Chapter 1

Introduction

Overview of the Issue

Writing effectively in an academic setting is a challenge for many students, especially at the graduate level. Graduate students often struggle with the demands of writing a thesis, which is a specific genre of writing with its own set of standards, norms and conventions. The difficulties that graduate students encounter with thesis writing has led to the study of academic writing genres. In 1990, John Swales published *Genre Analysis: English In Academic And Research Settings* in which he proposed a genre approach to the teaching of academic and research writing. His pioneer work has triggered interest in the discourse and rhetorical patterns of other genres such as wedding invitations and grant proposals. Beyond that, in his later book, *Research Genres: Explorations and Applications*, Swales (2004) asserts that there has been a dramatic change in genre studies since his early volume of the series, and the genre-based approach to academic writing has increased in numbers, including Ph.D. dissertations. However, Juzwik et al. (2006) found that less than 19% of the total amount of research on writing practices between 1999 and 2004 involved an examination of the relationship between genre and writing. Therefore, the area of genre analysis and writing requires more study.

Graduate students face the same problems with academic writing in Thailand, where few researchers have addressed writing from a genre approach, whether in Thai or English. The difficulties described above deepen for students who have to write in their second language. Since language and writing are culture specific, each language has its

own unique rhetorical conventions. Consequently, it is common in ESL[1]/EFL[2] students to see their Language 1 (L1) writing influence and even interfere with their Language 2 (L2) writing. In an attempt to explain the problems with writing in a second language, Kaplan (as cited in Connor, 1996) developed the area of contrastive rhetoric research.

During the past decade, many scholars have contributed to the evolution of this relatively new area of linguistic study. Yet, some aspects of contrastive rhetoric remain underexplored, such as the social context(s) of writing and the importance of understanding genres. For instance, as stated by Connor (2008), texts should not be perceived as "decontextualized"; instead, a thorough analysis should entail an examination of the purposes of the text, the meaning of the text for its readers, and the effect of the text on society. Similarly, according to Bazerman (1997), "genres are not just forms. Genres are forms of life, ways of being. They are frames for social action" (p. 19). Consequently, it is necessary to approach the study of writing not only by how the texts are constructed but also from the perspective of genre. Thus, due to the lack of current research that approaches the study of thesis writing by using a genre approach, it is worthwhile to investigate thesis writing from this perspective.

Statement of the Problem

There is consensus among scholars that writing in English is not a simple task for ESL learners. For graduate students, especially ESL/EFL students, research, thesis, and dissertation writing are challenging and difficult tasks, as stated by Cooley and Lewkowicz (1997): "For most post graduate students, writing a thesis is a unique experience. It is considerably more demanding linguistically than any writing they were

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[1] English as a Second Language
[2] English as a Foreign Language

expected to produce at the undergraduate level" (p. 113). In Thailand, English is taught as a foreign language, usually beginning around sixth grade. Not every graduate school or program offers courses in research methodology or writing courses in their curriculum. Students are welcome to consult with their advisors, but mostly they are left to write the thesis on their own. Moreover, advisors might not be able to assist the students with writing, since, as stated by Cooley and Lewkowicz (1997):

> Students' writing problems may not be recognized by supervisors, who are naturally, selected on the basis of their expertise within the domain the student wishes to investigate and are not, generally, language specialists…Even when supervisors do recognize that writing problems exist, they may not be aware of the source of the difficulties… (p. 113)

Although research writing is essential to higher education, according to Aitchison and Lee (2006), writing skills seem to be ignored: "Writing remains, by default and neglect, subordinate to the main work of thinking and of knowledge production" (p. 267). Due to this problem, students often have writing difficulties which can delay their graduation. One significant problem for Thai students in particular is that writing a master's thesis in English is complicated by the difference between Thai and English discourse. By comparing three different theses, this study aims to identify the differences between Thai and English discourse. Understanding these differences will provide some guidance to Thai students who are writing their theses in English.

Purpose/Goal

This study aims to identify the prominent characteristics of master's theses written by Thai students in both Thai and English. Furthermore, it seeks to observe how a thesis written in one language compares to a thesis written in another language. However, the study will not attempt to compare the quality of the writing in the theses. Ultimately,

the goal is to suggest an effective thesis-writing pedagogy for educators who are charged with teaching or advising ESL/EFL graduate students.

Research Questions

1. What are communicative purposes of the chosen master's theses?

2. What are rhetorical moves found in the Discussion Chapter of each thesis?

3. Are there similarities or differences in the rhetorical moves from the selected theses?

Outline of the Thesis

The first chapter presents the overview of the issue, the statement of problem, the goal of the research, and the research questions. In the second chapter there is a review of the relevant existing literature and research in the areas of genre study, move analysis, contrastive rhetoric, Thai genre study, and master's thesis writing study. This chapter also offers the readers the rationale of the contrastive genre study. The third chapter includes a review of the study's objectives, research questions, and research methodology. This chapter provides the data selection criteria, data descriptions, and the definitions of the moves used in this study. In the fourth chapter, the research findings are presented in three sections: (1) outline of the moves in each thesis; (2) analysis of the moves found in the discussion chapters; and (3) comparison of the moves in terms of type, lengths, frequency and signals of the moves. In the last chapter, the recommendations are presented in two categories: (1) recommendations for educators, and (2) recommendations for future research. The appendices of this thesis include the requirements of a master's thesis from each university, the translation of the discussion

chapter from the thesis written in Thai, the complete analysis of the moves from each

thesis, and the samples of the move analysis from each thesis.

Chapter 2

Literature Review

Researchers agree that learning the conventions of academic writing in English is one of the most common problems encountered by ESL/EFL students. At first glance, the problem seems to come from the lack of language proficiency of the student writers. However, linguistic conventions that are acceptable in one language might not be applicable to another. Hence, the challenges that ESL/EFL students encounter when writing theses are not only derived from the limitations in language proficiency, but also from the differences in preferred discourse between English and their first language. In order to conduct this study, I have reviewed previous work done in Genre Analysis, Move Analysis, Contrastive Rhetoric, Thai Genre Study, and Master's Thesis Writing Study.

Genre Analysis

In this literature review, definitions of genres are presented, followed by a discussion of perspectives on the genres and their function orientations. Swales (1990), one of the prominent scholars in modern genre studies, has defined genres within English for specific purposes:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as a prototypical by the parent discourse community. The genre names inherited and produced by discourse

communities are imported by other constitute valuable ethnographic communication, but typically need further validation (p. 58).

Borrowing from Swales, Jogthong (2001) has defined genres as "a particular type of written discourse made distinctive by its purpose and the discourse community for which it is intended. Examples of genres are; abstracts, grant proposals, laboratory reports, poems, letters, editorials, and novels" (p. 7).

Richards and Schmidt (2002) have further defined genres as "a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure and that has particular and distinctive communicative functions" (as cited in Satthamnuwong, 2006, p. 4).

In conclusion, many scholars have agreed with Bhatia (1993) that communicative purposes and patterns of a discourse distinguish one genre from another: "any major change in the communicative purpose(s) is likely to give us a different genre" (p. 13). These purposes and patterns are determined by members of the discourse community to which those genres belong.

Perspectives on Genres

In North America, modern genre theories emphasize "the dynamism of genres with central concepts such as interplay and interaction" (Breure, 2001) and the complex relationship between text and its context. Bhatia (1993), for instance, has emphasized that genres should be viewed as dynamic social processes as opposed to static ones. Although inspired by the new rhetoric, major scholars have slightly different views on genre. Some scholars, such as Miller (1984), Kress (1985) and Bazerman (1997) perceive genre as social action while some, such as Swales (1990), view genre as structure.

In the article "Genre as social action," Miller (1984) has claimed that a classification of discourse would be rhetorically invalid unless it is able to show how the discourse works. In other words, it must represent the rhetorical experience of the people who create and interpret it. Thus, genre as action needs to include the context of the situation, motives, intention and effect of the text, as Miller (1984) states, "…if genre represents action, it must involve situation and motive, because human action, whether symbolic or otherwise, is interpretable only against a context of situation and through the attributing of motives" (p. 152). In the same article, Miller proposes a hierarchy of meaning in which each level provides context for a lower one. She has concluded that the form of life would provide context to genre which would result in (an) episode or strategy of a language used (Breure, 2001).

Similar to Miller (1984), Kress (1985) agrees that the social occasions may have an effect on the texts used in them. The structures of ritual occasions determine the functions of occasions, as well as purposes of the participants (as cited in Bhatia, 1993). Thus, in this sense, genres are social action because they are closely related to their social contexts.

Bazerman (1997) has also perceived genre as providing frames for social actions. He has studied the development of a single type of text through repeated usage in similar situations. After exploring the evolution of scientific articles from uncontested reports of observations to events, to arguments over results, to accounts of claims and experimental proofs, he has proposed the term "system of genre" to explain the interrelations among communications (Breure, 2001). Bazerman's (1997) study of a serial of genre orders,

such as the process of acquiring a patent (Swales, 2004), is the first attempt to study genre networks. He has described the characteristics of genres as:

> Genres are not just forms. Genres are forms of life, way of being. They are frames for social action. They are environments for learning. They are locations within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the familiar (p. 19).

On the other hand, Swales (1990) believes that discourse communities set common goals that require their members to follow the acknowledged patterns in order to achieve the goals. Unlike Miller, he views genres as a structure since they determine forms, constraints, and content. Swales has argued that genres are used by members of discourse communities to reach the established goals. While members of the parent discourse communities recognize, at a conscious level, the goals, it is possible that a novice member might only partially acknowledge them, and non-members may or may not recognize these goals at all. The acceptance of these goals forms the rationale that establishes conventions for the communities. These conventions are not static but are modified and challenged by the same communities that they influence.

In addition to the definition of genres provided earlier, Swales (2004) offers other perspectives to approach and characterize genre since some definitions fail to remain true in all situations. He proposes that one can characterize genre as a metaphor. One of the metaphors Swales explains is genres as frame. Swales believes that identifying genre is when the readers/ listeners initiate their expectations of texts. Another metaphor that has been proposed is genres as standard. This metaphor is created in reaction to a trend among certain scholars to classify genres as so dynamic that they become choices (p. 62) Similarly, Devitt (1997) argues that genres have their own etiquette as language standards

have their linguistic etiquette. Furthermore, Swales (2004) believes that although the etiquette is not restricted, it suggests what is both socially and rhetorically expected. The etiquette could change over time (p. 62). The last metaphor that relates to this study is genres as institutions. This metaphor would clarify that genres are much more than forms of materials or visible products because they represent to a certain extent the exemplified production and reception process. Genres are also parts of the networks and values that they support. They are social contracts between a writer and a community that generate certain expectations regarding to genres' proper usage. Todorov (1990) has supported the use of metaphor by suggesting that genres as institution function as a "horizon of expectation" for readers and as writing models for writers (p. 18).

Orientations of Genre Study

Although most researchers of genre analysis share the same interest in linguistic analysis, their individual backgrounds result in different methodologies. Bhatia (1993) asserts that, in terms of the analysis of functional variation in language, researchers apply one of three separate orientations to genre analysis: linguistics, sociology or psychology.

