is a measure of scientific influence of scholarly journals that accounts for both the number of citations received by a journal and the importance or prestige of the journals where such citations come from.

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CHAPTER 2

LITERATURE REVIEWS

This chapter is divided into four sections. The first section presents the Genre analysis and Move analysis. The second section is the research articles. The third section explains about the Discussion sections analysis framework. The last section reviews on related research.

2.1 Genre analysis

The word 'genre' comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics to refer to a distinctive type of "text". Swales (1981) defines genre analysis as "a system of analysis that reveals a system of organizing a genre" Bhatia (1993) stated that genre analysis is a very powerful system of analysis that provides a far thicker description of functional varieties of written and spoken language than that offered by any system of analysis in existing literature. Bhatia (1997) proclaimed that the linguistic approach to genre analysis is the study of linguistic behavior in both academic and professional settings. According to Kanoksilapatham (2009), a discourse analysis approach to genre analysis has been known as an effective tool to provide insight onto how texts are constructed.

The goal of genre analysis is to identify the rhetorical organization of a text belonging to the given genre. Based on this notion, the terms *Move* and *Step* are referred to as a two-level rhetorical structure. A "Move" refers to a text segment that performs a communicative function and a "Step" is a sub-unit of a move that contributes to the Move's communicative function. For example, the following Moves and Steps take place in Discussion sections (Yang & Allison. 2003 : 382-383).

Move 6: Evaluating the study

Step 1- Indicating limitations

The present study has raised the number of interesting differences, but the larger corpus is needed to establish how far they can be generalized.

Step 2- Indicating significance / advantage

What is new in our study is the link we try to find with school performance, and the within family dynamics of the accommodation process.

Step 3- Evaluating methodology

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She performed extremely well in the experiment (as well as in the Japanese course), but it is questionable whether her experimental data represent the strategy she would employ outside of the laboratory...

In the present study, the two-level rhetorical structure was proposed by Yang and Allison (2003) guideline for the genre analysis.

2.2 The Structure of a Research article

The genre of the scientific article was developed from informative letters that scientists had written to each other (Ard, 1983 cited in Swales, 1990).

The general structure of a research article comprises three major sections: introduction, body, and discussion. Derntl (2009 : 4-7) offered 'King Model', the model of research article organization which consists of Title, Abstract, Introduction, Body, Discussion, and References.

Title. The title is the part of a research article that is read most.

Abstract. Basically, an abstract comprises a one-paragraph summary of the whole research paper. Everything relevant to the potential reader should be in abstract which includes the motivation to do the research, problem statement, an approach to solve the problem, result of the research and conclusion.

Introduction. The introduction serves the purpose of leading a reader from a general subject area to a particular field of research. The introduction should guide the reader to current state-of-the-art in the field and should allow the reader to understand the rest of the research without referring to previous publications on the topic. Even though the introduction is the first main section in a research article, many researchers write or at least finish it very late in the writing process.

Body. The body of the research article reports on the actual research done to answer the research question or problem identified in the introduction. Generally, the body of the research article answer two questions, namely how was the research question addressed (material, methods) and what was found (results).

Discussion. The Discussion is somehow the counterpart to the introduction since this section should lead the reader from narrow and/ or very specific result to more general conclusion. Generally, this section includes:

- Presentation of background information as well as recapitulation of the research.
- Brief summary of the results.
- Comparison of results with previously published studies.

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- Conclusion or hypotheses drawn from results, with summary of evidence for each conclusion.
- Proposed follow- up research questions.
- **References.** Embedding the own work in related literature is one of the essential parts of research writing. There are in-text citations and a list of cited references at the end of paper. Different publishers provide different formats or styles of citations and references. The widely used styles include American Psychological Association (APA) Style, Chicago Style, Council of Biology Editors (CBE) Style, Modern Language Association (MLA) Style. In general, the citation system used depends on the scientific discipline (e.g. psychologists mainly use APA style) as well as on publishers (different publishers may use different referencing styles even in the same field). In the present study, in order to facilitate the process of writing research articles for publication in high quality journals, a two-level rhetorical structure (Moves and Steps) of Discussion sections were analyzed.

2.3 Discussion Analysis Framework

Many discussion analysis frameworks have been used as follows:

2.3.1 Swales' discussion analysis framework

Swales (1990 : 172-173) introduced 8 moves of research article discussion sections as follows.

Move 1: Background information

This move is employed by an author to strengthen the discussion by recapitulating main point, by highlighting theoretical information, or by reminding the reader of information.

Move 2: Statement of results

This move is used by an author to present the results from the studies. This move might be found at the starting point of the discussion sections.

Move 3: (Un) expected outcome

Here, the authors can comment on whether the results is unexpected or not.

Move 4: Reference to previous research

An author makes a comparison with present study and reference for the purpose providing for present study in this move.

Move 5: Explanation

This move is employed by an author to suggest the reason for a surprising result.

Move 6: Exemplification

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An author gives examples to support an explanation in this move.

Move 7: Deduction and Hypothesis

This move is used to make a claim about generalizability of some or all the research results.

Move 8: Recommendation

An author provides suggestions about possible lines of further studies in Move 8: Recommendation.

2.3.2 Dudley- Evan's discussion analysis framework

Dudley-Evans (1994 : 219-228) described Moves in research articles as shown below:

Move 1: Information move.

An author employs this move to present background information of the study about theory, the aims of the study, the methodology used, and previous study that is necessary for the understanding of the move.

Move 2: Statement of result.

This move presents either a numerical value or refers to a graph or a table of the results.

Move3: Finding.

This move differs from the results in that it refers to an observation arising from the study.

Move 4: (Un) expected outcome.

An author employs this move to make a comment on the unexpected or surprising results.

Move 5: Reference to previous research

An author makes reference to previous research or use the previous research to compare his results with other's as a support for the claims or explanation.

Move 6: Explanation

This move is used by an author providing reasons for unexpected results or one that differ significantly from previous study.

Move 7: Claim

This move is employed by the authors to make a generalization arising from their results.

Move 8: Limitation

An author introduces caveats about the findings, the methodology followed by the claims made.

Move 9: Recommendation)

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This move is used by the authors to make suggestions for future line of the research in the same topic, or the improvements in the methodology for further research.

2.3.3 Yang and Allison's discussion analysis framework

Yang and Allison (2003. : 381-383) developed their framework from previous research. Their study was related to a genre analysis of 20 research articles in Applied Linguistics. Their research was done on a genre study of *Results, Results and Discussion, Discussion, Conclusion, and Pedagogical Implications* sections. Moves and Steps in 8 Discussion sections are presented as follows.

Move 1: Background information prepare 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. Distinct lexicogrammatical features of Move 1 include 'aims of the study' 'purposes of the study' 'research question'.

Move 2: Reporting Results is employed to present the results of a study, normally with relevant evidence such as statistics and examples. Typical signals for 'Reporting Results' move include numerical value, graphs, tables, figures, reporting verbs, the use of past simple tense and section of texts with examples. Distinct lexicogrammatical features of Move 2 include statements in past tense, 'result(s)', 'finding(s)', 'graphs', 'tables', 'figures', 'for example' and numbers.

Move 3: Summarizing Results " present integrated results on the basis of a number of specific results". The categorization of Move 3 , as a result, relies heavily on close reading as well as the identification of distinct lexical signals such as 'to sum up', 'in sum', 'in summary', and 'to summarize'.

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". This move can be realized by one or a combination of four rhetorical options or steps: Step A : Interpreting results, Step B: Comparing results with literature, Step C: Accounting results.

Move 4 Step A: Interpreting Results include 'Hypothesis', in which the writer makes 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.

Move 4 Step B: Comparing Results with Literature focuses on 'commenting results' by 'comparing (and contrasting) the results with literature. This step can be identified by the citation and/or lexical signal such as 'accord with' and 'contrary to'.

Move 4 Step C: Accounting for Results. This move is used by the authors to give an explanation for results. This step provides an explanation or justification of

unexpected results. Lexical signal include 'a possible explanation for', 'because', 'due to', or use of cause and effect discourse connectors, the use of modal and hedging devices and tentative statement.

Move 4 Step D: Evaluating Results. The authors can make a judgment on finding of their studies in this move. Authors can and do have a choice of positively and negatively assessing their own findings in an objective manner. Distinctive lexicals for this step include the use of modals 'negative' word such as 'limited', 'to be confined to', 'a small sample', 'a few samples' and hedging devices.

Move 5: Summarizing the study is used to provide a brief account of the points from the overall of the study. The identification of this move heavily relies on explicit lexical signal such as 'The study reports...', 'The study examines...', 'This paper describes...', and 'The study analyzes...'

Move 6: Evaluating the Study. This move is employed by the authors to evaluate the overall of the study by pointing out limitations, indicating the contributions or evaluating the methodology. The scope of this move is broader than the Step: 'Evaluating results' in the 'Commenting on results' move, as there are three rhetorical options: Step A: Indicating limitations, Step B: Indicating significance/ advantage, Step C: Evaluating methodology, available to author to realize to this function.

Move 6 Step A: Indicating Limitation. The authors can express caution concerning a study's methodology, findings, claims and /or generalization. Explicit lexical signal include 'limitation(s)', 'caveat', 'caution', and weakness.

Move 6 Step B: Indicating Significance/ Advantage highlights the importance of the study's findings. Distinct lexical signal may include the use of 'positive' words such as 'important', 'new', 'ground breaking', and 'pioneering'.

Move 6 Step C: Evaluating Methodology. This move is employed by the authors to judge the strengths and the weakness of the methods or procedure used in a study. Distinct lexical signals include 'limitation(s)', 'evaluation' 'the analysis of data', and the use of unreal conditionals.

Move 7: Deductions from the Research extends beyond the results by suggesting what can be done to solve the problem identified by the research , pointing out the line of further research or drawing pedagogic implication. This move can be realized by a step or series of steps. Step A: Making Suggestion, Step B: Recommending further research, and Step C: Drawing pedagogic implication.

Move 7 Step A: Making Suggestions extends beyond the results by suggesting what can be done to solve the problem identified by the research. Lexical signals include 'suggest', 'suggestion', 'recommend', and 'recommendation'.

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Move 7 Step B: Recommending Further Research offers advice for the researchers directions or area of study that the authors feel worthy of further investigation and/or suggest another methodology for future studies. Explicit lexical signal include 'further study', 'further research', 'recommendation(s)', and directions for further research' and/or study.

Move 7 Step C: Drawing Pedagogic Implication. The authors can provide practical suggestions for teaching and learning. This step give concrete or practical advice relate to teaching. Explicit lexical signals include 'teaching or pedagogic suggestion', 'pedagogical recommendations', and teaching implications.

The following is a comparison of the framework of move analysis by Swales (1990), Dudley-Evans (1994), and Yang and Allison (2003)

Table 2.1 Comparison of Three Discussion Move Models

Swales (1990)		Dudley-Evans (1994)		Yang & Allison (2003)	
Move1	Background information	Move1	Information move	Move1	Background information
Move2	Statement of Results	Move2	Statement of results	Move2	Reporting results
Move3	(un) expected outcome	Move3	Finding		
		Move4	(Un) expected outcome		
				Move3	Summarizing results
				Move4	Commenting on results Step 1 Interpreting results
Move4	Reference to previous research	Move5	Reference to previous research		Step 2 Comparing results with literature
Move5	Explanation	Move6	Explanation		Step 3 Accounting for results
Move6	Exemplification				
Move7	Deduction and Hypothesis	Move7	Claim		Step 4 Evaluating results
				Move5	Summarizing the study
		Move8	Limitation	Move6	Evaluating the study Step 1 Indicating limitations
					Step 2 Indicating significance/ advantage

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Table 2.1 (CONTINUED)

					Step 3 Evaluating methodology
				Move7	Deduction from research Step 1 Making suggestion
Move8	Recommendation	Move9	Recommendation		Step 2 Recommendation for further research
					Step 3 Drawing Pedagogic Implication

Unlike Swales and Dudley-Evans move model, Yang and Allison focused on the two-layer analysis in terms of Moves and Steps. The two-layer model is more inclusive than the single-layer framework of analysis by Swales and Dudley-Evans. For example, under Yang and Allison model, there are four steps under Move 4. *Commenting on results*, three steps under Move 6. *Evaluating the study*, and three steps under Move 7. *Deductions from the research*. In addition, two moves, Move 3. *Summarizing results* and Move 5. *Summarizing the study*, were not found in Swales and Dudley-Evans models. Accordingly, the framework of the two-layer analysis proposed by Yang and Allison was a robust method used as a guideline for this study.

2.4 Related research

Many studies on the Discussion sections of RAs have been conducted so far, such as by Holmes (1997), Nwogu (1997), Posteguillo (1999), Peacock (2002), Kanoksilapatham (2005), Amirain, Kassaian and Tavakoli (2008), Nodoushan and Khakbaz (2011), Salimi and Yazdani (2011), Basturkmen (2012), Arsyad (2013), Amnuai and Wannaruk (2013), and Sabet (2015).

Holmes (1997) studied Discussion sections of 30 History, Political science and Sociology RAs. The Discussion sections were analyzed by the Move model of Hopkins and Dudley-Evans (1988). He found that the most common move were Move 6 '*Generalization*', and Move 2 '*Statement of Results*'. He noted that the Discussion section began with Move 1 '*Background information*' and close with Move 7 '*Recommendation*'.

Nwogu (1997) studied the structure and function of medical research paper by using Swales' framework (1990). Thirty texts selected from five refereed medical journal- The lancet, The British Medical Journal (BMJ), The New England Journal of

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Medicine (NEJM), The Journal of Clinical Investigation (JcI Inv), and The Journal of American Medical Association (JAMA).

In the Discussion sections, Nwogu (1997) found that Move 9 '*Highlighting Overall Research Outcome*', represent the first segment of information in the Discussion sections and often corresponds in the first paragraph. Move 10 '*Explaining Specific Research Outcome*' was the most elaborate Move in the Discussion sections and Move 11 '*Stating Research Conclusions*', was the last Move in Experimental medical RAs.

Posteguillo (1999) presented the schematic structure of Computer Science research articles. Aim of this study was to describe the schematic organization of academic research articles (RAs) in the field of Computer Science. A corpus of 40 different RAs was selected, three different academic journals in computing which recommended by subject teacher at the Computer Science Department at Universitat Jaume I, Castello', Spain. Swales' move model (1990) was used to analyze the schematic structure of the corpus. Posteguillo (1999) found that Move 1 '*Background information*' was optional and the frequency of appearance in the corpus seemed to corroborate this tendency also in Computer science.

Move 2 '*Statement of results*' usually appeared at the beginning of cyclical pattern in which this Move alternate with other Moves. Move 3 '*(Un) expected outcome*' was used in a lower percentage than Move 2. Move 4 '*Reference to previous research*' is one of the most commonly used. Move 5 '*Explanation*' and 6 '*Exemplification*' was closely related by Move 3, especially in the case of unexpected outcome. Posteguillo (1990) suggested that it was only natural when a surprising results was obtained the authors would put forward a possible explanation for such unexpected outcome. He also discovered that some writers preferred to resort to examples instead of explanation in order to clarify an unexpected outcome. That is, Move 6 appeared with a higher frequency than Move 5.

