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ของนักศึกษาจีนวิชาเอกภาษาอังกฤษ



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**MOVE-STEP STRUCTURE OF BACHELOR'S THESES
BY CHINESE STUDENTS MAJORING IN ENGLISH**



Xianjian Yang

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in English Language Studies**

Suranaree University of Technology

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**MOVE-STEP STRUCTURE OF BACHELOR'S THESES BY
CHINESE STUDENTS MAJORING IN ENGLISH**

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วิทยานิพนธ์ระดับปริญญาตรี (Bachelor's Thesis หรือ BT) เป็นรูปแบบของสัมพันธสาร
การเขียนเชิงวิชาการที่สำคัญซึ่งนักศึกษาจีน วิชาเอกภาษาอังกฤษ ระดับปริญญาตรีจะต้องเขียน
อย่างไรก็ตามรูปแบบการเขียนนี้ยังคงเป็นรูปแบบที่ยากสำหรับนักศึกษา ปัจจุบันจำนวนงานวิจัยที่
ศึกษาโครงสร้างอรรถภาควิทยานิพนธ์ระดับปริญญาตรีสมบูรณ์ทั้งเล่มยังมีอยู่น้อยมาก ดังนั้น
งานวิจัยนี้จึงมีวัตถุประสงค์เพื่อที่จะ (1) ศึกษาโครงสร้างอรรถภาควิทยานิพนธ์ระดับปริญญาตรี
ซึ่งเขียนโดยนักศึกษาจีน วิชาเอกภาษาอังกฤษ มหาวิทยาลัยไคลี่ (Kaili University หรือ KU) และ
(2) เปรียบเทียบความเหมือนและความแตกต่างระหว่างวิทยานิพนธ์ระดับปริญญาตรีดังกล่าวกับ
วิทยานิพนธ์ปริญญามหาบัณฑิตจากงานวิจัยที่ผ่านมาในเชิงอรรถภาค (moves) อนุวัจน์ (steps) และ
โครงสร้าง (structures) ผู้วิจัยได้สร้างคลังข้อมูลวิทยานิพนธ์ระดับปริญญาตรีเชิงประจักษ์สมบูรณ์
ทั้งเล่มซึ่งเขียนโดยนักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยไคลี่ จำนวน 30 เล่ม และได้เลือก
กรอบการวิเคราะห์ของ Chen และ Kuo ในปี ค.ศ. 2012 มาใช้ในการวิเคราะห์อรรถภาค อนุวัจน์ และ
โครงสร้างของวิทยานิพนธ์ ผลการวิจัยพบว่าถึงแม้จะมีการค้นพบอรรถภาคและอนุวัจน์ใหม่ๆ
ในวิทยานิพนธ์ระดับปริญญาตรีบางส่วน แต่ส่วนใหญ่แล้วกลับพบว่าวิทยานิพนธ์เหล่านี้ถูกเขียน
ขึ้นตามกรอบที่ Chen และ Kuo ได้เสนอไว้ ในขณะที่เดียวกันผลการวิจัยยังแสดงให้เห็นว่าโครงสร้าง
อรรถภาควิทยานิพนธ์ระดับปริญญาตรีมีความแตกต่างจาก โครงสร้างอรรถภาควิทยานิพนธ์ปริญญา
มหาบัณฑิตเป็นอย่างมาก จากผลของการวิจัยนี้ ผู้วิจัยได้เสนอ โครงสร้างวาทศิลป์วิทยานิพนธ์ระดับ
ปริญญาตรี แนวทางในการสอน รวมไปถึงหัวข้อในการต่อยอดงานวิจัยในอนาคตไว้อีกด้วย

XIANJIAN YANG : MOVE-STEP STRUCTURE OF BACHELOR'S
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BACHELOR'S THESIS / GENRE ANALYSIS / MOVE-STEP STRUCTURE

Bachelor's Thesis (BT) is an important yet difficult type of academic writing discourse for Chinese undergraduate English majors to write. To date, few research studies have been conducted on the move-step structure of complete BTs. Therefore, this study aimed to (1) unearth the move-step structure of BTs written by Chinese students majoring in English at Kaili University (KU), and to (2) compare the extent of the similarities and differences between those BTs and the master's theses in a previous study regarding moves, steps and their structures. A corpus of 30 complete empirical BTs composed by KU English major students was built. Chen and Kuo's (2012) analytical framework was adopted to analyze the moves, steps and structures of the theses. Results revealed that though new moves and steps were identified in some BTs, most of the BTs were found to follow Chen and Kuo's (2012) framework to some extent. Meanwhile, the findings also showed that the move-step structure of BTs varied extensively when compared to that of the master's theses. Based on the major findings of this study, a rhetorical structure of BTs was proposed, pedagogical implications were put forward, and future research related to this study was discussed.

School of Foreign Languages

Student's Signature _____

Academic Year 2014

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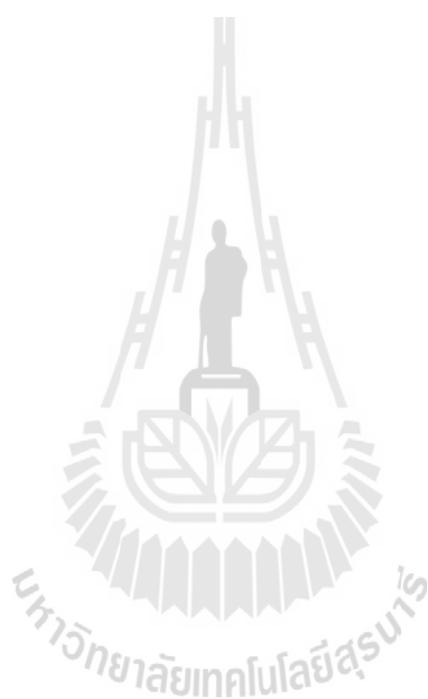


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LIST OF ABBREVIATIONS

A-	=	Abstract Introduction Literature Review Methodology
ILrMRDC		Results and Discussion Conclusions
BT	=	Bachelor's Thesis
CARS	=	Create a Research Space
CET-4	=	College English Test Band 4
CET-6	=	College English Test Band 6
CLT	=	Communicative Language Teaching
EAP	=	English for Academic Purposes
EFL	=	English as a Foreign Language
ELT	=	English Language Teaching
EPC	=	English for Professional Communication
ESP	=	English for Specific Purposes
IMRD	=	Introduction Methods Results Discussion
KU	=	Kaili University
MOE	=	Ministry of Education
QMDAP	=	Qiandongnan Miao and Dong Autonomous Prefecture
RA	=	Research Article
SFL	=	Systemic Functional Linguistics
TEM-4	=	Test for English Majors Band 4
TEM-8	=	Test for English Majors Band 8



CHAPTER 1

INTRODUCTION

This chapter gives a brief introduction to the present study which aims to analyze the move-step structure of Bachelor's Theses written by Chinese English major students at Kaili University in southwest China. It starts with the background of the study. Then, it presents statement of problems, objectives of the study, research questions, the significance of the study, and definitions of key terms. Finally, this chapter concludes with the overall structure of the thesis.

1.1 Background of the Study

1.1.1 Importance of English Language Teaching (ELT) in China

English as a lingua franca refers to communication in English between speakers with different first languages (Seidlhofer, 2005), and as a result of globalization, English is playing an increasingly significant role in international communication. Consequently, English is widely regarded as an international language (Jenkins, 2000) or a global language (Crystal, 2003). With the fast development of world economy and trade, English is having a pervasive impact on the fields of economy, education and culture all around the world. In the last three decades, English has been obtaining tremendous popularity in the People's Republic

of China, which has a population of over 1.3 billion and 5,000 years of civilization. English language teaching (ELT) in China is an issue of great importance in that China is estimated to have the largest number of learners and users of English as a foreign language (EFL) in the world (He & Zhang, 2010). According to Xu (2010), an estimation of 350 million Chinese is currently learning English with various purposes. Furthermore, China now produces over 20 million users of English each year (Graddol, 2006). Due to the reform and opening-up policy initiated in 1978, China has been experiencing fast development economically, politically and culturally. Since the beginning of the 1990s, China has undergone some significant progress to align itself to the globalization trend. For example, it successfully hosted the Asian Games in 1990 and 2010 respectively, entered the World Trade Organization in 2001, and held the 2008 Olympic Games. Concurrently, as the second largest economy in the world, China is closely integrated into the world both economically and culturally. Therefore, there is an increasing demand for China to contact with the outside world. English is, accordingly, perceived indispensable for China's development (Pan, 2011) because of its role as the global language. According to Wu (2001), there has been an unprecedented demand for English proficiency with China's increasing presence in international affairs. Meanwhile, in the last three decades, English language education has been of great importance in China, and proficiency in English has been widely regarded as a national and a personal asset (Jin & Cortazzi, 2003). At the national level, the Chinese government

has taken into account English language education as an extremely vital role to play in national modernization and development (Adamson & Morris, 1997). At the individual level, proficiency in English can lead to a host of economic, social and educational opportunities (Hu, 2005); it is an essential passport to higher education at home and abroad, lucrative employment in public or private sectors, and professional advancement as well as social prestige (Hu, 2003). In general, opportunities are more often than not open to people with a certain degree of proficiency in English in terms of further tertiary education at home and abroad, and decent desirable jobs in public or private sectors, foreign-invested companies or joint enterprises. To sum up, English is playing a prominent role in promoting international exchanges, acquiring scientific knowledge and technological expertise, fostering economic progress, and participating in global competition (Ross, 1992). In addition, according to Pan (2011), English is endowed with instrumental and pragmatic value, and in China English education carries two layers of significance, i.e. for individual development and for social development.

1.1.2 History of ELT in China

As stated previously, English language teaching (ELT) is of great importance in China; thus, it is necessary to have a brief review of the history of ELT in China.

China is classified as an expanding circle country in which English is used as a foreign language (Kachru, 1985). In the last three decades, the teaching of

English has been standing at the center of Chinese foreign language education policies (Lam, 2005). However, the teaching of English as a foreign language (TEFL) in China has existed for more than one hundred years, or simply put, it actually began as earlier as the latter half of the 19th century with the “Westernization Movement” initiated by some Chinese officials in the Qing Dynasty (Wang, 1986). From that time on to the founding of the People’s Republic of China (PRC), ELT in China has undergone changes intermittently along with the development of the Chinese society. During this period, great attention was paid to reading and translation and little or no attention to spoken English. Nevertheless, as with the founding of the PRC in 1949, Russian replaced English as the predominant foreign language taught at both secondary schools and colleges in the first 15 years. In the early 1960s, China’s diplomatic relations with the Soviet Union deteriorated, and hence the Russian language was no longer in favor. As such, secondary school and university teachers had to transfer their subject major from Russian to English. However, with the advent of the Cultural Revolution (1966-1976) foreign language learning was removed from the curriculum. Still worse, during 1966-1969, all universities and colleges were closed. There was merely sporadic teaching of a foreign language, that is, English, and the materials were usually very simple and often contained political slogans.

Following the Cultural Revolution, English replaced Russian as the primary foreign language. In 1978, English became one of the test subjects on the National College Entrance Examination (Zhang, 2003). Since the open-door policy, ELT in

China underwent increasingly rapid development in spite of continuous experience of great changes. In September 2001, English became a recognized subject in the primary school curriculum from grade 3 with the Basic Requirement for Primary School English designed and issued by the Ministry of Education (MOE, 2001). According to Wang (2007), the development of ELT in China has gone through four major phases in the last two decades: the Restoration Phase, the Rapid Development Phase, the Reform Phase, and the Innovation Phase. To begin with, the Restoration Phase (1978-1985) saw the resumption of the College Entrance Examination, and the first English Syllabus at tertiary level was issued by MOE in 1980, in which the content of grammar teaching was described; nevertheless, the contents regarding listening, speaking, reading and writing, among others were not included. Meanwhile, ELT was conducted on the basis of the principles of grammar-translation and audiolingualism approaches. Secondly, the Rapid Development Phase (1986-1992) witnessed that much adjustment was made in teaching objectives for college English syllabus issued in 1986. In this phase, communicative language teaching (CLT) was introduced in the Chinese context (Hu, 2002). Thirdly, the Reform Phase (1993-2000) focused more on the function of English, and consequently MOE issued the new College English Teaching Syllabus in 1999 with an aim to enhance students' practical ability in English communication. Lastly, the Innovation Phase (2000 onwards) witnessed the issue of College English Curriculum Requirements (Revision) in 2004 by MOE and College English Curriculum Requirements (MOE, 2007) which was designed on the basis of the 2004 version.

This section gives a brief overview of the history of the development of ELT in China. The following section will specifically discuss ELT in university contexts, focusing mainly on ELT for non-English and English majors in China.

1.1.3 ELT in Universities in China

English language teaching (ELT) in China is, at the tertiary level, generally divided into two categories, that is, ELT for non-English majors and ELT for English majors.

College English refers to the English instruction for non-English majors who make up the largest proportion of students studying at various colleges and universities across China. Each year, the number of students enrolling in English instruction for non-English majors at the tertiary level is over millions. These students are pursuing undergraduate degrees in a wide variety of disciplines, ranging from mathematics, physics, arts, sciences, engineering, businesses, to literature, among others.

For all university non-English majors, a requirement of two years' study of college English is compulsory. In order to meet the basic requirement, students need to take college English courses consisting of approximately 240 teaching hours, i.e. about 3 hours per week and 60 hours per term. To examine the implementation of the curriculum and to evaluate the effectiveness of classroom teaching and learning, students are assessed by taking a nationwide, standardized English proficiency test termed College English Test Band 4 (CET-4) during or after the course. In addition,

students who pass the CET-4 can take College English Test Band 6 (CET-6). The focuses of the two tests are mainly on testing students' language proficiency in terms of grammar, vocabulary, listening, reading, and writing skills, and most of the test items are designed in multiple-choice format.

With China's gradual and successful step onto the way toward market economy and the era of globalization, increasing demands for more foreign language talents were perceived and a new Curriculum for Undergraduate English Majors was hence issued (The National Foreign Language Teaching Advisory Board under the Ministry of Education, 2000) (hereafter referred to as the 2000 Curriculum). The aim of the 2000 Curriculum is to cultivate English specialists with interdisciplinary backgrounds (Lu, 2010). In order to achieve this goal, three types of courses are offered, namely, English professional skills (listening, speaking, reading, writing and translation), English professional knowledge (linguistics, British and American literature, and lexicology), and related professional knowledge (diplomacy, business, law, management, news, education, science and culture). Concurrently, the required teaching method is learner-centered with an attempt to develop students' innovation capabilities. The evaluation of students' learning is principally conducted by the means of summative assessment, which is based upon a variety of examinations as well as nationwide tests, such as TEM-4 (Test for English Majors Band 4) and TEM-8 (Test for English Majors Band 8). For English majors, the total learning time in four academic years is ranging from a minimum of 2000 hours to a maximum of 2200 hours.

