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

[1]BANDITA SANTIKUL, [2]SUCHADA RATTANAWANITPUN

[1]Burapha University, Chonburi, Thailand
[2]PH.D., Burapha University, Chonburi, Thailand
E-mail: [1]banditabow@gmail.com, [2]languageswestern@buu.ac.th

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

Index Terms - Rhetorical moves, Move analysis, Discussion sections, Research articles, Applied linguistics

I. INTRODUCTION

In academic settings and educational institutions, research, one of the genres in academic writing, is considered very important because it is a tool for building knowledge and sharing valuable information among students, educators, and researchers (Flowerdew, 1999; Kanoksilapatham, 2003). By considering the major sections of research in many fields, a discussion section is found to be one of the main and essential components of research. (Annesley, 2010; Bitchener&Basturkmen, 2006). The reason is that this section is where writers answer their research questions, explain the results, compare the findings to previous studies, generalize the results, and provide recommendations for further studies (Tesana, 2015, p. 7). However, this section is one of the most difficult parts which is often mentioned by many researchers. Like Wallwork (2016) who mentioned that most of the research writers usually report that discussing the results in their discussion sections is the most difficult thing in writing the research paper, and poorly written discussion section is frequently rejected by the committees The reason why this claim is made may be assumed that "this section is less uniformly structured than the others" (Sereebenjapol, 2003, p. 3). According to the importance and the difficulties in writing the discussion section, the study of genres in terms of the rhetorical move structure was formerly developed by Swales (1981, 1990) who defined rhetorical moves as functional units used in a text for giving some purposes. For the discussion section, he introduced an eight-move model which could help students and researchers to write their research paper more effectively. This model is also the origination of many other models for rhetorical move analysis that have been modified and developed by a large number of researchers. In recent years, there are many research studies on rhetorical move analysis (e.g. Holmes, 1997; Kanoksilapatham, 2003, 2007; Nwogu, 1997; Pho, 2008; Posteguillo, 1999; Yang and Allison, 2003). Nevertheless, there are still the gaps about the differences of cultures which are needed to be fulfilled since these factors can affect the differences in the writers' writing styles and the rhetorical moves employed in their writing.

Consequently, this study aims to describe the rhetorical move structures in the discussion sections written by inner and expanding circles of English users in English for specific purposes and applied linguistics appearing in international journals. The data are analyzed based on the seven-move-step model adopted from Yang and Allison's (2003). The purposes of this study are as follows. First, to examine the rhetorical move structures in discussion sections of research articles written by inner and expanding circles of English users in the fields of ESP and applied linguistics. Second, to identify the differences and similarities of the rhetorical move structures employed in both corpora. Finally, to describe the cycling structures of the rhetorical moves presented in both corpora. The results from this research could be beneficial to teachers who teach academic writing to find a way to develop an effective pedagogy for the students' writing skill in

the discussion sections of the research. In addition, learners could use this study as the guideline to improve their writing to be more proficient.

II. METHODOLOGY

2.1 Corpus of the study

The corpus of the study is the research discussion sections taken from 100 ESP and applied linguistics research articles during the years of 2009-2018. Only articles with discussion sections were selected. The corpus was divided into two groups: discussions written by inner and expanding circles of English users. The number of the corpus was 50 research articles for each group. The selection of the journals was based on the ranking of journals in the Scimago Journal & Country Rank or SJR which is developed by Scimago: Scimago Institutions Rankings to ensure that the selected journals are acceptable, reliable, and are ranked in the top journals of the world. For the journals used for the group of inner circle English users, five journals were purposively selected:Journal of Second Language Writing, Language Learning, Language Learning and Development, System, and Journal of Pragmatics. For the group of expanding circle English users, three journals were selected: Studies in Second Language Acquisition, System, and English Language Teaching. In parts of journals from ScienceDirect, three journals were selected for both groups of English users: English for Specific Purposes, Journal of Second Language Writing, and System. Furthermore, the discussion sections were separately codified (I1-I50 for discussions written by inner circle users and E1-E50 for those constructed by expanding circle users) for the purpose of identification and easier access.

2.2 Research instrument

Yang and Allison's (2003) move model was employed to analyze the data in this study. This model was used to analyze communicative moves in the same parts of the research and the same field of this study in much previous research. Thus, it is the most comprehensive for this research. The model consists of seven rhetorical moves as shown in Figure 1.