The linguistic orientation in genre analysis attempts to describe a linguistic variation in genres. The study in this area includes register analysis, the study of lexical and grammatical features in the texts, and rhetorical and discursive analysis. Scholars who have worked in this area focus on different aspects of genre analysis according to their background and training. Some researchers, for instance, Barber (1962), Halliday, McIntosh and Strevens (1964), and Crystal and Davy (1969), have worked on register or stylistic analysis, while some such as Swales (1981) and Bhatia (1982) have studied

rhetorical and discourse organization in research articles and legal discourse respectively (Bhatia, 1993).

The sociological orientation in genre analysis investigates a particular genre's definition, organization, and relation to a society. Those researchers who view genres as social action such as Miller (1984) and Kress (1985) use this approach in their study. They argued that texts should be thought of as a negotiation process in the context they are used such as social roles, purposes, and cultural preferences.

The psychological orientation in genre analysis examines the cognitive structure of genres and strategies chosen by writers to make their writing more effective. These strategies might not conform to the conventional rules of genres, but do not alter the main communicative purposes of the genres, such as the use of the strategies by a reporter in a newspaper to create uniqueness in the work. A study based on this orientation might illuminate some of the problems that the linguistic orientation does not address. For example, the linguistic orientation does not portray how social purposes are achieved through the use of genres (Bhatia, 1993). Furthermore, it does not distinguish the concept of a register from a genre. Consequently, it tends to misrepresent the communicative purposes of two genres and their characteristics. In contrast, the sociological orientation encourages the researchers to become more aware of the use of linguistic resources to serve social purposes. Therefore, in order to fully explain the use of language in academic and professional settings, researchers might be best served by augmenting their linguistic orientation by incorporating the sociological and psychological approaches into their analysis.

Genre Study and Move Analysis

Move analysis is a subset of genre analysis that examines discourse by concentrating on its organization (Connor et al., 2007). Swales has not provided a concrete definition of "move"; however, others have referred to a move in a text as "a section of a text that performs a specific communicative function" (Connor et al., 2007, p. 23). It is a top-down approach to investigate the discourse structure of a genre (Biber et al., 2007). Connor et al. (2007) states the relationship between move analysis, genre analysis, and discourse analysis as follows: "Researchers involved in the analysis of text as genre further relate discourse structures to the communicative functions of texts, resulting in the current approach of doing genre analysis using rhetorical moves" (p. 24). Dudley-Evans who investigated the rhetorical moves in MSc dissertation implements the definition of the move of McKinley as "a semantic unit which is related to the writer's purpose" (qtd. in Dudley-Evans p.131).

Originally, Swales developed genre analysis by using moves to identify rhetorical patterns in research articles. The intent was to explain the communicative purposes of a text by categorizing the discourse units according to rhetorical moves. Each move had a communicative purpose and contributed to the overall communicative purpose of the text. The rationale of genres was created by these purposes. In his investigation of 48 English research articles, Swales found a pattern of four moves that occurred consistently in introductory sections: (1) Establishing The Field, (2) Summarizing Previous Research, (3) Preparing For Present Research, and (4) Introducing Present Research (Jogthong, 2001).

In his major work, *Genre Analysis: English in Academic And Research Settings*, Swales (1990) revises the previous model and identifies a pattern used in introductory sections of English research articles that he calls the Create a Research Space model (CARS). Three moves are identified: (1) Establishing Territories, (2) Establishing a Niche, and (3) Occupying the Niche.

The CARS model has been referenced and evalutated by many other researchers, including Anthony, Bisenbach-Lucas, and Connor, Precht, and Upton. In his analysis of twelve articles about software written by engineers, Anthony (1999) applies the CARS model to the introductory sections of the articles and evaluates its usefulness for describing their structure. He investigates the kind of complexity and changes that occur within genres. Anthony finds that the introductions do not follow the Swales model. Although he agrees that the CARS model is useful in terms of identifying the main framework of the introductions, it does not address several important features such as extensive literature reviews, many definitions and examples, or evaluations of the results of the research. In conclusion, according to Anthony, there are certain constraints in using the CARS model, and it is necessary to understand these limitations in order to use the model effectively.

The work done by Bisenbach-Lucas is another study conducted in order to prove the validity of the CARS model (Jogthong, 2001). Bisenbach-Lucas (1994) made a comparative genre analysis of research articles from Scientific American Journal, investigating the popularizations used in the articles. Bisenbach-Lucas studied across disciplines by selecting articles written in six different fields: medicine, zoology, geology, biology, astrophysics, and antiquity. She used the CARS model to analyze the

introductory sections of these articles and looked for textual features, rhetorical

structures, and sequences of moves. The results of the study showed that most of the

articles followed the same pattern described by the CARS model. The second move is not

found in the astrophysics article. However, all of the articles follow the same pattern,

beginning with the first move and ending with the third. The moves that occurred most

were: Reviewing Items of Previous Research (Step Three of the Third Move) and

Announcing Present Research (Step One, Part B of the Third Move).

The work by Connor, Precht, and Upton (2002) is an example of the application

of the CARS model across several genres. These researchers applied Swales' CARS

model to the study of a corpus of job application letters from Indianapolis Business

Learner Corpus (IBLC). By applying Swales' approach to the study, they found that

different genres contain different rhetorical moves. While there are only three major

moves in the introduction of research articles, seven types of moves are found in the job

application letters. The study also compares the structure of the moves found in the letter

with the moves in the introduction of research articles, finding that the structure in the

letters is simpler. The study suggests that Swales' model is applicable not only to

research articles but also to other genres.

In addition to the CARS model, which is commonly used for analyzing the

introduction of texts across genres, Bhatia (1993) has offered a framework for analyzing

unfamiliar genres. There are seven steps in the framework, but according to Bhatia it is

unnecessary for a researcher to follow a particular order, or to use all seven steps.

1. Placing the Given Genre-Text in a Situational Context

   Bhatia (1993) suggests that researchers select a genre that they are familiar with, based on their background, training and professional community. This will allow them to inform the analysis with their expertise.

2. Surveying Existing Literature

   Those who are unfamiliar with the genre can educate themselves by surveying existing literature such as linguistic analysis of the genre, discourse, and related genre analysis.

3. Refining the Situational or Contextual Analysis

   Bhatia (1993) suggests that a researcher should identify and further define the goals of the author/audience of the text, their relationship to the text, the characteristics of the community that the discourse belongs in, the network and linguistic traditions in which the text occurs, and the topic that the text tries to communicate.

4. Selecting the Corpus

   Researchers need to choose an appropriate size and type of corpus by creating criteria to ensure that the texts belong in the same genre.

5. Studying the Institutional Context

   Researchers might need to study the institutional context, especially if they collect data from a particular organization, since institutions often have constraints and requirements for their genre construction. These rules are followed consciously and unconsciously by the participants in the situation

that the genre is used. Therefore, the study of the institutional context would help validate the analysis.

6. Levels of Linguistic Analysis

These levels are not meant to be followed in the order presented. For example, some researchers might find that it is more useful to start at Level 3 before moving to Level 1.

Level 1: Analysis of Lexical-Grammatical Features

The specific features of language could be done by the quantitative method. The study on this level includes the analysis of the use of tenses, types of dependent clauses, and frequency of lexical-grammatical features in a corpus. However, the study on this level does not explain why writers select such particular linguistic features in their texts.

Level 2: Analysis of Text-Patterning or Textualization

The study on this level focuses on describing the conventions of the use of language that is determined by members of a particular speech community. This aspect, according to Widdowson (1979) is textualization. The analysis of textual patterning is useful for the teaching of ESP because it shows a correlation between forms and functions in the text.

Level 3: Structural Interpretation of the Text-Genre

The study on this level analyses the organization of text in a genre that is preferred by members of a discourse community. The notion of the analysis is to interpret the regularities to understand the rationale behind a genre reflected through each rhetorical move. The move analysis such as Swales'

study of 48 research articles in 1990 is a perfect example of the study on this
level.

7. Specialist Information in Genre Analysis

Researchers might check their findings with informants who are
members of the discourse community. The benefits that researchers could gain
from having the informants are, for instance, to validate the results and
increase more plausible psychological analysis in the research.

Genre Based Approach and Its Application to Language Classroom

Many arguments have been raised to support the notion of genre in the language
learning program. Bhatia (1993) suggests that genre analysis, especially at the lexical and
grammatical level, would be useful to ESL/ESP classroom. He also argued that although
one might view that the genre-based approach in teaching discourages creativity among
student writers, in fact, those students who do not understand the conventional rules
would not be able to improve their writing creatively and effectively.

Similar to Bhatia, in his book, *Genre and the Language Learning Classroom*,
Paltridge (2001) asserts that students would benefit from genre analysis since it would
help them to become aware of rhetorical and linguistic features used in different genres.
He also points out that when the genre knowledge is made explicit for students, an
instructor, at the same time, is providing them knowledge and skills needed for successful
communication in particular discourse communities (Paltridge, 2001).

Some scholars, Swales, for instance, offers the application of genre analysis to
pedagogical contexts. In the article called Genre Analysis and Its Application to
Languages for Specific Purposes, Swales (1985) examines the concept of genre used in

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the classroom as well as a larger setting, and proposes that the discourse and features analysis of genres provide an effective and meaningful framework for course designers.

Genre analysis can be applicable and beneficial to teaching writing to students in classrooms other than language classrooms. According to Report on a Pilot Video Teleconference for Engineering Teaching Assistants and Writing Center Consultants, Alford et al. (1997) revealed the success of a program that combined teleconferencing and genre analysis to teach engineering students how to write an abstract.

In conclusion, genre analysis would clarify the communication goals of a particular discourse and the writing strategies employed by an individual to respond to the designated goals of a particular discourse community. Since according to Swales (1990), genres vary significantly in many ways such as their natures, communicative purposes, the relationship between writers and readers, and cultural restraints, the study of various types of genres is necessary. Most interestingly, Swales (1990) asserts that "Genres also vary in the extent to which they are likely to exhibit universal or language-specific tendencies" (p. 64). Thus, it is important to investigate not only for what language is used in each genre, but also if other languages are used within the same genre.

Contrastive Rhetoric

It is common for writing instructors to encounter different kinds of writing challenges in ESL/EFL students due to the students' L1 interference. The notion that each culture tends to organize and develop its own writing conventions has been widely acknowledged. The study of contrastive rhetoric examines academic writing across languages and cultures. As suggested by the book *Contrastive Rhetoric: Cross-Cultural*

Aspects Of Second-Language Writing by Connor, contrastive rhetoric is closely related to

teaching English to ESL learners. According to Connor (1996), contrastive rhetoric is

defined as "an area of research in second language acquisition that identifies problems in

composition encountered by second language writers and, by referring to the rhetorical

strategies of the first language, attempts to explain them" (p. 5). There has been a number

of significant studies of contrastive rhetoric by scholars such as Kaplan, Hinds, Connor,

and Matalene.

One of the pioneers in the field, Kaplan (1966), found that the style of thinking

expressed through rhetorical patterns varies in accordance to culture, offering an

explanation as to why ESL/EFL students write differently than native students. His idea

of contrastive rhetoric is inspired by four areas; contrastive analysis, the Sapir-Whorf

Hypothesis, rhetoric, and pedagogy (Connor, 2008). In his study "Cultural Thought

Patterns in Inter-Cultural Education", which has been criticized for its oversimplification,

Kaplan suggests several generalizations regarding culture and writing styles. These

include: (1) the outstanding characteristic of oriental languages is indirectness; (2) Anglo-

Europeans write in a linear style; (3) parallel coordinate clauses are common in Semitic

languages; (4) Romance and Russian languages are digressive (Kaplan, 1966). Kaplan

later characterizes these statements as too strong in his co-edited book with Connor, and

further asserts that all the rhetorical patterns in his previous article could occur in any

language. In the following section he clarifies his position to say that although all

rhetorical patterns can be found in any language, there are clearly tendencies for some

languages to have higher instances of certain patterns:

> In fact, it is now my opinion that all of the various rhetorical modes
> identified in the 'doodles article' are possible in any language –i.e., in any

language which has written text. The issue is that each language has certain clear preferences, so that while all forms are possible, all forms do not occur with equal frequency or in parallel distribution (Kaplan, 1987, p. 10).