Move 8 '*The recommendation for further research*' was found as the second most frequent move and the most papers ended with this move.

Peacock (2002) described and analyzed the communicative Move in the Discussion sections of research articles across seven disciplines. Two hundred fifty two RAs Discussion sections across seven disciplines-Physics, Biology, Environment Science, Business, Language and Linguistics, Public and Social Administration and Laws were analyzed by Dudley-Evans' framework . The results showed that overall three most frequent Moves were Move 3 '*Finding*', Move 7 '*Claim*' and Move 5 '*Reference to previous research*'. The four most wild spread Moves overall were Move 7: '*Claim*' Move 3 '*Finding*', Move 5 '*Reference to previous research*' and Move 9: '*Recommendation*'. Peacock claimed that there was no Moves 'must occur' in all

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252 RAs but three Moves seemed to be virtually obligatory: 'Claim', 'Finding', and 'Reference to previous research'. Peacock also suggested that 'Reference to previous research', 'Describing limitations' and 'Making recommending for further research' were less important in Physics and Environment Science but this Move seem to be more important in Language and Linguistics.

Kanoksilapatham (2005) identified the rhetorical structure of 60 Biochemistry research articles through the use of Swales' move analysis. Based on the analysis, a two-level rhetorical structure (Moves and Steps) is proposed.

The structure consists of 15 distinct Moves: three moves for Introduction, four for the Method section, four for the Results section, and four for the Discussion section. Four Moves for the Discussion section were

Move 12: Contextualizing the study

Step 1: Describing establish knowledge

Step 2: Presenting generalization, claims, deductions, or research gaps

Move 13: Consolidating results

Step 1: Restating methodology

Step 2: Stating selected finding

Step 3: Referencing to previous research

Step 4: Explaining difference in finding

Step 5: Making overt claims or generalization

Step 6: Exemplifying

Move 14: Stating limitations of the present study

Step 1: Limitation about the findings

Step 2: Limitation about the methodology

Step 3: Limitation about the claims made

Move 15: Suggesting further research

Kanoksilapatham (2005) claimed that both Move 12: 'Contextualizing the study' and Move 13: 'Consolidating results' are conventional in Biochemistry corpus. These two Moves are emphasized because of the scientists' sensitivity to carefully situating their works in the interest of their discourse community. This allows the scientists' to be scrutinized with respect to their contribution to their field.

Amirain, Kassaian and Tavakoli (2008) analyzed the Discussion section of Applied Linguistic research articles from the perspective of genre using Hopkins and Dudley-Evans (1988) framework. They composed the move schemata of English RAs published in international English journals and Persian RAs published in professional Persian journal in the same field. They found that the most frequent moves occurring in the Discussion sections of English RAs and Persian RAs were Move 2 'Finding', Move 3 'Reference to previous research' and Move 4 'Explanation'.

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Furthermore, the researchers suggested the extended model of the move schemata for the discussion section of English RAs as follows:

Introduction

Presenting background
Reference to the previous research
Statement of aims

Body

Finding
Explanation
Reference to previous research

Conclusion

Restatement of finding
Reference to previous research
Limitation of the study
Recommendation for further research

Moreover, the researchers noticed that not all of the Moves mentioned are linearly sequence. Some of them are cyclical and each Move may be repeated many times in a single text. This is in line with the concept of cyclical of moves mentioned by Dudley-Evans (1986).

Nodoushan and hakbaz (2011) analyzed Moves in Discussion sections of Iranian and non-Iranian MA theses. The aims of their study were to find the probable difference between the Move structure of Discussion sections in Iranian MA graduate thesis and non-Iranian counterparts. This study also aimed to identify obligatory, conventional or optional Move of the Discussion sections in Iranian MA graduate theses. The results showed that Move 2 (Reporting results) was the most frequent Move. Move 4 '*Commenting on results*' and Move 7 '*Deducing from the results*' were the second and the third most frequent Move. Move 1 '*Providing background information*' and Move 3 '*Summarizing results*' were the fourth. The least frequent Move was Move 5 '*Summarizing the study*'. This study found three obligatory Moves in the Discussion of MA theses in the field of Applied Linguistics. They are Move 2 '*Reporting result*', Move 4 '*Commenting on results*'; and Move 7 '*Deduction from research*'.

Salimi and Yazdani (2011) conducted a study on Move analysis of the Discussion sections of 80 RAs in English in difference disciplines. 40 RAs were taken from the Sociolinguistics field and 40 RAs were collected from Language Testing field. The move model of Dudley-Evans (1994) was used to analyze the data. In terms of macro structure, there is no important difference between two groups of RAs but there is a significant difference on the frequency of important moves absence in the

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Discussion sections of those two groups. Salimi and Yazdani (2011) concluded that the authors in the field of Sociolinguistics do not usually follow the standard Moves model as the authors in the field of Language Testing do. The researchers in the field of Testing pursued the Dudley-Evans model much more than the researchers in the field of Sociolinguistics because of the problem of the study. However, it is obvious that the authors in the field of Language Testing can follow Discussion Moves of academic articles better than those in the field of Sociolinguistics. This study casts light on the fact that although the writers followed the predetermined format concerning the three frameworks proposed by Dudley-Evans (1994), they almost missed the delicate 9 Moves in the Discussion section of academic articles. This study showed that academic writing should be instructed systematically and professionally to native speaker.

Basturkmen (2012) offered a genre-based description of the schematic structure of the Discussion in Dentistry, a discipline whose research writing has been subject to relatively limited investigation to date. Ten research RAs were selected from a leading journal targeting a readership of researchers and practitioners in the discipline, *The British Dental Journal*. Swales' move model (1990) was used as an instrument in this study.

The findings showed that Move 1 '*Background information*' and Move 2 '*Summary of results*' could be used to highlight the importance of the topic, the study, or significance of its methodology or finding not only recapitulate about the study. Basturkmen (2012) also found that Move 3 and Move 4 '*Results-comment sequence*' occurred repeatedly and constituted a major organization pattern. Considering Steps in commenting on results Move, Step A: '*Explaining a result*', Step B: '*Comparing a result with the literature*', and Step C: '*Evaluating a result*' were used for a range of function not only comment on importance of the results. This study indicated that the Discussion sections in Dentistry generally opened with 'Background information' Move. Unlike Social Science which generally open with '*Statement of results*'. Opening Move Move 1 ,and Move 2 were used to remind the reader of important information. Moreover, the Dentistry Discussion sections generally end with '*Implication*' Move.

Annuai and Wannaruk (2013) investigated the move structure of English Applied Linguistics Discussion sections in research articles published in Thai and International journal by using move model of Yang and Allison (2003) to analyze the samples. Two corpora comprising of 30 Thai Discussion sections and 30 international Discussion sections. The finding showed that Discussion sections of RAs published in Thai and International journals conformed to the Move model stipulated by Yang and Allison (2003). There was no linear ordering of the Moves found in any Discussions. The

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researchers found that Thai authors tend to generalize their studies (Move 7) to academic discourse communities more than the international authors; conversely, the international authors appear to evaluate their studies (Move 6) more than Thai authors. The findings obtained from this study are particularly useful for novice non-native writers to understand the rhetorical structure of Discussion research articles in the difference publication contexts.

Arsyad (2013) examined the genre of RAs Discussion sections written in Indonesian by Indonesian. The aim of this study was to explore how Indonesian writers discuss their research findings in their RAs. Forty seven RAs published in university based-journal in Indonesia from Social Science and Humanity disciplines were selected. Swales' eight-move structure model of Discussion was employed for data analysis. The results showed that there was no significant difference between the move structure in the Indonesian RAs between different field or disciplines. Arsyad (2013) found that the most dominant move found in the Discussion sections of the RAs in the corpus were Move 1 '*Background information*', Move 2 '*Statement of results*' and Move 5 '*Explanation*'. Move 1 and Move 2 were cyclical, that is, the occurrence of Move 1 is very likely to be followed by Move 2.

Sabet (2015) identified the generic structure of Discussion sections in ESP RAs across International and Iranian journals. The corpus of the study comprised of 60 RAs taken from three Iranian and three international (IJS) which published in 2008-2014. The chosen Iranian ESP were Iranian Journal of Biotechnology (IJB), Journal of Agricultural Science and Technology (JAST), and Archives of Iranian Medicine Journal (AIMJ). Kanoksilapatham's model (2007) was used as an instrument for this analysis. The results showed that the obligatory Moves which Iranian Local ESP Journal followed in RAs were M1S1 '*Describing established knowledge or citing previous research*', M1S2 '*Presenting generalizations*', '*Claims*' '*Deduction or research gaps*', M2S1 '*Restating methodology*', M2S4 '*Explaining difference in findings*' and M2S5: '*Making claim*'. Generic structure of ESP RAs across Iranian Local Journals and internal ESP journals were similar. Furthermore, M3 '*Limitation of the present study*' and M4 '*Suggesting further studies*' included in Kanoksilapatham's (2007) model were not used obligatorily by the authors in both international and local RAs.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study. It consists of two sections. Section 3.1 focuses on data collection. Section 3.2 explains about data analysis.

3.1 Data Collection

Data collection was carried out as follows.

3.1.1. The top-tenth-ranked journals in the SCImago journal rankings were chosen, as shown below.

1. Journal of Memory and Language
2. Cognition
3. Applied Linguistics
4. Research on Language and Social Interaction
5. Language Learning
6. Phonology
7. English for Specific Purposes
8. Linguistic Inquiry
9. Cognitive Science
10. Studies in Second Language Acquisition

3.1.2. Discussion sections of 50 published research articles (RAs) were collected from Journal of Memory and Language, Cognition, and English for Specific Purposes. Of the 50 published RAs, 20 articles were selected from two journals: (1) 10 from Journal of Memory and Language and (2) 10 from Cognition. The other 30 RAs were chosen from English for Specific Purposes, the seventh-ranked journal in the SCImago journal rankings. A reason for such selection was that other than the first-ranked and the second-ranked journals, *English for Specific Purposes* was only the available academic journal found in the Science Direct databases at King Mongkut's Institute of Technology Ladkrabang.

3.1.3. The Discussion headings of the two journals, Journal of Memory and Language and Cognition, are similar. That is, the heading are entitled either both *Results and Discussion and General Discussion* or *Discussion and General Discussion*. Accordingly, the two journals were grouped together.

3.1.4. The number of the Discussion headings per journal is shown below.

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Table 3.1 Discussion Headings in Each Journal

Discussion headings	Number of Discussion Headings per Journal			Total
	Group 1		Group 2	
	Journal of Memory and Language	Cognition	English for Specific Purposes	
Discussion	5	5	10	20
Results and Discussion	5	5	10	20
General Discussion	10	10	-	20
Discussion and Conclusion	-	-	10	10
Total	20	20	30	70

The specific number of RAs was collected, leading to the equally-controlled number of discussion headings of both groups. Within the same discussion heading, this study investigated whether the occurrences of Moves and Steps between Group 1 and Group 2 were the same or different.

3.2 Data Analysis

Data analysis were carried out as follows.

3.2.1 The framework of the analysis in Moves and Steps identified in Yang and Allison (2003) was used as a guideline for the present study.

- Move 1: Background information
- Move 2: Reporting results
- Move 3: Summarizing results
- Move 4: Commenting on results
 - Move 4 Step A: Interpreting results
 - Move 4 Step B: Comparing results with literature
 - Move 4 Step C: Accounting for results
 - Move 4 Step D: Evaluating results
- Move 5: Summarizing the study
- Move 6: Evaluating the study
 - Move 6 Step A: Indicating limitation
 - Move 6 Step B: Indicating significance/ advantage

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Move 6 Step C: Evaluating methodology

Move 7: Deductions from the research

Move 7 Step A: Making suggestions

Move 7 Step B: Recommending further research

Move 7 Step C: Drawing pedagogic implication

3.2.2 Each Move or Step was identified as a text segment which may consist of only one sentence or more. For example, the sample text segment in Move 2 (Reporting results) illustrated in (1) contains 1 sentence (Yang & Allison, 2003, p 382).

1. The results indicate that if a subject has a high SR in L1, then it is likely that SR will also be high in L2

On the other hand, according to Yang and Allison (2003, p.382), the sample text segment in Steps 3 (Drawing Pedagogic implications) illustrated in (2) consists of 4 sentences.

2. (S1) The way [s] in which these strategies are used by the lecturer are rarely found in EAP textbook, and student who rely on such text are therefore ill-prepared in knowing how to handle such feature of a lecture. (S2) Some of the inadequacies of the text book are inherent to the text book as a genre (S3) How can these problems with EAP listening texts be dealt with? (S4) In conclusion, we would make two recommendations for EAP listening instructors.

3.2.3 In some contexts, it can be difficult to identify the most salient purpose of Move or Step in a text segment. That is, lexical signals, including lexical items, metatextual expressions, and discourse markers in the immediate context, are not explicit in such a text segment. As a result, such clues in other parts of the RA can be considered.

3.2.4 The occurrence of Moves and Steps was counted and revealed in the forms of frequency and percentage as shown in Table 3.2.