After the introduction to the ELT in universities in China, the scope will be narrowed down to the present study, concentrating on English majors at Kaili University (KU).

1.1.4 The Scope of the Present Study

Kaili University (KU), whose predecessor is Qiandongnan Teachers College, was founded in 2006 with the approval of Chinese Ministry of Education. It is located in Kaili city, which lies in the southeast of Guizhou Province, P. R. China. KU is a newly-founded local comprehensive higher education institution in Qiandongnan Miao and Dong Autonomous Prefecture (QMDAP) with a main goal to cultivate teachers for schools in QMDAP. For some historical and geographical reasons, the economy and education in QMDAP are backward, and therefore, the teaching and learning of English there would be more challenging and demanding compared with that in other big cities in China.

KU is a relatively small-sized university with a student population of about 10,000, and it provides language programs of English as a foreign language for both English majors who are studying at the School of Foreign Languages and non-English majors studying at other schools. Currently, there are about 60 faculty members offering classes for English majors or Japanese majors, and about 1020 undergraduate students are studying either as English majors (923) or as Japanese majors (97) in the School of Foreign Languages. As statistics released by the School of Foreign Languages of KU in 2012 showed, of the 60 faculty members 29 teachers are MA

degree holders, and 5 teachers are studying for their Ph.D. degree and 9 teachers for their MA degree. Young and less experienced teachers, who have been teaching for a short period of time, account for almost half of the faculty population.

For English majors at KU, a writing course is offered to them for three semesters, i.e. in semesters 4, 5, and 6 with two hours per week. The writing course is perceived as relatively difficult by the majority of the students taking this course, which may be because writing requires the writer to have high English proficiency and good writing skills. In addition, the main aim of this writing course is to improve students' writing ability quickly and effectively and help students compose good pieces of writing by acquainting them with fundamental discourse patterns in academic communication and training them to look at controversial issues in related fields from a scientific perspective. On completion of this course, students are expected to be able to write a variety of genres, for instance, abstracts, personal letters, business letters, business reports, argumentative essays, book reviews, short fictions, etc. The three-volume textbook for this course is designed by an eminent professor (Yang, 2005) in China and published by Higher Education Press. Each volume of the textbook consists of eight units with different topics. One predominant feature of this series of textbooks is the wide use of selected samples produced by Chinese students. The samples are presented with professors' comments and suggestions; therefore, they may serve as models for students to follow and they might help students comprehend the ways of English writing.

Apart from writing various types of essays mentioned above, English majors at KU are also required to write and defend their theses in order to obtain their Bachelor's degree. Thus, this type of thesis is called Bachelor's Thesis (BT) in the present study. However, the absence of writing a BT may be a big flaw to the writing course offered to English majors at KU. As a complement to it, several lectures concerning the writing of BT are given to students in semester 7 before they are about to write their BT, but unfortunately no specific textbooks of BT writing are provided. Hence, it is proved insufficient to prepare students well to write their BT. BT writing has long been regarded as an essential mode of writing discourse, and it is also extremely important for undergraduate English majors, because writing a BT and passing BT defense are to some extent one of the basic requirements for them to get their Bachelor's Degree upon graduation.

1.2 Statement of Problems

Bachelor's Thesis (BT) is an important yet difficult type of text for undergraduate English majors to write. Based on China's academic degree regulations, English major undergraduate students are required to complete and defend their BT so as to obtain their Bachelor's Degree. Meanwhile, BT is also regarded as an essential assessment of a student's accumulated academic achievement and overall abilities. According to the English Teaching Syllabus for English Majors, issued by the Chinese MOE in 2000, BTs should be written in English, and of 3,000-5,000

words; they should be coherent, clear, substantial, and reflect independent opinions; and grading needs to factor in not only language skills but also independent opinions and innovative ideas of the writing. However, it seems that writing BT has not received enough attention from both English major undergraduate students and teachers as it deserves. As a result, although English major seniors usually make great efforts and spend several months writing their BTs under the guidance of their supervisors, the general quality of their BT tends to be still problematic and unsatisfactory with regard to the thesis quality requirement set by the National Curriculum for College English Programs (MOE, 2000); that is, the BT should be written with “coherent language, logical organization, substantial content, and some originality” (p. 14). One possible reason for this may be that there is a lack of genre knowledge in teaching English writing in Chinese universities (Gao, 2007).

In spite of the fact that English majors at KU have learnt a variety of genres in the writing course, the curriculum and the textbooks do not seem to put enough weight on teaching BT writing. On the contrary, students’ grammatical competence has traditionally been given the most important emphasis on the teaching of English writing, while their generic competence has usually been neglected. What is worse, there is no BT writing textbook provided for English majors. Therefore, students’ limited knowledge acquired from the fundamental English writing course and from several hours of lecture is far from sufficient for students to write a good BT.

As defined by Hyland (2003), genre is “abstract, socially recognized ways of using language for particular purposes” (p. 18). The general purpose of a BT is for a student to convince the defense committee that through three years of academic study he/she has relatively grasped basic theories, specialized knowledge and basic skills in the English language; especially, the student has acquired the initial ability to undertake scientific research (MOE, 1981). To achieve this purpose, a clear idea regarding the key elements of BT writing genre is expected.

Nevertheless, most English majors at KU are struggling with composing their BTs. One possible reason might be that little knowledge of this genre, or particularly the move-step structure of BT, has been shown to the students, so they are unfamiliar with the structure of this genre. Thus, there is a need to investigate the move-step structure of BT. Meanwhile, to the best of my knowledge no research has been conducted on the move-step structure of complete BTs to date. Therefore, the researcher decided to compare BTs with master’s theses in terms of moves, steps and their structures in order to help propose a rhetorical structure of complete BTs. Possibly, future BT writers can use the proposed rhetorical structure as a model to write their theses well. In addition, the comparison between BTs and master’s theses also aims to check the applicability of Chen and Kuo’s (2012) analytical framework, which was based on genre analysis of master’s theses, in analyzing the rhetorical structure of BTs.

Rhetorical structures, as Kanoksilapatham (2005) points out, are also regarded as rhetorical organizations which consist of moves and steps in terms of writing academic research articles (RA); moves and steps are usually a useful means for researchers to realize communicative purposes of individual sections (IMRD) of RAs (Swales, 1990). As Dudley-Evans and St. John (1998) put it, “move means a unit that relates both the writer’s purpose and the content that s/he wishes to communicate” (p. 89), while “step means a lower level unit than a move that provides a detailed perspective on the options open to the writer in setting out the moves” (p. 89). In sum, writing a BT is a demanding task for undergraduate English majors because of inadequate exposure to and little explicit instruction of this particular genre.

1.3 Objectives of the Study

With the problems stated in 1.2, the main objective of the study is to uncover the move-step structure of Bachelor’s Theses (BT) written by English major students at KU. Through move-step structure analysis of the texts, the move-step structure of this relatively rarely explored genre in the current EFL context will be revealed. Specifically, the objectives of the present study are:

(1) to identify the moves, steps and their structure of Abstract, Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion sections, respectively in the BTs produced by KU English majors. All these six sections are treated as sub-genres of BT in this study; and

(2) to compare the extent of the similarities and differences between BTs and master's theses in terms of moves, steps and their structures.

1.4 Research Questions

In order to accomplish the objectives stated previously, the present study addresses the following research questions:

(1) What are the moves, steps and their structure of Bachelor's Theses written by Chinese students majoring in English in the present study?

(2) To what extent are BTs in the present study similar to and different from master's theses in terms of moves, steps and their structures?

1.5 Significance of the Study

Based on the questions and problems of Bachelor's Thesis (BT) writing, the study will make an attempt to help both English major undergraduate students and their teachers solve the problems stated above and enhance the learning and teaching of English BT writing at KU, and even in other colleges and/or universities in China, because there have been no concrete support, for instance, textbooks or guidebooks with respect to move-step structure in assisting both English major students and teachers in the learning and instruction of BT. Meanwhile, the study is significant because by analyzing the move-step structure of BTs produced by English majors in KU employing selected frameworks, perhaps a certain move-step structure might emerge specifically from the current texts. Ultimately, a comparatively appropriate

move-step structure framework will be put forward, and this move-step analysis framework might shed some light on the BT writing for English majors at KU and other universities around China, or even in universities of other countries with similar EFL contexts. Also, the results from the study could raise students' awareness of this particular genre on the one hand. On the other hand, the results of the study may also draw teachers' attention to the current genre. Accordingly, much emphasis will be put on this particular genre, and as a consequence, a genre-based approach to teaching writing may be greatly promoted in the Chinese context.

Furthermore, the study may offer a valuable framework in the form of move-step structure for assisting writing instructors in helping their students produce relatively high quality and effective BTs. In addition, the study may offer potential benefits to bachelor's students from other disciplines. In other words, they could use the move-step structure framework in their writing of the same genre or in their other future academic study. Hence, the study may have interdisciplinary significance as well. In particular, instructors with limited teaching experiences in BT instruction may apply the findings of the study in their teaching. That is, this study and the framework could be a reference for those who intend to teach the genre of BT, and for those who are supervising English major undergraduate students' thesis writing in EFL contexts and equip themselves with knowledge of this genre. Equally, the result of this study will not only shed light on the English writing classroom in terms of genre analysis but also on other English classrooms, such as reading, speaking, and even listening.

1.6 Definitions of Key Terms

Unless otherwise explained, the following terms used in this study have the meanings as stated below:

BT

Bachelor's Thesis (**BT**) in the present study can be regarded as a kind of academic genre composed by English major students in China. The general purpose of a BT is for a student to convince the defense committee that through four years of academic study he/she has relatively grasped basic theories, specialized knowledge and basic skills in the English language; especially, the student has acquired the initial ability to undertake scientific research (MOE, 1981). The BTs should be written in English, and of 3,000-5,000 words; they should be coherent, clear, substantial, and reflect independent opinions; and grading needs to factor in not only language skills but also independent opinions and innovative ideas of the writing.

Genre

In this study, **genre** is a class of communicative events which are shared by a group of people in the same discourse community who tend to achieve the communicative purposes which can be realized by moves and steps (Swales, 1990)

Move

According to Dudley-Evans and St. John (1998, p. 89), “**move** means a unit that relates both the writer's purpose and the content that s/he wishes to communicate”.

Step

According to Dudley-Evans and St. John (1998, p. 89), “**step** means a lower level unit than a move that provides a detailed perspective on the options open to the writer in setting out the moves”.

1.7 The Structure of the Thesis

Chapter One gives an overview of the study, including background of the study, statement of problems, objectives of the study, research questions, significance of the study, and definitions of key terms.

Chapter Two reviews the relevant literature related to the present study from the following aspects: definitions and communicative purposes of “Thesis”, genre and genre studies, Chinese English major students’ BT writing, corpus analysis, and six sections of BT: Abstract, Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion.

Chapter Three provides the research methodology for the present study, including corpus compilation and corpus analysis. In addition, a pilot study is carried out to check the reliability and validity of the analytical framework to be used to analyze the move-step structure of BTs in the present study.

Chapter Four elaborates the results of the six sections of BT, i.e. Abstract, Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion. Meanwhile, the discussion of possible reasons and explanations of the results will be provided.

Chapter Five discusses and proposes pedagogical implications of the present study regarding the learning and teaching of BT writing in EFL contexts in China as well as in other countries. Also, conclusions of the study are drawn, limitations of the study are reported, and future research is recommended.

1.8 Summary

In this chapter, a brief introduction was given to the present study. Firstly, a description of the background of the study was provided. Then, the statement of problems in BT writing, the objectives of the study, research questions, significance of the study, and definitions of some key terms used in the present study were discussed. Finally, an overall structure of this thesis was given. In the next chapter, a review of the related literature on genre and genre studies, BTs written by Chinese students majoring in English, and the move-step structure of Bachelor's theses will be presented.

CHAPTER 2

LITERATURE REVIEW

This chapter offers a review of related literature in relation to the present study in three parts. Part one presents a brief discussion of genre and genre studies regarding definitions of genre, genre studies in three traditions and move-step structure studies. Part two describes Chinese English major students' Bachelor's Theses from the perspectives of definitions and communicative purposes, subject areas, and related research of this particular genre. The last part focuses on previous studies on the move-step structure of Chinese English major students' Bachelor's Theses.

2.1 Genre and Genre Studies

2.1.1 Definitions of Genre

The concept of genre has been defined at various times and in various areas of study from different perspectives by several genre theorists and researchers. It has offered valuable frameworks for the research, teaching and learning of writing in, for instance, educational contexts.

Swales (1990) gives a comprehensive definition of 'genre' as a class of communicative events, the members of which share the same set of communicative

purposes. This definition plays a significant role in the study of English for Specific Purposes (ESP) and the emphasis here is on the essence of communicative purpose and the ways in which communicative events shape or influence both surface forms and deeper rhetorical structures. Furthermore, the communicative purposes of a particular genre are recognized by members of the discourse community.

Martin (1992) defines genres as staged, goal-oriented, purposeful social processes. Genres are staged because they use typical schematic or organizational structures; they are goal-oriented because they are used to get things done; and they are social because members of the culture interact through them (Martin, Christie, & Rothery, 1987). From a slightly different perspective, Holmes (1997) regards genre as a class of texts characterized by a specific communicative function that tends to produce distinctive structural patterns. According to Coe (2002, p. 197), a genre is neither a text type nor a situation, but rather “the motivated, functional relationship between text type and rhetorical situation”.

As Bhatia (2004, p. 23) puts it, “genre essentially refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discursive resources”. Similarly, Hyland (2008, p. 543) defines genre as “a term for grouping texts together, representing how writers typically use language to respond to recurring situations”. Biber and Conrad (2009) view genre as a social process in

which participants within a culture use language in predictable sequential structures to fulfill certain communicative purposes. Similar to this social view, genres are defined by Bawarshi and Jeiff (2010, p. 3) as “ways of recognizing, responding to, acting meaningfully and consequentially within, and helping to reproduce recurrent situations”.

In a nutshell, genre can be simply regarded as a social process in which members of a community carry out communicative events to achieve communicative purposes through shared linguistic features and rhetorical structures.

2.1.2 Genre Studies in Three Traditions

Over the years, there have been considerable studies of genre from different perspectives, with different purposes and different findings. The term ‘genre’ has been interpreted in a variety of ways by genre analysts and genre researchers from a number of traditions. To date, three general, overlapping and distinct traditions of genre studies have emerged: the ESP approach, the New Rhetoric, and the Australian School (Hyon, 1996; Hyland, 2002; Flowerdew & Wan, 2010). The distinctions among these traditions lie in the weight they attach to text or context.