Kaplan's work initiated how scholars should approach the writing of ESL/EFL students by using contrastive rhetoric, but today, contrastive rhetoric study involves more than analyzing paragraph-level organization. It is tailored to compare texts on the level of discourse (Connor, 1996, p. 97). This exploration of texts at the level of discourse was implemented by Hinds, who investigated grammatical elements in Japanese writing.

In his article, "Contrastive Rhetoric: Japanese and English," Hinds explores the systematic differences in expository styles due to cultural preferences. Analyzing newspaper columns in Japanese and English, using ki (起)-sho(承)-ten (転)-ketsu (結) organizing patterns, he discovers that there is a Japanese device for creating coherence in texts that is not used in English. He also notes that while one device is applicable to one language, it is not useful in another (Hinds, 1987). In addition, to study how the unity of text is perceived differently in each culture, Hinds examines the notion of reader responsibility in contrast to writer responsibility and its effect on expectations of how each side perceives the text. On one hand, Japanese writers assume that it is the reader's responsibility to understand the meaning of the text. Therefore, Japanese writers might omit or be subtle in their use of transitions. On the other hand, English readers expect clear transitions in order to follow the logic of the author and map the information together. English writers assume the responsibility of providing clear transitions and creating unity in the text (Hinds, 1987). In this way, Hind's work with discourse-level analysis contributes a new dimension to contrastive rhetoric study.

Motivated by Kaplan's work, Connor has also deepened the study of contrastive rhetoric. She co-edited with Kaplan the first volume of empirical and text analysis of contrastive rhetoric study entitled *Writing across languages: Analysis Of L2 Text*, contributing two very significant articles. In "Argumentative Patterns In Student Essays: Cross-Cultural Differences," Connor attempts to characterize what well-done argumentative essays look like in each culture, and argues that it is useful to approach text analysis using linguistic, psycho-linguistic, and socio-linguistic perspectives (Connor, 1987). In "A Contrastive Study of English Expository Prose Paraphrases", Connor studies the information sequences used by non-native English speakers and native English speakers when paraphrasing an expository prose passage. She discovered that the different cultural tendencies found in Kaplan's model do not occur when non-native speakers paraphrase expository prose. This type of paraphrase tends to be limited to the original structure of the passage. On the other hand, native speakers often change the structure of the original passage and rearrange it according to their own assigned priorities. Thus, this study by Connor (1987) points out that in paraphrasing, the differences that occur are not necessary informed by cultural differences, but rather by varying levels of language proficiency. Connor published "Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing" in 1996 to propose an extended paradigm of contrastive rhetoric that elaborates on its value to applied linguistics. In this book, she suggests practical applications to both teachers and researchers, and defines the discipline of contrastive rhetoric as derived from related fields:

> the new extended contrastive rhetoric takes broader, more communicative
> view of rhetoric…it has expanded across interdisciplinary boundaries. No
> longer restricted to cross-cultural models of writing supplied by
> contemporary applied linguistics, contrastive rhetoric now includes

models of writing developed in education, composition pedagogy, and translation studies (p. 7).

In conclusion, Connor's work attempts to improve contrastive rhetoric study in the areas of scopes, theoretical frameworks, and research methodology.

Matalene contributes to the discussion of the hierarchy of culture, language, and rhetoric and their close relationship in the article "Contrastive Rhetoric: An American Writing Teacher In China." Matalene disagrees with Kaplan's methodology and asserts that to be able to understand rhetorical practices of a culture, one needs to examine discourse strategies used in the actual cultural context. According to Matalene (1985), "to examine paragraphs, for example, written by non-native speakers in American educational institutions, and then to extrapolate to 'cultural thought patterns' is surely unsound (e.g. Kaplan)" (p. 790). Therefore, the validity of analyzing paragraphs of non-native speakers who are studying in the United States to explain cultural organizing patterns is questionable. Throughout the article, the author discusses how Chinese literacy has an effect on the students' writing. It is obvious to her that Chinese students rely heavily on memorization and value the goals of a group over that of an individual. Her study has been criticized like Kaplan's that it is too ethnocentric, and based on unsupported assumptions that the errors made by non-native students when they write in English are due to the phenomenon of the negative transfer. Nevertheless, the study makes a good case for taking the writing process into account instead of merely looking at the finished work of students.

To develop contrastive rhetoric, Connor asserts that it is necessary to go beyond binary distinctions. Connor maintains that although "writers such as Pennycook (1998) and Kubota and Lehner (2004) refer to contrastive rhetoric as if it has been frozen at the

stage of Kaplan's (1966) article" (Connor, 2008, p. 304), some progression was made in the 1980s, for example, the links between American and European traditions of composition and contrastive rhetoric and connections between genres and contrastive rhetoric. Many have understood Kaplan's contrastive analysis as associated primarily with "structural linguistics and behaviorism" (Connor et al., 2008, p. 3). According to Connor (unpublished manuscript), contrastive rhetoric is not currently limited to analyzing texts between L1 and L2; it has expanded its scope to deal with intracultural issues as well. Thus, she has proposed the new term "intercultural rhetoric" as an umbrella term, including cross-cultural study and interactional studies. Connor argues that intercultural rhetoric needs to embrace a new understanding of culture into its analysis since texts can change over time. In addition, she proposes to include the negotiation in communication into text analysis. Therefore, a proposal of a new name for contrastive rhetoric is, as Atkinson states, "trying to use it [intercultural rhetoric] in a heuristic, exploratory way" (Atkinson & Matsuda, 2008, p. 285) to expand the framework of contrastive rhetoric.

In conclusion, contrastive rhetoric's framework would be applicable to this study. According to Kaplan and Ostler, "different languages have different preferences for certain kinds of discourse patterns" (as cited in Swales, 1990, p. 64). Swales (1990) agrees that at the discourse level, it is difficult to compare languages; therefore, "it is important to compare texts of the same genre in two languages" (p. 65).

Thai Genre Study

Some properties of Thai genres have been investigated by both native Thai and non-native Thai scholars. The relevant studies that have been conducted include Jogthong's, Kanoksilapatham's, Gadavanji's, and Messenger's.

Jogthong (2001) applied Swales' CARS model to his study of introductions in research articles written in Thai. Interestingly, he found that there is a high resemblance between rhetorical structures of Thai research articles and the CARS model, although there are some differences in details (Jogthong, 2001). Thai RAIs consist of Move One, Establishing Territory, which is the longest move compared to the other two, Move Two, Establishing A Niche which addresses the potential problems in the future before moving to the next move, and Move Three, Occupying A Niche, which includes Purposes Of The Study as a substitute for Announcing Principal Findings and Indicating The Structure of research. Furthermore, there are additional moves that are not mentioned in the CARS model by Swales that appear in Thai RAIs. The study has concluded that although there are similar moves in the introductory sections of research articles written in both Thai and English, differences appear in usage preferences, the functions, and the linguistic signals of the move.

Kanoksilapatham (2007) has investigated rhetorical moves, the two-tier generic pattern of Thai research articles, and the pattern found English language papers compared to her previous study (2005) using a Thai biochemistry research article corpus. Swales' genre analysis has been implemented in this study. The study shows that there are 14 moves found in the introduction, method, result, and discussion sections. Although she

mentions that there are resemblances between Thai and English biochemistry articles, the main differences found are derived from five factors, as she states:

> crucial variations were discernible possibly due to a number of factors: the close-knit of Thai research community, reflecting the size and expectations of the community members, the scope of research conducted in Thai context; the national research policy with a focus on practical research; and the specific characteristics of Thai community members (Kanoksilpatham, 2007, p. 172).

All in all, this study serves as a guide to researchers in this field in writing and improving their research article.

Another scholar who studies other types of Thai genres is Gadavanji, who investigates speeches in no-confidence debates. She has looked at the discourse strategy used in the speeches before concluding that the strategy in the speeches is intertextuality. Gadavanji claims that the discourse of the speeches is represented by the two levels of intertexuality: the mixed genres and voices. She further asserts that the intertexuality in the debate is implemented to achieve three purposes: "the desire of highly partisan debaters to cause maximum damage to the opposing side, their need to seek public support, and the need to stay within the parliament codes of behavior" (Gadavanji, 2002, p. 35). This study suggests that to achieve the purposes of the genre users (debaters?), a combination of genres can be used, especially in a situation where two or more competing conjunctures exist (Gadavanji, 2002).

In an attempt to determine the boundary of sentences in Thai and to identify the characteristics of various genres, Messenger (1980) has studied the thematic units in journals, novels, and newspaper editorials. He finds that the thematic units in articles and editorials are longer than in novels. Messenger also notes that the style of the novels is obviously linked loosely and relies the least on connections between the thematic units.

However, this study did not look at the moves of those genres. In fact, most of the Thai genres studies have not focused on move analysis, especially in Thai academic writing. Jogthong (2001) states that from previous studies of Thai written genres, there are linguistic features and characteristics that need to be considered in language teaching; however, "further research is still needed to determine the actual range of stereotypical properties associated with particular Thai texts" (p. 18).

Master's Thesis Writing Study

A master's thesis is one of the most common and significant genres of academic writing, especially in post-graduate programs in the United States. Surprisingly, the research on thesis writing is not as common as the study of research articles and Ph.D. dissertations. According to Samraj (2008), although the amount of studies about academic writing genres has recently increased, "the master's thesis has not been in researchers' attention as much as a Ph.D. dissertation" (p. 55). The studies of thesis/dissertations related to the master's thesis writing are studied by Samraj (2008) and Dudley-Evan (1986).

The study of Samraj focuses on the discourse used in introductions of master's thesis across disciplines. It is argued by Samraj (2008) that:

> A genre analysis of master's theses that also draws on subject specialist views can shed light on the nature of this student-produced genre in terms of its discourse structure and its place among different kinds of academic writing. The finding from such a study can be utilized in EAP courses to facilitate the production of this genre by master's students (p. 56).

Samraj has found from her study that theses from different disciplines do not follow the same pattern. For instance, the macro structure of the biology thesis follows the IMRD pattern (Introduction-Method-Results-Discussion) of a research article

proposed by Swales (Swales, 1990). On the other hand, a philosophy thesis will follow a pattern called a topic-based thesis. None of these theses has a separate chapter for literature review which is common in linguistic theses. Samraj suggests that the study of master's theses is interesting due to the fact that it does not represent a homogeneous set of texts, but reflects the variations. The IMRD structure is the most common structure found in the master's thesis but not in Ph.D. dissertations (Samraj, 2008).