Table 3.2 The Occurrence of Moves and Steps in 50 Research Articles

Moves and Steps		Journal of Memory and Language and Cognition			English for Specific Purposes		
		Discussion	Results & Discussion	General Discussion	Discussion	Results & Discussion	Discussion & Conclusion
1. Background Information	n						
	%						
2. Move reporting results	n						
	%						
3. Summarizing results	n						
	%						
4. Commenting on results Step A: Interpreting results	n						
	%						
Step B: Comparing result with literature	n						
	%						
Step C: Accounting for results	n						
	%						
Step D: Evaluating results	n						
	%						
Total Move 4	N						
	%						
5. Summarizing the study	n						
	%						

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Table 3.2 (Continued)

Moves and Steps		Journal of Memory and Language and Cognition			English for Specific Purposes		
		Discussion	Results & Discussion	General Discussion	Discussion	Results & Discussion	Discussion & Conclusion
6.Evaluating the study Step A: Indicating limitation	n						
	%						
Step B: Indicating significant / advantage	n						
	%						
Step C Evaluating methodology	n						
	%						
Total Move 6	N						
	%						
7.Deductions from the research Step A: Making suggestions	n						
	%						
Step B: Recommending further research	n						
	%						
Step C: Drawing pedagogic implication	n						
	%						
	N						

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3.2.5 The cycling structure of Moves and Steps was analysed. For example, in each heading, Moves and Steps were ranked as shown in Table 3.3. Then in each rank, the occurrence of Moves and Steps was counted in terms of frequency, as shown in Table 3.4

Table 3.3 Sample Ranking of Moves and Steps in Discussion Heading of 10 Research Articles from English for Specific Purposes

RA.	Rank															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
D.2. 1	M 1	M2	M4 4A	M2	M4 B											
D2. 2	M 2	M4 A	M4 B	M4 A	M4 B	M4 A										
D2.. 3	M 1	M2	M4 A													
D2. 4	M 1	M2	M4 A	M4 B	M4 A	M7 B										
D.2. 5	M 1	M2	M4 B	M4 A	M3	M6 B										
.D2. 6	M 1	M2	M4 B	M4 A	M4 B	M5										
D2. 7	M 1	M2	M4 A	M4 B	M4 A	M2	M4 B	M4 A	M4 B	M4 A						
D2. 8.	M 1	M2	M4 B	M2	M4 A	M4 B	M2	M4 A	M4 B	M4 A	M4 B					
D.2. 9	M 2	M4 B	M2	M4 A	M4 B	M4 A	M4 B	M4 A	M4 B	M6 B						
D2. 10	M 1	M4 A	M2	M4 B	M4 A	M4 B	M2	M4 B	M2	M4 A	M4 B	M6 A	M4 B	M4 A	M2	M 4A

Note: RA. = Research article

M = Move

D = Discussion section

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Table 3.4 Frequency of Moves and Steps in Discussion heading in Each Rank

Moves and Steps	Rank					
	1	2	3	4	5	6
1. Background Information	8					
2. Move reporting results	2	7	2	2		
3. Summarizing results						
4. Commenting on results						
Step A: Interpreting results		2	4	4		
Step B: Comparing result with literature		1	4	3		
Step C: Accounting for results						
Step D: Evaluating results						
5. Summarizing the study						
6. Evaluating the study						
Step A: Indicating limitation						
Step B: Indicating significant / advantage						
Step C Evaluating methodology						
7. Deductions from the research						
Step A: Making suggestions						
Step B: Recommending further research						
Step C: Drawing pedagogic implication						

For Example, Table 3.4 reveals that Move 1 was ranked first as shown by the highest frequency (n=8), followed by Move 2 (n =7). Move 4A (n=4) and Move 4 B (n=4) was ranked third. According to the results in Table 3.5, the sample cycling structure of the Discussion heading is as follows:

Move 1(Background information) + Move 2 (Reporting results) +Move4A (Interpreting results) or Move4B (Comparing results with literature).

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CHAPTER 4

RESULTS

This chapter presents the results of the study in accordance with research objectives proposed in Chapter 1. The objectives of the study are as follows:

1. To identify Moves and Steps in the Discussion sections.
2. To describe the cycling structure of the Moves and Steps

4.1 Moves and Steps in the Discussion Sections

The occurrences of Moves and Steps are presented in the form of frequency and percentage as shown in Table 4.1.

Table 4.1 The Occurrences of Moves and Steps in 50 Research Articles

Moves and Steps		Group 1			Group 2		
		Discussion	Results & Discussion	General Discussion	Discussion	Results & Discussion	Discussion & Conclusion
1. Background Information	n	13	21	54	9	20	14
	%	10.65	10.40	12.65	9.57	7.35	14.74
2. Move reporting results	n	40	71	55	10	109	14
	%	32.79	35.15	12.88	10.64	40.07	14.74
3. Summarizing results	n	8	7	32	6	6	6
	%	6.56	3.47	7.49	6.38	2.21	6.31
4. Commenting on results Step A: Interpreting results	n	40	72	120	23	94	24
	%	32.79	35.64	28.10	24.47	34.56	25.26
Step B: Comparing result with literature	n	7	24	104	26	39	18
	%	5.74	11.88	24.35	27.66	14.34	18.95

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Table 4.1 (Continued)

Moves and Steps		Group 1			Group 2		
		Discussion	Results & Discussion	General Discussion	Discussion	Results & Discussion	Discussion & Conclusion
Step C: Accounting for results	n	3	2	10	1		
	%	2.46	0.99	2.34	1.06		
Step D: Evaluating results	n	7	2	17	4		
	%	5.74	0.99	3.98	4.26		
Total Move 4	N	57	100	251	54	133	42
	%	46.72	49.50	58.78	57.45	48.89	44.21
5.Summarizing the study	n	1	-	7	3		
	%	0.82	-	1.64	3.19		
6.Evaluating the study Step A: Indicating limitation	n	2	1	3	2		5
	%	1.64	0.49	0.70	2.13		5.26
Step B: Indicating significant / advantage	n			6	5	2	5
	%			1.41	5.32	0.74	5.26
Step C Evaluating methodology	n			1			
	%			0.23			
Total Move 6	N	2	1	10	7	2	10
	%	1.64	0.49	2.34	7.45	0.74	10.53
7.Deductions from the research Step A: Making suggestions	n			6	2	1	5
	%			1.41	2.13	0.37	5.26
Step B: Recommending further research	n	1	2	12	3	1	3
	%	0.82	0.99	2.81	3.19	0.37	3.16

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Table 4.1 (Continued)

Moves and Steps		Group 1			Group 2		
		Discussion	Results & Discussion	General Discussion	Discussion	Results & Discussion	Discussion & Conclusion
Step C: Drawing pedagogic implication	n						1
	%						1.05
Total Move 7	N	1	2	18	5	2	9
	%	0.82	0.99	4.22	5.32	0.74	9.47

Note: Group 1= Journal of Memory and Language and Cognition
Group 2 = English for Specific Purposes

As shown in Table 4.1, in all Discussion headings of both groups, the most frequent Move was Move 4: *Commenting on results*, followed by Move 2: *Reporting results*. Move 1: *Background information* was ranked third. Of all variations of Move 4, Step A: *Interpreting results* was the most frequent step found in most Discussion headings, except the Discussion heading of Group 2 of which Step B was relatively frequent. Moreover, Step B: *Comparing results with literature* ranked second. Step C: *Accounting for results* and Step D: *Evaluating results* were found relatively rarely in Move 4. Compared to Move 4 Step B of other Discussion headings in both groups, Move 4 Step B of the Discussion heading was the least frequent step (5.74%). Move 5: *Summarizing the study*, Move 6: *Evaluating the study* and Move 7: *Deduction from the research* show a low frequency of occurrences.

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Table 4.2 The First Four Ranks of Moves and Steps in 4 Discussion Headings

Rank	Discussion headings					
	Discussion		Results and Discussion		General Discussion	Discussion and Conclusion
	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2
1	M.4A/ M2 (32.79%)	M.4B (27.66%)	M.4A (35.64%)	M2 (40.07%)	M4 (28.10%)	M4A (25.26%)
2	M.1 (10.65%)	M.4A (24.47%)	M.2 (35.15%)	M4A (34.56%)	M4B (24.35%)	M4B (18.95%)
3	M3 (6.56%)	M.2 (10.64%)	M4B (11.88%)	M4B (14.34%)	M2 (12.88%)	M1 /M2 (14.74%)
4	M4B/M4D (5.74%)	M.1 (9.57%)	M1 (10.40%)	M1 (7.35%)	M1 (12.65%)	M3 (6.31%)

As shown in Table 4.2, the occurrence of Moves and Steps in four headings *Discussion*, *Results and Discussion*, *General Discussion*, and *Discussion and Conclusion* were similar. That is, Move 4 Step A: *Interpreting results*, Move4 Step B: *Comparing results with literature* or Move 2: *Reporting results* might be ranked first. The cycles 4A+2, 2+4A, and 4A+ 4B were very common. However, in the Discussion heading of Group 1, Move 1: *Background information* and Move 3: *Summarizing results* were found in the second and the third rank, respectively.

4.2 The Cycling Structure of the Moves and Steps

The cycling structure of the Moves and Steps were analyzed, as shown in Table 3.3 and 3.4 in Chapter 3. The overall results of how to analyze the Move –Step cycles were shown in Appendix. C. Moves and Steps were ranked as shown in Table 3.3. Then in each rank, the occurrence of Moves and Steps was counted in terms of frequency as shown in Table 3.4. The cycling structures of the Moves and Steps in each discussion heading of two groups of the journals are presented in Table 4.3–4.8.

Table 4.3 The Cycling Structure in Discussion Heading from Journal of Memory and Language and Cognition

Ranks										
1	2	3	4	5	6	7	8	9	10	11
M2	M4A	M2 M4A	M2 M 4A	M4A	M1	M2 M4A	M4B	M4A	M6A M4A M2 M3	M4A

As shown in Table 4.3, in Journal of Memory and Language, and Cognition, *Discussion* heading began with Move 2 *Reporting results*: + Move 4 Step A: *Interpreting results*. The following cycle was Move 4 Step A: *Interpreting results* + Move 2: *Reporting results*. Move 4 Step A: *Interpreting results* was the closing move.

Table 4.4 The Cycling Structure in Results and Discussion Heading from Journal of Memory and Language and Cognition

Rank																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2	4A	2	4A	2	4A	4A	4A	4A	4A	2	4A	2	4A	2	4A	6A	4B	2	4A

Table 4.4 reveals the Move- Step cycle in Results and Discussion of Journal of Memory and Language, and Cognition. Like the *Discussion* heading, the *Results and Discussion* heading began with Move 2: *Reporting results* + Move 4A: *Interpreting results*. The following cycle was Move 2: *Reporting results* + Move 4 Step A: *Interpreting results*+ Move 2: *Reporting results*. Move 4 Step B: *Comparing results with literature* rarely occurred in *Results and Discussion*.

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Table 4.5 The Cycling Structure in General Discussion Heading from Journal of Memory and Language and Cognition

Ranks																																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
M	M	M4	M4	M4	M4	M4AM	M4	M4	M1M	M4	M4	M2	M4	M2	M4	M2	M3	M3	M4	M4	M2	M4	M1	M1	M3	M	M	M4	M	4A	M3	M5
1	2	A	B	A	B	4B	A	B	2M4B	B	A	M4	B	M3	M4B	B			A	B		A	M4	M2	M4	4	2	A	3			

According to Table 4.5, it was observed that the cycling structure found in *General Discussion* of Journal of Memory and Language and Cognition started with Move 1 :*Background information* + Move 2: *Reporting results*. The following cycle was Move 4 Step A: *Interpreting results* + Move 4Step B: *Comparing results with literature* +Move4 Step A: *Interpreting results* +Move 4Step B: *Comparing results with literature*. It can be noticed that Move 2: *Reporting results* was found in the middle of the cycle.

Table 4.6 The Cycling Structure in Discussion Heading from English for Specific Purposes

Rank															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
M1	M	M2M	M	M4	M4A	M	M4B	M2M4B	M4A	M3M4A	M4B	M4A	M4A	M2M4B	M4A
	4B	4	4B	B		4B	M6A			M4B	M6A	M4B	M7B		
		A													

As shown in Table 4.6, in English for Specific Purposes, the *Discussion* heading often began with Move 1: *Background information* + Move 4Step B: *Comparing results with literature*. The following cycle was Move2: *Reporting results* and Move 4 Step A: *Interpreting results* + Move 4Step A: *Interpreting results*. Move 4 Step A: *Interpreting results* and Move 4 Step B: *Comparing results with literature* occurred alternately in the middle of the cycle.

Table 4.7 The Cycling Structure in Results and Discussion Heading from English for Specific Purposes

Rank																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
M2	M4A	M4A	M4B	M4B	M4A	M4A	M4A	M2	M2	M4A	M4A	M2 M4A M4B	M4A	M2	M4B	M2

As shown in Table 4.7, In English for Specific Purposes, the *Results and Discussion* heading often began with Move 2: *Reporting results* + Move 4 Step A: *Interpreting results*. The following cycle was Move 4 Step A: *Interpreting results* + Move 4 Step B: *Comparing results with literature*. The closing Move was Move 2: *Reporting results*.

Table 4.8 The Cycling Structure in Discussion and Conclusion Headings from English for Specific Purposes

Ranks														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
M1	M4A	M4B	M2	M4B	M3	M4A	M7A	M4A	M4B	M6B	M6A	M7B	M6A	M7B

According to Table 4.8, it can be noticed that the cycling structure found in the *Discussion and Conclusion* heading of English for Specific Purposes began with Move 1: *Background information* + Move 4 Step A: *Interpreting results*. The following cycle was Move 4 Step B: *Comparing results with literature* + Move 2: *Reporting results* + Move 4 Step B: *Comparing results with literature*. Move 7 Step B: *Recommendation for further research* was the closing move.

CHAPTER 5

DISCUSSION

Chapter 5 was divided into three parts. Part one concerns the discussion relating to Moves and Steps of Discussion sections in published research articles which have been published in *Journal of Memory and Language*, *Cognition and English for Specific Purposes* where Discussion sections of the three journals contain various headings, namely *Results and Discussion*, *Discussion*, *Discussion and Conclusion* and *General discussion*. Part 2 concerns the discussion relating to Cycling Structure of Moves and Steps appeared in Discussion sections of research articles. Part three concerns the lexical signals appeared in four discussion headings.

5.1 Moves and Steps Identification

According to Table 4.1 shown in Chapter 4, the results revealed that Move 4: *Commenting on results* was the most frequent move. Move 2: *Reporting results* and Move 1: *Background information* was the second and the third respectively. These results indicate that Move 4, Move 2 and Move 1 were necessary Moves for the Discussion section. These results were consistent with the research done by Amnuai and Wannarak (2012). Amnuai and Wannarak (2012) investigated Moves structure of English Applied Linguistics research articles published in international and Thai journals. It was found that Move 4: *Commenting on results* was the most frequent Move followed by Move 2: *Reporting results*. In contrast to the research conducted by Noudushan and Khakbaz (2011) and Rassameenin, (2006) their research showed that Move 2: *Reporting results* occurred most frequently, followed by Move 4: *Commenting on results*. Move 1: *Background information* was rarely found in both Group 1 and Group 2. The result was consistent with the study conducted by Peacock (2002), who found that Move 1: *Background information* is less frequent in Language and Linguistics.

In this study, Move 2 *Reporting results* ranked second. Move 2: *Reporting results* presented the research findings with evidence such as statistics or tables (Yang & Allison, 2003). This result suggested that the authors might remind the readers for research findings before interpreting and discussing the results. Thus, Move 2: *Reporting results* was frequently used in the Discussion section (Basturkmen, 2012). Moreover, Move 1: *Background information* was frequently employed in every heading. Move 1 was the third frequent Move of the 4 headings. Move 1 is used to present research questions, the aim of the research, theoretical background or

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established knowledge and research methodology (Dudley-Evans, 1994; Hopskin and Dudley-Evan, 1998).

As shown in Table 4.1, Move 4 Step B rarely occurred in the Discussion heading which includes both results of each experiment and comments on the results. Accordingly, Move 4 Step B appeared more frequently in General Discussion which provides discussions for the overall results. In addition, the rare occurrence of Move 6: *Evaluating the study* might be due the fact that culture research evaluation should be done by outsiders rather than the authors themselves. This study was consistent with the previous work of Nodoushan and Khakbaz, (2011). Move 7: *Deduction from the research* appeared to provide useful recommendation for research in the future (Yang & Allison, 2003). Amnuai and Wannarak, (2012) found that the authors might aware of the significance and desired for article publishing. Thus, they attempted to present practical implications for pedagogy in order to show that their research was worthy for publishing.

5.2 Moves and Steps Cycling Structure

To discuss the cycling structure in this study, the three-part framework model proposed by Peacock (2002) was implemented.