The following subsections discuss these traditions with slightly different degree of emphases. More space will be given to the ESP approach in that it provides the analytical framework for the move-step analysis of this study; whereas a less detailed treatment will be given to the other two traditions.

2.1.2.1 The ESP Approach

The ESP approach is formulated by Swales (1981, 1990, 2004) and his work has been influential in shaping genre theory in the field of ESP. In particular, Swales' (1981, 1990, 2004) CARS (Create a Research Space) model for RA Introductions has become a standard and most frequently used model for move analysis. According to Swales (1990), genre is a class of communicative events which are shared by a group of people in the same discourse community who tend to achieve the communicative purposes which can be realized by moves and steps. These purposes may serve as the rationale of a genre and assist in shaping the ways it is structured and the choices of content and style it makes available (Johns, 1997).

Researchers in ESP tend to regard genre as a tool for analyzing and teaching the components of spoken and written language required of nonnative speakers in academic and professional settings (Bhatia, 1993). Regarding contexts in ESP, researchers have focused on the implications of genre theory and analysis of English for academic purposes (EAP) and English for professional communication (EPC) classrooms (Hyon, 1996) including RAs, university lectures, theses or dissertations, business letters, and legal reports etc.

Among ESP theorists, the most prominent proponents of the ESP approach are Swales (1990) and Bhatia (1993). The goal of the ESP approach is twofold. First, it describes the communicative purposes of a text by categorizing the various discourse units within the text according to their communicative purposes or

rhetorical moves (Kanoksilapatham, 2007). Second, it aims to aid nonnative-English-speaker learners to realize global organizational patterns of a range of academic writings through analyzing the structural moves. Therefore, according to Bhatia (1993), genre analysis in ESP, sometimes called move analysis, involves uncovering the moves or strategies of a genre, determining the allowable order of the moves on the basis of frequencies and analyzing the key linguistic features that realized the moves.

Pedagogically, researchers working in the ESP approach usually tend to focus on the tertiary level and beyond to help students write the genres required in their academic or professional settings.

2.1.2.2 The New Rhetoric

The New Rhetoric approach is originated from North America. Experts and practitioners in this approach are mainly concerned with rhetoric, composition studies, and professional writing in an English L1 context at the tertiary level. Instead of employing linguistic methods in analyzing texts, the New Rhetoric theory of genre tends to adopt humanist, social and cultural approaches and emphasize ethnographic description as its analytical base, as well as the notion of situational context and social action (Miller, 1994). Therefore, as Flowerdew and Wan (2010) point out, genre analysts who approach genre analysis ethnographically in the New Rhetoric School place their focus on the activities, beliefs, values and patterns or behavior of the discourse community. Hence, in genre studies researchers usually use participant

observation, interviews, and descriptions of physical settings as well as analysis of texts as methods in their research (Hyland, 2004). As far as the New Rhetoric is concerned, genres are dynamic in quality (Freedman & Medway, 1994). Consequently, proponents in this tradition disagree with the explicit instruction of genres in that genres are evolving through a dynamic process of interaction in a certain context; however, the environment of the classroom is not authentic and, therefore, it does not have the quality of the complex nature negotiations and audiences that a real rhetorical event has (Hyland, 2004).

2.1.2.3 The Australian School

The Australian School, also known as the Sydney School, is a tradition in genre studies. It is grounded on the theory of Systemic Functional Linguistics (SFL) developed by Halliday (1994). SFL mainly deals with the relationship between language and its functions in social settings. As a prominent figure in the Australian School, Martin (1992) developed theories of genre under the SFL connecting form, function and context, and therefore he defined genre as “a staged, goal-oriented social process realized through register” (p. 505). According to Christie and Martin (1997), this model of genre in the Australian School emphasizes the purposeful, interactive, and sequential character of different genres and the ways language is systematically linked to context through patterns of lexico-grammatical and rhetorical features. Australian genre scholars focus on primary and secondary school genres as well as texts aiming to be taught to nonprofessional migrant workers, which is different from

both ESP and New Rhetoric researchers who focus on university and professional writing.

In conclusion, as stated above, the ESP approach, the New Rhetoric approach, and the Australian School share some overlapping features though they have some distinctions. These three traditions of genre studies are common in that they all emphasize the function and meaning of language in context. The difference is that researchers in the ESP approach are mainly focusing on the context of EAP and EPC, and researchers in the New Rhetoric approach are mainly concerned with the English L1 context at the tertiary level, while the Australian School genre researchers mainly focus on the context of primary and secondary school as well as nonprofessional migrant workers.

The present study will conduct genre analysis of BTs composed by English major students at KU. Bachelor's Theses, according to the definitions and overview of the three genre study traditions, are regarded as a genre and they fall into the ESP approach, because BTs in the present study were written by nonnative speakers in an academic setting, so BTs are academic writing and belong to the EAP category. Therefore, this study will use the ESP approach as a guideline and framework to analyze the move-step structure of BTs.

2.1.3 Move-Step Structure Studies

Since Swales' formulation of the CARS model (1990) for research article Introductions, a considerable number of move-step structure studies have been

conducted on various academic and professional genres. However, a majority of the research studies have tended to concentrate on the structure of RAs. Specifically, most previous move-step structure studies of the RA have analyzed only one or two individual section of the article, for example the Abstract (Martin, 2003), the Introduction section (Kanoksilapatham, 2011), the Literature Review section (Hu, 2010), the Method section (Lim, 2006), the Results section (Bruce, 2009), the Discussion section (Peacock, 2002), or the Conclusion section (Amnuai & Wannaruk, 2013). A few studies have attempted to examine the RA as a whole (e.g., Nwogu, 1997; Posteguillo, 1999; Kanoksilapatham, 2005, 2007; Pho, 2008; Stoller & Robinson, 2013). On the contrary, only a paucity of studies has analyzed the move-step structure of master's thesis (Nodoushan, 2011; Chen & Kuo, 2012) and doctoral dissertation (Bunton, 2005). Of the studies mentioned above, Chen and Kuo's (2012) study on the complete master's thesis in applied linguistics will be given more space due to the fact that Chen and Kuo's study provides the analytical framework for the present study.

Regarding RA abstract, Martin (2003) conducted a contrastive genre analysis of English and Spanish research abstracts in experimental social sciences. By analyzing 160 research paper abstracts, 80 written in English for international journals and 80 written in Spanish and published in Spanish journals, he found that the Spanish abstracts in experimental social sciences mainly followed the international conventions which were based on the norms established by the English-speaking

international academic community, presenting the four basic structural units: Introduction, Methods, Results, and Conclusion. However, Martin (2003) also found some degree of divergence in the frequency of occurrence of the Results unit and Move 2 in the abstract introductions, indicating the different expectations held by the members of the international and Spanish scientific communities.

With regard to RA introduction, Kanoksilapatham (2011) examined the Introductions of RAs in civil engineering in English with reference to Swales' (2004) genre analysis model. Her aims were to identify moves and steps and also capture linguistic features used in each move and step. A corpus of 60 Introductions drawn from high quality journals in civil engineering was analyzed. The results of the genre analysis showed that compatible with Swales' model, the Introductions of civil engineering articles contained the same set of three main moves: 'Move 1: Establishing a territory,' 'Move 2: Establishing a niche,' and 'Move 3: Introducing the present work.' Although Kanoksilapatham's (2011) study generated a similar model to that of Swales' (2004) at the move level, she found that differences exhibited at the step level. Meanwhile, her study also provides some pedagogical implications for a better understanding of how RA Introductions are constructed in the field of civil engineering.

In terms of RA literature review, Hu (2010) analyzed the schematic structure of Literature Review in research articles of applied linguistics. Eighty RA LRs were chosen, in which 40 were written in English and 40 in Chinese. Results showed that 4

moves were included in most of Hu's English and Chinese LRs: 'Move 1: Establishing a thematic territory,' 'Move 2: Surveying and summarizing previous research,' 'Move 3: Creating a research niche,' and 'Move 4: Occupying the research.' Hu's (2010) findings suggest that LRs in Chinese applied linguistics RAs largely follow the international conventions established by international academic communities. Hu (2010) attributed this to the fact that to some extent the discipline of applied linguistics in China may have been influenced by English-speaking scholars.

Lim (2006) carried out a study on Method sections of management RAs. In the study, Lim purposefully selected 20 RAs with the IMRD sections from two high-status management journals. By analyzing the 20 RA Method sections, Lim found that most Method sections in his corpus contained three major moves: 'describing data collection procedures', 'delineating procedures for measuring variables', and 'elucidating data analysis procedures'. Hence, Lim (2006) found that his proposed model of RA Method section was similar to that of Nwogu's (1997) sample of medical research methods in two moves: 'describing data-collection procedures' and 'describing data analysis procedures'; however, Lim's move (i.e. 'delineating procedures for measuring variables') is different from that of Nwogu's (1997) move: 'describing the experimental procedures'. This minor difference may be caused by the two different disciplines.

Bruce (2009) conducted a genre analysis on RA Results sections. Twenty research-reporting article Results sections from two disciplines, i.e. sociology and

organic chemistry were analyzed. The results revealed no clear conventionalized patterns of content organization; nevertheless, the findings from Bruce's (2009) study tended to demonstrate that, in the reporting of research results in the sociology and organic chemistry, the written texts and the discourse that surround these texts are quite different.

With respect to RA discussion, Peacock (2002) conducted a study analyzing communicative moves in Discussion sections. His corpus consisted of 252 RA Discussion sections (36 from each of seven disciplines) across seven disciplines, namely, Physics, Biology, Environmental Science, Business, Language and Linguistics, Public and Social Administration, and Law, which is relatively large in number and extensive in disciplines. Adopting Dudley-Evans' (1994) move analysis framework of the RA Discussion section, Peacock (2002) found a total of 2706 moves in the whole corpus with an average of 11 move per paper. However, no move was obligatory across all 252 RAs. Also, Discussion sections in Peacock's (2002) study have a three-part framework which involves a series of move cycles combining two or more of these eight moves: 'Move 1: information move (background about theory/research aims/methodology)', 'Move 2: finding (with or without a reference to a graph or table)', 'Move 3: expected or unexpected outcome (comment on whether the result is expected or not)', 'Move 4: reference to previous research', 'Move 5: explanation (reasons for expected or unexpected results)', 'Move 6: claim (contribution to research)', 'Move 7: limitation', and 'Move 8: recommendation

(suggestions for future research)'. The three-part framework and move cycle series identified by Peacock are: 1) Introduction (moves 1, or 2, or 6); 2) Evaluation (the key move cycles are 2 + 4, 2 + 6, 3 + 4, and 3 + 5; other less common cycles are 6 + 4 and 4 + 6); and 3) Conclusion (moves 2 + 6, or 8, or 8 + 6, or 7 + 6). The findings of Peacock's study indicate that move structure varies to some extent between disciplines and it might be necessary to teach discipline-specific Discussion sections.

Amnuai and Wannaruk (2013) carried out a move-based analysis study on RA Conclusion sections. They compiled two corpora of English RA Conclusion sections, in which a corpus of 20 Conclusion sections was published in international journals and the other corpus of 20 Conclusion sections was written by Thai researchers and published in Thai journals. All the 40 RAs were drawn from journals in the field of applied linguistics. Following Yang and Allison's (2003) move model, they analyzed and compared these two corpora, revealing three moves and constituent steps in both corpora. The three moves are: 'Move 1: Summarizing the study', 'Move 2: Evaluating the study', and 'Move 3: Deductions from the research'. In addition, Amnuai and Wannaruk (2013) found that the move model proposed by them was overlapping with that of Yang and Allison's (2003).

The studies reviewed above have provided much insight into the move-step structure of the RA across different disciplines. Meanwhile, move-step structure analysis of RAs might also shed some light on other academic genres such as theses. Chen and Kuo (2012), for example, conducted a genre-based analysis of the

information structure of master's theses in applied linguistics by adopting and adapting several move structure frameworks. These frameworks were proposed either on the basis of RAs, for instance, Abstract (Lorés, 2004), Introduction (Bunton, 2002), Method (Lim, 2006), Results, Discussions, and Conclusions (Yang & Allison, 2003), or on the basis of doctoral dissertations such as Literature Review (Kwan, 2006). It is worth noticing that Chen and Kuo (2012) analyzed the whole master's theses in terms of move-step structure; namely, Abstract, Introduction, Literature Review, Method, Results, Discussion, and Conclusions.

Chen and Kuo (2012) studied the move-step structure or sometimes called macrostructure of a corpus of 20 master's theses in applied linguistics. Their corpus was selected from the ProQuest Digital Dissertation database. They took a genre-analytical approach to examine their corpus with a coding scheme based on move structure frameworks from previous studies of different sections in different disciplines as stated earlier.

The results of Chen and Kuo's (2012) study show that, in general, of 20 master's theses in applied linguistics, 15 are constructed in the conventional ILrMRDC pattern (Paltridge, 2002), while 3 in the article-compilation pattern (Dong, 1998) and 2 in the topic-based pattern (Bunton, 1998). Regarding move structure analysis, the 15 Abstracts of the theses in the corpus all have 3 moves, and the Conclusion move appears to be optional. Besides, one prominent feature is that cycling of moves rarely occurs in abstracts. With respect to the Introduction, Chen

and Kuo (2012) identified 3 moves which are identical to Swale's CARS model; however, they identified a greater number of steps in comparison to those of Swales' CARS model. As for the Literature Review, Chen and Kuo (2012) identified 4 moves and, similar to Kwan (2006), they found that almost all theses begin with an introductory move and a majority also ends with a concluding move. As with the Method, Chen and Kuo (2012) found 4 moves and what is worth noticing is that they identified two obligatory steps in the Method, that is, 'describing methods and steps' and 'describing the sample'. The move analysis of the Results in their corpus revealed 6 moves; meanwhile, they found two obligatory moves: 'reporting major findings' and 'providing background or indicating how results are presented', because these two moves occur in all theses. With regard to Discussions, they identified 7 moves and they also observed that Moves 1 to 4 occur more frequently than Move 5 and Move 7. Finally, they identified 4 moves in Conclusions in their corpus, and they found the top three high-frequency steps through frequency analysis. These three steps are 'summarizing the study briefly', 'drawing pedagogical implications' and 'recommending further research'.

Chen and Kuo's (2012) study adds to the limited amount of literature on all-seven-section research into the move-step structure of master's theses. More importantly, it is the only one move-step analysis of whole master's theses investigating the applied linguistics discipline up to now to the best of my knowledge. Pedagogically, their detailed move-step description of the structure of master's theses

in applied linguistics provides NNS writers, in particular, NNS novice writers with complete and accurate information on how master's theses can be constructed.