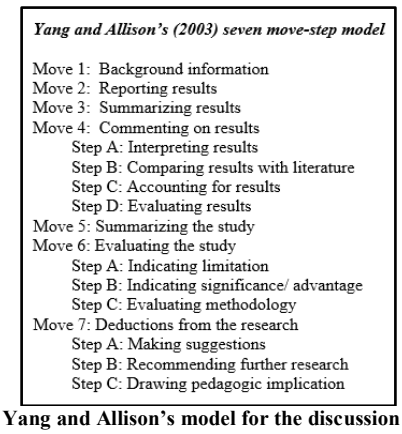


Figure1. Yang and Allison's model for the discussion section of research articles

2.3 Data analysis

To achieve the purposes of the study. First, the discussion sections of the selected 100 research articles were read through and separated into a text segment consisting of only one sentence or more. After that Yang and Allison's (2003) move model was used as a guideline to identify the rhetorical moves, steps, and the rhetorical move cycles in each discussion. To facilitate this analysis, ProtAnt, the software tool for text analysis, was used to generate a ranked list of keywords indicating the rhetorical moves and steps presented in the discussions. Next, the rhetorical move structures, the keywords indicating the rhetorical moves and steps, and the cycling structures of rhetorical moves found in the corpus were recorded in the rhetorical move analysis form. Also, the differences and similarities of the structures of rhetorical moves and steps employed by the English users in inner and expanding circle countries were described. Finally, the results including rhetorical move identification were confirmed by two experts in order to make the analysis of rhetorical moves valid and reliable and to reach the agreement in rhetorical move identification. When there was disagreement about the coding of the rhetorical moves, discussion between the experts and the researcher took place. Also, percentage agreement (inter-rater reliability) was used in this process. The participation of the experts could reduce personal bias and uncertainty in the process of rhetorical move analysis.

III. RESULTS

3.1 Rhetorical moves in two groups of the corpora

According to table 1, the most frequent rhetorical move found in the corpus of inner circle of English users was Move 2 (Reporting results), consisting of 100% of the total rhetorical moves. The most frequent rhetorical move in the corpus of expanding circle of English users were Move 2 (Reporting results) and Move 4 (Commenting on results), consisting of 100% in each rhetorical move. The second most frequent rhetorical move in the corpus of inner circle of English users was Move 4 (Commenting on results), consisting of 96%, but it was found to be Move 1 (Background information), consisting of 68% in the corpus of expanding circle of English users. The third most frequent rhetorical move employed by both groups of English users was Move 7 (Deductions from the research), consisting of 70% in the corpus of inner circle of English users and 64% in the corpus of expanding circle of English users. When considering the occurrences of these rhetorical moves, Move 2 (Reporting results) was the core move in both datasets, and it was obligatory. Although Move 4 (Commenting on results) was conventional in the corpus of inner circle of English users, it was considered obligatory in the corpus of expanding circle of English users. In the corpus of

inner circle of English users, the third and fourth most frequent rhetorical moves were Move 7 (Deductions from the Research) which was conventional and Move 1 (Background information) which was optional. However, in the corpus of expanding circle of English users, Move 1 (Background information) and Move 7 (Deductions from the Research) were the third and fourth most frequent rhetorical moves respectively, and both were considered conventional. The remaining rhetorical moves of both corpora were less frequent; Move 1 (Background information), Move 3 (Summarizing results), Move 5 (Summarizing the study), and Move 6 (Evaluating the study) in the corpus of inner circle of English users and Move 3 (Summarizing results), Move 5 (Summarizing the study), and Move 6 (Evaluating the study) in the corpus of expanding circle of English users were optional.

Table 1. Frequency of moves and steps found in the Discussion sections in the two corpora

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

Note: * = obligatory, **= conventional, and * = optional**

The types of rhetorical moves occurring in the structures of discussion sections in both datasets were observed. The frequency of move occurrences was considered in order to identify the rhetorical moves. This means that the rhetorical moves that occurred 100% were considered obligatory. However, those that occurred 60=99% were considered conventional, and those that occurred less than 60% were optional moves. In this section, only the examples of the most three frequent rhetorical moves with some of their important steps occurring in both corpora are presented with the bold texts indicating key words and phrases for each rhetorical move as follows.