1. Introduction

The results indicate that Move1: *Background information* or Move 2: *Reporting results* generally appeared in the introductory part of Discussion sections. The results suggest that the authors used Move 1: *Background information* in order to remind readers for research objectives, research methodology or highlight the importance of their studies. In this study, it can be noticed that Move2: *Reporting results* was used to begin the cycling structure in the Results and Discussion heading of both groups and in the Discussion heading of Group 1. The result was consistent with Basturkmen (2012) who proposed that the authors able to highlight the importance of the topic, the study, significance of methodology, or findings, not merely to recapitulate information about the study. Furthermore, these findings were corresponded to the research conducted by Holmes (1997) who observed that the *Statement of the results* was the popular Move used to begin the Discussion. Likewise, Swale and Feak (2004) found that various methods could be used to open the Discussion sections, however, one popular method was the section opening through *Presenting main results* or Move 2: *Reporting results*.

2. Evaluation

Move2: *Reporting results* + Move 4: *Commenting on result* always co-occurred in every heading. This means that the results presented in the Discussion sections

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might not only report, but also comment on the results (Amnuai & Wannarak, 2012). In this study, after the beginning of Move 1: *Background information* or Move 2: *Reporting results*, Move 4: *Commenting on results* became the next move. The possible reason was that the authors would like to restate a brief result before comment on the results.

Move 4: Step A: *Interpreting results* and Move 4 Step B : *Comparing results with literature* occurred in any ranks of the Discussion sections in all headings repeatedly and alternatively. The result indicated that Move 4 Step A: *Interpreting results* and Move4 Step B: *Comparing results with literature* were common in the Discussion sections in which research findings were explained and compared with previous research. The comparison of current research with previous research might emphasize the significance of current research findings.

3. Conclusion

The results showed that M 2: *Reporting results* + Move 4 Step A: *Interpreting results*, M6A: *Indicating limitations* + MTB: *Recommendation for further research* or MTB: *Recommending for further research* were used to close the Discussion section. In this study, the results indicate that Move 4 Step A: *Interpreting results* was used to close the Discussion section of Discussion heading and General discussion heading, whereas Move 7 Step B: *Recommending for further research* was used to close the section in *Discussion and Conclusion* heading of English for Specific Purposes. These results corresponded to the observation made by Holmes (1997) who found that *Recommendation and generalization* moves were often selected for the Discussion section closure of social science RAs.

5.3 Lexical signal in the Discussion Sections

In the present study, the various lexical signals were employed in the RAs Discussion sections.

5.3.1 Move 1: Background Information.

In this study, Move 1 explain purposes, aims and methods crucial to the reader's understanding. The example is shown below.

(1) "*The primary aim of this experiment was to test weather recognition and /or source memory would be better for first hand than non first hand sources of assertions in users of language in which source is obligatory could.*"

In Example (1), the lexical signal '*The primary aim of this experiment*' is used to refer to the purpose of the study. Verb tense used in this Move is past simple tense.

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As claimed by Weissburg and Buker (1990), the verb tense most commonly used in referring to the purpose, the hypothesis, and the findings is the simple past.

5.3.2 Move 2: Reporting results

This Move presents the results of the study. The example is shown below.

(2) *The results of Experiment 1 showed that participants tended to recall sentences in the preferred SOV order.*

In Example (2), the lexical signal are the underlined expression and the verb tense used in Move 2. Weissburg and Buker (1990) stated that ‘simple past’ is the most commonly used to refer the findings or results.

5.3.3 Move 3: Summarizing Results.

This Move is used to sum up the results. The example is shown below.

(3) *In conclusion, Jurgen’s teacher should tell him that he is right to avoid the term procedure as the data confirm his impression that it is too prescriptive for the current situation, but equally he should also avoid using the word process as it is.”*
As seen in example (3), the lexical signal is ‘In conclusion’.

5.3.4 Move 4 Step A: Interpreting results

In the present study, the various lexical signals were used to explain the cause, the proof, the reasons and expectation of the results. Using the verb tense in Move 4 Step A: *Interpreting results* revealed with the context of the results. If the authors interpret the findings in general context, present tense was used whereas ‘past’ and modal auxiliary may also be used to emphasize the speculative context (Weissburg & Buker, 1990). The example is shown below.

(4) *Faster lecturing is generally not better, far from it. While the teacher using an L2 may be constrained by combinations of their own speaking style and their L2 proficiency, L1 teachers have at least the theoretical possibility of choosing a speaking rate that is appropriate for the audience and context. Yet this can be extremely difficult to do.”*

As shown in Example (4), the lexical signal is ‘may be’. The verb form used in Move 4A is modal auxiliary. It is indicated that the writer would like to emphasize the speculative nature of the statement (Weissburg & Buker, 1990).

Move 4: Step B Comparing results with literature.

In this study, ‘citation’ was used in Move 4 Step B in every Discussion headings. The example is shown below.

(5) *The results attained seem to concur with Chun, Mayer, Plass, and Leutner (1998), who were impressed by the development achieved in educational technology.”*

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As seen in Example (5), Weissberg and Buker (1990) stated that when the writers would like to compare their findings to other researchers, the present tense was used.

Move 4 – Step C: Accounting for Results

Move 4 Step C is used to explain unsatisfactory results, in which the writer suggests reasons for surprising results, or one different from the literature (Yang & Allison, 2003 : 378). The example is shown below.

(6) *“The contribution of the phonological template was controlled in the morpho-phonological distractor (WP type B). A rather pronounced phonological similarity between targets and distractors did not affect picture naming, relative to unrelated distractor. This is surprising and unexpected because the phonological overlapped consisted of the full morpho-phonological template (e.g., mi-e-et), in addition to consonantal segments in prefixes and suffixes, when these were part of the WP structure (e.g., miskefet-misflecet).”*

Example (6) indicates that the lexical signal is *‘surprising and unexpected’*. As stated by Weissburg and Buker (1990), the verb tense ‘simple past’ is used to explain the unexpected finding.

5.3.5 Move 5: Summarizing the Study. Lexical signals in Move 5: *Summarizing the study* was ‘summarizing the study’ whereas Rasameenin (2006) did not found any lexical signal in her study. The example is shown below.

(7) *“In summary, this study replicates previous findings that event memories are commonly embedded in event clusters (Brown, 2005; Brown & Schopflocher, 1998a, 1998b) and further shows that clustering is as frequent for perspective thoughts as it is for memories.”*

The lexical signal from Example (7) or Move 5 is ‘In summary, this study’

5.3.6 Move 6: Evaluating the Study

Move 6 can be realized by one or a series of three steps – Step A: ‘Indication limitations’, Step B: ‘Indicating significance/advantage’, and Step C: ‘Evaluating Methodology’.

Move 6 – Step A: Indication Limitations

Move 6 Step A describes the limitations of the research being conducted. The example is shown below.

(8) *“Finally, a third potential issue that limits the scope of the present findings arises from the fact that the stimuli were present visually rather than auditorily. By presenting the sentences visually we were not able to study prosodic effects on the interpretation and representation of narrated events.”*

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Move 6 – Step B: Indicating significance/advantage

Move 6 Step B shows the significance or importance of the study which leads to applications or implications. The example is shown below.

(9) *“Therefore, the present results may be more important for mechanisms of motor imagery in tasks which are similar to typing for example piano playing or data entry.”*

Move 6 - Step C: Evaluating methodology

Move 6 - Step C: Evaluating methodology shows the judgement of the strength and weakness of the methods or procedure used in the study. The example is shown below.

(10) *“This design allowed for the congruent and incongruent conditions to be closely matched because both of these conditions employed distortion typographies at the study and at test, and because the same target words served their own controls across conditions.”*

5.3.7. Move 7: Deductions from the Research

Move 7 presents, with respect to the overall study, what the research contributes to existing knowledge in the field. There are three available options to realize this move: Step A: ‘Making suggestions’, Step B: ‘Recommending further research’ and Step C: ‘Drawing pedagogical implications’.

Move 7 – Step A: Making Suggestions

In the present study, the explicit lexical signal used in Move 7 Step A: Making suggestions were ‘The current study suggests that’, ‘pedagogical implication’ or ‘We should not’. It is consistent with Rasameenin (2006) who found that the modal ‘should’ was used for suggestion. The example is shown below.

(11) *“Finally , corpus base research also offers teacher of wealth of suggestion on online learning design, such as consciousness raising task highlighting specific information structures and language forms revealed by corpus analysis. The corpus based approach to EAP enables to us to inform EAP pedagogy.”*

Example (11) shows the pedagogical implication. The writer used the present tense to present the implication.

Move 7 Step B: Recommending for further research.

The present study showed that the lexical signals of Move7 Step B: Recommending for further research such as ‘further research’ ‘In future investigation’ ‘Future experiment’. The example is shown below.

(12) *“Our manipulation was chosen to be an ecologically valid representation of the kinds of input that preschool children receive **further research might establish***

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whether children would constrain their exploration if only non-verbal ostensive cues are used to indicate the pedagogical context.”

As seen in Example (12), the lexical signal of this Step is ‘further research’. The verb tense used in this step is modal auxiliary verb. It is consistent with Weissburg and Buker (1990).

These research findings help novice researchers or authors to write Discussion sections effectively and gain more confidence in writing. They are also useful for readers to have more comprehension in reading Discussion sections. Furthermore, instructors of English for Academic Writing can apply these research findings for their instruction.



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Examples of Discussion analysis

RA. No. D1.3

Refractoriness and the healthy brain: A behavioural study on semantic access

Fabio Campanella^{a,c,*}, Tim Shallice^{a,b} Cognition 118 (2011) 417-431

Heading	Text segment	Move /Step
Discussion	The results from this first experiment show that, by using a deadline procedure and by simply removing the RSI between the presentation of stimuli an evident error rate occurred in a word to picture matching, in this group of healthy participants.	M2: Reporting results
	Semantic distance had a larger impact than word frequency on the rate of stimulus recognition. An effect of semantic distance was moreover evident in both word frequency conditions (low close vs. low distant and high close vs. high distant). However, word frequency effects only occurred in the semantically related conditions (low close vs. high close but not low distant vs. high distant).	M3: Summarizing results
	These findings indicate that word frequency has no effect when stimuli are unrelated. Indeed in the distant condition accuracy levels for high and low frequency target concepts did not differ.	M4A: Interpreting results
	Drawing a parallel with the literature on semantic access deficits in brain damaged patients, a common finding is that patients are more sensitive to semantic distance than to word frequency, a fact that is counterintuitive, since word frequency effects are common in other types of semantic memory impairments.	M2: Reporting results
	Patients with access problems, instead, show reduced frequency effects with respect to patients showing degradation of semantic representations (Warrington and McCarthy, 1983, Warrington and McCarthy, 1987, Warrington and Cipolotti,	M4B: Comparing results with literature

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Heading	Text segment	Move /Step
	<p>1996 and <u>Crutch and Warrington, 2005</u>). More specifically the fact that frequency effects were found only between semantically related items is another feature that has been reported in semantic access patients (see patient AZ in <u>Crutch & Warrington, 2005</u>, experiment 1).</p> <p>As we outlined in the introduction, traditional accounts of refractory semantic access dysphasia assume that the origin of semantic distance effects in access patients lies in the fact that refractoriness spreads from the target concept partially also to neighbouring concepts sharing links and synapses in the semantic space, while semantically distant concepts are less prone to refractoriness due to the fewer links between them.</p> <p>The results from this experiment seem to suggest that word frequency has an effect on target recognition only when some amount of refractoriness was induced by the close semantic relatedness of the stimuli.</p> <p>However, the reaction time results leave open the possibility that the effects may simply be explicable by the use of a deadline. Moreover, the presence of semantic relatedness effects, is not always unequivocally attributable to interference <i>within</i> the semantic system itself but may also be linked to problems occurring in the input from the lexical to the semantic systems (<u>Campanella et al., 2009</u>).</p> <p>Therefore further evidence is needed to confirm the semantic nature of the interference produced by the procedure adopted and that the effects could not</p>	<p>M1: Background information</p> <p>M4A : Interpreting results</p> <p>M4A :Interpreting results+ M4B: Comparing results with literature</p> <p>M7B: Recommendation for further research</p>

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Heading	Text segment	Move /Step
General Discussion	<p>be simply attributable to the presence of a deadline.</p>	
	<p>In particular the effects of rate of presentation and the serial position effect were not investigated in this first experiment. Both these effects represent clearer signs of refractoriness taking place and have never been reported in non refractory contexts.</p>	M6A: Indicating limitations
	<p>In experiment 2 we wanted to test the presence of such effects in a paradigm similar to that used in experiment 1, and similar to task 1 used in <u>Campanella et al. (2009)</u>.</p>	M1: Background information
	<p>The results from the experiments of this study reproduce all the hallmark effects of a refractory semantic access syndrome in a set of healthy participants.</p>	M3: Summarizing results
	<p>Refractory semantic access dysphasic patients have difficulties in accessing the semantic representations that they still retain (<u>Warrington & Shallice, 1979; Warrington & McCarthy, 1983; Warrington & Cipolotti, 1996; Forde & Humphreys, 1995; Crutch & Warrington, 2005</u>).</p>	M4B :Comparing results with literature
	<p>The access to the concept is influenced by different variables playing a role to a different degree in their performance. These patients show a reduced effect of word frequency by comparison, say, with semantic dementia patients. However they are heavily influenced by the semantic distance between the target concept to be accessed and the distractors: the higher the distance, the easier the access. Critically, they are strongly influenced by the rate of presentation of the stimuli: if the interval</p>	M4A: Interpreting results

เอกสารนี้เป็นเอกสารที่สงวนลิขสิทธิ์ไว้เพื่อการศึกษาเท่านั้น เมื่ออนุญาตให้เห็นไปใช้ประโยชน์ด้านการค้า

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Heading	Text segment	Move /Step
	<p>between a stimulus and the next (Response Stimulus Interval or RSI) is short, their performance is gravely impaired; on the other hand longer RSIs lead to a sensible improvement. These patients also show a serial position effect: subsequent presentations of the same target stimulus reduce the probability of the stimulus to be recognized.</p> <p>In the experiments we presented we were able to induce a pattern of performance in healthy participants which was analogous to that of semantic access dysphasia patients. In experiment 1 subjects were influenced more by semantic distance than by word frequency; moreover an effect of semantic distance was found both with high and low frequency targets.</p> <p>However, word frequency effects only occurred when target stimuli were semantically related. A clear effect of presentation rate was found in experiment 2: subjects were consistently more accurate with slow rates of stimuli presentation than with faster. In the Fast condition, which involved an RSI of 0 s, participants made a significantly greater number of errors in the task. However adding an RSI of just one second was sufficient for the subjects to perform at ceiling in the task. More importantly, however, a serial position effect was found in experiment 2, when familiarization of the participants with the stimuli preceded the experimental blocks.</p> <p>This finding gave further strength to the claim that efficient access to simple, familiar concepts was becoming more and more difficult over time for subjects.</p>	<p>M1:Background information</p> <p>M3: Summarizing results</p> <p>M4D:Evaluating results</p>