Similar to Samraj, Dudley-Evans (1986) finds that Swales' methodology is not only applicable to the analysis of introductory sections of MSc dissertations but also is an appropriate approach for the analysis of the discussion section. Dudley-Evans, who investigates the moves that appear in the introductory and discussion sections of seven MSc dissertations on plant biology, reports that in the beginning of the dissertations, apart from Swales' moves "Establishing The Field" and "Summarizing The Previous Research", the moves used are "Introducing The Field", "Introducing The General Topic", and "Introducing The Particular Topic." In the discussion section, there are 11 moves used: Information Move, Statement Of Result, (Un)Expected Outcome, Reference To Previous Research (Comparison), Explanation, Problems With Result, Hypothesis, Deduction, Reference To Previous Research (Support), Recommendation, and Evaluation Of Method. Dudley-Evans notes that a strong feature of the dissertations is the cyclical organization of the moves. In other words, a move may occur more than once in different places of a section. Therefore, the move analysis approach is not only applicable to the analysis of research articles but also to MSc dissertations.

Since Swales' move analysis provides flexible frameworks for exploring and studying rhetorical moves and is also useful for identifying organization patterns in a

written discourse, the method is appropriate for the aim of this study which is to seek the organization patterns of a master's thesis. Therefore, in this study, I used Swales' move analysis to analyze rhetorical moves in the master' thesis genre in different languages at Level 3: Structural Interpretation of the Text-Genre in order to find the organization of the text. In the analysis, I also combined the sociological aspect into the explanation from the contrastive data that I collected. The methodology used in this study is further discussed in the following chapter.

Chapter 3

Research Methodology

This chapter presents a rationale for choosing the discussion chapter of MA theses, followed by research objectives, research questions, research methodology, data collection and its criteria, data description, and the names of moves used in the study.

Rationale for Choosing the Discussion Chapter

Most of the studies of Move Analysis in academic writing of research articles focus mainly on the introductory section. Claiming that most academic writers have difficulty in composing the introduction, and that the section has attracted interest from many researchers, Swales (1990) analyzed the moves in research articles and developed the CARS model. In his later edition, *Research Genres*, Swales (2004) mainly dealt with the Ph. D. dissertation rather than exploring the master's thesis. The decision was not based on the belief that genre analysis should be done on the "real" research genre. On the other hand, Swales (2004) perceived the Ph. D. dissertation and the master's thesis as two different genres, stating "…we are dealing with two different genres here, rather than seeing the Ph. D. product as simply a longer and more complex version of a master's thesis" (p. 100). Therefore, the master's thesis is not unworthy to investigate since it has a strong relationship to real world practice, while the doctoral thesis concentrates more on the research world (Swales, 2004, p. 99).

Even though the master's thesis is often overlooked by most researchers, there are a few scholars who have explored the topic. Bunton (2005), for instance, investigates the moves in the introduction and conclusion of a master's thesis. According to him, despite the fact that "Discussions are more prominent in the literature than Conclusions," (p.

208), the studies of them are "inadequate." The most important work on Discussions was done by Dudley-Evan who identified eleven moves of the master's thesis that occur in a rather cyclical manner (Bunton, 2005).

Research Objectives

This study aims to identify prominent characteristics of an applied linguistic thesis of Thai students by investigating the rhetorical moves that appear in each selected thesis. In addition, it hopes to suggest an effective pedagogy for use by graduate level instructors teaching the writing of a master's thesis.

Research Questions

1. What are communicative purposes of the chosen master's theses?

2. What are the rhetorical moves found in the Discussion Chapter of each thesis?

3. Are there similarities or differences in the rhetorical moves among the selected theses?

Research Methodology

Two types of research methodologies are commonly employed in a study: the qualitative and quantitative approaches. Qualitative researchers can also be called interpretativist researchers. This group attempts to understand any ideas that people create in order to explain the world and their experiences (Satthamnuwong, 2006). The qualitative approach is based more on a subjective point of view which means "[social reality] is constructed and interpreted by people - rather than something exists objectively" (Denscombe, 2002, p 18). Qualitative researchers collect and analyze data based on the assumption that humans are a research instrument.

On the other hand, quantitative researchers believe that social reality is objective. Therefore, the researchers collect data and create an experiment to prove a hypothesis, using scientific measurements and questionnaires. This group of researchers attempts to avoid bias by maintaining a professional distance to the subject of the investigation. The results are usually drawn from large samples or statistics (Satthamnuwong, 2006).

According to Satthamnuwong (2006), genre analysis is categorized under the social science field which is dominated by qualitative research. Thus, in the present study, the qualitative approach is employed by examining the content of texts, i.e., the rhetorical moves in the selected theses.

The most two common theoretical frameworks employed in genre analysis are Swales' Create a Research Space (CARS) and Bhatia's framework for unfamiliar genres (Satthamnuwong, 2006). Since a master's thesis is categorized under academic writing, but is also a relatively new genre in genre research, as stated in the previous chapter, both of the frameworks will be used in the analysis.

To identify rhetorical moves in the study, Move Analysis developed by Swales is implemented. Since the main purpose of Move Analysis is to describe the rhetorical patterns of texts and identify their communicative purposes, the analysis is usually divided into several steps. A discussion of how to analyze the moves follows.

How to Identify Rhetorical Moves in this Study

According to Biber et al. (2007), to determine a move, there are usually ten steps involved. One of the most important steps is to understand the "big picture" of the analyzed genre. Therefore, the rhetorical purpose of the genre is identified first. Then, the text is divided into segments in order to investigate its function. After that, the functional

or semantic themes are grouped, in order to understand the broader moves. It is then recommended in the analysis to create a pilot coding in order to determine the purposes of the moves. The next step would be to develop the coding protocol that indicates definitions and examples of moves and their steps. Then, use inter-rater reliability to check validity of the definitions of the moves and steps, and of the identifying process. Additional moves and steps might be added if necessary in the full text analysis. Then, if there is any difference suggested by the inter-rater reliability check, the code revision is advised. It is also suggested to do a linguistic analysis of the moves. Last, typical and alternate structures of the moves and the linguistic characteristics of the text are explained (Biber et al., 2007).

The following table by Biber et al. (2007) describes the general process of Move Analysis (p. 34). It should be noted that not all these steps are followed with every Move Analysis. A partial list might be used and additional steps may be added.

Table 1: General Steps Often Used to Conduct a Corpus-Based Move Analysis

Step 1:	Determine rhetorical purposes of the genre
Step 2:	Determine rhetorical function of each text segment in its local context; identify the possible move types of the genre
Step 3:	Group functional and/or semantic themes that are either in relative proximity to each other or often occur in similar locations in representative texts. These reflect the specific steps that can be used to realize a broader move.
Step 4:	Conduct pilot-coding to test and fine-tune definitions of move purposes.
Step 5:	Develop coding protocol with clear definitions and examples of move types and steps.
Step 6:	Code full set of texts, with inter-rater reliability check to confirm that there is clear understanding of move definitions and how moves/steps are realized in texts.
Step 7:	Add any additional steps and/or moves that are

Step 8:	revealed in the full analysis.
	Revise coding protocol to resolve any discrepancies revealed by the inter-rater reliability check or by newly 'discovered' moves/steps, and re-code problematic areas.
Step 9:	Conduct linguistic analysis of move features and/or other corpus-facilitated analyses.
Step 10:	Describe corpus of texts in terms of typical and alternate move structures and linguistic characteristics

Data Collection

This study analyzed the moves of each thesis in order to identify its rhetorical patterns. The most common method used in genre analysis is sampling techniques and data collection. Three theses have been selected as prototypes:[3] (A) a thesis written in the Thai language by a Thai student in Thailand, (B) a thesis written in the English language by a Thai student in Thailand, and (C) a thesis written in English by an American student in the United States.

Three theses chosen for this study are illustrated in the following table.

Table 1.1: Sources of the Selected Data

Language	Selected Student		Total
	Thai Native in Thai University	American Student in U.S.A.	
Thai	1 (Thesis A)	-	1
English	1 (Thesis B)	1 (Thesis C)	2
Total	2	1	3

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[3] The term "prototype" is used in this study because each thesis represents a qualified thesis in each language approved by a university.

The table indicates the language used to write a master's thesis and the locations where each is written. The column on the left shows the languages which are the focus of the study, Thai and English. The column in the middle and on the right shows the number of the theses chosen for the study. Thus, one thesis is written in Thai by a Thai student for a university in Thailand, one thesis is written in English by a Thai student for a university in Thailand, and one thesis is written in English by an American student for a university in the United States. The total of the theses chosen for the study is three.

Each thesis was approved by an accredited university and represents a standard example of an accepted master's thesis. The discussion below includes data selection criteria, thesis requirements of each university, and thesis features.

Data Selection Criteria

From the literature review in the previous chapter, Bhatia (1993) recommended that one should create criteria to ensure that the data are appropriate and belong to the same genre. When selecting three theses for the study, the data must be evaluated based on its genre and comparability. According to Connor and Moreno (2005), it is important in cross-cultural studies that "we are comparing elements that can in fact be compared (p. 157). Suárez & Moreno (2007) further elaborated that to make data comparison valid, "we need to compare text types or genres in which to observe linguistic and rhetorical features which are comparable between the two writing cultures" (p. 150). In an attempt to make the data as comparable as possible, certain criteria was used in the data collection process. The criteria, which are adapted from Moreno's English-Spanish comparable corpus of research articles, are listed below.

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1. Type of Genre

    Since genres differ significantly, it is necessary to analyze texts within the same genre. In this study, the genre chosen is a master's thesis. The rationale behind this selection is that, unlike other genres of academic writing, the master's thesis tends to be underexplored, according to Cooley and Lewkowicz, "although there has been extensive research into academic writing at the undergraduate level, comparatively little has been reported pertaining directly to thesis writing…" (Cooley & Lewkoicz, 1997, p. 115).

2. Mode

    The mode usually used for thesis writing is in written language.

3. Participants

    There are two groups of participants: writers and target readers. The writers are three master's students. Two of them are Thai students who wrote theses for their universities in Thailand and one of them is an American student who wrote a thesis for a university in the U.S. The target readers are researchers, professors, ESL/EFL instructors, teachers, and advanced students.

4. Situational Variety

    The thesis writing is an important piece of academic writing, required for completion of a graduate degree; therefore, the situation is formal.

5. Dialectal Variety

    The languages used in all theses are the standard language, whether in Thai or English.

6. Tone

   The tone of the theses is serious.

7. Format Features

   The features of the data include intertextuality and visual features. The intertextuality refers to the inclusion of references from other texts. The visual features are graphs, tables, drawings, footnotes, appendices, and typographical distinctions used for indicating each section.

8. Global Communicative Event

   The communicative purpose of the thesis is to share the results of the study to readers.

9. General Purpose of Communication

   According to Suárez & Moreno (2007), the purpose is divided into two points of view: writers and readers. The writers of a thesis intend to persuade readers to agree with their views on a subject. The readers of a thesis want to improve their knowledge on a subject.

10. Topic of Thesis

    This study focuses only on one discipline which is applied linguistics.

11. Level of Expertise

    The level of a master's degree student is an expert writer.

12. Language

    The languages selected for this study are comparable languages which are the Thai language and English language.

13. Year of Publication

The study focuses on the theses written from the year 2000 to 2006.

Table 1.2: Criteria of the Selection

No.	Criteria	Description
1	Type of Genre	Master's Thesis
2	Mode	Written Language
3	Participants	Writers and Targeted Readers
4	Situational Variety	Formal
5	Dialectal Variety	Standard
6	Tone	Serious
7	Format Features	Intertextuality and Visual Features
8	Global Communicative Event	To Share the Results of the Study
9	General Purpose of Communication	Writers: To persuade the Readers Readers: To Improve the Knowledge
10	Topic	Applied Linguistics
11	Level of Expertise	Expert Writers
12	Language	Thai and English
13	Year of Publication	2000-2006

Thesis Requirements by Three Universities

Every university in the study provides specific thesis guidelines for a student to

follow. As a result, the theses from these three universities, Chulalongkorn University,

Kasetsart University, and Indiana University are written according to different guidelines.