This proposed study will use Chen and Kuo's (2012) whole master's theses move structure model (see Appendix) as a starting coding scheme for the move-step analysis of Bachelor's Theses (BT) written by Chinese English majors. To date, to the best of my knowledge, no move-step structure model for complete BTs has been proposed. Therefore, an attempt to propose a move-step structure model is needed. The reason of the adoption of Chen and Kuo's (2012) move structure model is twofold. Firstly, Chinese English majors' BT and master's thesis are relevant to the discipline of applied linguistics. Secondly, BTs and master's these are under the same parent genre, i.e. theses. The distinction is that BT is at a lower level compared to the genre of master's theses. Thus, it will be beneficial for Chinese English majors, their teachers, and perhaps students and teachers in other EFL context to compare whether Chen and Kuo's (2012) move structure model is applicable to that of Chinese English majors' BTs. More significantly, to compare the similarities and differences of the move-step structure models between master's theses and BTs hopefully will shed some light on the teaching and writing of BTs.

2.2 Bachelor's Theses

As briefly stated in Chapter 1, Bachelor's Thesis (BT) appears to be an important yet difficult genre for the majority of Chinese undergraduate English majors

to write. Therefore, in order to get a better understanding of this particular text type and facilitate the teaching and writing of it, it is necessary to have a glimpse of the definitions, communicative purposes, subject areas and previous related research studies of the BTs produced by Chinese English majors.

2.2.1 Definitions and Communicative Purposes of Chinese English Major Students' Bachelor's Theses

The term *thesis* or *dissertation* has been defined in the academic field with regard mainly to the master's or doctoral degree. For example, Allison and Race (2004) regard a dissertation or thesis as merely a research report. More specifically, Thompson (2013) defines that "a thesis or dissertation is a text that is produced for assessment purposes, and the immediate audience is the examiner, or examiners" (p. 284). It is also at the master's and doctoral level that Hart (1998) gives a detailed definition to *thesis*:

"It (thesis) is a document divided into parts that expresses, not necessarily in linear form, a coherent argument or investigation. A thesis should therefore be a holistic demonstration of the skills, intellectual capabilities and scholarship of the research student. It must show thought and the structures of reasoning on which the research is based; it is not just a record of research done. Hence it must say something that is based on existing knowledge, developing that knowledge using reasoned argument, sound evidence and a critical and reflexive stance" (p. 172).

As stated above, a thesis or dissertation can be a research report, a text, or a document. However, Thompson (2013, p. 284) also points out that "providing a comprehensive definition of the forms and functions of such texts (theses or

dissertations) is difficult”. One of the reasons he gave is that innumerable variation exists across disciplines and different national educational systems.

What then is the definition of Chinese English majors’ Bachelor’s Thesis in the discipline of English and in China’s educational system? Unfortunately, however, there is no consensus on the specific definition of Chinese English majors’ Bachelor’s Thesis to date.

In the Chinese tertiary educational system, there are three types of general academic degrees, that is, Bachelor’s Degree, Master’s Degree, and Doctoral Degree (MOE, 1981). Hence, an academic thesis or dissertation is required to be written by students who want to get the corresponding degree. For Chinese English major undergraduate students, in order to obtain their Bachelor’s degree they are required to complete and defend their thesis. This particular thesis is called Bachelor’s Thesis in the present study. However, the Chinese English majors’ theses have been named differently in the literature. Apart from ‘bachelor’s thesis’ (Xu & Zheng, 2009), other names like ‘graduation paper’ (Huang, 2002), ‘graduation thesis’ (Zhang, 2011), and ‘bachelor’s degree thesis’ (Ma, 2006) are used in research studies or guidebooks on the theses written by Chinese English undergraduate students. As Li (2006) and Zhang (2006) point out, ‘graduation paper’, ‘graduation thesis’ and ‘bachelor’s thesis’ produced by English undergraduate majors are synonymous and can be used interchangeably, because one of the major purposes of writing a paper or thesis is to obtain a bachelor’s degree.

According to the National Curriculum for College English Programs (MOE, 2000), the purpose of composing a BT is for students first to learn some scientific methods and promote their research abilities; and the second purpose is to encourage students to take initiatives, generate original ideas, and develop a strong sense of academic integrity. As Tian and Duan (2006) summarize, there are five major features of Chinese English majors' BTs, including "cultivation of your (BT writer) ability to review and analyze", "narrow topic", "multisources", "objective in tone", and "no plagiarism" (pp. 3-4). Furthermore, Tian and Duan (2006) state that the aims of writing BTs are to develop the English majors' abilities to "select significant research question(s)", "locate and review previous research", "make their own analysis in research", "express things appropriately in English", and "follow the scholarly style and format" (p. 10). Simply put, a BT is regarded as a crucial assessment of an English major's academic achievement as well as his or her overall language skills. More importantly, Sun (2004) suggests that, as a comprehensive assessment, the quality of BT is not only a measurement of students' ability in the English language but also reflects the quality of a university English program to some extent.

As stated in 1.2, the general communicative purpose of Chinese English majors' BTs is to convince the thesis defense committee that the BT writer has mastered basic theories, specialized knowledge and basic skills in the English language; in particular, to show the thesis defense committee that the BT writer has acquired the preliminary ability to undertake academic research. Generally, in most

universities and colleges in China, the BT defense committee is made up of three teachers consisting of a BT supervisor and other two teachers. To be BT supervisors or defense committee members, teachers at least need to be assistant professors or have a master's degree when there is a shortage of staff in an English department. The final grade of the BT defense will be the average score of the three committee members.

To put it simply, a Chinese English majors' Bachelor's Thesis is defined in the present study as a text that is produced by Chinese English undergraduate students for the purpose of obtaining a bachelor's degree, and the text needs to be written with coherent language, logical organization, substantial content, and some originality to prove to the defense committee that the text writer has grasped some basic knowledge of the English language and has acquired some preliminary skills of academic writing.

Based on the definition and communicative purpose of BT, it might be asserted that the texts written by Chinese English major students in the present study can be regarded as theses. Therefore, BTs and master's theses are comparable, because BTs share some common characteristics with master's theses. To begin with, BTs and master's theses have the same general communicative purposes; namely, both BTs and master's theses are written for the assessment purpose, and the immediate audience of these two types of theses is the thesis defense examiners. Secondly, BTs, especially empirical BTs, and master's theses have similar structures. That is, they are required to be written in similar format such as the components of

Introduction, Literature Review, Methodology, Results, and Conclusion etc. though variations exist. The difference may be the length of theses and the requirements of research. Thus, as mentioned in 1.3, one of the objectives of the present study is to compare the extent of the similarities and differences between BTs and master's theses regarding moves, steps and their structures.

2.2.2 Subject Areas of Chinese English Major Students' Bachelor's Theses

Generally, there are five major subject areas of Bachelor's Theses written by Chinese English undergraduate students (Zhang, 2007). These five general subject areas of BTs cover the studies of *literature, translation, English teaching and acquisition, teaching methodology, and language and culture*. Firstly, BTs in literature studies focus on the analysis of well-known literary works written by English-speaking writers. Secondly, BTs in translation studies cover a wide range of topics, including theories of translation, history of translation, methods and skills of translation, principles and criteria of translation, case studies of translation, and contrastive translation between Chinese and English etc. The third subject area of BTs is the studies of English teaching and acquisition, in which particular aspects of the English language such as vocabulary, phrase, grammar point, or sentence structure are dealt with. The fourth subject area of BTs mainly deals with English teaching methodologies. For example, teaching methodologies like cooperative learning, task-based learning, or the communicative approach are some of the most frequently studied methodologies in the teaching of English skills such as listening, speaking,

reading and writing (Wu, 2012). The fifth subject area of BTs tends to focus on the analysis of language and culture. For instance, cultural differences between Chinese and English might have an effect on the acquisition of the teaching and learning of English. Specifically, BTs in this subject area may analyze euphemisms, taboos, proverbs, or idioms, since cultural similarities and differences in them between Chinese and English might positively or negatively affect the acquisition of English.

A preliminary survey of the present corpus, that is, 30 BTs, shows that 86.7% of the BTs ($n = 26$) belong to the subject area of *English teaching and acquisition*. The remaining 4 BTs are mainly concerning *teaching methodology* with 3 BTs discussing the task-based language teaching approach and 1 BT investigating the application of the communicative language teaching approach, so this may imply that these two teaching approaches are the most popular or most frequently used teaching approaches employed in the present EFL context.

In sum, although there are five general subject areas in BTs written by Chinese English major students, the BTs in the present study exhibit only two subject areas, i.e. *English teaching and acquisition* and *teaching methodology*. This phenomenon may be attributed to the fact that English major students in the present study only had the opportunity to conduct their empirical research through their teaching practice at either primary or secondary schools. Therefore, the present study will mainly focus on the subject areas of *English teaching and acquisition* and *teaching methodology*.

2.2.3 Related Research Studies on Chinese English Major Students'

Bachelor's Theses

Over the last decade, innumerable research has been done on Chinese English majors' Bachelor's Thesis from various perspectives. However, most of the studies have concentrated on general problems of BT writing and solutions to improving the quality of BTs (e.g., Zheng, 2003; Wang, 2005; Ma, 2006; Cao, 2010; Gu, 2010; Luo, 2010; Wang, 2010; Sheng & Zhou, 2011; Tian et al., 2011). Some studies focused on particular aspects of BTs, such as Huang's (2002) study on genre analysis in terms of linguistic features, i.e. use of modal verbs and epistemic verbs, Xu and Zheng's (2009) research on an integrated approach to BT writing, Zhang and He's (2011) analysis on the number and source of citation in BTs, and Lou's (2012) study on the structural analysis of lexical bundles used in BTs. Other empirical research was based on a relatively large corpus of BTs as well as questionnaires (e.g., Sun, 2004; Wu, 2012).

With respect to general problems of BT writing, Luo (2010) conducted a study analyzing problems in Chinese English majors' BTs. She analyzed a corpus of 135 English majors' BTs randomly drawn from a Chinese university; apart from the corpus analysis, she also conducted a semi-structured interview with 37 English majors who had just finished their BT writing. Results revealed five general problems in BT writing from students' respect. First, most students (65%) interviewed appeared not to take BT writing seriously. Second, the titles of BTs studied tended to be broad

and repetitive. Third, most students found it difficult to locate references. Fourth, grammar mistakes exhibited in half of the BTs and plagiarism was prevalent. The fifth problem was concerned with students' unfamiliarity with academic writing such as inconsistent format of citation and reference. Luo's (2010) findings are congruent with the results from two studies on BT topics by Wang (2005) and Cao (2010). However, Luo's corpus is drawn from only one university in China, which may be not representative with regard to problems in BTs; and to solve this problem perhaps a larger corpus with extensive universities across China is needed for further studies.

Sun (2004) carried out a research on the current state of English majors' BT writing. Investigating 147 BTs written by Chinese English majors from 52 colleges and universities, he found that a large number of the BT writers encountered difficulties in the process of writing their BTs. These difficulties involved understanding the thesis requirement, searching for references, and elaborating complicated notions in formal written English, and half of the BT writers acknowledged that the writing process was not rewarding. In addition to the difficulties BT writers encountered, he also found some problems in the BTs, for instance, insufficient classroom instruction on academic writing in many English programs, low average writing ability in comparison to the academic writing requirement, and the failure to achieve the desired effect in the thesis completion project.

Different from Sun's (2004) and Luo's (2010) studies regarding corpus size, Wu (2012) conducted a quantitative study by examining a relatively large corpus of 459 BTs written by English majors in a Chinese teachers college. These 459 BTs were written in three straight years from 2007 to 2009. The results showed that 'English teaching' and 'English acquisition' accounted for nearly 50 per cent of the research topics; research on literary works focused on a few well-known authors and their representative works; higher scores were given to BTs by thesis advisors with higher titles; and BTs on cultural studies tended not to get high scores.

Although a considerable number of studies have been done on Chinese English majors' BTs, it seems that none of them have gone deeper to the actual texts of the BTs in terms of move-step structure. Therefore, it might be assumed that even though Chinese English majors know about the problems in writing their BTs, they still do not know how to construct a desired BT regarding move-step structure.

2.3 Previous Studies on the Move-Step Structure of Chinese English

Major Students' Bachelor's Theses

2.3.1 The Abstract

Abstracts, as van Dijk (1980, as cited in Swales, 1990) indicates, can function as an independent discourse or as an element in a bigger genre such as research articles or theses; meanwhile, they are advanced indicators of the content and structure of the following text (Swales, 1990). To put it simply, an abstract is basically a concise summary of a much longer report (Lorés, 2004). This is in line with the

definition of abstract put forward by Bhatia (1993), saying that an abstract is “a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article” (p. 78). On the contrary, Hyland (2000) argues that an abstract is mere selective representation rather than exact representation of the content of the whole article. It seems that there is no complete agreement among these researchers. However, a relatively good abstract should basically have the following common features: *accurate*, *nonevaluative*, *coherent and readable*, and *concise* (American Psychological Association, 2010).

Based on the definitions above, as Ventola (1994, as cited in Lorés, 2004, p. 281) reports, a basic function of the English language abstract is “to guarantee that the reported results of scientific work will circulate worldwide”. More pragmatically, Porush (1995, as cited in Jeon & Eun, 2007, p. 162) considers an abstract as a research tool that serves a “gate-keeping function” in helping readers decide whether they want to continue reading or not the rest of the paper. This is echoed by Martin (2003) in that abstracts have the main function of serving as a time-saving device by informing the readers about the exact content of the article, indicating if they need to pay their further attention to the full text. From a slightly different perspective, Bhatia (1993) points out that the communicative purpose of the abstract is to present “a faithful and accurate summary, which is representative of the whole articles” (p. 82). More importantly, as a crucial part of a thesis, an abstract can serve the purpose of the announcement of the goals of the underlying research, methods employed in the

investigation, and the most prominent results achieved (Russey, Ebel, & Bliefert, 2006). These functions or communicative purposes of abstracts indicate that abstracts have an important role to play in research articles as well as theses or dissertations.

It seems that at the beginning of genre studies abstracts fail to draw much attention from discourse analysts and continue to remain neglected (Swales, 1990). However, as a growing research interest, the study of abstracts flourishes in linguistic literature in the last two decades. Some of the most important studies of abstracts are carried out by Salager-Meyer (1990) and Anderson and Maclean (1997) on the rhetorical structure of medical English abstracts. In the same field of applied linguistics, Santos (1996) examined RA abstracts principally with regard to their textual organization. Other research on RA abstracts includes Martin (2003), Lorés (2004), Samraj (2005), and Tseng (2011), etc. For example, Lorés (2004) carried out a study of the analysis of RA abstracts in terms of rhetorical organization and thematic structure. The results of the analysis of 36 abstracts taken from journals in the field of linguistics revealed two major types of rhetorical organization: the IMRD type and the CARS type.