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	<p>Finally, subjects made a significant number of perseverative errors while performing the task, suggesting that the representation from previous stimuli remained abnormally active.</p> <p>The main results obtained in accuracy were also reflected overall in terms of the speed of processing of the subjects (reaction times). The most salient result regarding reaction times was that in experiment 2 subjects produced a clear serial position effect, being slower in recognizing the target concepts after the initial fast (and effective) access. The results cannot be explained just as a simple byproduct of the use of an excessively strict deadline procedure, since the deadline is the same between fast and slow conditions and also across the three probes of each stimulus.</p> <p>Moreover, in experiment 2 no significant slowing of reaction times is found in the fast compared to the Slow condition. Finally, this possibility could not account for the serial position effects found.</p> <p>These results are relevant to mechanisms involved in accessing representations within the lexical-semantic system. As outlined in the Introduction, there were at least three aims pursued in this study. The first concerned the precise locus of refractory behaviour. Secondly, we wanted to assess whether refractoriness results from a physiological mechanism found in the normal brain and so can be observed not only in patients but also in healthy subjects.</p>	<p>M4A: Interpreting results</p> <p>M3: Summarizing results</p> <p>M2: Reporting results</p> <p>M1: Background information</p>

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	<p>Finally, we aimed to assess whether the cause of the behavioural phenomenon of refractoriness is a “hyper-facilitation” (Forde and Humphreys, 1995, Forde and Humphreys, 2007 and Jefferies et al., 2007) or a “hyper-habituation” (Warrington and Cipolotti, 1996, McCarthy and Kartsounis, 2000 and Gotts et al., 2002) of the repeatedly activated semantic representations.</p>	<p>M1:Background information+ M4B: Comparing results with literature</p>



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R.D. 1.1

Lexical and syntactic representations in closely related languages: Evidence from Cantonese-Mandarin bilinguals

Zhenguang G Cai^{a,*}, Martin J. Pickering^a, Hao Yan^b, Holly P. Branigan^a*Journal of Memory and Language* 65 (2011) 431-445

Heading	Text segment	Move /Step
Results And Discussion	<p>, Table 1 reports DO, PO, and Other responses in each condition. Table 2 reports the results of the analyses.</p> <p>The intercept indicates that there were significantly more primed responses than unprimed responses, indicating that participants tended to use the same structure as the prime when describing the target picture. In other words, structural priming occurred.</p> <p>Verb meaning had a main effect, with same-meaning verbs inducing greater priming than different-meaning verbs (.78 vs. .61). The effect held both when the prime and the target were in the same language and when they were not (see Fig. 4). There was a larger within-language priming effect with the same verbs than with different-meaning verbs (Estimate = 1.20, $SE = .16$, $z = 7.29$, $p < .001$, participants differed in slopes for verb meaning); that is, there was a lexical boost to priming. There was also a larger between-language priming effect with cognate verbs than with different-meaning verbs (Estimate = .66, $SE = .13$, $z = 5.16$, $p < .001$); that is, there was a cognate boost to priming (see Fig. 4). There was also a main effect of priming mode, with greater within- than between-language priming (.74 vs. .65). For same-meaning verbs, the priming effect was greater when the prime and the target used the same verb than when they used cognate verbs (Estimate = .68, $SE = .15$, $z = 4.48$, $p < .001$). For different-meaning verbs, the priming effect was greater when the prime and the target were</p>	<p>M2: Reporting results</p> <p>M4A: Interpreting results</p> <p>M2: Reporting results</p>

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	<p>in the same language than when they were in different languages (Estimate = .68, $SE = .15$, $z = 4.48$, $p < .001$); in other words, there was a within-language advantage for unrelated verbs.</p> <p>There was a significant interaction between verb meaning and priming mode: Same-meaning verbs yielded a greater boost (relative to different-meaning verbs) when the prime and the target were in the same language than when they were in different languages (see Fig. 4).</p> <p>Hence there was a greater boost when the prime and target involved the same verb (i.e., the lexical boost) than when they involved cognate verbs (i.e., the cognate boost). (It should be noted that the difference between the lexical boost and the cognate boost was not an effect of the general advantage of within- over between- language priming: The lexical boost was the difference in priming between same-meaning verbs and different-meaning verbs in the within-language conditions.) Finally, analyses of Other responses showed no main effects of verb meaning or priming mode, nor any significant interaction. These results are therefore incompatible with the shared lemma account, which does not predict a difference between the lexical boost and the cognate boost. Instead, they support the separate lemma account.</p> <p>Note that the finding of greater within- than between-language priming for different-meaning verbs contrasts with <u>Schoonbaert et al.'s (2007)</u> finding of comparable within-language and between-language priming for</p>	<p>M4A: Interpreting results</p> <p>M4B: Comparing results with literature</p>

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	<p>sentences involving different-meaning verbs (see also Kantola & Van Gompel, 2011); we will return to this issue in the General Discussion.</p> <p>We note that there appeared to be some asymmetry in the priming effect following DO and PO primes: The boosts seem to have been mainly driven by DO primes rather than PO primes in this experiment (and also in Experiment 2 below).</p> <p>We attribute this asymmetry to a ceiling effect following PO primes, which induced almost entirely PO responses (over 86%; see also Experiment 2). Such an asymmetry has likewise been found in other syntactic priming studies when the two alternate structures differ substantially in their frequencies (e.g., Cleland & Pickering, 2003.)</p> <p>Experiment 2 was identical to Experiment 1, except that Cantonese was the target language. Experiment 2 therefore provided a further test of the shared and separate lemma accounts, and additionally allowed us to compare the effects of Mandarin and Cantonese as target languages.</p>	<p></p> <p>M4A: Interpreting results</p> <p>M4B: Comparing results with literature</p> <p>M1: Background information</p>

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RA.No. D. 2.1

The influence of learner strategies on oral presentations: A comparison between group and individual performance

Mu-hsuan Chou *

English for Specific Purposes 30 (2011) 272-285

Heading	Text segment	Move /Step
Discussion	<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 and Zhang and 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>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>Communication strategies, however, were more frequently used in group than in individual presentations. 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</p>	<p>M1: Background information</p> <p>M2: Reporting results</p> <p>M3: Summarizing results</p>

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	<p>word they had forgotten, or to hunt for an appropriate hedge for a difficult message they wanted to deliver in the speech.</p> <p>The degree of interactiveness 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>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 interactiveness on the part of Zareva's L2 presenters paralleled the performances of the individual presenters in this 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</p>	<p>M4B: Comparing results with literature</p> <p>M3: Summarizing results + M4B: Comparing results with literature</p> <p>M3: Summarizing results + M4A Interpreting results</p>

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	<p>them understand and present specialized knowledge. Interview feedback from the participants also supported this fact. 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>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>In <u>Liang and Mohan's (2003)</u> 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>M2: Reporting results</p> <p>M4B: Comparing results with literature</p>

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RA.No. R.D. 2.1

Asserting or deflecting expertise? Exploring the rhetorical practices of master's theses in the philosophy of education

Stephen Peters *

English for Specific Purposes 30 (2011) 176-185

Heading	Text segment	Move /Step
Results and Discussion	<p>The following discussion will explore each CARS move in turn. For each move, the student-authors' use of one or more of the four rhetorical tools outlined above is compared to the professional authors. Their use is discussed depending on the function they serve in meeting the specific goal of the introductory move examined and the manner in which they contribute to the achievement of the larger object of the activity system in which the text participates.</p> <p>5.1. Move 1: centrality claims and/or landscape identification</p> <p>The initial move of philosophy papers introduces a general topic and establishes its importance in either the material world or in scholarly literature.</p> <p><u>Samraj (2008)</u> explained that "this is accomplished by providing centrality claims, generalizations key to the area of interest or a literature review relevant to the topic" (p. 58).</p> <p>Notably, two of the three student-authors invoke a personal narrative and/or personal "I" (Luffman, Davis) in order to introduce their topic and establish its worldly importance. For example, Davis offers his</p>	<p>M1: Background information</p> <p>M2: Reporting results</p> <p>M4B: Comparing results with literature</p> <p>M2: Reporting results</p>

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	<p>readers the following statement:</p> <p>1.</p> <p>My sense of the current situation in the university is that over the last few decades the status of “knowledge” has been a heated and contested terrain. (p. 1) And Luffman, describing an experience she had delivering a conference paper in a personal narrative, states:</p> <p>2.</p> <p>I concluded to an agreeable audience that international education, particularly transnational mobility programs, including study abroad and exchange, is a panacea for these challenges. (p. 1)</p> <p>Personal narratives are often praised as mechanisms which temper the authoritative voice of the author (Ellis & Bochner, 2000).</p> <p>However, rather than limiting the generalizability of the claim, as might be suggested of personal narratives in general, the deployment of personal narratives in light of the goal of providing centrality claims acts to divert the reader’s attention towards the author him or herself. This creates the appearance that the centrality of the topic at hand is ascertained by the author’s own personal observation.</p> <p>This contrasts with how the first move is carried out in the professional texts. None of the professional authors relied upon a personal experience to establish</p>	<p>M1: Background information</p> <p>M4A: Interpreting results+ M2: Reporting results</p>

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	<p>the centrality of the topic they go on to discuss. Peters, for example, opens with a direct centrality claim:</p> <p>3.</p> <p>There is no more central issue to education than thinking (p. 350)</p> <p>And then proceeds to account for this claim by summarizing its prevalence in educational research. The reader's focus is directed towards the claim and the discourse around the claim.</p> <p>Similarly, Stables and Scott open with a direct centrality claim:</p> <p>4.</p> <p>Environmental education is a response to a perceived ecological crisis (p. 269)</p> <p>And, even before the sentence is ended, the authors move directly onto the next introductory move. Even though the word "crisis" signals urgency and thus importance, they make no attempt to identify, through either personal experience or inter-textuality, how this importance has been established. Stables and Scott seem to assume that the reader has already identified the real life importance of the topic under discussion. The reader's attention is on the topic and their own judgement or opinion about whether or not the present condition constitutes an environmental crisis.</p>	<p>M2: Reporting results</p> <p>M4A: Interpreting results</p>

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	<p>Finally, the third professional author, Bingham, makes no attempt to claim the centrality of his topic, memory. Bingham simply introduces the topic by immediately referencing the work of the philosophers he will go on to discuss:</p> <p>5.</p> <p>In this essay, I will explore what Michel de Montaigne and Friedrich Nietzsche have to offer contemporary education on the subject of memory (p. 168).</p> <p>Bingham briefly mentions the contributions his main philosophers have made before moving on to the second move. Presumably the topic is important because Nietzsche and Montaigne have previously discussed it. The reader's attention is diverted to the topic and immediately to the thought of his two primary philosophers. None of the professional authors assumed responsibility for having identified the importance of the topic or for initiating its discussion. It was either already being discussed (Peters), already widely understood (Stables and Scott), or outright unnecessary (Bingham). In each instance the author simply joins a conversation already in progress. Davis and Luffman's use of the personal "I," on the other hand, underscores the author's role in identifying the importance and centrality of the topic advanced. By simultaneously focusing attention on the importance of the topic and themselves, the student-authors seem to suggest that they have initiated an important discussion. The dual focus represents the author as</p>	<p>M2: Reporting results</p> <p>M4A: Interpreting results</p>

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	<p>having a clear understanding the nature of the topic. They have, therefore, accomplished an integral aspect of a successful master's student.</p> <p>5.2. Move 2: state philosophical problem/establish niche</p> <p>The second move locates a particular niche to which the paper will contribute. This often involves stating a philosophical problem and providing "positive justification" by either indicating its relevancy or identifying a gap in previous academic work (Samraj, 2008). However, as Samraj states, philosophical texts rarely identify a knowledge gap in order to provide positive justification because the problem may be approached and reworked in a number of ways. Indeed, none of the authors – student or professional – attempted to identify a gap in research. Instead four of the six – all of the student-authors and Peters – construct their niche and provide positive justification following a faulty path/main path structure common of philosophical essays (Geisler, 1994).</p> <p>However, what differs between the Peters and the student-authors is their use of inter-textuality in their faulty path/main path construction. This section will first explore how Peters employs this strategy. His use of inter-textuality will then be contrasted with its use among the three student-authors. Finally, how all three professional authors (including Peters) rely upon their respective philosophers to establish their niche will be examined.</p>	<p>M4B: Comparing results with literature</p> <p>M1: Background information</p>

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	<p>particular paths. However, whereas Peters credits prior academic literature with identifying the faultiness of a particular approach to the topic, Davis and Luffman utilize the personal and discursive “I” to identify the faultiness of a particular path.</p> <p>For example Davis, in reference to a suggestion that a scholar must choose between competing discourses, states:</p> <p>7.</p> <p>While I find the themes “choice” and “consequence” attractive since they highlight an epistemological responsibility, I am not sure that we have to “ultimately” decide or that the process of making a “choice” is all that transparent or simple. Could not ambiguity and uncertainty be part of a “choice”? (p. 3)</p> <p>8.</p> <p>There are three points that stand out for me here. First Cixous believes that questions.... (p. 4)</p> <p>9.</p> <p>I want to respond to these questions by looking at how “conversation” can frame ethical possibilities. (p. 6)</p> <p>Luffman, bringing us closer to the main path and her own position on the potential colonial implications of international education, explains:</p> <p>10.</p> <p>As a professional in the field of international</p>	<p>M2: Reporting results</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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	<p>education and someone who has spent years living abroad, I take these charges seriously and [argue that] these charges must challenge the manner in which we engage in international programming. (p. 2)</p> <p>Here, the first-person pronoun draws the readers' attention simultaneously to the faultiness (or trustworthiness) of a particular line of reasoning as well as themselves. The rhetorical strategy represents the author as having identified the faulty path. Peters, on the other hand, makes no attempt to attribute the identification of faulty paths himself; for him, and for his readers, this identification has already been done, and the academic conversation has subsequently moved on.</p> <p>The third master's student, Humphries, like Peters, makes no personal reference when identifying faulty paths. Interestingly, he uses sex education as an extended example to identify the possible approaches one might take with respect to his particular topic (cultural narratives and student agency). After presenting a discussion on the narratives of sex education, Humphries writes:</p> <p>11.</p> <p>In this scenario [an unsuccessful democratic approach] a dominant narrative of abstinence inhibits the development of a safe sex narrative (this analysis is not limited to sexuality education – it applies equally to almost every other aspect of education). The consequences of this remain unclear – is an authentic self denied fruition as a result of this inhibition?</p>	<p>M4A: Interpreting results</p> <p>M2: Reporting results</p>