Move 1: Background information

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

Examples:

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

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

Move 2: Reporting results

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

Examples:

1) Comparison of pre- and post-unit quiz scores revealed that students made clear gains in declarative knowledge of technical and rule-governed aspects of writing using sources, even after a relatively short period of instruction and practice. (I10)
2) The results of this study show that the use of online collaborative note-taking strategies fostered EFL beginners' literacy development in reading comprehension and writing main ideas. (E15)

Move 4: Commenting on results

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

Move 4 Step 1: Interpreting results

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

Examples:

1) It appears that more experience conducting research might imply greater frequency of occurrence. (I38)
2) This suggests that both contexts were effective in facilitating the learning of the relative clauses. (E34)

Move 4 Step 2: Comparing results with literature

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

Examples:

1) This finding mirrors the findings of Basturkmen
1) and Shackleford (2015) who found that 144 episodes were initiated by the lecturer and only 19 by the learners. (I9)
2) The frequent use of return responses is in line with findings in the EFL literature (Boori, 1994). (E18)

Move 4 Step 3: Accounting for results

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

Examples:

1) One possibility is that children have expectations about how much variability is associated with frequently encountered sources of durational differences, such as sentence position, and notice cases that lie outside the usual distribution. (I47)
2) One possible explanation can be provided by querying why the relationship between inference and unfamiliar terms came out strongest, followed by evaluation and lastly analysis. (E3)

Move 7: Deductions from the research

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

Move 7 Step 3: Drawing pedagogical implication

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

Examples:

1) In this analysis we have shownhow the open approach that we took encouraged and supported EFL teachers to embrace new pedagogies in ways that connected decisions with local teaching and student learning needs. (I25)
2) A complementary use of both linguistic routines and socio-cultural patterns should enable teachers to help students to avoid destructive pragmatic failures which basically originate from misunderstandings and may result in breakdowns in communication. (E18)

3.2 Cycling structures of rhetorical moves in the two corpora

The findings showed that while 26 of 50 (52%) discussion sections written by inner circle of English users were orderedcyclically, 37 of 50 (74%) discussion sections written by expanding circle of English users showed cycling structures. The three most frequent patterns in the corpus of inner circle of English users were M2-M4S1 (7 times), M2-M4S2 (6 times), and M4S1-M2 (3 times). In contrast, those in the corpus of expanding circle of English users were M2-M4S2 (17 times), M2-M4S1 (9 times), and M2-M4S3 (3 times).

Move 2 (Reporting results) was the most frequent opening move in both sets of data. The two-part cycles were commonly used in both corpora, occurring at the total of 19 and 33 in the corpus of inner and expanding circles of English users respectively. It was followed by the use of three-part and four-part cycles which occurred more frequently in the corpus of inner circle of English users. That is, the three-part cycles totally occurred 12 times in the corpus of inner circle of English users, and 10 times in the corpus of expanding circle of English users. In parts of the four-part cycles, they totally occurred two times in the corpus of inner circle of English users, but it was found only once in the corpus of expanding circle of English users. Lastly, the five-part cycles occurred once in each corpus.

IV. DISCUSSION AND CONCLUSION

4.1 Rhetorical move structures and occurrences

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

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

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

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

4.2 Cycling structures of the rhetorical moves

Move 2 (Reporting results) was the core move in all the cycles occurred in both corpora. Moreover, the cycles commonly occurred cyclically with the repetition of two rhetorical moves, and they were the co-occurrences of reporting and commenting moves (Rasmeenin, 2006). The maximum number of rhetorical moves appearing in the repetition in both corpora was five. However, there were more three-part and four-part cycles in the corpus of inner circle of English users. This indicates that the cycling structures in the corpus of inner circle of English users tend to be more complex. This finding agrees with the previous contrastive research conducted by Loi, Evans, Lim, Akkakoson (2016).This may due to the fact that English native users have more understanding of their own language and can use their language to write more complexly.