Regarding thesis or dissertation abstracts, a few studies have been done in terms of move structure or contrastive rhetorical moves of either M.A. or Ph.D. theses (e.g., Gao & Du, 2007; Jeon & Eun, 2007; Xia, 2010; Ren & Li, 2011; Chen & Kuo, 2012). For instance, Chen and Kuo (2012) included abstract as one part of their study and analyzed 15 abstracts of master's theses in applied linguistics, showing that all of

the 15 abstracts had the Introduction, Method, and Results move, and the Conclusion move seemed to be optional with an occurrence of 53.3%. In addition, cycling of moves rarely occurred in those abstracts.

Compared with the number of studies of M.A. and Ph.D. theses abstracts, studies on Chinese English majors' Bachelor's Thesis (BT) abstracts are rarer (e.g., Lu, 2007; Zhang, 2010). Only one study of BT abstract regarding move-step structure has been found in the literature. Lu (2007) conducted a genre analysis on BT abstracts. He randomly selected 30 BT abstracts from 100 BTs written in 2006 by English major students from a Chinese university. Following Swales' (1990) IMRD genre analysis framework, he analyzed the move structure of the 30 BT abstracts. The result showed that all the 30 BT abstracts had *Introduction* move and *Method* move, which implied that this group of English major students had a tendency to introduce the background of their study and to state the research method to be used in their research in the BT abstracts. Also, all the 30 BT abstracts started with the *Introduction* move. However, only 8 (26.7%) of the 30 abstracts had the complete *Introduction – Method – Results – Discussion* structure, indicating that Chinese English major undergraduate students might be unfamiliar with the move structure of this particular genre and the awareness of this genre needs to be raised for future Chinese English majors to better write their BT abstracts.

In spite of the importance of the BT abstract, it still remains a rarely-researched area. Therefore, a better understanding of the generic structure,

specifically, the move-step structure of the BT abstract in the discipline of English linguistics is very much needed.

2.3.2 The Introduction Section

The Introduction is sometimes considered as a distinct genre in its own right (Bhatia, 1993), or it can be regarded only as a section of bigger genres, such as thesis/dissertation and research article genres (e.g., Swales, 1990; Samraj, 2002). The main purpose of the Introduction is to provide the significance and merit of a study or research which is about to be presented; or as Swales (1990) and Bunton (2002) point out, a crucial rhetorical function of Introductions is to justify the study being reported, which has been made clear in studies of Introduction in research articles and Ph.D. theses. In addition, as Swales and Feak (1994) argued with respect to the research article, the thesis Introduction is strategically important in that it plays a key role in creating a research space for the writer. In other words, the writer claims the centrality or significance of the research in question and begins to outline the overall argument of the thesis in the Introduction. Similarly, Sun (2008) also stressed the vital role the Introduction played in the whole thesis, claiming that the Introduction showed the relevance of the research to be reported in the thesis to previous work in the field and the writer's own perspective towards prior research.

With the purpose and importance elaborated by researchers, it is widely acknowledged that “writing the Introduction is slow, difficult, and troublesome for both native speakers as well as nonnative speakers” (Swales & Feak, 1994, p. 173).

For example, making strong and convincing claims in the Introduction is difficult and challenging for not only novice writers but also experienced professionals. Realizing the importance and difficulties of this genre, numerous researchers have made their efforts to conduct studies on the Introduction. However, most genre studies have been done on research article introductions (e.g., Swales & Najjar, 1987; Swales, 1990; Anthony, 1999; Samraj, 2002, 2005; Ozturk, 2007; Kanoksilapatham, 2011), and some studies are on RA introductions from a contrastive perspective (e.g., Taylor & Chen, 1991; Fakhri, 2004; Hirano, 2009; Loi, 2010; Sheldon, 2011). Among them, Swales' (1990) CARS (Create A Research Space) model in his seminal work on the move structure of RA introductions plays a leading role in the study of this particular genre. According to the CARS model, RA introductions contain three obligatory moves: 1) establishing a territory, 2) establishing a niche, and 3) occupying the niche (Swales, 1990, p. 141). Each of these moves is realized by a number of obligatory and optional steps.

Following Swales' (1990) CARS model, Bunton (2002) conducted a genre analysis study investigating 45 Ph.D. thesis Introductions from a variety of disciplines, including Science, Medicine, Engineering, Architecture, Social Science, Education, and Arts. After a careful analysis of moves and steps in the corpus, Bunton (2002) proposed a modified model for Ph.D. thesis Introductions with three moves: 1) Establishing a territory, 2) Establishing a niche, and 3) Announcing the present research.

In addition to research studies on RA Introductions and Ph.D. thesis Introductions, there are a few studies conducted on M.A. thesis Introductions (e.g., Dudley-Evans, 1986; Samraj, 2008; Chen & Kuo, 2012). Following Bunton's (2002) modified CARS model for Ph.D. thesis Introductions, Chen and Kuo (2012) investigated the information structure of 20 Master's theses Introductions in applied linguistics. Similar to Bunton (2002), they identified more steps than those described in Swales' (1990) CARS model; for instance, the steps of stating research questions or hypotheses, providing justifications for the present study, and indicating a problem or need in the field. Moreover, they also identified four functions in Introduction, i.e. reviewing previous research, providing background information, providing definitions of terms, and providing support or justification.

Even though there are genre studies on RA Introduction, Ph.D. dissertation Introduction, and M.A. thesis Introduction, unfortunately, no research on Bachelor's Thesis (BT) Introduction written by Chinese English majors in terms of moves and steps has been found in the literature. BTs appear to be an essential part of most bachelor's programs in China and are produced at the culmination of bachelor's programs comprising around four years of coursework. Therefore, there is a need to investigate the BT Introduction with respect to moves and steps to see how these bachelor's students compose their theses. Meanwhile, an investigation of the similarities and differences between the move-step structure of the BT Introduction and that of Master's thesis Introduction will show whether Chen and Kuo's (2012)

model of Introductions is applicable to the present study's BT Introductions. As such, hopefully, a move-step analysis of BT Introductions will shed light on the teaching and learning of this student-produced genre in Chinese universities.

2.3.3 The Literature Review Section

The literature review (LR) is one of the most essential parts of any piece of academic writing and it offers a sound foundation upon which new research can be founded (Oliver, 2012). However, to write a good literature review may be a very difficult task for most researchers. As Oliver (2012, p. 1) points out, writing a good literature review requires “careful thought and planning, a clear structure, analytical thinking, extremely good information search skill”; in addition, “the ability to synthesize and summarize information in a clear writing style and the ability to integrate this with the rest of the research work” are also required.

What then is a literature review? One of the most influential definitions put forward by Hart (1998) presents literature review as

“the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed” (p. 13).

Hart's definition specifies what needs to be included in a literature review and how the content of it should be organized. In the same year, Cooper (1998) concisely defined literature reviews as typically detailed independent works or as

brief introductions to reports of new primary data. In a sense, a literature review can be a separate segment of a thesis. Apart from as an independent part of a thesis, according to Steane (2004), a literature review is also a crucial part of the thesis, indicating that the thesis writer has mastered a pertinent area of knowledge and possesses a critically informed mind in that the thesis writer has found a gap in theory or practice worthy of study. In addition to the definitions stated above, Aveyard (2007, p. 1) regards a literature review as “the comprehensive study and interpretation of literature that relates to a particular topic”. This brief definition indicates that researchers need not only to summarize the literature available but also to analyze and synthesize the literature so that readers do not have to access each individual research report included in the review.

As for the literature review in a thesis, the main purpose is to justify the value of the research, and to show why it is distinct from what is documented in the literature (Rudestam & Newton, 2001; Creswell, 2003). Furthermore, Paltridge and Starfield (2007) provide a number of purposes of literature review from the perspective of thesis or dissertation writing in a second language, and among them, contextualizing the student’s research is one of the most important purposes. As Paltridge and Starfield (2007) summarize, the literature review should focus on:

- the key issues which underline the research project;
- the major findings on the research topic, by whom and when;
- the main points of view and controversies that surround the issue being investigated;

- a critical evaluation of these views, indicating strengths and weaknesses of previous studies on the topic;
- general conclusions about the state of the art at the time of writing, including what research still needs to be done; that is, the gap that remains in the research that the study will aim to fill (p. 101).

With the purposes and the focuses in mind, the student may have a higher possibility of writing a relatively good literature review.

Nevertheless, as an indispensable part of research, literature review seems to be ignored. Only a paucity of studies regarding the generic analysis has been done on literature review (e.g., Kwan, 2006, 2008; Chen, 2008; Bi, 2009; Hu, 2010; Liu, 2010; Bitchener & Turner, 2011; Wang, 2011; Kwan, Chan, & Lam, 2012). These genre studies on literature review vary from research articles (e.g., Hu, 2010; Kwan, Chan, & Lam, 2012) to master's theses (e.g., Liu, 2010; Wang, 2011) and doctoral dissertations (e.g., Kwan, 2006, 2008; Chen, 2008; Bi, 2009; Bitchener & Turner, 2011).

By examining 20 doctoral dissertations written by native English-speaking students of applied linguistics, Kwan (2006) uncovered the rhetorical structure of the LR chapter and compared it with that of introductions identified by Bunton's (2002) revised CARS model. In the study, Kwan found some new steps which are absent in Bunton's revised CARS model, suggesting that LRs and introductions may not be structurally entirely the same. Besides, Kwan's (2006) study also found that most of the LR texts were realized in more than one chapter, and that the majority of the chapters displayed an Introduction – Body – Conclusion structure. Taking Kwan's

(2006) model of rhetorical structure of LR as a reference, Bi (2009) conducted a genre study analyzing the generic structure of literature reviews of 20 doctoral dissertations in the field of applied linguistics composed by Chinese students. The results of the study showed that Kwan's (2006) model of rhetorical structure of LR was applicable to that of Chinese Ph.D. students' LR on the one hand. On the other, differences were also found such as distinct combinations of moves and strategies in the thematic units of the body part.

As stated above, there are a few studies on the analysis of the move-step structure in relation to LR of M.A. theses and Ph.D. dissertations. However, to the best of my knowledge, no research has been done on LR of Bachelor's Theses (BT) written by Chinese English majors with respect to move-step structure analysis. One possible reason for the lack of attention to this important part of the thesis is that, as Swales and Feak (2000, as cited in Kwan, 2006, p. 31) put it, "the LR as a part of research paper, proposal, thesis, or dissertations is often thought of as being a boring but necessary chore". Therefore, research, especially empirical research, is needed for the exploration of the move-step structure of this genre, i.e. LR written by Chinese English major bachelor's students.

2.3.4 The Methodology Section

Methodology, according to Paltridge and Starfield (2007), generally refers to "the theoretical paradigm or framework in which the student is working (e.g., choosing a quantitative or qualitative paradigm)" (p. 118), while in comparison to

Methodology, they regard Methods as “the actual research instruments and materials used” (p. 119). Though there is a distinction between Methodology and Methods to some extent, these two relevant terms are used interchangeably in the present study.

The Method is an essential element in most research articles (RA). As Pramoolsook (2009) puts it, it is even perceived compulsory for RAs in science disciplines, in which an account of scientific experiment is given. Concurrently, the Methods, according to Swales (1990), reads like checklists listing actions which follow a chronological order without topic shift. Moreover, “the Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study” (American Psychological Association, 2010, p. 29). Therefore, it is usually the easiest section to write and, as a matter of fact, researchers often decide to write the section first (Swales & Feak, 1994). In addition, Swales and Feak (1994) further point out that the Method section is simply a description of the experiment carried out and reported in the article, including the materials utilized and procedures which occurred in the experiment with the purpose to show the readers what actually happened and how the experiment was conducted. Thus, they propose that the Methods section is the narrowest part of the research paper.

In addition to the important role it plays in RAs, the Method section is, as Weissberg and Buker (1990) state, “useful to readers who want to know how the methodology of your study may have influenced your results, or who are interested in replicating or extending your study” (p. 90). Consequently, this section is usually

written straightforwardly in a descriptive and narrative style (Swales & Feak, 1994). Due to the fact that the Method section generally describes procedures employed in the study being reported (Kanoksilapatham, 2005), its major purpose in RAs as well as M.A. theses and Ph.D. dissertations is “to allow other interested members in the discourse community to learn about the experiment process, and also to permit replication” (Swales, 1990, p. 121), which may account for the lengthier Methodology components of research theses compared to the terse RAs (Swales, 2004).

Despite the importance of the Method sections in RAs, scant attention has been paid to this particular genre. To date, only a few researchers seem to have investigated the move structure of RA Methods sections (e.g., Brett, 1994; Nwogu, 1997; Kanoksilapatham, 2005; Lim, 2006; Peacock, 2011). For example, by analyzing 15 medical RAs, Nwogu (1997) identifies three moves with their constituent elements for medical Method sections: 1) describing data collection procedures, 2) describing experimental procedures, and 3) describing data analysis procedures. Besides, Lim (2006) analyzed 20 Method sections of management RAs, revealing that most Method sections in the corpus contain three major moves which are “describing data collection procedures”, “delineating procedures for measuring variables”, and “elucidating data analysis procedures” (p. 286).

Regarding the theses or dissertations, only one study on the Method section of Master’s Theses has been conducted. Chen and Kuo (2012) analyzed the information structure of 20 Master’s Theses in applied linguistics. The result of their

study showed four moves and constituent steps in the Method sections. The four moves were: Introducing the Method chapter, Describing data collection method and procedures(s), Delineating methods of data analysis, and Elucidating data analysis procedure(s). However, up to now, to the best of my knowledge, no research has been done on the Methodology section of Bachelor's Theses (BT) written by Chinese English majors in terms of move step structure analysis. Compared with Master's Theses in applied linguistics, the BT is a relatively similar genre in discipline but of a lower level. Therefore, there is a need to investigate the moves and steps of the BT Methodology section due to the importance of its roles stated above. Meanwhile, there is also a need to check whether the move-step structure of Master's Theses is applicable to that of BTs in the present study and, more importantly, by comparing the similarities and differences between the move-step structure of BTs and Master's Theses, it is hoped that this will broaden and enrich the little existing knowledge about the BTs written by Chinese English majors and the Chinese context and writers. Last but not least, this study will call for more attention to be paid to the Methodology section in the particularly rarely explored genre, i.e. the Chinese English majors' BTs.