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	<p>The example allows Humphries to explore how these approaches deviate and are inferior to his own preferred approach. Using an example has the effect of focusing his readers' attention on the faulty paths and on his own line of reasoning. Skilfully, Humphries has represented himself as identifying faulty paths (implicitly through deduction), while advancing his own approach to his problem of inquiry.</p> <p>While Humphries introduces Richard Rorty in his second move, Davies and Luffman, make no mention of their main philosophers. On the other hand, all of the professional authors introduce each of their main philosophers as they provide positive justification for their research question. Stables and Scott explain that their:</p> <p>12. paper was inspired by, and is in part a critique of ... C. A. Bowers' [own critique of] Richard Rorty for his failure to tackle the ecological crisis in his espousal of pragmatic, ironic individualism. (p. 269)</p> <p>Peters, immediately after stating his own particular approach (example 6 in this text), explained:</p> <p>13. The paper grows out of interests primarily in the work of Nietzsche ..., Heidegger..., and Wittgenstein.... (p. 351)</p> <p>And Bingham, who has withheld any claims to centrality, stated:</p>	<p>M4A: Interpreting results</p> <p>M2: Reporting results</p>

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	<p>14.</p> <p>Nietzsche and Montaigne show us not how remembering should be valued or de-valued, but how it might be understood more thoroughly and deployed with more finesse. Such deployments ... I will argue here, have great relevance for enhancing the agency of students. (p. 168)</p> <p>In these excerpts it is made clear that the author's particular niche could not have been established without the prior work of the philosophers they draw upon. In each of these cases the niche itself is attributed to the authors' respective philosophers – it emerges from their thought. That the main philosophers drawn upon in these texts have engaged in the problem is itself justification for continued scholarship. This deferential relationship the professional authors establish with their respective philosophers differs from the student-authors approach, which is made most evident in the third and final move.</p> <p>5.3. Move 3: goal statement and methodology</p> <p>The final move in philosophy introductions involves stating the main goal and the methodological approach (Samraj, 2008). As previously stated, in most cases the methodological approach is a forecast and summary of the argument's organization in the text that follows, revealing how the authors will construct their arguments. This is true of each of the three student-authored texts, but, interestingly, the</p>	<p>M4A: Interpreting results</p> <p>M1: Background information</p>

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	<p>professional authors refrained from providing a straight-forward forecast of how they will construct their arguments. This section will begin by briefly introducing how the third move is made by the professional authors, focussing on how the main philosophers drawn upon are referenced.</p> <p>Subsequently, a close analysis will be taken of the referencing techniques the student-authors used in order to forecast the construction of their arguments. The rhetorical function these tools serve in establishing school-going expertise will then be discussed.</p> <p>While all the professional authors make an explicit goal statement, as do the three student-authors, only Peters' article comes close to what might be considered a methodological forecast. Stables and Scott provide a synopsis of a debate between Rorty and Bowers, and Bingham describes how he will explore his respective philosophers, but not in the act of forecasting his argument. Peters, on the other hand, does forecast the organization of his text. However, as apparent after examining the grammatical construction of the forecast, it can hardly be considered a methodology since Peters, the one actually constructing the argument, manages to erase himself from the knowledge construction process all together. Peters writes that his paper will:</p> <p>15.</p> <p>argue for the recognition of different <i>kinds of thinking</i>, which are explored by reference to Heidegger, and also the significance of <i>styles of reasoning</i>, which are</p>	<p>M3: Summarizing results</p>

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	<p>explored by reference to Wittgenstein and Ian Hacking. (p. 351)</p> <p>In this passage, Peters identifies the two goals of his article: to recognize “different <i>kinds of thinking</i>” and the “significance of <i>styles of reasoning</i>.” In each case, the goal becomes the object (through the relative pronoun which) of the modifying clause that directly follows “are explored by reference to...”. The verb in each modifying relative clause is <i>to explore</i>, yet the passive voice (“are explored”) glazes over who is acting as the subject <i>exploring the goal</i>. Peters’ indication that Heidegger, Wittgenstein, and Hacking will be <i>referenced</i> in order to explore his goal signals that he understands these philosophers as <i>acting upon the argument</i> he makes – actually doing the exploring.</p> <p>Like in previous moves, this rhetorical technique serves to shift the expert status onto the philosophers he is drawing upon. This stands in stark contrast to the approach taken by all of the student-authors.</p> <p>In each of their attempts to forecast their arguments, all three student-authors make extensive use of the discursive “I”. Interestingly, however, it is Humphries – who until now has refrained from explicitly drawing attention to himself – who employs the discursive “I” most extensively and distinctively in his third move.</p> <p>16.</p> <p>Thus I speak of Rorty’s pragmatic sublime, Taylor’s transcendent sublime, Kegan’s relational sublime.... In Chapter 2 I discuss Richard Rorty’s ideal of In</p>	<p>M2: Reporting results</p> <p>M4A: Interpreting results</p> <p>M2: Reporting results</p>

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	<p>Chapter 3 I explore the debate between Richard Rorty and Charles Taylor.... In the final chapter ... I critique [Rorty's post-relativistic position]. (p. 10–11)</p> <p>In each instance, the author, as the subject of the verb, <i>acts upon</i> his respective philosophers or on the thought these philosophers have contributed. In these statements the philosophers, in turn, become the object of the verb. Thus, the text <i>acts on the philosophers</i> drawn upon in the knowledge production process.</p> <p>Luffman provides another example of this strategy. While Luffman also uses the discursive “I” in ways which parallel Humphries, she often tempers this strategy by weaving these discursive “I” phrases with other forecasting statements in which the philosopher, or the philosopher’s argument, takes the subject position (italicized). For example:</p> <p>17.</p> <p><i>Maria Lugones’ ‘loving perception’, as demonstrated, provides an account synchronistic to Nietzsche... I contend that Lugones’ ‘playful world traveling’ and T.E. Kelly’s ‘committed impartiality’ provides us examples of tools...”</i> (p. 5).</p> <p>18.</p> <p>In particular, <i>his method of perspectivism</i>, I argue, provides fruitful insight into the challenges. (p. 6)</p> <p>Even though it is not explicitly stated, this weaving (“Lugones’ ... provides I contend” and “his method of perspectivism ... provides,” “I argue”) suggests that</p>	<p>M4A: Interpreting results</p> <p>M2: Reporting results</p> <p>M4A:Interpreting results</p>

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	<p>the transitive verb “provides” takes on the author, Luffman, as the indirect object (provides to whom?) along with the stated direct object (provides what? “An account” and “fruitful insight”). As a result, the statements can be easily rearticulated to follow the same general discursive “I” pattern, demonstrated in example 16, emphasizing the author as agent: “I will demonstrate that Maria Lugones’ ‘loving perception’ provides an account.... I [then] contend that....” And “I will argue that Nietzsche’s method of perspectivism provides fruitful insight into the challenges” In doing so Luffman assumes the position in which she can then <i>act</i> on the knowledge provided, representing herself as carrying out the task.</p> <p>Thus Luffman sets up the culminating claim of her introduction which not only follows the above pattern, but also gives a clear sense of the various aspects of the <i>school-going</i> predicament:</p> <p>19.</p> <p>This body of work ... intends to capture my earlier moments of optimism, fuelled by a modernist spirit ... onward to the intellectual and emotional crash I experienced upon being introduced to postmodernism. Finally, it comes to a point of conciliation; a recognition that academic international mobility programs, reconfigured, have an important role to play in the broadening of our understanding of other cultures and of ourselves. Nietzsche <i>provides</i> the basis of constructing an intentional pedagogy of study abroad that when compounded with Lugones’ method of ‘loving perception’ <i>facilitates</i></p>	<p>M4A: Interpreting results+ M2: Reporting results</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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	<p>understanding of the host culture and <i>provides</i> mutual opportunity for learning between host and traveller. (p. 6–7, emphasis added).</p> <p>In this lengthy passage, Luffman displays her personal understanding of a variety of knowledges, she identifies that they are insufficient, and begins to suggest the appropriate way to move forward. In doing so, she represents the knowledge she has acquired and goes on to demonstrate how she will act on this knowledge.</p>	<p>M4A: Interpreting results</p>

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	<p>Using English instead of their native language meant that all speakers had shorter run lengths and slower rates of speech. On average, using English slowed the speakers down by 23%. The difference can be attributed to the frequent short pauses—as evidenced by the shorter run lengths—that are necessary for the speakers to find the formulations they need in L2. A long run length shows that that linguistic knowledge has been proceduralized (Levelt, 1989 and Towell et al., 1996), as exemplified in this study by S13, whose high MLR in L1 can be attributed to the fact that she was a practiced salesperson of her subject. When using a second language, however, the participants in this study, though they were speaking about material they themselves had prepared and were fluent speakers of English, show the degree to which operating in a second language affects the cognitive processes underlying speech production.</p> <p>In terms of this study's relationship to previous research on temporal variables of speech in the L2 context, it is evident first of all that the mean MLR and SR values found in the present study are much higher than those found in Towell et al.'s (1996) longitudinal study of learners of French, both for the L1 and the L2. This indicates the different natures of the speaking tasks: presenting a planned talk is very different than describing material the researcher has prepared for you. However, the discrepancies of the speaking rates in the Towell et al. (1996) study are in line with the results found here. Those students spoke 27% more slowly in their L2 than in their L1 at the beginning of their study, and 16% more slowly after their six-month stay in the</p>	<p>M4A: Interpreting results</p> <p>M4B: Comparing results with literature</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับครูใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านอื่น

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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	<p>L2 country.</p> <p>This study has compared larger amounts of speech per person than are found in many laboratory speech studies (cf. <u>Griffiths (1990)</u> 90 s; <u>Kormos and Dénes (2004)</u> 2–3 minutes; <u>Towell et al. (1996)</u> 1–2 minutes), between 6 and 14 minutes of monologue per person, resulting in temporal variables that are very reliable indicators of an individual’s speaking style in a real communicative situation.</p> <p>However, there are a few factors that call for caution when comparing the L1 and L2 presentations with each other. First of all, the L1 presentations were all made following the L2 presentations, for practical reasons. A randomized order would be preferred to prevent any practice effects.</p> <p>Any possible effect could be mitigated by the facts that a period of several weeks elapsed between the two presentations, and the likelihood that the speakers practiced more before the L2 than the L1 presentation. The L2 presentation was a high-stakes event, where the speakers were in effect being examined for a significant part of the final grade for their English course. In coming to be recorded in their L1, they were as likely to be driven by monetary motivations as by a desire to contribute to the understanding of the dual-language situation in the university world. The transcripts reveal that a number of the speakers did not know how to express some concepts in Swedish, indicating that they had not thought through their presentations before</p>	<p>M2: Reporting results</p> <p>M4A: Interpreting results</p>

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	<p>coming to be recorded. This discrepancy between the two presentation situations is mirrored in real-life: speakers who must work in a second language are likely to practice ahead of time to make sure that they have command of the vocabulary and expressions they must use to communicate. If these speakers had been better prepared for their L1 presentations, even larger differences between L1 and L2 would have been found, so these methodological imperfections should not negatively impact the validity of the results.</p>	
	<p>4.2. Differences in content</p>	<p>M2: Reporting results</p>
	<p>This study might dispel any illusions that L2 speakers can manage to deliver the same amount of information despite their slower rate of speech in an L2.</p>	
	<p>When time was not controlled, there were some differences in information content, but they were not large, indicating that the speakers were proficient in English and well-prepared for their task. When time was kept constant, however, the slower speaking rate meant that information was left out. The least fluent English speaker, S1, was so hampered by his L2 that his L1 presentation included three times the PODs when time was normalized. However, the gap between the two languages was also apparent for more fluent speakers, such as S13 and S10. These two participants were exceptionally knowledgeable about their topics (one was a salesperson and one went on to do a PhD related to the subject of his presentations), raising the worrisome concern that the more one knows about a topic, the bigger the differences that appear when one is required to talk about it in an L2. If this could be</p>	<p>M4A: Interpreting results</p>

เอกสารนี้เป็นเอกสารที่สงวนลิขสิทธิ์สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านธุรกิจ

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	<p>shown to be true, it would have serious implications for lecturing in a second language. Content could be eliminated due to linguistic constraints.</p> <p>The study has used the idea unit as a unit of measurement adequate to establish quantifiable differences in content. However, there are other differences between the presentations that would be trickier to measure. Two of these might be the use of metaphor or the frequency of adjectives, aspects that add important detail for the listeners. For example, as can be seen in Fig. 1, S13 in her L1 talks about screen burn-in as being like a 'shadow', mentioning the word 'skugga' twice in her lively description. She does not use the image at all in English, and the presentation is the poorer for it. Yet she has managed to define burn-in, and so the differences here were not considered as being worthy of classification as a POD. Thus, a finer-grained in-depth analysis could possibly uncover even stronger differences in content than the already significant differences revealed by using idea units.</p> <p>Another phenomenon revealed by the study is that of domain loss in the first language. Though several speakers at times had to search for terminology in Swedish, one speaker, S7, was at such a loss to explain an American road race in Swedish that the information content of his L1 presentation suffered.</p> <p>4.3. Implications</p> <p>The central purpose of this study has been to raise awareness of some of the measurable effects of using an L2 to do a task one normally does in an L1.</p>	<p>M1: Background information</p>

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Heading	Text segment	Move /Step
	<p>In the rush to attract foreign students, European universities are shifting their mediums of instruction at an unprecedented rate. Course plans and schedules need to be adapted to accommodate this. Let us consider what would happen if the results of this study were extrapolated from a 10-minute presentation to a 45-minute lecture. If the rate of a delivery of a 45-minute lecture is slowed down by 25%, then the lecture will take closer to an hour to finish. If information is omitted from the L2 lecture at the same rates as were found in this study, then a 45-minute lecture could lack as much as 60 pieces of information that would have been mentioned in the lecturer's first language.</p> <p>Time constraints become even further tested when students who are cautious about using English save all their questions for after class, as found by <u>Airey and Linder (2006)</u>.</p> <p>If it is not possible for university administrations to schedule more time for a course that is being given in a lingua franca, then teachers need to adapt the course content. The challenges faced by L2 speakers extend beyond the classroom—other measures that could be considered to accommodate them could include variable speaker time at conferences and other gatherings.</p> <p>The slow-down effect of 20–25% that was found in the study needs to be seen as a conservative estimate, given the facts that the students were relatively fluent speakers of English and had prepared and practiced for their English presentations. <u>Airey (2009, p. 91)</u> compared</p>	<p>M6B: Indicating significance /advantage</p> <p>M4B: Comparing results with literature</p> <p>M4A: Interpreting results</p> <p>M4B: Comparing results with literature</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับครูผู้ใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ในนโยบายด้านการค้า

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Heading	Text segment	Move /Step
	<p>speaking rates of students being interviewed in both English and Swedish about their learning experiences, and found a whopping 45% difference in speaking rates.</p> <p>Faster lecturing is generally not better, far from it. While teachers using an L2 may be constrained by combinations of their own speaking style and their L2 proficiency, L1 teachers have at least the theoretical possibility of choosing a speaking rate that is appropriate for the audience and context. Yet this can be extremely difficult to do.</p> <p><u>Griffiths and Beretta (1991)</u> found that native-speaking English teachers lectured at about 3.5 sps (a rate that they felt was too fast) regardless of the English proficiency of their audiences. When using their L1, the Swedish speakers in the present study spoke even more quickly: 3.9 sps. The slower L2 rate of 3.1 sps is likely to be more appropriate for an audience that is also composed of L2 speakers—testing this hypothesis would be an interesting area of future research. <u>Griffiths and Beretta (1991)</u> concluded that people can adapt their speaking rate when they are in conversational interaction with a less proficient user, but that they lose their sense of what is appropriate when the feedback is taken away, for example in a monologue. Therefore, “training in rate perception and modification should be more rigorously incorporated into teacher training programs” (<u>Griffiths & Beretta, 1991, p.16</u>) so that teachers can learn to slow down their speech when necessary. Speech engineers could contribute to the pedagogy of public speaking by developing applications that give online feedback on rate of speech, so that</p>	<p>M4A: Interpreting results</p> <p>M4B: Comparing results with literature</p>