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

4.3 Discussion of findings related to writing styles and contrastive rhetoric

Like many previous contrastive studies (Duszak, 1994; Hirano, 2009; Kanoksilapatham, 2007; Kaplan, 1996), the differences found in the findings above might be explained by the cultural differences.The more complexity of cycling structures employed by inner circle of English writers and the circular way of writing employed by expanding circle of English writers may due to the cultural background of the writers as stated by Leki (1992) that the organizational structure of written discourse is influenced by a cultural phenomenon. This supportsGrabe and Kaplan (1989) who pointed out that writers with different languages produce rhetorically distinct texts, and this does not depend on other factors such as differences in age, in proficiency, in education, in task complexity. Furthermore, the differences of societies and contexts can be the factors that make scholars experience meaning potential of genre differently and prefer different communicative styles (Hirano, 2009; Hyland, 1996).

4.4 Pedagogical implications

The present findings provide some pedagogical implications in the academic writing classroom, especially for teaching rhetorical move structures in the discussion sections of research articles. This suggests that teachers should be aware of the

importance of the contexts of writing and cultural differences in academic writing. They should know about the writing styles or organizational structures that fit the cultural conventions. These may help them to use appropriate methods for students to understand how to conduct a good discussion section. Besides, the present findings could also benefit students and researchers who explore how to write the effective discussion sections for their studies.

REFERENCES

[1] Amnuai, W., & Wannaruk, A. (2012). Investigating move structure of English applied linguistics research article discussions published in international and Thai journals. English Language Teaching, 6(2), 1.

[2] Annesley, T. M. (2010). The discussion section: Your closing argument. Clinical chemistry, 56(11), 1671-1674.

[3] Arsyad, S. (2013). A genre-based analysis of Indonesian research articles in the social sciences and humanities written by Indonesian speakers. Journal of Multicultural Discourses, 8(3), 234-254.

[4] Askehave, I., & Swales, J. M. (2001). Genre identification and communicative purpose: A problem and a possible solution. Applied linguistics, 22(2), 195-212.

[5] Association, A. P. (1994). Publication manual: American Psychological Association Sixth Edition. Washington. DC.

[6] Baron, A. (2008). Guidelines for Writing Research Proposals and Dissertations Division of Educational Administration University of South Dakota. In.

[7] Basturkmen, H. (2012). A genre-based investigation of discussion sections of research articles in dentistry and disciplinary variation. Journal of English for Academic Purposes, 11(2), 134-144.

[8] Bazerman, C. (1988). Shaping written knowledge: The genre and activity of the experimental article in science (Vol. 356): University of Wisconsin Press Madison.

[9] Berkenkotter, C., & Huckin, T. (1995). Genre knowledge in disciplinary communities. Hillsdale, HJ: Lawrence Erlbaum.

[10] Bhatia, V. (2002). Applied genre analysis: a multi-perspective model. Ibérica: Revista de la Asociación Europea de Lenguas para fines específicos (AELFE)(4), 3-19.

[11] Bhatia, V. K. (2014). Analysing genre: Language use in professional settings: Routledge.

[12] Biber, D., Connor, U., & Upton, T. A. (2007). Discourse on the move: Using corpus analysis to describe discourse structure (Vol. 28): John Benjamins Publishing.

[13] Biber, D., Connor, U., Upton, T. A., & Kanoksilapatham, B. (2007). Introduction to move analysis. discourse on the Move: Using Corpus analysis to describe discourse Structure. Amsterdam: john Benjamins, 23-42.

[14] Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. Journal of English for Academic Purposes, 5(1), 4-18.

[15] Bizzell, P. (1992). Academic discourse and critical consciousness: University of Pittsburgh Pre.

[16] Brett, P. (1994). A genre analysis of the results section of sociology articles. English for specific purposes, 13(1), 47-59.

[17] Connor, U. (2002). New directions in contrastive rhetoric. TESOL quarterly, 36(4), 493-510.

[18] Connor, U. (2003). Changing currents in contrastive rhetoric: Implications for teaching and research. Exploring the dynamics of second language writing, 218-241.

[19] Connor, U., & Connor, U. M. (1996). Contrastive rhetoric: Cross-cultural aspects of second language writing: Cambridge University Press.

[20] Crookes, G. (1986). Towards a validated analysis of scientific text structure. Applied linguistics, 7(1), 57-70.

[21] Day, R. A. (1989). The origins of the scientific paper: the IMRaD format. J Am Med Writers Assoc, 4(2), 16-18.

[22] Denscombe, M. (2014). The good research guide: for small-scale social research projects: McGraw-Hill Education (UK).

[23] Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications. Academic listening: Research perspectives, 146-158.