2.3.5 The Results and Discussion Section

Results is, as Weissberg and Buker (1990) point out, where researchers present the findings of their study and briefly comment on them, and some researchers name this section "results and discussion", hence indicating more extensive comments on the findings of the study (p. 136). In a sense, according to Swales and Feak (1994),

“in the Results section, the findings are described, accompanied by variable amounts of commentary” (p. 157). Similar to Swales and Feak (1994), by summarizing previous studies on Results in RAs, Posteguillo (1999) also indicates that the Results section not only reports results but comments on results as well, and that a cyclic pattern of reporting and commenting may occur.

In a similar way, the Discussion section provides an increasing generalized account of what has been studied in the research by referring back to statements made in the Introduction section (Swales & Feak, 1994). Therefore, Chen and Kuo (2012) regard the Discussion section as a rhetorical reversed part of Introduction in that “it proceeds from specific findings as reported in Results to a more general view of how the findings can be interpreted and evaluated” (p. 38). They further point out that the communicative purposes of Discussions are not only to report results but also to summarize results, comment on results, and compare them with other studies in the field. Similarly, Bitchener (2010) confirms that in Applied Linguistics the purposes of Discussion sections are for the writer to discuss the significance of results, compare results to previous research and also consider theoretical contributions and “explanation of why the results occurred as they did” (p. 179).

Even though in RAs the Results and Discussion sometimes stand separately as two sections, sometimes researchers coalesce them to form a single section. Moreover, even others have additional or substituted sections labeled such as Conclusions, Implications or Applications etc. According to some discourse analysts,

much variation exists; to some extent, Results sections simply describe results and Discussion sections redescribe results (Swales, 1990). In the present study, “the Results and Discussion” is treated as a single section.

In the literature, there have been several studies on, or including, the Results section across disciplines (e.g., Brett, 1994; Williams, 1999; Basturkmen, 2009; Bruce, 2009) or on the Discussion section (e.g., Lindeberg, 1994, cited in Yang & Allison, 2003; Holmes, 1997; Peacock, 2002; Nodoushan, 2011; Basturkmen, 2012), or on both the Results and the Discussion (e.g., Nwogu, 1997; Posteguillo, 1999; Yang & Allison, 2003; Chen & Kuo, 2012). Yang and Allison (2003), for example, examined Results and Discussion sections in a sample of 20 Applied Linguistics research articles. They proposed a six move structure for Results sections: preparatory information, reporting results, summarizing results, commenting on results, evaluating the study and deductions from the research; among these six moves, the first three were described as “dominant moves” (p. 373). In addition, Yang and Allison (2003) identified seven moves and constituent steps in 8 Discussion sections. The seven moves were background information, reporting results, summarizing results, commenting on results, summarizing the study, evaluating the study, and deductions from the research. They found some overlapping moves in the Results and Discussion sections, indicating that to some extent the Results and Discussion sections may be combined as a single section.

Using Yang and Allison’s (2003) models of the Results and the Discussion in terms of move-step analysis respectively, Chen and Kuo (2012) carried out a

genre-based study analyzing the information structure of master's thesis Results and Discussion sections in applied linguistics. In their sample of 20 master's theses, they identified six moves in the master's thesis Results section and seven moves in that of the Discussion section (see Appendix). This is in line with Yang and Allison's (2003) study, but with an extra move called 'Referring to other studies'.

Even if there have been studies on RAs across disciplines and master's theses regarding the move step analysis of the Results and Discussion section as stated above, until now, to my knowledge, no research has been done on the Bachelor's Theses (BT) Results and Discussion section produced by Chinese English majors in terms of move and step analysis. Therefore, there is a gap to fill hoping that an analysis of the BT Results and Discussion section will shed some light on the understanding and teaching of this genre.

2.3.6 The Conclusion Section

The Conclusion section, in contrast to the Discussion section, is regarded as an optional element in the research article (RA) (Swales, 2004); however, it usually has the status of a separate chapter in the thesis or dissertation (Paltridge, 2002). As Paltridge and Starfield (2007) put it, the Conclusions section is for students to both summarize and 'wrap up' their work. In other words, it plays a crucial role in summarizing the findings of the research and presenting their relationship with the ongoing wider research field. Therefore, it is usually expected to be placed at the end of shorter RAs or longer academic theses or dissertations. Evans and Gruba (2002,

cited in Paltridge & Starfield, 2007, pp. 150-151) list five features of Conclusions:

- The Conclusions are what the Discussion chapter has been arguing for.
- The Conclusions may be a separate chapter or they may be combined with the Discussion chapter, labeled ‘Discussion and Conclusions’.
- The Conclusions reached in this chapter should be drawn from the Discussion chapter.
- There should be no further discussion in the Conclusions chapter.
- The Conclusions should respond to the aims that were stated in the first chapter.

What information, then, is needed to be included in the Conclusions section?

On the one hand, Thompson (2001) points out that the Conclusions section mainly contains all or some of the following five pieces of information:

- A restatement of the research questions and hypothesis
- A summary of the main findings, possibly chapter by chapter
- A discussion of the implications of the research
- A discussion of the limitations of the research
- Suggestions for further research

On the other hand, Murray and Hughes (2008, p. 169) propose briefly that the Conclusions section will typically contain the following three closely connected elements, i.e. “A discussion of those inferences that can be drawn from your research”, “A statement of the contribution your research has made to the field of inquiry”, and “Suggestions for future research”.

The Conclusions section plays a vital role in both RAs and theses or dissertations. However, Swales (1990) and Bunton (2002) agree that the genre

analysis of academic writing has tended to focus on the RAs for more than on longer theses and dissertations for research degrees. For example, Yang and Allison (2003) studied 13 Conclusion sections in 20 RAs intending to see how writers in applied linguistics moved from results to conclusions. They found three frequent moves and steps in the 13 Conclusion sections illustrated in Table 2.1. In addition, Yang and Allison (2003) revealed that Conclusions may have overlapping moves with Discussions, but it had a linear structure.

Table 2.1 Moves and Steps in RA Conclusion Section (Yang & Allison, 2003, p. 379)

Moves	Steps
Move 1: Summarizing the study	
Move 2: Evaluating the study	Indicating significance/advantage Indicating limitations Evaluating methodology
Move 3: Deductions from the research	Recommending further research Drawing pedagogic implication

To date, only a few studies on move-step structure of M.A. theses or Ph.D. dissertations have been conducted (e.g., Bunton, 1998, 2005; Yang, 2011; Chen & Kuo, 2012). Among them, Bunton (1998) was the first one to examine the genre of Ph.D. dissertation. With reference to various models of moves and steps identified in RAs, Bunton (1998) conducted a move analysis on 13 Ph.D. dissertations

Conclusions, and he identified five moves in his corpus: 1) Introductory restatement; 2) Consolidation of the present study; 3) Practical applications or implications; 4) Recommendations for future research; and 5) Concluding restatement. From a lower level to Ph.D. dissertations, Chen and Kuo (2012) carried out a genre-based study on 20 M.A. theses in applied linguistics, in which they found only 10 theses with an individual Conclusions chapter. Their findings showed four main moves and eight steps (see Appendix), suggesting that cycles of steps seldom occur in Conclusions in this corpus.

It can be seen from the above studies that there are overlaps as well as variations among the Conclusions section in RAs, Ph.D. dissertations, and M.A. theses regarding moves and steps. However, the Conclusion section of Bachelor's Theses (BT) composed by Chinese English majors as an academic genre have not drawn much attention from researchers with regard to moves and steps. To date, to the best of my knowledge, no research has been done on the BT Conclusion section. Therefore, there is a gap to identify the moves and steps of the BT Conclusion section so as to help Chinese English major bachelor students write their BTs well. Additionally, it would also serve as a reference for novice BT teachers and supervisors to get a better understanding of this particular genre.

In conclusion, as can be seen from the above studies conducted either on separate sections of RAs or on complete RAs or on master's theses and doctoral dissertations, it is noted, however, that, to the best of my knowledge, no research has

ever been done on complete Bachelor's Theses (BT) written by Chinese English majors in terms of move-step structure to date. Therefore, a research gap is the analysis of the move-step structure of Chinese English majors' complete BT, whose findings will offer some pedagogical implications for both Chinese English majors and teachers to better understand the writing and teaching of BT. Concurrently, it is also hoped that the findings of the present study may shed some light on the teaching and writing of BT in other EFL contexts.

2.4 Summary

In this chapter, the overall literature related to the present study was reviewed. Firstly, it briefly reviewed genre and genre studies, in particular, the ESP approach. Secondly, the review of move-step structure studies provided a theoretical framework for the present study. Thirdly, through reviewing main features and purposes of Chinese English majors' BTs and previous research studies on this genre, a working definition of BT was composed for the present study. Then, previous studies related to the move-step structure of different sections in BTs were presented, revealing the research gap for the present study to fill, that is, to analyze the move-step structure of the Chinese English majors' BTs as a whole. The next chapter will concentrate on the design and methodology implemented in the present study.

CHAPTER 3

METHODOLOGY

This chapter discusses the methodology used in the present study. It first presents the corpus compilation, in which data identification, data collection, and data management are described. Then, it describes the corpus analysis consisting of the analysis framework and the analysis procedures. Finally, it offers a pilot study and a brief summary of the results of the pilot study.

3.1 Corpus Compilation

3.1.1 Data Identification

The reasons why the researcher chose to analyze the data, that is, the Chinese English major students' Bachelor's Theses (BT), are mainly as follows. First of all, BT writing is of significant importance to almost all undergraduate English majors in universities and colleges of China. In order for them to be awarded a Bachelor's degree, English majors in China have to write and defend their BT, which is one of the basic requirements of obtaining a Bachelor's degree in a majority of universities and colleges in China. Secondly, the quality of BT has been regarded as a crucial assessment of an English major's academic achievement and overall abilities after over three years of English learning. Thirdly, most English majors in China find

it difficult and troublesome for them to write a relatively good BT, in particular English majors at Kaili University (KU). Finally and most importantly, to the best of my knowledge, no research has been done on analysis of complete BT in terms of move-step structure to date.

Therefore, the researcher decided to analyze the move-step structure of BT produced by Chinese English majors, hoping that the results of the analysis would shed some light on enhancing the writing and teaching writing of BT in China as well as in other countries with similar EFL contexts.

3.1.2 Data Collection

A corpus of Chinese English major students' Bachelor's Theses (BT) was compiled as primary data for the present study. The primary data were made up of 314 BTs, in which 154 BTs were written in 2012 and 160 BTs were written in 2013. All the 314 BTs were written in English by English major students at KU. Then, in order to make it convenient for the researcher to manipulate the data, a digital version of the data in the form of .doc files was collected in July, 2013 through e-mails with the help of two colleagues who were working at KU.

To fulfill the objectives of the present study as stated in 1.3, thirty empirical BTs were purposefully picked out of 314 BTs as the final data for this study. Of the 314 BTs, one hundred and fifteen BTs are empirical studies. That is to say, the researcher chose 26% ($n=30$) out of 115 empirical BTs as the corpus size to analyze the move-step structure of this genre, which may be relatively high because previous

corpus-based genre studies have arbitrarily used different corpora ranging from 20 (e.g., Chen & Kuo, 2012) to 60 (e.g., Kanoksilapatham, 2005) articles. Due to the purposeful sampling method used in the present study, thirty BTs may be sufficient because they might be expected to exhibit high frequencies of occurrence of the moves in the corpus. Hence, the researcher decided to analyze 30 empirical BTs as the final data. The data are English major students' BTs at KU and all the BT writers' names will be kept confidential in the present research. The total length of the 30 BTs, including only the abstracts and the main content components, is around 126,354 words, ranging from 2,469 to 6,827 words, and the average length of the 30 BTs is 4,211.8 words. The corpus consisting of 30 BTs is derived from two sources. Fifteen were composed in 2012, and the other 15 were in 2013. The reason why the researcher chose these two batches of BTs as data for the present study is that they were the latest written BTs showing the trends in the writing of this genre and they are hopefully to be representatives of the writing abilities of the BTs produced by English majors at KU.

In addition, a purposeful sampling method was used in the present study, and all the 30 BTs are empirical studies, conforming to the *Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion* (A-ILrMRDC) organizational structure or an identifiable close variant of the structure. A preliminary survey of the selected BTs has shown that the majority of the empirical BTs generally follow the A-ILrMRDC organizational structure. Thus, analyzing the rhetorical

structure of the BTs with the A-ILrMRDC organizational structure may have some educational implications for Chinese English major students in writing future empirical BTs. Theoretical BTs and empirical BTs without an identifiable A-ILrMRDC organizational structure were excluded from the corpus.

3.1.3 Data Management

The first step in managing the corpus is to edit the data. Since the corpus of 30 BTs was obtained in the form of .doc files, it is therefore convenient for the researcher to manage the corpus. The 30 BTs were first divided into two groups according to the year they were written. That is, BTs 1 to 15 written in 2012 formed one group, and BTs 16 to 30 written in 2013 formed the other group. Then, the two groups were put together to form the general corpus of the present study. Therefore, the 30 complete BTs were coded as BTs 1 to 30.

Managing the 30 complete BTs firstly involved cleaning up the texts by deleting all the irrelevant components. In other words, titles, key words, tables of content, acknowledgements, page numbers, footnotes, references and appendixes were excluded from the corpus.

Then, each of the cleaned up BTs was divided into six separate sections, namely, the Abstract, the Introduction, the Literature Review, the Methodology, the Results and Discussion, and the Conclusion. With all the 30 BTs being divided into six sections, every section drawn from the complete BT was regrouped and renamed as a corresponding sub-corpus. Hence, six sub-corpora were formed. They were coded

as Abstracts 1 to 30 (A01 – A30), Introductions 1 to 30 (I01 – I30), Literature Reviews 1 to 30 (Lr01 – Lr30), Methodologies 1 to 30 (M01 – M30), Results and Discussions 1 to 30 (RD01- RD30), and Conclusions 1 to 30 (C01 – C30), respectively.

After the coding of the six respective sections of BT, they were printed out for the move analysis.

3.2 Corpus Analysis

Corpus analysis for this proposed study will be conducted in only one phase: analysis of the move-step structure. In other words, this study will be conducted as move analyses of 30 complete BTs, which consist of six separate parts with a total length of 126,354 words. This section describes the analytical framework and the procedures of move analysis that aims at identifying the rhetorical moves and steps in each section of the BTs.

3.2.1 Analysis Frameworks

One of the ultimate goals of the present study is to provide a comprehensive description of the overall move-step structure of Chinese English majors' BTs, which aims to rhetorically assist future Chinese undergraduate English majors in writing their BTs and also to help BT supervisors instruct BT writing effectively. However, the absence of analytical frameworks of complete BTs in terms of move analysis in the literature requires the researcher to adopt or adapt existing frameworks of move

analysis used with similar genres. Hence, this study adopted Chen and Kuo's (2012) framework for move analysis. The brief description and reasons of adopting their framework are described below.