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Heading	Text segment	Move /Step
	<p>speakers could be warned when they begin to speak too quickly (Hincks, 2005b).</p> <p>Indeed, present-day dictation software could give this kind of information after the fact, by calculating the words transcribed in relation to the time spent speaking. Future developments in speech processing may enable the creation of live feedback, by means of, for example, a light that flashed when speech rate exceeded 3.5 sps.</p> <p>English native speakers have an advantage in the global economy, an advantage that brings with it an obligation to make allowances for their colleagues who are not operating in a medium of their own choice. Acknowledging the simple need for more time is one way of meeting that obligation.</p>	M7A: Making suggestions

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Research Articles Name list in Group 1

D= Discussion heading

D 1.1

Conceptual influences on word order and voice in sentence production: Evidence from Japanese

Mikihiro N. Tanaka^{a,*}, Holly P. Branigan^b, Janet F. McLean^b, Martin J. Pickering^b

Journal of Memory and Language 65 (2011) 318-330

D 1.2 Journal of Memory and Language 64 (2011) 12-31

False memories for suggestions: The impact of conceptual elaboration

Maria S. Zaragoza^{a,*}, Karen J. Mitchell^b, Kristie Payment^c, Sarah Drivdahl^d

Journal of Memory and Language 64 (2011) 12-31

D 1.3 Cognition 118 (2011) 417-431

Refractoriness and the healthy brain: A behavioural study on semantic access

Fabio Campanella^{a,c,*}, Tim Shallice^{a,b}

Cognition 118 (2011) 417-431

D 1.4

Cognitive effects of language on human navigation

Anna Shusterman^{a,b,*}, Sang Ah Lee^{b,c}, Elizabeth S. Spelke^b

Cognition 120 (2011) 186-201

D 1.5

Retrieval effort improves memory and metamemory in the face of misinformation

John B. Bulevich^{*}, Ayanna K. Thomas

Journal of Memory and Language 67 (2012) 45-58

D 1.6

Exploring perceptual processing of ASL and human actions: Effects of inversion and repetition priming

David P. Corina^{a,*}, Michael Grosvald^b

Cognition 122 (2012) 330-345

D 1.7

Body-specific representations of spatial location

Tad T. Brunye^{b,a,*}, Aaron Gardony^{b,a}, Caroline R. Mahoney^{b,a}, Holly A. Taylor^a

Cognition 123 (2012) 229-239

D 1.8

Does obligatory linguistic marking of source of evidence affect source memory? A Turkish/English investigation

Sumeyra Tosun^{*}, Jyotsna Vaid, Lisa Geraci

Journal of Memory and Language 69 (2013) 121-134

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D 1.9

Young children proactively remedy unnoticed accidents

Felix Warneken*

Cognition 126 (2013) 101-108

D 1.10

Repetition-spacing and item-overlap effects in the Hebb repetition task

Michael P.A. Page^{a,*}, Nick Cumming^a, Dennis Norris^b, Alan M. McNeil^c, Graham J. Hitch^c

Journal of Memory and Language 69 (2013) 506-526

R.D.= Results and Discussion

R.D 1.1

Lexical and syntactic representations in closely related languages: Evidence from Cantonese-Mandarin bilinguals

Zhenguang G Cai^{a,*}, Martin J. Pickering^a, Hao Yan^b, Holly P. Branigan^a

Journal of Memory and Language 65 (2011) 431-445

R.D 1.2

Morphological processing and lexical access in speech production in Hebrew: Evidence from picture-word interference

Limor Kolan^{a,*}, Mark Leikin^a, Pienie Zwitserlood^b

Journal of Memory and Language 65 (2011) 286-298

R.D 1.3

The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery

Elizabeth Bonawitz^{a,*1}, Patrick Shafto^{b,*1}, Hyowon Gweon^c, Noah D. Goodman^d, Elizabeth Spelke^e, Laura Schulz^c

Cognition 120 (2011) 322-330

R.D 1.4

Imagery of errors in typing

Martina Rieger^{a,b,c,*}, Fanny Martinez^c, Dorit Wenke^{b,d}

Cognition 121 (2011) 163-175

R.D 1.5

Perceptual specificity effects in rereading: Evidence from eye movements

Heather Sheridan*, Eyal M. Reingold

Journal of Memory and Language 67 (2012) 255-269

R.D 1.6

Phonological false memories in children and adults: Evidence for a developmental reversal

Ellen R. Swannell^a, Stephen A. Dewhurst^{b,*}

Journal of Memory and Language 66 (2012) 376-383

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R.D 1.7

A face inversion effect without a face

Talia Brandman^{*}, Galit Yovel^{*}

Cognition 125 (2012) 365-372

R.D 1.8

On the representational systems underlying prospection: Evidence from the event-cueing paradigm

Arnaud D'Argembeau^{*}, Julie Demblon

Cognition 125 (2012) 160-167

R.D 1.9

Authority dependence and judgments of utilitarian harm

Jared Piazza^{a*}, Paulo Sousa^b, Colin Holbrook^c

Cognition 128 (2013) 261-270

R.D 1.10

Phonetic convergence in shadowed speech: the relation between acoustic and perceptual measures

Jennifer S. Pardo^{*}, Kelly Jordan, Rolliene Mallari, Caitlin Scanton, Eva Lewandowski

Journal of Memory and Language 69 (2013) 183-195

Research Articles Name list in Group 2

D= Discussion Heading

D 2.1

The influence of learner strategies on oral presentations: A comparison between group and individual performance

Mu-hsuan Chou *

English for Specific Purposes 30 (2011) 272-285

D 2.2 Legal Problem Question Answer Genre across jurisdictions and cultures

Girolamo Tessuto

English for Specific Purposes 30 (2011) 298-309

D 2.3

English for Specific Purposes 30 (2011) 164-175

The Discussion section as argument: The language used to prove knowledge claims

Jean Parkinson *

English for Specific Purposes 30 (2011) 164-175

D 2.4

Exploring perception and use of everyday language and medical terminology among international medical graduates in a medical ESP course in Australia

Maria R. Dahm *

English for Specific Purposes 30 (2011) 186-197

D 2.5

Developing an English for specific purpose curriculum for Asian call centres: How theory can inform practice

Jane Lockwood *

English for Specific Purposes 31 (2012) 14-24

D 2.6

Academic literacy socialization of first year doctoral students in US: A micro-ethnographic perspective

Lisya Seloni *

English for Specific Purposes 31 (2012) 47-59

D 2.7

“Just spoke to ...”: The types and directionality of intertextuality in professional discourse

Martin Warren

English for Specific Purposes 32 (2013) 12-24

D 2.8

“Convenience Editing” in action: Comparing English teachers’ and medical professionals’ revisions of a medical abstract

Ian Willey ^{a,*}, Kimie Tanimoto

English for Specific Purposes 31 (2012) 249-260

D 2.9

Graduate learners’ approaches to genre-analysis tasks: Variations across and within four disciplines

Maria Kuteeva *

English for Specific Purposes 32 (2013) 84-96

D 2.10

“Just wanna give you guys a bit of an update”: Insider perspectives on business presentations in Hong Kong

Stephen Evans *

English for Specific Purposes 32 (2013) 195-207

R.D. = Results and Discussion

R.D 2.1 Asserting or deflecting expertise? Exploring the rhetorical practices of master’s theses in the philosophy of education

Stephen Peters *

English for Specific Purposes 30 (2011) 176-185

R.D 2.2 English for Specific Purposes 30 (2011) 258-271

A pragmatic approach to the macro-structure and metadiscoursal features of research article introductions in the field of Agricultural Sciences

M. Milagros del Saz Rubio *

English for Specific Purposes 30 (2011) 258-271

R.D 2.3 English for Specific Purposes 30 (2011) 247-257

The vocabulary thresholds of business textbooks and business research articles for EFL learners

Wenhua Hsu *

English for Specific Purposes 30 (2011) 247-257

R.D 2.4

Lexicogrammar in the international construction industry: A corpus-based case study of Japanese-Hong-Kongese on-site interactions in English

Michael Handford ^{a,*}, Petr Matous ^b

English for Specific Purposes 30 (2011) 87-100

R.D 2.5 English for Specific Purposes 31 (2012) 36-46

Translation competence and translation performance: Lexical, syntactic and textual patterns in student translations of a specialized EU genre

Adrienn Karoly *

English for Specific Purposes 31 (2012) 36-46

R.D 2.6

The most frequently-used multi-word constructions in academic written English: A multi-corpus study

Dilin Liu *

English for Specific Purposes 31 (2012) 25-35

R.D 2.7

Modeling the relationships between test-taking strategies and test performance on a graph-writing task: Implications for EAP

Hui-Chun Yang *

English for Specific Purposes 31 (2012) 174-187

R.D 2.8 English for Specific Purposes 31 (2012) 93-102

'Proper vocabulary and juicy collocations': EAP students evaluate do-it-yourself corpus-building

Maggie Charles *

English for Specific Purposes 31 (2012) 93-102

R.D 2.9

A corpus-assisted comparative genre analysis of corporate earnings calls between Korean and native-English speakers

Hyeyoung Cho ^a, Hyunsook Yoon ^{b,*}

English for Specific Purposes 32 (2013) 170-185

R.D 2.10 The Article of the future: Strategies for genre stability and change

Carmen Perez-Llantada *

English for Specific Purposes 32 (2013) 221-235

D.C= Discussion and Conclusion**D.C 1**

Speaking rate and information content in English lingua franca oral presentations

Rebecca Hincks *

English for Specific Purposes 29 (2010) 4-18

D.C 2

How a corpus-based study of the factors which influence collocation can help in the teaching of business English

Crayton Walker *

English for Specific Purposes 30 (2011) 101-112

D.C 3

A corpus-based approach to online materials development for writing research articles

Ching-Fen Chang*, Chin-Hua Kuo

English for Specific Purposes 30 (2011) 222-234

D.C 4 English for Specific Purposes 28 (2009) 33-41

Frequency analysis of the words in the Academic Word List (AWL) and non-AWL content words in applied linguistics research papers

Viphavee Vongpumivitch ^{a,*}, Ju-yu Huang ^a, Yu-Chia Chang ^b

English for Specific Purposes 28 (2009) 33-41

D.C 5 English for Specific purposes 38 (2015) 85-98

Problem-solving discourse on an international construction site: Patterns and practices

Michael Handford ^{a,*}, Petr Matous ^{b,+}

English for Specific purposes 38 (2015) 85-98

D.C 6

Stance and engagement in pure mathematics research articles: Linking discourse features to disciplinary practices

Lisa McGrath, Maria Kuteeva *

English for Specific Purposes 31 (2012) 161-173

D.C 7

Multimedia as a means to enhance teaching technical vocabulary to physics undergraduates in Rwanda

Joseph Rusanganwa *

English for specific Purposes 32 (2013) 36-44

D.C 8 English for Specific Purposes 32 (2013) 248-257

An exploration of the impact of students' prior genre knowledge on their constructions of 'audience' in a Marketing course at postgraduate level

Bongi Bangeni *

English for Specific Purposes 32 (2013) 248-257

D.C 9 English for Specific Purposes 32 (2013) 59-71

(Critical) Language awareness in business communication

Csilla Weninger ^{a,*}, Katy Hoi-Yi Kan ^b

English for Specific Purposes 32 (2013) 59-71

D.C 10 Methods reported in ESP research articles: A comparative survey of two leading journals

Sandra Gollin-Kies *

English for Specific Purposes 36 (2014) 27-34

DC= Discussion and Conclusion



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Ranking of Moves and Step in Discussion Heading of 10 Research Articles from
Journal of Memory and Language and Cognition

Ranks											
RA.No.	1	2	3	4	5	6	7	8	9	10	11
D1.1											
Ex.1	M2	M4B	M4A	M2	M6A						
Ex.2	M2	M4A									
D.1.2											
EX.1	M2	M1	M4A	M4CA	M4A	M4B					
Ex.2	M2	M4D	M2	M4C	M4D	M4C	M5				
D.1.3											
Ex.1	M2	M3	M4A	M2	M4B	M1	M4A	M4AB	M7B	M6A	M1
Ex.2	M1	M2	M3	M2	M4A						
D.1.4											
EX.1	M2	M4A	M2	M4A							
Ex.2	M2	M4A									
EX.3	M2	M4A	M3	M4A							
EX.4	M2	M4A									
D.1.5											
EX.1	M2	M4A	M4B	M4A							
Ex.2	M2	M4A									
D.1.6											
IN.1	M2	M4A	M4B	M2	M4A	M2	M4A	M4B	M4A	M2	M4A
Repet.	M2	M4A	M2	M4A	M2	M4A	M2	M4B	M4A	M3	M4A
5.1.2	M2	M4A									
D.1.7											
EX.1	M2	M4A	M2	M4A	M3						
Ex.2	M2	M4A	M2	M4A							
D.1.8	M1	M2	M4A	M2	M4A	M1	M2	M4A	M2	M4A	
D.1.9	M2	M4A	M3	M2	M4A						
D.1.1.0											
EX.1	M1	M2	M4A								
EX.2	M2	M4A									
Ex.3	M2	M4A									
Ex.2	M2	M4A									

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Frequency of Moves and Steps in Discussion Heading in Each Rank (Journal of Memory and Language and Cognition)

Moves/ Steps	Ranks										
	1	2	3	4	5	6	7	8	9	10	11
M.1	3	1				2					1
M.2	20	3	5	6	1	1	2		1	1	
M.3		2	3		1					1	
M.4A		16	5	6	5	1	2	1	2	1	2
M.4B			2		1	1		2			
M.4C				1		1					
M.4D		1			1						
M.5							1				
M.6A					1					1	
M.6B											
M.6C											
M.7A											
M.7B									1		
M.7C											

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Ranking of Moves and Step in Results and Discussion Heading of 10 Research Articles from Journal of Memory and Language and Cognition

RA. no.	Rank																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
RD.1. 1																				
Ex.1	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 4B	M 4A	M 4B	M 1										
Ex.2	M 2	M 4A	M 2	M 4A	M 1	M 2	M 1	M 3	M 4											
RD.1. 2																				
EX1	M 1	M 2	M 4A	M 2	M 4A	M 4B	M 4C	M CB	M 4B											
Ex.2	M 2	M 4A	M 4B	M 4A																
RD.1. 3																				
Ex.1	M 1	M 2	M 3	M 4A	M 4D															
Ex.2	M 1	M 3	M 4A	M 4D	M 7B															
RD.1. 4																				
Ex.1 2.2.1	M 2	M 4B	M 4A	M 4B																
2.2.2	M 2	M 4A																		
2.2.3	M 2	M 4A	M 2	M 4A	M 4B	M 4A	M 3													
Ex.2 3.2.1	M 2	M 4A	M 2	M 4A	M 4B	M 2	M 4A	M 2												
3.2.2	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 2	M 4A										
3.2.3	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 2	M 4A												
3.2.4	M 4B	M 4A	M 2	M 4A	M 2	M 4A	M 2	M 4A												