[24] Dudley-Evans, T. (1997). Five questions for LSP teacher training. Teacher education for LSP, 58-67

[25] Dudley-Evans, T., & St John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach: Cambridge university press.

[26] Duszak, A. (1994). Academic discourse and intellectual styles. Journal of pragmatics, 21(3), 291-313.

[27] Eggins, S. (1994). An introduction to systemic functional grammar. London: Pinter.

[28] Fallahi, M., & Erzi, M. (2003). Genre analysis in language teaching: An investigation of the structure of the Discussion section of language-teaching-journal articles.

[29] Flowerdew, J. (1993). An educational, or process, approach to the teaching of professional genres. ELT journal, 47(4), 305-316.

[30] Flowerdew, J. (1999). Writing for scholarly publication in English: The case of Hong Kong. Journal of Second Language Writing, 8(2), 123-145.

[31] Flowerdew, J. (2000). Discourse community, legitimate peripheral participation, and the nonnative-English-speaking scholar. TESOL quarterly, 34(1), 127-150.

[32] Flowerdew, J. (2001). Attitudes of journal editors to nonnative speaker contributions. TESOL quarterly, 35(1), 121-150.

[33] Flowerdew, J. (2002). Genre in the classroom: A linguistic approach. Genre in the classroom: Multiple perspectives, 91-102.

[34] Freedman, A., & Medway, P. (1994). Locating genre studies: Antecedents and prospects. Genre and the new rhetoric, 1-20.

[35] Grabe, W., & Kaplan, R. B. (1989). Writing in a second language: Contrastive rhetoric. Richness in writing: Empowering ESL students, 263-283.

[36] Hall, G. M. (2012). How to write a paper: John Wiley & Sons.

[37] Hilary, G.-d. (2009). Science research writing for non-native speakers of English: World Scientific.

[38] Hirano, E. (2009). Research article introductions in English for specific purposes: A comparison between Brazilian

[39] Holmes, R. (1997). Genre analysis, and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. English for specific purposes, 16(4), 321-337.

[40] Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. English for specific purposes, 7(2), 113-121.

[41] Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. Journal of pragmatics, 34(8), 1091-1112.

[42] Hyland, K. (2003). Genre-based pedagogies: A social response to process. Journal of Second Language Writing, 12(1), 17-29.

[43] Hyland, K. (2004). Patterns of engagement: Dialogic features and L2 undergraduate writing. Analysing academic writing: Contextualized frameworks, 5-23.

[44] Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. Discourse studies, 7(2), 173-192.

[45] Hyon, S. (1996). Genre in three traditions: Implications for ESL. TESOL quarterly, 30(4), 693-722.

[46] Jalilifar, A., Hayati, A., & Namdari, N. (2012). A comparative study of research article discussion sections of local and international applied linguistic journals. The journal of Asia TEFL, 9(1), 1-29.

[47] Jaroongkhongdach, W., Todd, R. W., Keyuravong, S., & Hall, D. (2012). Differences in quality between Thai and international research articles in ELT. Journal of English for Academic Purposes, 11(3), 194-209.

[48] Jogthong, C. (2003). Research article introductions in Thai: Genre analysis of academic writing.