Chen and Kuo's (2012) study is based on a number of studies, including Abstract (Lorés, 2004), Introduction (Bunton, 2002), Literature review (Kwan, 2006), Method (Lim, 2006), Results, Discussions, and Conclusions (Yang & Allison, 2003). Chen and Kuo (2012) integrated and modified these frameworks and proposed their own framework after analyzing a corpus of 20 master's theses in applied linguistics. Based on their findings, a two-level rhetorical structure (moves and steps) is proposed. This structure consists of 31 moves: 4 moves for the Abstract, 3 moves for the Introduction section, 3 moves for the Literature Review section, 4 moves for the Method section, 6 moves for the Results section, 7 moves for the Discussions section, and 4 moves for the Conclusions section. Chen and Kuo's (2012) framework is illustrated in the Appendix.

The reasons for employing Chen and Kuo's (2012) framework in the present study are elaborated as follows. The first and most prominent reason is that it is a complete move analysis framework analyzing the information structure of master's theses in applied linguistics, and it is based on several genre studies. Thus, it might be regarded as a comprehensive, integrated, and relatively reliable framework for analyzing move-step structure of complete BTs. Secondly, it is proposed on the basis of the move analysis of master's theses in applied linguistics. Similarly, the Chinese

English majors' BTs in this study can also be grouped in applied linguistics. That is to say, BTs and master's theses are in the same parent discipline of applied linguistics, and they are under the same parent genre of thesis. Therefore, it can be seen that BTs and master's theses are similar genres but different in that BTs are at a lower level compared to that of master's theses. Finally, Chen and Kuo (2012) analyzed 20 master's theses and uncovered a total of 31 moves, which means that their framework is explained in great detail and can be a good sample model to analyze BTs. In addition, four researchers in the field of applied linguistics, two university faculty members and two master students, were employed as inter-coders. Thus, the inter-coder reliability of Chen and Kuo's (2012) framework is secured and relatively high.

Therefore, based on the three reasons stated above, the researcher decided to adopt Chen and Kuo's (2012) framework to conduct the move analysis on Chinese English majors' BTs written by students at KU.

3.2.2 Analysis Procedures

In the present study, move analysis will be conducted manually. Following Chen and Kuo's (2012) framework, identification of the move boundaries in each A-ILrMRDC section is carried out on the basis of content and linguistic criteria. Moves and their constituent steps are shown in each A-ILrMRDC section. The coding scheme of Chen and Kuo's (2012) study is generally followed while identifying moves and steps in the six sections of BTs. Chen and Kuo (2012) treated Results and

Discussions as two separate sections, while in the present study Results and Discussions are combined as only one single section because a preliminary survey showed that a majority of BTs in the corpus took Results and Discussions as one section. In order to tackle this difference, the researcher will apply Chen and Kuo's (2012) coding schemes of the respective Results and Discussions sections to analyze the combined Results and Discussions section in the BTs. The coding of this section of BTs will be referred to RD in the main study.

Due to the fact that move identification is conducted manually, the problem of subjectivity might arise and the reliability of the results may be low. Although Chen and Kuo (2012) provided a detailed description of moves and steps in their framework, categorization of some moves and steps still seem to be difficult due to the fact that boundaries among moves and steps are not very clear. To solve this problem, the inter-rater reliability method is utilized in move analysis so as to ensure a high reliability. Hence, two raters, the researcher and an expert, will participate in this study. The expert with expertise in genre analysis has a master's degree and is a current Ph.D. student in applied linguistics. She is meanwhile an associate professor of English teaching EFL at a university in China, and she has supervised a number of English major students in writing BTs, so she is familiar with the corpus used in this study. Therefore, she is considered appropriate and competent to be a rater.

Before the texts analysis, Chen and Kuo's (2012) framework will be presented to the rater, and definitions of moves and steps will be discussed and agreed

between the two raters. After the expert rater is familiar with the analytical framework, 6 out of 30 texts will be randomly selected from each section of BTs for inter-rater reliability check of move identification. As a result, a total of 36 texts, 6 texts each, will be selected and then the two raters will analyze these 36 texts separately. The results from the two raters will be compared section by section, and any disagreement in coding will be discussed and negotiated between the two raters following Chen and Kuo's (2012) framework until all the disagreement is dissolved. In addition, new moves and steps will also be defined and recorded. Finally, the researcher will independently analyze the remaining 24 texts of each section, that is, 144 texts in total.

In analyzing the remaining 144 texts, the researcher will follow Chen and Kuo's (2012) analytical framework and the agreement reached with the expert rater. Each of the moves and steps that occur in the texts will be marked, and their frequency of occurrence and cycle patterns will also be counted and recorded. In addition, moves or steps with different communicative purposes from Chen and Kuo's (2012) framework will be coded as new moves or steps. As Kanoksilapatham (2005) points out, a move is obligatory if its frequency of occurrence is 100%; a move is considered conventional if its frequency of occurrence ranges from 60% to 100%, and a move is optional if its frequency of occurrence is below 60%. Therefore, all the moves and steps identified in the texts will be treated as obligatory, conventional, or optional in the present study according to Kanoksilapatham's (2005) categorization.

Kanoksilapatham's (2005) criteria are followed because her criteria were formulated on the basis of the analysis of RAs drawn from core journals and were followed by many other move analysis researchers, so her criteria may be considered reliable.

3.3 Pilot Study

3.3.1 Rationale of the Pilot Study

A pilot study is “a small-scale test of the methods and procedures to be used on a large scale...” (Last, 2001, p. 135). According to Leon, Davis, and Kraemer (2011), pilot studies represent a fundamental phase of the research process, and the primary purpose of conducting a pilot study is to examine the feasibility of an approach that is intended to ultimately be used in a large scale study, which applies to all types of research studies. In addition, it is commonly acknowledged that “results from pilot studies can be used to support more expensive and lengthier pivotal efficacy or effectiveness studies” (Leon, Davis, & Kraemer, 2011, p. 626). In order to check the move-step structure of Chinese English major students' Bachelor's Theses (BT) and the feasibility of Chen and Kuo's (2012) analytical framework to help the researcher conduct the main study, a pilot study will be conducted prior to the main study.

3.3.2 Methodology

Methodology of the pilot study involves two major steps. Firstly, two sets of corpora were constructed for the pilot study. The first set was 30 Abstracts, and the second set was 30 Introductions. Both of the two sets of corpus were extracted from

30 complete empirical BTs written by Chinese English major students at Kaili University (KU) as stated in 3.1.2.

Secondly, the rhetorical moves of 30 BT Abstracts and 30 BT Introductions were manually analyzed in this pilot study, which follows the procedure stated in 3.2.2. Two problems occurred during the coding process. One problem was the difficulty of categorizing some moves and steps as stated in 3.2.2. The other problem was that Chen and Kuo's (2012) framework could not fit all the moves and steps of the BTs conclusively, resulting in some new moves. The former problem was solved by discussion between the researcher and the expert, which was not finished until a relatively higher percent agreement in move identification was reached. Regarding the latter problem, new moves were coded and recorded on the basis of their content and functions. Therefore, it can be assumed that the inter-rater reliability of the move analysis is relatively high. This is because, first of all, before coding the randomly selected 6 BT Abstracts and 6 BT Introductions, the two coders have acquainted with Chen and Kuo's (2012) framework applied in the present study and, therefore, they are familiar with the uniform criteria for move identification. Secondly, the two coders use the functional approach to code new moves. That is to say, they define new moves based on the content and functions of the text, which is in line with the theoretical assumption of a move stated by Kwan (2006), saying that in the functional approach, each move has a local purpose and it also contributes to the overall rhetorical purpose of the text.

Finally, the rest of the two corpora; namely, 24 BT Abstracts and 24 BT Introductions, were independently analyzed by the researcher based on the agreement with the expert rater and Chen and Kuo's (2012) framework for move analysis.

3.3.3 Summary of Results and Discussion of the Pilot Study

As stated above, the pilot study was conducted on 30 BT Abstracts and 30 BT Introductions written by Chinese students majoring in English at Kaili University. Through the move-step analysis, eight moves were identified in the 30 Abstracts of the BTs in the corpus, in which four moves were found in Chen and Kuo's (2012) framework, that is, Move 1: *Introduction (AI)*, Move 2: *Method (AM)*, Move 3: *Results (AR)*, and Move 4: *Conclusions (AC)*. However, these four moves were not evenly distributed in the corpus with the frequency of occurrence being 90%, 76.67%, 56.67% and 46.67%, respectively.

Furthermore, a total of 21 move patterns were found in the Abstract of Chinese English major students' BTs, which differ greatly from the findings in Chen and Kuo's (2012) study. In their study, all Abstracts have a linear structure of *Introduction (AI) – Method (Am) – Results (AR)*. One possible reason for the difference may be due to the fact that BTs are at a lower level of thesis compared to master's theses. Thus, considerable variations of move patterns are exhibited in the BT Abstracts. In contrast, move patterns are relatively stable because master's students usually get more training in writing thesis abstracts. At the same time, cycling of moves rarely occurred in the BT Abstracts, which conforms to the findings

of Chen and Kuo's (2012) study. This phenomenon was possibly caused by the fact that abstracts at both BT and MA levels are short summaries of research studies and, thus, move cycles are rarely found.

Regarding the 30 BT Introductions in the pilot study, three major findings were uncovered. Firstly, 4 moves consisting of 19 steps in total were identified. On the one hand, Moves 1, 2 and 3 were present in Chen and Kuo's (2012) study, whereas Move 4: *Giving a suggestion* was different from the independent move: *Referring to other studies* in Chen and Kuo's (2012) study. On the other hand, all the 19 steps identified in BT Introductions were found in Chen and Kuo's (2012) framework which is made up of three sequential moves, i.e. Move 1: *Establishing a territory*, Move 2: *Establishing a niche*, and Move 3: *Occupying the niche*, and one independent move, i.e. *Referring to other studies*, consisting of a total of 28 steps. This might suggest that the Introduction chapter in Chinese English major students' BTs seemed to be less elaborate than that in master's theses.

Secondly, among all the steps, Move 1, Step 1: *Providing topic generalization/background of topic* had the highest frequency (34 occurrences), which is congruent with the finding of Chen and Kuo's (2012) study, in which the step of providing topic generalization/background also had the highest frequency (42 occurrences). While in Move 2, Step 4: *Indicating a problem/need* was the most frequently used step with a frequency of 25 occurrences. In Move 3, Step 1: *Indicating purposes/aims/objectives* was the most frequently used step with a frequency of 23 occurrences. In other words, this group of Chinese English major

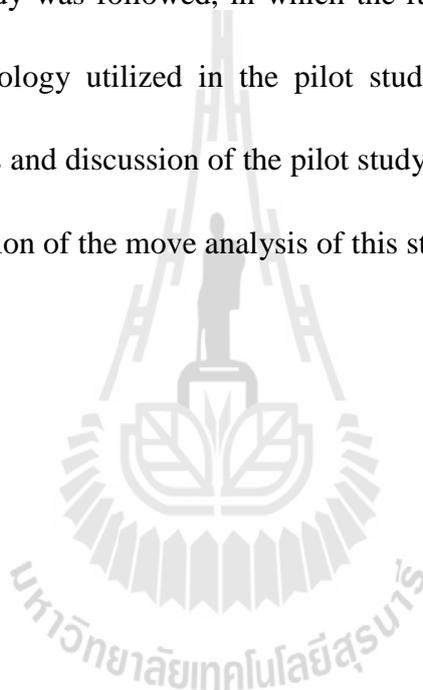
students seemed to have a tendency to first establish a territory by providing topic generalization/background, then to establish a niche by indicating a problem/need, and finally to occupy the niche by indicating purposes/aims/ objectives.

Thirdly, 29 out of 30 BT Introductions began with Move 1: *Establishing a territory*. Twenty-three out of 30 BT Introductions covered Moves 1, 2 and 3, while among the 13 move patterns found in the corpus, the most frequently used move pattern was M1–M2–M3 with 8 occurrences. This is different from the finding in Bunton's (2002) study, in which 45 Ph.D. thesis Introductions were analyzed following Swales' (1990) CARS model. In his study, the most frequently utilized move pattern was not M1–M2–M3, but M1–M2. The difference that BT writers in the present study preferred to announce their research in the Introduction section could be explained by the relatively short length of their BTs. However, Ph.D. thesis writers tend to typically choose to announce their own research in the later part, such as in the Literature Review section, of their theses (Bunton, 2002). In addition, move cycles were found in Chinese English major students' BT Introductions. For example, move cycle M1–M2 occurred three times in I28 (Introduction 28).

On the basis of the results of the pilot study, it is proven that Chen and Kuo's (2012) framework for move analysis is feasible to analyze BT Abstracts and BT Introductions. Therefore, Chen and Kuo's (2012) analytical framework will be applied to analyze the 30 complete empirical BTs written by Chinese students majoring in English at KU in this study.

3.4 Summary

To sum up, this chapter has explained the research methodology employed in the present study. The corpus compilation including data identification, data collection and data management was presented. The corpus analysis which contained the analysis framework and the analysis procedures were also elaborated. Then, the report of the pilot study was followed, in which the rationale of the pilot study was provided, the methodology utilized in the pilot study was described, and a brief summary of the results and discussion of the pilot study was given. In the next chapter, the results and discussion of the move analysis of this study will be presented.



CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results of the move-step analysis of this study and offers discussion on those results according to the research questions; that is, Research Question (1): What are the moves, steps and their structure of Bachelor's Theses written by Chinese students majoring in English in the present study? Research Question (2): To what extent are BTs in the present study similar to and different from master's theses in terms of moves, steps and their structures? It first starts with the report of the results of the six respective sections of BTs with respect to move-step analysis, aiming to answer Research Question (1). Then, discussions including the results are provided so as to answer Research Question (2).

4.1 Results

This study is conducted on six separate sections of Bachelor's theses written by Chinese students majoring in English in terms of moves and steps. These six sections of BTs are 30 Abstracts, 30 Introduction sections, 30 Literature Review sections, 30 Methodology sections, 30 Results and Discussion sections, and 30 Conclusion sections, and they are analyzed manually following Chen and Kuo's (2012) analytical framework. The following are the results of the six respective sections of 30

complete empirical BTs. In addition, all the grammar and spelling mistakes that occur in the examples of the following sections are made by the BT writers themselves. The researcher keeps all the original mistakes in the examples to show that these are the BT writers' own and they have some difficulty in composing their BTs.

4.1.1 Results of Abstract Analysis

The rhetorical structure of the Abstract of BT is presented in Table 4.1 in terms of functions and move frequency (\diamond indicates the new moves found in the present study).