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 Articles
from Journal of Memory and Language and Cognition (Continue)

RA. no.	Rank																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Ex.2 3.2.1	M 2	M 4A	M 2	M 4A	M 4B	M 2	M 4A	M 2												
RD.1. 5																				
Ex.1	M 1	M 2	M 4B	M 1	M 2	M 1	M 2	M 3	M 4B	M 4A										
Ex.2	M 1	M 2	M 4B																	
RD.1. 6																				
EX.1	M 1	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 3	M 4B											
Ex.2	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 4B	M 4A												
RD.1. 7																				
Stud y 1	M 1	M 2	M 4B	M 4A	M 4B	M 4A														
Stud y 2	M 1	M 2	M 4A																	
RD.1. 8																				
Stud y 1	M 1	M 2	M 4A	M 2	M 4A	M 3	M 2	M 4A												
Stud y 2	M 1	M 2	M 4A	M 2	M 4A	M 3	M 4A	M 4B												

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 Articles
from Journal of Memory and Language and Cognition (Continue)

RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
RD.1. 9	M 1	M 2	M 4A	M 4B	M 2	M 3	M 4B	M 4A												
Ex. 1	M 2	M 4A																		
Stud y 2	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 3	M 4A												
RD1.1 0																				
Ex.1	M 2	M 4A	M 2	M 4A	M 4B	M 2	M 4B	M 7B												
Ex.2	M 1	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 1	M 2	M 4A	M 2	M 4A	M 2	M 4A	M 6A	M 4B	M 2	M 4A

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Frequency of Moves and Steps in Results and Discussion Heading of 10 Articles
from Journal of Memory and Language and Cognition in Each Rank

Move s/ steps	Rank																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
M1	11			1	1	2	1			2										
M2	15	11	11	5	8	6	5	3	1	1	1		1		1				1	
M3		1	1			3	2	3												
M4 StepA		14	9	13	6	9	6	8	4	2		1		1		1				1
M4 Step B	1	1	3	2	5	1	4	1	2	1									1	
M4 Step C				1			1													
M4 Step D					1															
M5																				
M6 Step A																			1	
M6 StepB																				
M6 Step C																				
M7 Step A																				
M7 StepB				1	1			1												
M7 Step C																				

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in General Discussion Heading of 20 Research articles from Journal of Memory and Language and Cognition (Continue)

RA. no.	Rank																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
RD. 1.1	M 1	M 3	M 4 A	M 4 B	M 2	M 1	M 4 B	M 4 A	M 4 B	M 4	M 1	M 2	M 4 C	M 6 A	M 4 C	M 1	M 4 A	M 3 A	M 4 A	M 4 D													
RD1 .2	M 4 A	M 1	M 2	M 4 A	M 1	M 4 A	M 4 B	M 7 B	M 4 A	M 6 A	M 1	M 3	M 4 A	M 3 B	M 4 A	M 4 B	M 1	M 3	M 4 A	M 4 B	M 1	M 4	M 4	M 1	M 4	M 7	M 3	M 4	M 1	M 4	M 1	M 3	
RD1 .3	M 1	M 4 A	M 4 D	M 1 A	M 4 A	M 4 B	M 7 B	M 1 B	M 4 A																								
RA. 1.4	M 1	M 2	M 1	M 2	M 4 A	M 2 A	M 4 A	M 3 A	M 4 A																								
4.1	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 2 A	M 4 A	M 3 A	M 4 B	M 4 A																					
4.2	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 6 B																											
RD. 1.5	M 1	M 3	M 4 B	M 4 A	M 4 B	M 4 A	M 6 C	M 4 A	M 7 B	M 4 A	M 4 B																						
RD1 .6	M 1	M 2	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 5 B	M 4 A	M 4 A	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B		
RD1 .7	M 2	M 4 A	M 6 B	M 2 A	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 2 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	
RD1 .8	M 1	M 2	M 4 A	M 2 A	M 4 B	M 4 A	M 4 B	M 4 A	M 4 B	M 7 A	M 7 B	M 5																					
RD1 .9	M 2	M 4 A	M 6 B	M 4 B	M 4 A	M 4 B	M 2 A	M 4 A	M 2 A	M 4 A	M 2 B	M 4 B	M 7 B	M 4 B																			
RD1 .10	M 1	M 2	M 6 B	M 4 B	M 4 A	M 4 B	M 4 A	M 2 A	M 4 B	M 6 B	M 5																						

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Frequency of Moves and Steps in General Discussion Heading in Each Rank
(Journal of Memory and Language and Cognition)

Move /Steps	Rank																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
M.1	1	1	3	4	3	1	1		1	3	3	1	1	1	1			1			1		1	1								
M.2	2	1	2	4	3	3	2	6	3	3	4	1	2	2	3		3				3			1				1				
M.3	4	4			1	1	1	1		2	1	1	2	1	3		1	3	3	1		1	1			1			2		1	
M4 A	1	7	1	6	8	8	6	9	4	7	5	1	5	3	2	3	2	2	2	3	2		3				2		2		1	
M4 B		1	9	9	7	9	7	3	1	3	7	5	1	2	3	5	2	1	1	2	3				1							
M4 C			1		1	1	1			2		1	1	1	1																	
M4 D		1			2	1							1	1		1			1				1				1					
M5			1			1				3					1						1			1								1
M6 A							1		1		1	1		1	1																	
M6 B.			2			1			1	1																						
M6 C							1																									
M7 A									2	1			1			3																
M7 B				1		1	2	1	2			3	1				1	1														
M7c																																
M4 B.C				1																												
M4 B1							1																									
M4 AC								1																								
M1 4B												1																				
M5 4B																																1

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Discussion Heading of 10 Articles from English for Specific Purposes

Rank																
RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
D.2.1	M1	M2	M4 4A	M2	M4 B											
D2.2	M2	M4 A	M4 B	M4 A	M4 B	M4 A										
D2.3	M1	M2	M4 A													
D2.4	M1	M2	M4 A	M4 B	M4 A	M7 B										
D.2.5	M1	M2	M4 B	M4 A	M3	M6 B										
.D.2.6	M1	M2	M4 B	M4 A	M4 B	M5										
D2.7	M1	M2	M4 A	M4 B	M4 A	M2	M4 B	M4 A	M4 B	M4 A						
D2.8.	M1	M2	M4 B	M2	M4 A	M4 B	M2	M4 A	M4 B	M4 A	M4 B					
D.2.9	M2	M4 B	M2	M4 A	M4 B	M4 A	M4 B	M4 A	M4 B	M6 B						
D.2.1 0	M1	M4 A	M2	M4 B	M4 A	M4 B	M2	M4 B	M2	M4 A	M4 B	M6 A	M4 B	M4 A	M2	M4 A

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
 & ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Frequency of Moves and Steps in Discussion Heading in Each Rank (English for Specific Purposes)

Move /Steps	Rank															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
M.1	8															
M.2	2	8	2	1			1	1	1						1	
M.3					1	1										
M.4A		2	4	5	3	2		3		2				1		1
M4B		1	4	2	5	2	2	1	3		2		1			
M4C																
M4D																
M.5						1										
M.6A												1				
M6B						1				1						
M6C																
M.7A																
M.7B																
M7C																

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 Research Articles from English for Specific Purposes

Rank																	
RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
RD.2.1																	
5.1	M1	M2	M4 B	M4 A	M2	M4 A	M4 B	M2	M4 B	M2	M4 A						
5.2	M2	M4 B	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A						
5.3	M1	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A						
RD.2.2																	
4.1	M1	M2	M4 A														
4.2.1	M1	M2	M4 A	M4 B	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M4 B	M2	M4 B	M2
4.2.2	M1	M2	M4 A	M2	M4 A	M2											
4.2.3	M2	M4 A															
RD2.3																	
4.1	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	
4.2	M2	M4 A	M2	M4 A	M2	M4 A											
4.3	M2	M4 A	M2	M4 A													
RD2.4																	
3.1	M1	M2	M4 A	M2	M4 B	M4 A	M2	M4 A	M2								
3.2	M1	M4 B	M4 A	M2	M4 A	M3	M4 B										
3.3	M4 A	M4 B	M2	M4 B													
3.4	M2	M4 A	M4 B	M4 A	M2	M4 A	M7 A										

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 English for Specific Purposes (Continue)

RA. no.	Rank																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
RD2.5																	
5.1	M1	M2	M4 A														
5.1.1	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A	M2	M4 A					
5.1.2	M2	M4 A	M2	M4 A	M2	M4 A											
5.1.3	M2	M4 A															
5.2	M2	M4 A	M2	M4 B	M2	M4 B											
RD2.6																	
4.1	M2	M4 A	M4 B	M1	M2	M4 A											
4.2	M4 B																
4.3.1	M2	M4 A	M4 B	M4 A	M4 B												
4.3.	M2	M6 B	M4 A	M4 B	M2	M4 a											
4.4	M2	M4 A															
RD2.7																	
4.1	M1	M2	M4 A	M4 B	M1	M2											
4.2	M1	M2															
4.3.1	M2	M4 A	M4 B	M4 A	M4 B												

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 Articles
from English for Specific Purposes (Continue)

Rank																	
RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4.3.2	M2	M4 A	M4 B														
4.4	M2	M4 B	M2	M4 A	M2	M4 B	M4 A	M4 B									
RD2.8																	
5.1	M2	M4 A															
5.2	M2																
5.3	M2	M4 A															
5.4	M2	M4 A															
5.5	M2	M4 B	M4 A	M7 B													
5.6	M1	M2	M4 A	M2	M4 B												
5.7	M2	M4 A															
5.8	M2	M4 A															
5.9	M2	M4 A															
5.10	M6 A	M4 A	M6 B	M3													
RD2.9																	
4.4.1	M2	M4 A	M2	M4 A	M4 B												
4.1.2	M1	M2	M4 A														
4.2	M2	M4 A															
4.2.1	M1	M2	M4 A	M2	M1	M2											
4.2.2	M1	M2	M4 B	M4 A	M2	M4 A											
4.2.3	M2	M4 B	M2	M4 B	M4 A	M2	M4 A										

เอกสารนี้เป็นเอกสารที่สงวนไว้เพื่อใช้เพื่อการวิจัยเท่านั้น ไม่อนุญาตให้เผยแพร่ไปใช้ประโยชน์ที่นอกเหนือจากนี้

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Results and Discussion Heading of 10 Articles
from English for Specific Purposes (Continue)

		Rank																
RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
RD2. 10																		
3.1	M2	M4 A	M4 B	M2	M4 B	M2	M4 B											
3.1.2	M2	M4 A	M4 B	M3	M2													
3.2	M2	M4 B	M2	M4 B	M3	M2	M4 B	M2	M4 A	M4 B								
3.3	M1	M2	M4 A	M4 B	M4 A	M4 B	M2	M4 A	M2	M4 A	M4 B	M4 A	M2	M4 B				

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Frequency of Moves and Steps in Results and Discussion Heading in Each Rank
(English for Specific Purposes)

Move s/ Steps	Rank																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
M.1	16			1	2												
M.2	34	15	13	10	11	8	4	4	4	4	3	1	1		3		1
M.3				1	1	1											
M4A		25	19	12	11	11	7	5	3	3	5	3	1	2		1	
M4B		9	6	9	6	3	3	2	2				1	1		2	
M4C																	
M4D																	
M5																	
M6A	1																
M6B			1														
M6C																	
M7A							1										
M7B				1													
M7C																	

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Ranking of Moves and Step in Discussion and Conclusion Heading of 10 Articles
from English for Specific Purposes

Rank															
RA. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DC1															
4.1	M2	M4 A	M4 B	M2	M4 B	M2	M4 A								
4.2	M2	M4 A													
4.3	M1	M2	M4 B	M2	M4 B	M4 A	M4 B	M7 A							
DC.2	M2	M4 A	M3	M2	M4 B	M3	M6 B	M7 A							
DC.3	M1	M2	M4 A	M7 A	M4 B	M3	M6 A								
DC.4	M1	M2	M4 B	M1	M4 A	M4 B	M4 A	M4 B	M4 A	M4 B	M6 B	M6 A	M7 B	M6 A	M7 B
DC.5															
4.1	M1	M2	M1	M2	M4 A	M4 B									
4.2.	M1	M2	M4 A	M3	M4 A	M7 A									
DC6															
5.1	M2	M4 A	M2	M4 B											
5.2	M4 B	M4 A	M3												
5.3	M6 A	M3													
DC.7															
5.1	M1	M2													
5.2	M4 B	M4 A	M4 B												
5.3	M4 A														
5.4	M1	M7 A													
DC.8	M2	M4 A	M7 A	M4 A	M4 B	M3									
DC.9	M1	M2	M3	M2	M4 B	M4 A	M2	M6 B							
DC.10	M2	M4 A	M6 A	M7 A											

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น. ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Frequency of Moves and Steps in Discussion and Conclusion Heading in Each Rank (English for Specific Purposes)

Move /Steps	Rank														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
M.1	7		2	1											
M.2	6	7		5		1	1								
M.3		1	3	1		3									
M4A	1	8	2	1	3	2	2		1						
M4B	2		4	2	5	2	1	1		1					
M4C															
M4D															
M5															
M6A	2		1				1					1		1	
M6B							1	1			1				
M6C															
M7A		1	1	2		1		2							
M7B													1		1
M7C															

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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ประวัติผู้เขียน

ชื่อ-สกุล	นางสุจิตรา เทศนา
วัน-เดือน-ปีเกิด	25 เมษายน 2513
สถานที่เกิด	จังหวัดชัยนาท
ที่อยู่ปัจจุบัน	บ้านเลขที่ 207 หมู่ 5 ตำบลบ้านกล้วย อำเภอเมือง จังหวัดชัยนาท 17000
ประวัติการศึกษา	ปีการศึกษา 2534 สำเร็จการศึกษาศิลปศาสตรบัณฑิต(ศศ.บ.)สาขาวรรณคดีไทย มหาวิทยาลัยเกษตรศาสตร์
ประวัติการทำงาน	<p>อาจารย์หมวดวิชาภาษาไทย แผนกวิชาพื้นฐาน วิทยาลัยอาชีวศึกษาสุรินทร์ พ.ศ. 2538</p> <p>อาจารย์หมวดวิชาภาษาไทย แผนกวิชาพื้นฐาน วิทยาลัยการอาชีพนครสวรรค์ พ.ศ. 2540</p> <p>ปัจจุบัน อาจารย์หมวดวิชาภาษาไทย แผนกวิชาสามัญ สัมพันธ์วิทยาลัยเทคนิคชัยนาท</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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