Although every thesis chosen for the study contain similar sections, some details of

organization vary from one to another. Below are the requirements for a master's thesis from each university.

Thesis A: Chulalongkorn University

The graduate school of Chulalongkorn University is responsible for all graduate programs offered at the university. It provides the format of the Thesis by giving students specific templates which guide the student from a cover to cover[4].

1. Cover

The graduate school specifies the type and color of the paper and the color of the font for the cover. After a thesis is approved by the thesis committee, the school provides a cover for the student.

2. Title page

A student who writes a thesis in the Thai language is required to write a title page in both Thai and English. This page contains the title of the thesis, first and last name of the author, a courtesy title: Mr./Miss/Mrs., the title conferred by the King, priest's ranks if applicable, name of the degree, field, department, faculty, program, academic year, and ISBN. At the bottom of the page of the Thai language title page, a student is required to note that the thesis is copyrighted by Chulalongkorn University. On the English language page, the title of the thesis has to be capitalized.

3. Approval page

Since this thesis is written in Thai, the approval page is also written in Thai. It consists of the title of the thesis, name of the author, major, names and signatures of the thesis advisor, the thesis committee and the Dean.

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[4] See the requirements in Appendix A

4. Abstract[5]

A student has to provide both Thai and English abstracts. According to the handbook, the abstract is limited to one page, and includes the name of the author, title of the thesis, name of the advisor, pages, ISBN, department, major, academic year, and signatures of the author, advisor, and co-advisor.

5. Acknowledgements

This section is limited to one page. The graduate school does not specify how to write this page, but provides some guidelines about the scope and language usage for academic writing.

6. Table of contents

7. List of tables (if available)

8. List of figures and list of illustrations (if available)

9. List if abbreviations (if available)

10. Introduction

The first chapter of a thesis should be an introduction. It describes the background of the study, statement of the problem, methodology, purposes, scope and benefits of the study. Other details may be added as required by the advisor or department.

11. Body of a thesis

The graduate school does not specify the amount of chapters of a thesis. However, it suggests that one of the chapters should be the literature review; one should be methodology; another should be the conclusion and recommendations.

12. References section

12.1 References

---

[5] See the format of the abstract page in Appendix D

12.2 Appendices

12.3 Biography of an author

The details included should be name, last name, titles, date and place of birth, undergraduate educational background, undergraduate university, year of graduation, work experience, published work, any awards or scholarships, current position, and place of work.

Thesis B: Kasetsart University

All graduate programs offered by Kasetsart University are the responsibility of the graduate school. Templates and format of a thesis are provided by the graduate school. Since only a thesis written in English is used for this study, only the requirements for English thesis will be outlined.

According to the thesis guideline, a thesis should be composed of four parts: preliminary materials, text, appendix, and curriculum vitae.

1. Preliminary Materials

1.1 Front Cover

The graduate school specifies the type, size, and color of paper, as well as the color of type. The cover should include the logo of the university, the word "THESIS" to identify that the study is done for the master's degree, title, name of the student without any titles, "The Graduate School of Kasetsart University", the year when the degree is awarded.

1.2 Blank Page

1.3 Thesis Approval Form

1.4 Title Page

The details required on this page are the word "THESIS", title, name of the student, the statement "A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of…, The Graduate School of Kasetsart University", the year when the degree is awarded, and ISBN number.

1.5 Abstract

The graduate school has a specific format for an abstract page. The page must include the name of the student, the year when the degree is awarded, the title of the thesis, the title of the degree, the major field, the department, the name of chairman, page number, and the ISBN number. The abstract describes the problem, the summary of methods used and the findings of the study. The signatures of the student and the adviser are needed at the bottom of the page.

1.6 Acknowledgements

Although the handbook mentions that this part is an optional, most theses include this section. The author uses this page to express the recognition and appreciation to those who contribute to the success of the thesis.

1.7 Table of contents

1.8 List of tables

1.9 List of figures

1.10 List of symbols and abbreviations

The page must follow the lists of tables and figures. Explanation of all symbols and abbreviations are provided on this page.

2. Text

In this section, the following details are required: an introduction and objectives, a literature review, methods, results and discussion, conclusion and list of works cited.

An introductory section must include a general statement of the research problem, background, general and specific, the importance of the study and some relevant literature.

The literature review section should cover references to all literature cited. In addition, it should address the problem, how it is originated, any previous study of the problem, methods and how the problem can be solved.

The graduate school requires a student to provide citation of any literature referred to in a thesis. Although it is not mentioned in the handbook, the format is similar to APA[6].

The conclusion should sum up the main idea of the study. Some authors might add predictions and suggestions to solve the problem. This section should not be long.

After the conclusion, the list of literature cited is provided. Again, the format is similar to APA[7].

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[6] See the citation guideline in Appendix B
[7] See the reference guideline in Appendix B

3. Appendix

Non-essential but relevant data should be included in the appendix, for instance, details about the experimental data, testing instruments, computer programs, and those that fall into these categories.

4. Curriculum Vitae

This part is recommended but not mandatory. The following details should be included: name of the author, date and place of birth, educational background, occupation, work place, awards, and scholarship, fellowship, and assistantship (if applicable).

Thesis C: Indiana University-Purdue University at Indianapolis (IUPUI)

The graduate school of IUPUI is responsible for all graduate programs offered at IUPUI. It provides the preparation and format of theses in "THE PREP GUIDE". However, a student is also advised to consult with his/her department. The graduate school has specified type and size of the paper for a thesis, how photographs should be included, and the organization of a thesis.

Preliminary materials must consist of the title page, the original signed acceptance page, and copyright page. Other items such as abstract, list of tables, figures, abbreviations, dedication, and acknowledgements are optional.

At the end of a thesis, these details should be included: appendices, references, and curriculum vitae (mandatory).

The IUPUI graduate handbook does not explain in detail what information should be included on each page such as appendices and the curriculum vitae.

Features of a Thesis

In terms of the structure of the three theses: a thesis written by a Thai student in the Thai language for a Thai university, a thesis written by a Thai student in the English language for a Thai university, and a thesis written by an American student in the English language for a university in the United States, there are both similarities and differences.

Thesis A: Thai Student/Writing in Thai

The thesis written by a Thai student in Thai chosen for the study is titled "Effect of Teaching Interaction Strategies on English Oral Communicative Proficiency and the Use of Interaction Strategies of Mathayom Suksa Five Students." It is a thesis submitted to the department of secondary education, faculty of education, Chulalongkorn University. The thesis is 185 pages including appendices and the curriculum vitae. The thesis consists of these components in the following order.

1. Cover

2. Title page

3. Title page in English[8]

4. Approval page

5. Abstract

6. Abstract in English

7. Acknowledgements

8. Table of contents

   - Contents

   - Tables

---

[8] If not marked "in English", a section is written in Thai.

- Graphs

9. Chapter one: Introduction

10. Chapter two: Review of Literature and Research

11. Chapter three: Methodology

12. Chapter four: Results

13. Chapter five: Conclusion and Recommendations

14. Appendices

15. Curriculum vitae

Thesis B: Thai Student/Writing in English

The title of the thesis written by a Thai student in English chosen for the study is "English Language Needs of Thai Students during their Participation in the Work and Travel USA Program 2005." The thesis is submitted to the department of Foreign Languages, Kasetsart University. This thesis is 119 pages including appendices. The components of the thesis are arranged in these orders.

1. Cover

2. Approval page

3. Title page

4. Abstract

5. Acknowledgements

6. Table of contents

7. List of tables

8. List of figures

9. Chapter one: Introduction

10. Chapter two: Review of Literature and Research

11. Chapter three: Research Methodology

12. Chapter four: Results

13. Chapter five: Discussion

14. References

15. Appendixes: Questionnaires in the Thai and English language

Thesis C: American Student/Writing in English

The thesis written by an American student is the thesis submitted to the department of English, Indiana University. The thesis is 105 pages. The title of the thesis is "Academic English for LL.M. Students at the IU School of Law – Indianapolis: A Needs Analysis Approach." The order below shows how the components of the thesis are arranged.

1. Cover

2. Title page

3. Signature page

4. Dedication

5. Acknowledgements

6. Table of contents

7. List of tables and figures

8. Chapter one: Background

9. Chapter two: Literature Review

10. Chapter three: Methodology

11. Chapter four: Needs Analysis Results

12. Chapter five: Discussion and Recommendations

13. Appendices

14. References

15. Curriculum vitae

After the investigation, it is found that every thesis consists of 15 sections. Most of the components are identical. The slight differences in the components of the three theses concern the abstract, the dedication, and the curriculum vitae. As listed above, neither Thesis A nor Thesis B includes the dedication section. The graduate schools do not mention this part in the guidelines, and dedications are not common in Thai writing. Even when Thai students write their theses in English, they do not include the dedication page in their work, unlike American writers who are more familiar with dedications.

The curriculum vitae page is also omitted from Thesis B. On the other hand, the American writer of Thesis C (Writer C) includes both the dedication and curriculum vitae pages, but not the abstract page, as shown in Table 1.3. It should be noted that the graduate schools of both universities in Thailand require an abstract page but the page is optional for IUPUI. Therefore, one can imply that the graduate schools as well as the students in the different settings value different components, and this can be seen by their decision as to what sections should or should not be included.

Table 1.3: Summary of the Components of the Theses

Component	Name of Thesis		
	Thesis A	Thesis B	Thesis C
Cover	Y[9]	Y	Y

---

[9] "Y" and "N" in the table are the abbreviations of "Yes" and "No" respectively.

Title Page	Y	Y	Y
Approval/Signature Page	Y	Y	Y
Dedication	N	N	Y
Abstract	Y	Y	N
Acknowledgements	Y	Y	Y
Table of Contents	Y	Y	Y
Lists of Tables and Figures	Y	Y	Y
Chapter 1: Introduction	Y	Y	Y
Chapter 2: Literature Review	Y	Y	Y
Chapter 3: Methodology	Y	Y	Y
Chapter 4: Result	Y	Y	Y
Chapter 5: Discussion, Recommendation, and Conclusion	Y	Y	Y
Appendix	Y	Y	Y
References	Y	Y	Y
Curriculum Vitae	Y	N	Y

The Names of the Rhetorical Moves Used in the Study

The names of the rhetorical moves presented in the chapter are derived from the studies by Swales (1990) and Dudley-Evan (1986). It should be noted that it is necessary to combine the terms from the two studies because the terms created specifically for each study are not adequate to describe all the moves found in this study. Some of the names of the moves below were created specifically in order to cover the remainder of the moves found in this study that have not yet been identified by any previous studies. The definitions of the rhetorical moves given by Swales, Dudley-Evans, and those created specifically for this study are as follows:

1. Occupying the Niche

This move is the last move of the CARS model proposed by Swales. The Occupying the Niche move is the "previewing author's new accomplishments" (Swales 2004, p. 227). Authors use this move to create the research space that justifies their research. In other words, the Occupying the Niche is where authors make a claim that they will represent to the identified problem(s). Swales (1990) found that there are three steps in the Occupying the Niche Move. Step One is the most important one found in research articles, and is presented in one of these two forms, Indicating The Main Purpose(s) or Describing The Distinctiveness Of Research. Step Two is Presenting the Main Finding, and Step Three is Providing Details of the Structure.