[49] Kanoksilapatham, B. (2003). A corpus-based investigation of scientific research articles: Linking move analysis with multidimensional analysis: Georgetown University.
[50] Kanoksilapatham, B. (2007). Writing scientific research articles in Thai and English: Similarities and differences. Silpakorn University International Journal, 7, 172-203.
[51] Kanoksilapatham, B. (2012). Research article structure of research article introductions in three engineering subdisciplines. IEEE Transactions on professional communication, 55(4), 294-309.
[52] Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. Language learning, 16(1-2), 1-20.
[53] Lakic, I. (1997). Genre analysis of article introductions in economics. Asp. La revue du GERAS(15-18), 409-426.
[54] Leki, I., & Leki, A. (1992). Understanding ESLwriters: A guide for teachers. New Hampshire: Boynton/Cook Publishers.
[55] Lim, J. M.-H. (2010). Commenting on research results in applied linguistics and education: A comparative genre-based investigation. Journal of English for Academic Purposes, 9(4), 280-294.
[56] Loi, C. K., Evans, M. S., Lim, J. M. H., & Akkakoson, S. (2016). A comparison between Malay and English research article discussions: a move analysis. SAGE Open, 6(2)
[57] Miller, C. R. (1994). The cultural basis of genre. Paper presented at the Genre and the new rhetoric.
[58] Myers, G. (1999). Interaction in writing: Principles and problems. Writing: Texts, processes and practices, 40-61.
[59] Nwogu, K. N. (1997). The medical research paper: Structure and functions. English for specific purposes, 16(2), 119-138.
[60] Paltridge, B. (1997). Genre, frames and writing in research settings (Vol. 45): John Benjamins Publishing.
[61] Paltridge, B. (2004). The exegesis as a genre: An ethnographic examination. Analysing academic writing: Contextualized frameworks, 84-103.
[62] Parodi, G. (2010). Academic and professional discourse genres in Spanish (Vol. 40): John Benjamins Publishing.
[63] Peacock, M. (2002). Communicative moves in the discussion section of research articles. System, 30(4), 479-497.
[64] Peacock, M. (2011). The structure of the methods section in research articles across eight disciplines. The Asian ESP Journal, 7(2), 99-124.
[65] Peng, J. (1987). Organizational features in chemical engineering research articles. ELR journal, 1(1), 79-116.
[66] Pho, P. D. (2008). Research article abstracts in applied linguistics and educational technology: A study of linguistic realizations of rhetorical structure and authorial stance. Discourse studies, 10(2), 231-250.
[67] Pojanapunya, P., & Watson Todd, R. (2011). Relevance of findings in results to discussion sections in applied linguistics research. Paper presented at the Proceedings of the International Conference Doing Research in Applied Linguistics.
[68] Posteguillo, S. (1999). The schematic structure of computer science research articles. English for specific purposes, 18(2), 139-160.
[69] Qin, X. (2000). Review of genre-based teaching approaches. Foreign Language Teaching and Research, 1.
[70] Rahimpour, S., & Faghih, E. (2009). Contrastive rhetoric of English and Persian written texts: Metadiscourse in applied linguistics research articles. Rice Working Papers in Linguistics, 1.
[71] Rasmeenin, C. (2006). A structural move analysis of MA thesis discussion sections in applied linguistics: Mahidol University.
[72] Richards, J. C., & Schmidt, R. (2002). Longman dictionary of applied linguistics and language teaching. Harlow, UK: Longman.
[73] Samraj, B. (2002). Introductions in research articles: Variations across disciplines. English for specific purposes, 21(1), 1-17.
[74] Sereebenjapol, P. (2003). An analysis of the errors in English which graduate science students make in the discussion section of their thesis: Mahidol University.
[75] Sithlaothavorn, J., & Trakulkasemsuk, W. (2016). A Move Analysis of Research Discussion Section in English Articles Published in Thai and International Journals. rEFLections, 21, 24-46.
[76] Swales, J. (1981). Aspects of article introductions (Aston ESP research rep. no. 1). Birmingham, England: The University of Aston. Language Studies Unit.
[77] Swales, J. (1990). Genre analysis: English in academic and research settings: Cambridge University Press.
[78] Swales, J. (2004). Research genres: Explorations and applications: Ernst Klett Sprachen.
[79] Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1): University of Michigan Press Ann Arbor, MI.
[80] Tesana, S. (2015). Genre analysis of discussion sections in published research articles in the field of language and linguistics. (thesis), King Mongkut's Institute of Technology Ladkrabang,
[81] Wallwork, A. (2016). English for writing research papers: Springer.
[82] Weissberg, R., & Buker, S. (1990). Writing up research: Prentice Hall Englewood Cliffs, NJ.
[83] Wilkinson, A. M. (1991). The scientist's handbook for writing papers and dissertations: Prentice Hall PTR.
[84] Yang, L., & Cahill, D. (2008). The rhetorical organization of Chinese and American students' expository essay: A contrastive rhetoric study. International Journal of English Studies, 8(2), 113-132.
[85] Yang, R., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. English for specific purposes, 22(4), 365-385.
[86] Young, L. W. (1994). Crosstalk and culture in Sino-American communication (Vol. 10): Cambridge University Press.
[87] Yunick, S. (1997). Genres, registers and sociolinguistics. World Englishes, 16(3), 321-336.
[88] Portuguese and English. English for specific purposes, 28(4), 240-250.

★★★