2. Information Move

According to Dudley-Evan (1986), the Information Move was first described by McKinlay in 1983. The move provides readers with necessary and additional information that would help them to better understand a study. Therefore, the move is usually used at the beginning.

3. Statement of Result (SOR)

The move is used for presenting the results of a study. It may include a graph or a table used to summarize the results of the study. Signal verbs of the move are, for example, "reveal", "show", and "find" (Dudley-Evan, 1986, p. 142).

4. Reference to Previous Research (RPR) (Support)

This move occurs when there is a reference to results of relevant previous research, and the author uses those referred researches to support a hypothesis or result or to make a conclusion from the current research.

5. Hypothesis

This move indicates the assumption or hypothesis that the writer makes from the studied data. Dudley-Evans (1994) has explained that a writer uses this move when making a general statement from the results of the study as a contribution to the "ongoing research" in that area (p. 225). In his study in 1986, Dudley-Evans used the term "hypothesis" to indicate "a hedged claim" made by a writer (Dudley-Evans, 1994, p. 225) Modal verbs are often used in this move.

6. Deduction[10]

This move is similar to the Hypothesis Move, however that the conclusions drawn from the studied data are definite. Dudley-Evans (1994) has explained that the Deduction Move is "a more confidently presented claim" (p. 225). Signal words for this move are hedged phrases, for instance, thus, therefore, and consequently.

7. Recommendation

The writer often uses this move to recommend further study. However, this move may also appear in other sections of the thesis. Words that are frequently used in the move are, for example, "should", "must", and "require" (Dudley-Evan, 1986, p. 143).

8. Evaluation of Method

The Recommendation Move and the Evaluation of Method Move are relatively similar. The writer uses this move in order to evaluate the method used in the study, and to make suggestions about methods for further study.

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[10] Dudley-Evans (1994) has combined both Hypothesis and Deduction Moves and has called them "Claim" or often referred as "Knowledge Claim". Since the frequency of the Hypothesis Move and Deduction Move is examined separately, the terms "Hypothesis" and "Deduction" used in Dudley-Evans' study in 1986 are used.

9. Creating the Credibility of a Thesis (Credibility)

This move is used in the first and last page of a thesis to indicate that a thesis is reliable since it has been accepted by a university and its committee. Furthermore, the curriculum vitae at the end of the thesis usually presents a writer's educational and work experience, and that information adds to the credibility of the thesis. This move is often signaled by the phrases "The faculty of…has approved this thesis…", "Accepted by the Faculty of… in partial fulfillment of the requirements for the degree of…", and "The thesis has been accepted by…"

10. Express the Appreciation towards Those Who Contributed to the Success of the Thesis (Appreciation)

This move usually appears at the beginning of the thesis. The writer uses this move to acknowledge people who have assisted in the thesis writing process. Words that often appear in the move include "appreciation", "gratitude", and "thanks" or phrases such as "I am grateful to…", "To…, thank you for…", and "I appreciate…"

Chapter 4

Results

This study aimed to identify the differences between Thai and English discourse by comparing three different theses, in order to provide some guidance to Thai students who are writing their theses in English. The discussion chapter from each thesis was selected for closer analysis. The rhetorical moves used in the discussion chapter were identified and compared between the three theses.

Results of the Study

The results of the study were the responses to these questions:

1. What are the communicative purposes of the chosen theses?

2. What are the rhetorical moves found in the discussion chapter of each thesis?

3. Are there similarities or differences of the rhetorical moves among the selected theses?

1. Communicative Purposes

The major communicative purpose of these master's theses was to share the authors' view on the subject and to convince the readers of the results.

2. Rhetorical Moves

Before looking at the rhetorical moves, it might be helpful to look at the length of each entire thesis as well as the discussion chapter from each thesis, and an outline of the moves in each *entire* thesis.

Lengths of the Theses and Their Discussion Chapters

The longest thesis[11] was Thesis A (185 pages), followed by Thesis B (119 pages), and then Thesis C (105 pages). However, the discussion chapter from Thesis C was the longest at 22 pages, followed by Thesis B at 15 pages, and Thesis A at 9 pages.

Outline of the Moves in the Entire Theses

Below is the summary of the complete moves found in each of the three theses in their entirety, that is, not just in the discussion chapter. The definitions of the rhetorical moves used here are provided in the previous chapter. The moves are presented in the order in which they were found. It should be noted that a move may occur more than once in a different section or chapter of a thesis. Furthermore, each chapter may consist of more than one move. Table 2 shows the move that is used the most in each section or chapter. For example, there are several prominent rhetorical moves used in Chapter One: Information Move, Occupying the Niche, Establishing a Territory, and Establishing a Niche Move, but the Hypothesis Move might also be used in that chapter as well.

Table 2: Summary of the Rhetorical Moves Found in the Entire Theses

Names of the Moves	Pages/Chapters in which the Moves were found		
	Thesis A	Thesis B	Thesis C
Information Move	Title Page	Title Page	Title Page
	Abstract	Abstract	Chapter 1:
	Chapter 1:	Chapter 1:	Background
	Introduction	Introduction	Chapter 5:
	Chapter 5:	Chapter 5:	Discussion

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[11] The length referred to only the body part of each thesis starting from the first chapter to the last chapter. Abstract, appendices, acknowledgements, for example, were not included.

	Conclusion, Discussion, and Recommend-ations Appendices	Discussion Appendices	and Recommend-ations Appendices
Credibility	Signature Page Curriculum Vitae	Signature Page	Signature Page Curriculum Vitae
Appreciation	Acknowled-gements	Acknowled-gements	Dedication Acknowled-gements
Occupying the Niche	Table of Contents List of Tables and Figures Chapter 1 Chapter 3: Research Methodology	Table of Contents List of Tables and Figures Chapter 1 Chapter 3: Research Methodology	Table of Contents List of Tables and Figures Chapter 1 Chapter 3: Research Methodology
Establishing a Territory	Chapter 1 Chapter 2:	Chapter 1 Chapter 2:	Chapter 1 Chapter 2:

	Literature Review	Literature Review	Literature Review
Establishing a Niche	Chapter 1	Chapter 1	Chapter 1
Statement of Result	Chapter 4: Results	Chapter 4: Results	Chapter 4: Needs Analysis Results
Reference to Previous Research (Support)	Chapter 5: References	Chapter 5: References	Chapter 5: References
Hypothesis	Chapter 5	Chapter 5	Chapter 5
Deduction	Chapter 5	Chapter 5	Chapter 5
Recommendation	Chapter 5	Chapter 5	Chapter 5

Discussion Chapter

Although the IUPUI graduate school has not stated specifically which of the components are needed in a master's thesis, both Chulalongkorn University and Kasetsart

University require the inclusion of a discussion section. The discussion chapter is the last chapter of each thesis.

The results from this study implied that Thai students tended to de-emphasize the importance of the discussion chapter. The discussion chapters from Theses A and B were some of the shortest chapters in those papers. Usually, the introduction is the shortest chapter of a thesis, and that was true in all three papers in this study. This might be because most graduate schools provide a guideline for an introduction chapter. Therefore, thesis writers know exactly what to include or not in the introduction.

The discussion chapter of Thesis C by the American student, at 22 pages, was close in length to the other chapters in that thesis; however, the discussion chapters of the other two papers by the Thai students were almost half the length of their other chapters. Although the discussion chapter of Thesis C was longer, it did not contain significantly more types of moves than the other two papers. Below is an outline of the types of the moves found.

The Rhetorical Moves found in the Discussion Chapter of Thesis A, Thesis B, and Thesis C

Thesis A (Thai Speaker/Written in Thai): CU

The discussion chapter was organized into four sections. Each section is listed along with the rhetorical moves used in that section.

1. Summary of the Purposes, Samples and Methods: Information Move

2. Summary of the Results: SOR

3. Discussion of the results: SOR, Hypothesis, RPR (Support), and Deduction

4. Recommendations: Recommendation Move

A complete outline and analysis of the types, frequency, and length of the rhetorical moves used throughout the discussion chapter of Thesis A, including, samples of the moves and translations of signal words and text from Thai, can be found in Appendix E.

Thesis B (Thai Student/Writing in English): KU

Similar to Thesis A, the last chapter of the Thesis B was the discussion chapter. It was divided into six sections. Each section is listed along with the rhetorical moves used in that section.

1. Introduction: Occupying the Niche

2. Discussions of Research Findings: Information Move, SOR, Occupying the Niche, RPR (Support), Deduction, and Hypothesis Move

3. Implications: RPR (Support), Information Move, Evaluation of Method, SOR, and Recommendation Move

4. Limitations: Information Move

5. Recommendations: Information Move and Recommendation Move

6. Conclusion: Information Move, SOR, and Hypothesis Move

A complete outline and analysis of the types, frequency, and length of the rhetorical moves used throughout the discussion chapter of Thesis B, including a choice of signals and samples of the moves can be found in Appendix F.

Thesis C (American student/writing in English): IUPUI

The last chapter of the thesis written in English by an American student was named the Discussion and Recommendations Chapter. Each section is listed along with the rhetorical moves used in that section.

1. Introduction: Occupying the Niche and RPR (Support)

2. Results: Information Move, RPR (Support), SOR, Deduction, Occupying the Niche, and Hypothesis Move

3. Implications: Deduction, Hypothesis, and Evaluation of Method Move

4. Future study: RPR (Support), Deduction, Hypothesis, Occupying the Niche, Information Move, SOR, and Recommendation Move

5. Recommendations: Information Move, SOR, Evaluation of Method, Occupying the Niche, Recommendation, Deduction, and Hypothesis Move

6. Conclusion: SOR, Information Move, Hypothesis, Evaluation of Method, Deduction, and Recommendation Move

A complete outline and analysis of the types, frequency, and length of the rhetorical moves used throughout the discussion chapter of Thesis C, including a choice of signals and samples of the moves can be found in Appendix G.

Table 2.1 presents the summary of all the moves, the frequency, and the lengths found in the discussion chapters of Thesis A, Thesis B, and Thesis C. The first column indicates the name of the moves. The second, third, and fourth column shows the frequency and the lengths of the moves found in the chapter of each thesis.

Table 2.1: Summary of the Moves and Their Frequency and Lengths found in the Discussion Chapter of Thesis A, Thesis B, and Thesis C

Rhetorical Moves	A: CU		B: KU		C: IUPUI	
	Frequency	Lengths	Frequency	Lengths	Frequency	Lengths
Occupying the Niche	-	-	2	1 sentence	5	1 sentence
						2 sentences
						3 sentences
Information Move	1	5 paragraphs	8	1 sentence	12	1 sentence
				2 sentences		2 sentences
				3 sentences		3 sentences
				4 sentences		4 sentences
				1 paragraph		5 sentences
SOR	11	1 DC*	17	1 sentence	16	1 sentence
		1 sentence		2 sentences		2 sentences
		2 sentences		3 sentences		3 sentences
		4 paragraphs		4 sentences		4 sentences
				5 sentences		7 sentences
				10 sentences		1 paragraph
				1 paragraph		
				3 paragraphs		
				4 paragraphs		
RPR (Support)	11	1 DC	5	1 sentence	9	1 sentence
		2 DCs		2 sentences		2 sentences
		4 DCs		5 sentences		3 sentences
		6 DCs				
Deduction	9	1 DC	2	1 sentence	13	1 sentence
		2 DCs				2 sentences
		3 DCs				5 sentences
		1 sentence				
Hypothesis	8	1 DC	4	1 sentence	-	1 sentence
		2 DCs		3 sentences		2 sentences
				1 paragraph		1 paragraph
Evaluation of Method	-	-	2	1 sentence	4	1 sentence
				4 sentences		2 sentences
Recommendation	1	3 paragraphs	4	1 sentence	17	1 sentence
				2 sentences		2 sentences
				1 paragraph		3 sentences
						5 sentences
						1 paragraph

*DC = dependent clause

3. Similarities and Differences

According to Table 2.1, there were similarities among these three theses in terms of the types of the moves used in the discussion chapter of each thesis. However, the papers differ in terms of the frequency, lengths, and signals of the moves. Further discussion regarding these differences follows.

The Types of the Moves

Table 2.2 summarizes the types of moves found in the discussion chapters of Thesis A, B, and C. The first column indicates the names of rhetorical moves. The second, third, and fourth column shows the theses that were analyzed. The last row presents the total of the moves found in each thesis.

Table 2.2: Summary of the Findings of the Moves in the Entire Chapter

Rhetorical Moves	Thesis A	Thesis B	Thesis C
Occupying the Niche	-	Y	Y
Information Move	Y	Y	Y
SOR	Y	Y	Y
RPR (Support)	Y	Y	Y
Deduction	Y	Y	Y
Hypothesis	Y	Y	Y
Evaluation of Method	-	Y	Y
Recommendation	Y	Y	Y
Total	6	8	8

According to Table 2.2, both Thesis B and Thesis C contained the same eight moves. However, only six moves were found in Thesis A. The Occupying the Niche and Evaluation of Method were omitted from Thesis A.

One of the differences between Thai and English writing conventions is that Thai writers do not employ Step Three of the Occupying the Niche Move to generate the structure or the content of the chapter or section. Consequently, the Thai writers in this study did not provide the same amount of detail as the American writer. It can then be assumed that, according to Thai conventions, it was acceptable for Writer A not to provide the meta-language in the text. One could also surmise that the Thai writers were less concerned with formal structure, by considering the following examples. Writer A did not include an introduction paragraph in the discussion chapter, choosing instead to employ the Information Move in the first five paragraphs to review the purposes, samples, tools and methodology of the study. Also, instead of using the Occupying the Niche Move, Writer A used sub-headers to indicate what each section would discuss. Moreover, the chapter did not have a conclusion paragraph or section.

In contrast, the American Writer C used the Occupying the Niche Move to indicate the structure of the discussion chapter. Furthermore, sub-headers were applied to clearly designate the topic of each section. This suggests that the American writer adhered more strictly to a suggested structure than the Thai writers.

Similarly, Writer B used the Occupying the Niche Move to indicate the structure of the chapter, obviously attempting to follow the acknowledged conventions of English thesis writing. Thesis B's discussion chapter included an introduction, body and conclusion section. Thus, it was possible that the acknowledged conventions of L1 of

Writer B influenced how she approached writing a paper in her L2 to some extent. Perhaps Writer B applied a compromise of the attitudes toward introductory sections from her L1 and L2, because the introduction section of the chapter from Thesis B was present, but brief, whereas it was missing in entirety from Thesis A.

Thesis A also lacked the Evaluation of Method move. After reviewing the related research, it seems that Writer A applied a method similar to that used by other researchers. From personal experience as a Thai writer and as a thesis writer, it can be assumed that Thai writers tend to avoid directly criticizing or evaluating another writer's work or methodology, especially those methods that are adapted from another study. Thus, they may omit the Evaluation of Method Move to avoid overtly evaluating or criticizing another writer. However, Writer B implemented the Evaluation of Method move in her study like Writer C, and this indicates that Writer B attempted to use the acceptable discourse patterns when writing in English.

In conclusion, the types of the moves that appeared in Thesis A, which was written in Thai, were fewer than those used in Thesis B and Thesis C, which were written in English. The omitted moves suggest the differences that exist between Thai and English discourse when it comes to the ideas of formal structure and evaluation.

The Lengths of Each Move

The table below showed the lengths of the moves found in the discussion chapter of the analyzed theses. The first column on the left indicates the names of rhetorical moves. The second, third, and fourth column shows the lengths of the moves found in the discussion chapter of each thesis.

Table 2.3: Summary of the Lengths of the Moves

Rhetorical Moves	Thesis A	Thesis B	Thesis C
Occupying the Niche	-	1 sentence	1 sentence
Information Move	5 paragraphs	1 sentence	1 sentence
		2 sentences	2 sentences
		3 sentences	3 sentences
		4 sentences	4 sentences
		1 paragraph	5 sentences
SOR	1 dependent clause	1 sentence	1 sentence
	1 sentence	2 sentences	2 sentences
	2 sentences	3 sentences	3 sentences
	4 paragraphs	4 sentences	4 sentences
		5 sentences	7 sentences
		10 sentences	1 paragraph
		1 paragraph	
		3 paragraphs	
		4 paragraphs	
RPR (Support)	1 dependent clause	1 sentence	1 sentence
	2 dependent clauses	2 sentences	2 sentences
	4 dependent clauses	5 sentences	3 sentences

	6 dependent clauses		
Deduction	1 dependent clause	1 sentence	1 sentence
	2 dependent clauses		2 sentences
	3 dependent clauses		5 sentences
	1 sentence		
Hypothesis	1 dependent clause	1 sentence	1 sentence
	2 dependent clauses	3 sentences	2 sentences
		1 paragraph	1 paragraph
Evaluation of Method	-	1 sentence	1 sentence
		4 sentences	2 sentences
Recommendation	3 paragraphs	1 sentence	1 sentence
		2 sentences	2 sentences
		1 paragraph	3 sentences
			5 sentences
			1 paragraph

According to Table 2.3, the lengths of the moves used by the Thai students were comparable, and differed considerably from the lengths of the moves in Thesis C.

The lengths of the moves applied in Thesis A varied depending on the types of the moves. The moves associated with asserting the writer's opinions were relatively short.

On the other hand, the moves used for presenting facts or generally accepted opinions were lengthy.

What might not be immediately obvious from the table is that the moves associated with asserting Writer A's definite opinions, such as Deduction Move, were relatively brief when compared to the moves used for presenting facts or generally accepted opinions, such as the Information Move. In Thesis A, the Information Move was the major move applied in the chapter.

It should be noted that because of the difference in how sentences are separated[12] in Thai, what could be considered a sentence in English might not be counted as a sentence in Thai. This is relevant when one considers that most of the moves in Thesis A were dependent clauses. This might be because in Thai culture, writers generally try to avoid stating their ideas directly. Writer A may have been trying to avoid asserting her opinions directly. Consequently, as evidenced by the use of the RPR move, in a two-clause sentence, for instance, Writer A would state her opinion in a first clause and would refer to other researchers in the second clause.

In addition, since most Thai writers tend not to assert their opinion directly in writing, they often express it indirectly through the Hypothesis Move. The finding showed that Writer A referred to another researcher's work in the first clause and used the Hypothesis Move in the second clause to comment upon it.

Due to this disposition, the length of the Deduction Move employed in Thesis A was rather short. In contrast, the lengths of the moves used to convey facts, the

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[12] For instance, "จึงทำให้ผู้เข้ารับการทดสอบรู้สึกไม่เครียด ไม่วิตกกังวลมากจนเกินไป "which is a dependent clause in Thai is equivalent to the English sentence "As a result, the participants were not overly stressful or anxious." Therefore, this difference could explain why most of the moves in Thesis A were only dependent clauses.

Information Move and SOR, were relatively long, indicating the writer's confidence to use the moves.

According to Table 2.3, the lengths of Writer A's Recommendation Move were relatively long, suggesting that Writer A was more comfortable using it, perhaps because the writer did not have to sound as assertive making suggestions as when stating opinions.

Therefore, the length of the moves that Writer A employed suggested the possibility that the Information Move and SOR were favored by Thai writers when writing the discussion chapter in Thai.

Overall, the lengths of the moves found in Thesis B were closer to Thesis C than Thesis A[13]. Writer C seemed to equally emphasize both the recommendation section and presenting the data in the discussion chapter. Similarly, Writer B seemed to recognize the English writing conventions by attempting to use the Recommendation Move in the same manner as Writer C. In addition, when examining the Evaluation Move that did not appear in Thesis A, the lengths of this move in both Thesis B and Thesis C were nearly equal. Thus, the similar lengths of the moves found in Thesis B and Thesis C suggested that Thai writers may recognize the accepted conventions in English writing and attempt to adhere to them. Writer B in this study was relatively successful in using such moves. Nevertheless, the findings showed that the lengths of moves that Writer B used for presenting facts or information, the Information Move and SOR, were lengthy and rather similar to the lengths of these moves in Thesis A. Furthermore, the length of the moves

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[13] For instance, the length of the RPR move in Thesis B was closer to the length of the same move found in Thesis C than Thesis A. Furthermore, the lengths of the Occupying the Niche and Hypothesis Move of Thesis B and Thesis C were almost equal. The only small difference found was that Writer C used the Occupying the Niche Move longer than Writer B. When looking at the Recommendation Move, the lengths of this move found in Thesis B and Thesis C were similar.

that Writer B used for making a concrete statement, the Deduction Move, was similar to the length of the Deduction Move found in Thesis A. In contrast, the similar moves found in Thesis C were not considerably long compared to the other two theses.

The Frequency of the Moves

The following table summarizes the frequency of the moves found in the discussion chapters of all three papers. The first column on the left shows the names of the moves. The second, third, and fourth columns indicate the frequency of each move.

Table 2.4: Summary of the Frequency of the Moves Found in the Discussion Chapter

Rhetorical Moves	Thesis A	Thesis B	Thesis C
Occupying the Niche	-	2	5
Information Move	1	8	12
SOR	11	17	16
RPR (Support)	11	5	9
Deduction	9	2	13
Hypothesis	8	4	14
Evaluation of Method	-	2	4
Recommendation	1	4	17

The most frequently occurring move was different in each thesis. The results of the frequency of the moves complied with the results from examining the lengths of the moves[14]. It is possible; therefore, that Writer A equally emphasized the results presentation and the references of other researchers in the chapter since both SOR and

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[14] See Table 2.3 for the summary of the lengths

RPR occurred the most frequently, which would be consistent with the findings that these two moves were relatively lengthy.

The SOR accounted for approximately 30% of the total number of moves in both Thesis A and B, but only for about 18% of the total moves in Thesis C. Therefore, Writer C did not emphasize the presentation of the results as much as the Thai writers.

In addition, looking at the frequency of the RPR move suggests that the Thai writers tended to emphasize references to other researchers much more than the American writer did.

Another compliant finding was that the Information Move was used quite frequently in Thesis B, but not very often in Thesis A. However, as Table 2.3, shows, the length of the move, employed only at the beginning of the chapter, was extremely long[15]. Thus, this finding does not necessarily indicate that Writer A did not emphasize providing the readers with information. On the contrary, Writer B used the Information Move moderately, throughout the chapter. In Thesis C, the Information Move was ranked fifth of eight moves. Therefore, the study suggests that the Thai writers stressed the importance of the Information Move in the discussion chapter more than the American writer.

Writer B clearly showed awareness of English writing conventions by including these two moves: Occupying the Niche and the Evaluation of Method, while in Thesis A, these moves were omitted.

Thus, the findings suggest that a Thai writer may tend to concentrate on using SOR, RPR, and the Information Move in the discussion chapter, as well as emphasizing the use of SOR much more than an American writer will. However, in the discussion

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[15] See Table 2.3 for the summary of the lengths

chapter, the American writer might put more emphasis on the use of Recommendation Move than Thai writers will.

The Signals of the Moves

The following table presents the summary of the signals of the moves found in the discussion chapter of each thesis. The first column on the left lists the names of the moves. The second, third, and fourth column shows the signals.

Table 2.5: Summary of the Signals of the Moves Found in the Discussion Chapter of Thesis A, Thesis B, and Thesis C

Rhetorical Moves	Thesis A: CU	Thesis B: KU	Thesis C: IUPUI
Information Move	N/A	N/A	N/A
SOR	The summary of the results/ From the research, it was found that/ This can be observed from/ Nevertheless, the participants…	The participants thought that/ The participants stated that/ Most of them considered that/ A lot of them thought that/ The results of this study showed that/ The findings indicate that/ It was found that	Several students commented/ The students also noted/ All of these factors were found/ The LARC professors noted/ The needs analysis revealed
Hypothesis	This could be because	might/ suggest/ may	probably/ likely/ would/ possible/

			will/ might/ may/ could be
RPR (Support)	[The finding] complied with [opinion/research by…]	This is supported by the findings of/ …suggested that/ This was similar to/…believes…/ These results were paralled to/ This is related to/ According to…, …	The literature review have suggested/ … as suggested by…, …/ … all offer…/ Some research has indicated that…
Deduction	Therefore/ as a result/ thus/ consequently	To sum up/ hence/ therefore	Because of…, …
Recommendation	recommendations/ should	recommendations/ should	recommendations/ should
Occupying the Niche	N/A	This chapter presents/ The findings… are discussed as follows	The…section discusses/ This section will/ The discussion that follows will/ … are presented…, …, …

| Evaluation of Method | N/A | N/A | N/A |

The examination showed that the three writers used both specific and unspecific words or phrases to signal the moves. The specific words used to signal the moves were relatively obvious. For instance, the signals of the Hypothesis Move were modal verbs such as "might", "may", and "will" or words such as "possible" and "probably".

However, none of the writers used specific signals in the Information Move and the Evaluation of Method Move. This may be because the writers used the Information Move to provide the readers various pieces of information such as reviewing the purposes of the study and results of the study and providing background of the study. Therefore, the signals of this move were appropriate to the information contained in those particular sections.

In addition, the Occupying the Niche Move, which was not used in Thesis A at all, appeared only three times in Thesis B, using fewer signals than were used in Thesis C. Writer C used various phrases when applying this move such as "This section will" and "The discussion that follows will".

The investigation of the signals of the moves showed that Writer A did not vary her word choice as much as the other writers. This practice seems more acceptable in Thai writing where it is not considered overly repetitious. English conventions seem less tolerant of this kind of repetition, as evidenced by the various signal words used by Writers B and C. Thus, Writer C used many more uniquely occurring words or phrases than other two theses, especially in the SOR and Hypothesis Move. Writer B's use of

signals suggested that she was aware of English writing conventions and successfully executed them in her writing.

In conclusion, ten rhetorical moves were found in the entire text of all three theses: Occupying the Niche, Information Move, SOR, RPR (support), Hypothesis, Deduction, Recommendation, Evaluation of Method, Credibility, and Appreciation. However, the moves found in the discussion chapter from each thesis were varied. Six rhetorical moves were found in the chapter from Thesis A; eight were found in Thesis B; eight were found in Thesis C. Thesis B had more in common with Thesis C than with Thesis A in terms of the types of moves. However, each of the selected theses had some differences in the types, the frequency, the lengths, and the signals of the moves.

Chapter 5

Conclusion and Recommendations

This chapter presents a summary of the results of the study, followed by recommendations for educators who want to teach Thai students, and recommendations for future research in contrastive studies in genre analysis.

Summary of the Results of the Study

According to the analysis of rhetorical moves in three theses, one thesis written in Thai by a Thai student, one thesis written in English by a Thai student, and one thesis written in English by an American student, the results of the study are as follows.

First, these master's theses aimed to share the writers' views on their subjects and to convince the readers of their results. Ten identical rhetorical moves were found in each of the entire theses: Occupying the Niche, Information Move, SOR, RPR (support), Hypothesis, Deduction, Recommendation, Evaluation of Method, Credibility, and Appreciation.

Second, the moves found in the discussion chapter from each thesis were varied. For Thesis A, which was written in the Thai language by a Thai student, six rhetorical moves were found: Information Move, SOR, Hypothesis, RPR (support), Deduction, and Recommendation. On the other hand, Thesis B, which was also written by a Thai student but in English, and Thesis C, which was written by an American student in English, shared the same eight rhetorical moves: Occupying the Niche, Information Move, SOR, RPR (support), Deduction, Hypothesis, Evaluation of Method, and Recommendation.

Third, this analysis revealed several similarities and differences among the moves from the three theses, in terms of the types of the moves, the lengths of the moves, the frequency of the moves, and the signals of the moves.

Regarding the types of moves, it was found that Writer B used similar moves to Writer C. Two of the moves, Occupying the Niche and Evaluation of Method, were omitted from Thesis A.

Regarding the lengths of moves, the lengths used by Writers B and C were similar to each other, but much different from the lengths of moves used by Writer A.

Regarding the frequency of the moves, the Thai writers used moves with similar frequency.

Regarding the signals of the moves, all three writers applied both overt and subtle signals of the moves. Both Writer B and Writer C varied the words used for the signals more than the Writer A.

In conclusion, the analysis of the types of the moves showed that the Thai writers, when writing in Thai and English, organized the writing of the discussion chapter differently than the American writer did. The lengths of the moves and the frequency of the moves suggested that the Thai writers emphasized certain sections that the American writer did not. Finally, the lack of variety of signals of the moves used in the discussion chapter of Thesis A indicated that such repeated use of the same signals are acceptable in Thai written discourse. On the other hand, the variety of the signals of the moves used both in Thesis B and Thesis C suggested that English written discourse calls for more variety in the words used to signal the moves.

Recommendations

      The move analysis used in contrastive studies like this study helps identify the unique characteristics in the writing of second language writers. According to Hart (1986), the use of genre analysis is useful for identifying patterns. One may use the findings of this study to teach second language learners about the patterns that are accepted in English discourse. Accordingly, the following recommendations are intended to assist educators as well as future researchers.

Recommendations for Teaching Thesis Writing to Thai Students

      According to the results of the study, the writer of Thesis A demonstrated the acceptable norms of Thai writing. It is more common in Thai for paragraphs to not have a clear topic sentence or conclusion. It should be noted also that a sentence in Thai can often be extremely long, consisting of many subordinate and dependent clauses. Furthermore, for Thai writers, the accuracy of the content of the thought seems to take priority over the grammatical structure of the sentence. The analysis of Thesis B revealed that the writer of Thesis B attempted to follow the writing conventions in English such as using synonyms to avoid repetition of signal words.

      The results of the study showed that writing a thesis in Thai was similar to writing a thesis in English in terms of the format of the thesis. According to Jogthong (2001), Thai academic writing is influenced by English academic writing since Thai academic writing is still in a developing stage. Both this study and Jogthong's research indicated that Thai writers were aware of English academic writing conventions to some extent. However, there are some practices that Thai students need to particularly raise their

awareness of when writing a thesis in English due to the fact that these practices are not common in Thai writing.

First of all, as seen from the lack of the move in Thesis A, the writing in Thai does not usually require the Occupying the Niche Move to indicate the structure of texts; therefore, the students should be familiarized with this move when writing in English. An English instructor may create an exercise to facilitate the use of this move such as having students write an introduction paragraph that ends with the Occupying the Niche Move.

Secondly, due to the fact that direct criticism of someone's work is not favored by Thai culture, Thai writers tend to avoid criticizing and evaluating others' work or methods. Consequently, the Evaluation Move was not found in Thesis A. An English instructor should inform the students of the importance of this move when writing a thesis. The instructor may start by encouraging the students to list both advantages and disadvantages of a certain writing piece so that the students would become familiar with the evaluation process. Then, when the students start writing, the instructor may ask them to try to combine those lists into their writing.

Thirdly, when writing in Thai, the writer seemed to use the same words, sentences, or expressions repeatedly throughout the chapter as seen from the lack of variety in the signals. Therefore, an English instructor should create an exercise that helps students improve and widen their vocabulary, such as providing guidelines for revision, or a paraphrasing exercise.

Last but not least, although the move analysis in this study was helpful in identifying problems that the students might have in their writing, definite conclusions might not be justified in light of the limitations of the scope of the study; only one

chapter was chosen for analysis, and the corpus might be considered small. However, some useful guidelines could be inspired by the findings, especially regarding what should be included in a discussion chapter when writing a thesis in English. Thai students would benefit from being shown a template indicating which moves should be included in the writing, and which moves should be used the most in the chapter.

Recommendations for Research in the Future

From the study, the three recommendations for future research are as follows.

First of all, research could focus on a larger corpus, which would provide more data to result in more definite conclusions. However, when doing a contrastive study, the most important issue is the criteria used for selecting the data, which must be comparable. In addition, it should be noted that a contrastive study does not always point out definite conclusions about the data but rather the possible indications of the data. Thus, researchers should be wary of assuming universality for the conclusions drawn the study.

Secondly, to gain a more complete understanding of a thesis, other aspects of the thesis should be analyzed. Although this study obtained a great deal of information from the move analysis and the contrastive study, the analysis of other aspects such as linguistic features might help to provide a clearer picture of the differences between languages.

Finally, the analysis of the moves in this study was done on finished products—published theses. Thus, it might not be obvious how the selected theses were changed during the writing process and why such changes were made. The study of the process of the writing could be done by interviewing thesis writers and tracing changes from each

draft. Such study might help the researcher to learn about the writers' process. Thus, it would be easier to make further suggestions for teaching thesis writing.

Conclusion

When writing a thesis in English, Thai writers seem to be aware of English writing conventions. However, some problems in their writing may occur because of the differences between Thai discourse and English discourse. To solve this problem, the study at the discourse level might be useful. In this study, the move analysis and the contrastive study revealed the issues that the students might have when they write a thesis in English. The study showed that in general the characteristics of Thesis B were closer to Thesis C than Thesis A. It is undeniable that there are influences from Thai discourse found both in Thesis A and Thesis B. From the observation of the types of the moves used, the length of each move, the frequency of the moves, and the signals of the moves, the data indicated that the types of the moves in each thesis were relatively similar. Nevertheless, the investigation of the length of each move and the frequency of the moves suggested that each language had slightly different preferences in the application of the rhetorical moves. Thesis B seemed to be a combination between Thesis A and Thesis C. It should be noted also that, due to the limited size of the corpus of this study, and the fact that only one chapter from each thesis was chosen for the analysis, the conclusion might not be absolute. However, it is possible to provide the readers with the characteristics of the selected theses in general, the guidelines, and suggestions for teaching thesis writing to Thai students. Thus, further study should also be conducted that includes other aspects of the thesis in its analysis. The study of the genre analysis in

contrastive studies like this one would definitely be useful to English writing instructors

in Thailand.