Table 4.1 Rhetorical Moves of the Abstract of Bachelor's Theses by Chinese

Students Majoring in English

Move/Step		N	%	n
Move 1	Introduction (AI)	27	90	27
Move 2	Method (AM)	23	76.67	24
Move 3	Results (AR)	17	56.67	17
Move 4	Conclusions (AC)	14	46.67	14
\diamond Move 5	Purpose (AP)	14	46.67	14
\diamond Move 6	Structure (AS)	1	3.33	1
\diamond Move 7	Discussion (AD)	1	3.33	1
\diamond Move 8	Research gap (AG)	1	3.33	1

Note: N refers to the number of BT Abstract in the corpus of 30 BTs that have the move specifically identified, % refers to the percentage of occurrence of this specific move in the corpus of 30 BT Abstract, and n refers to the number of times that this specific move appears in the corpus of 30 BT Abstract.

Table 4.1 shows that, altogether, eight moves were found in the Abstract of Chinese English major students' BTs. The frequency of occurrence of Moves 1 to 5 was 90%, 76.67%, 56.67%, 46.67%, and 46.67%, respectively; while Moves 6, 7, and 8 had the same frequency of occurrence that was 3.33%. According to Kanoksilapatham's

(2005) criteria stated in 3.3.2, Move 1 and Move 2 are conventional, Moves 3 to 8 are optional, while no move is obligatory in the present study.

Move 1: Introduction

Move 1 is present in 27 Abstracts and is regarded conventional in this study.

It introduces the background or the importance of the topic in general. The realization of Move 1 is illustrated in the following examples.

Examples: 1) With the popularization of foreign language communicative teaching methods, the diversity exists in the learners. There are many factors in foreign language learning, which influence on language learning. (A07)

2) As a logical development of communicative language teaching, task-based language teaching (TBLT) takes its shape in 1980s, emphasizing “learning-by-doing”. (A23)

This introductory move is characterized by the presentation of the research topic.

Move 2: Method

Move 2 is present in 23 Abstracts and is conventional. It describes the participants, the instruments, and the procedures of the experiment conducted in the thesis. The realization of Move 2 is provided in the following examples.

Examples: 1) The research subjects are divided into the experimental class and the controlled class. The tests consist of a pre-test and a post-test. (A03)

2) This study adopts quantitative research and qualitative research. About the qualitative research, the researcher uses interview. (A16)

The prominent feature of this move is the use of key words such as *research subjects* and *interview* etc. to show the method to be employed in the study.

Move 3: Results

Move 3 is present in 17 (56.67%) out of the 30 Abstracts. According to Kanoksilapatha (2005), a move is optional if its frequency of occurrence is less than 60%. Hence, in the present corpus Move 3 is optional. It reports the results of the thesis. Examples of Move 3 are illustrated below.

Examples: 1) The results reveal that there are mainly three aspects caused the poor English listening, and they are the school, teachers, parents, students themselves. (A14)

2) According to the data analysis, the results showed that TBLT has been widely used in rural junior high school, and the pre-task activities had good influence on implementation of the task. (A26)

One evident characteristic of this move is the utilization of the key word *results*.

Move 4: Conclusions

Move 4 appears in 14 Abstracts and is optional. It summarizes the thesis and puts forward some suggestions or implications of the research. Examples of Move 4 are shown below.

Examples: 1) So, attaching importance to English learning attitude seems to be necessary in ethnic rural area.... (A13)

2) It can provide some suggestions for teachers to improve the quality of the English grammar teaching.... (A17)

This move is featured by the use of concluding words or pedagogical implications such as *so* and *suggestions*.

Move 5: Purpose

Move 5 is present in 14 Abstracts and is optional. It states the purpose of the thesis. Examples of Move 5 are provided below.

Examples: 1) This paper aims at studying the Junior Middle School Students' English attitude of Rural Area of Qiandongnan Miao and Dong Prefecture. (A13)

2) The purpose is to learn what English vocabulary learning strategies are used by students.... (A28)

This move is characterized by the use of key words such as *aims* or *purpose* etc.

Move 6: Structure

Move 6 occurs in only 1 of the 30 Abstracts. Kanoksilapatha (2005) claimed that a move is optional if its frequency of occurrence is less than 60%. Thus, Move 6 is deemed optional in the present study. It briefly presents the structure of the thesis. The Move 6 found is illustrated below.

This paper firstly introduces task-based language teaching (TBLT) and the previous studies on TBLT. Then, it talks about the research hypothesis, research subject, research instrument, research procedure, teaching materials, and design of tests. (A03)

This move is realized through the presentation of the organization of the research.

Move 7: Discussion

Move 7 is present in 1 Abstract and is considered optional. It discusses the reasons of the results. The illustration of Move 7 is given below.

The phenomenon are caused by many factors. The first one is that the students' interest, psychology, and atmosphere to speak English. (A09)

The feature of this move is the elaboration of the cause of the results. By stating the reasons of the results, the BT researcher intends to highlight the importance of her research.

Move 8: Research gap

Move 8 is found in 1 Abstract and is optional. It points out the research gap through reviewing previous research. The only one research gap statement identified in the 30 BT Abstracts implies that this group of students has little knowledge of this move. At the same time, its presence also shows that it is an optional but important move because this research gap statement move can help the writers display their knowledge and understanding of the state of the art of their research (Bazerman, 1988). In this case, the research gap statement move found in the present study shows that the BT writer seems to understand the state of the art of the research he or she is about to conduct, which may draw the readers', that is the BT examiners' attention to keep on reading the content of the BT. The Move 8 identified is provided below.

But plenty of investigates are conducted in middle schools, high schools or non-English majors, less investigates are paid on the English major. The experimental study on the memory strategy of the English majors are much less. So, in order to occupy the gap...(A06)

This move is realized by the BT writer's clear statement that there is a research gap to fill.

Although a total of 8 moves were identified in the Abstract section, no predominant move cycle pattern was found in the corpus. On the contrary, cycle pattern of moves in the Abstract varied considerably as illustrated in Table 4.2 below:

Table 4.2 Move Pattern and Number of Occurrences in the Abstract of Bachelor's Theses by Chinese Students Majoring in English

Move Pattern	Number of Occurrences
M1-M2-M3	4
M1	3
M1-M2-M3-M4	3
M1-M2-M4	3
M1-M2-M5-M4	1
M1-M2	1
M1-M2-M8-M5	1
M1-M4	1
M1-M5	1
M1-M5-M2-M3	1
M1-M5-M2-M3-M4	1
M1-M5-M2-M3-M7	1
M1-M5-M3	1
M1-M5-M3-M4	1
M1-M5-M6-M2-M4	1
M2-M1	1
M2-M5-M2-M3-M4	1
M2-M5-M3	1
M2-M5-M3-M4	1
M5-M1-M2-M3	1
M5-M1-M3-M4	1

Table 4.2 shows that move patterns of the BT Abstract section varied extensively. Altogether, 21 move patterns were identified. The most frequently utilized move pattern was M1-M2-M3; however, it had only 4 occurrences in the 30 BT Abstracts. What is worth noting is that 17 out of the 21 move patterns were characterized by their sole occurrence found in the BT Abstracts.

4.1.2 Results of Introduction Analysis

The rhetorical structure of the Introduction section of BT is summarized in Table 4.3 below (◇ indicates the new moves found in the present study).

Table 4.3 Rhetorical Moves of the Introduction Section of Bachelor's Theses by Chinese Students Majoring in English

Move/Step		N	%	n
Move 1	Establishing a territory (IT)	30	100	60
Step 1	Providing topic generalization/background of topic (ITb)	29	96.67	34
Step 2	Indicating centrality/importance of topic (ITc)	17	56.67	23
Step 3	Defining terms (ITd)	2	6.67	2
Step 4	Reviewing previous research (ITl)	12	40	13
Move 2	Establishing a niche (IN)	24	80	31
Step 1	Indicating gap in previous research (INg)	8	26.67	10
Step 2	Question-raising (INq)	1	3.33	1
Step 3	Counter-claiming (INc)	1	3.33	1
Step 4	Indicating a problem/need (INn)	21	70	25
Move 3	Occupying the niche (IO)	29	96.67	79
Step 1	Indicating purposes/aims/objectives (IOp)	20	66.67	23
Step 2	Indicating scope of research (IOc)	2	6.67	2
Step 3	Indicating theoretical position (IOh)	4	13.33	4
Step 4	Stating research questions/hypotheses (IOq)	10	33.33	10
Step 5	Defining terms (IOd)	4	13.33	4
Step 6	Indicating research method (IOm)	11	36.67	11
Step 7	Indicating findings/results (IOr)	1	3.33	1
Step 8	Indicating models proposed (IOt)	1	3.33	1
Step 9	Indicating applications (IOa)	6	20	6
Step 10	Indicating value or significance (IOv)	15	50	16
Step 11	Indicating thesis structure (IOo)	5	16.67	5
◇ Move 4	Giving suggestions (IS)	1	3.33	1

Note: N refers to the number of BT Introduction in the corpus of 30 BTs that have the move specifically identified, % refers to the percentage of occurrence of this specific move/step in the corpus of 30 BT Introduction, and n refers to the number of times that this specific move/step appears in the corpus of 30 BT Introduction.

Altogether, as Table 4.3 shows, 4 moves were identified in the Introduction section; namely, *Move 1: Establishing a territory*, which is obligatory; *Move 2: Establishing a niche* and *Move 3: Occupying the niche*, which are conventional; and *Move 4: Giving a suggestion* which is optional.

Move 1: Establishing a territory

Move 1 covers 4 steps and is identified in 30 Introductions. Hence, it is deemed obligatory in this study. Examples of Move 1, Steps 1 to 4 are displayed in the following sections.

Move 1, Step 1: Providing topic generalization/background

It functions to present the research topic in general and provide some relevant background for the research to be conducted. Twenty-nine out of thirty Introductions have this step and it can be seen as a predominant as well as crucial feature of the Introduction section.

Examples: 1) Over the past years many different ways have been obtained to improve the students' reading ability. (I03)

2) Writing, as one of the skills, has attracted more and more researchers' attention. How to improve students' writing skills becomes one of the objective questions of English teaching. (I21)

This step is characterized by the statement of the general topic that will be studied in the research. It gives the BT thesis examiner(s) a quick glimpse of what the thesis is mainly concerned.

Move 1, Step 2: Indicating centrality/importance of topic

This step shows the great interest and importance of the research topic for the purpose of establishing a research territory. It is present in 17 Introductions.

Examples: 1) So exploring and summarizing the positive and efficient approach is the best way to increase the quantity of the vocabulary and improve the English level. (I06)

2) Nowadays, Task-based language teaching is one of the most effective approaches to provide a helpful interactive framework for making students active and.... (I23)

The major feature of Move 1, Step 2 is the articulation of the great significance attached to the research topic.

Move 1, Step 3: Defining terms

Definitions of some terms are provided in this step, which is employed to support Move 1, Step 2. Of 30 Introductions, this step occurs in only two of them and it is considered optional.

Examples: 1) Foreign language study refers to a process by which a learner masters the knowledge, which is a purposeful, planned, and organized process. (I12)

2) Trait anxiety refers to people's inherent long-term anxiety characteristics. (I16)

This step is featured by the use of some defining phrases such as *refers to*.

Move 1, Step 4: Reviewing previous research

This step gives background information from previous research to support Move 1, Step 1.

Examples: 1) Dong Wei & Fu Lixun ever discussed the role of recitation-style language input in the university English teaching activities (Dong & Fu, 2003). (I01)
 2) *Spielberger's (1966) studies have shown that more than 20% of the students, because of the typical high anxiety was forced to drop out of school. (I22)*

The prominent characteristic of this step is the utilization of citation.

Move 2: Establishing a niche

Move 2 consists of 4 steps; namely, Step 1: *Indicating gap in previous research*, Step 2: *Question-raising*, Step 3: *Counter-claiming*, and Step 4: *Indicating a problem/need*.

Move 2, Step 1: Indicating gap in previous research

This shows that there is a gap to fill by reviewing previous research. Meanwhile, it restates the importance of the research to be done.

Examples: 1) Nowadays, however, few studies have been concerned specifically with middle school students' handling of second language vocabulary memory strategy. (I11)
 2) *However, this idea seems to have not received much attention in some minority areas. (I24)*

This step is characterized by the use of negative words such as *few* or negative present perfect tense like *have not received* in the above example.

Move 2, Step 2: Question-raising

This step shows the thesis writer's curiosity by asking a question, which is rare in the corpus with only one occurrence in the 30 Introductions.

So far, the students have a low effectiveness of English learning, so can recitation improve English learning? (I01)

The major feature of this step is the use of questions.

Move 2, Step 3: Counter-claiming

This step establishes a niche by counter-claiming an idea or method put forward by other researchers in previous research. In the present corpus, only one Introduction contains this step.

There is no doubt that this method also has its advantages, but it's too old and need to be reformed. This study wants to introduce some more efficient methods of teaching vocabulary. (I19)

The realization of this step is by pointing out the weakness of the topic and offering opposite points of view to the previous literature.

Move 2, Step 4: Indicating a problem/need

It is a conventional step, which is indicated by pointing out a problem or a need.

Examples: 1) There are still many problems in class when teachers give students a lesson about vocabulary. (I19)

2) Therefore, the junior middle school English teachers should set up the new teaching concept, focus on the students in the classroom teaching, and stimulate students' enthusiasm and creativity. (I25)

This step is featured by revealing problems or needs found in previous studies. The most frequent key words utilized in this step are the self-evident words such as *problem* or modal verbs like *should* etc.

Move 3: Occupying a niche

As a core move in this section, Move 3 is made up of 11 steps which are all found in Chen and Kuo's (2012) study. The realization of this move is illustrated in

the following examples.

Move 3, Step 1: Indicating purposes/aims/objectives

This step aims to state clearly the intention of the research. Twenty out of 30

Introductions include this step.

Examples: 1) This paper aims to look into a suitable way to improve the students' reading capability by using TBLT method in the English reading class. (I03)

2) The paper mainly attempts to explore how to improve high school students' English listening comprehension and (I18)

This step is characterized by the statement of some key words such as *aims*, *purposes*, or phrasal verbs like *attempts to* etc.

Move 3, Step 2: Indicating scope of research

This step describes the range of the research with only 2 Introductions having Move 3, Step 2. It limits the major concerns of the research topic within a range in order to emphasize the focus of the research.

Examples: 1) The major concern of the study is about classroom questions and the questioning anxiety.... (I16)

2) Feedback on students' writing is necessary for writing proficiency improvement. When the students hand in their essay, it is important that a teacher provides appropriate feedback. (I21)

The main feature of this step is the indication of the general focus that the research study will principally concern.

Move 3, Step 3: Indicating theoretical position

This step states the theoretical rationale, on which the research study is based.

Examples: 1) In talking about CLT, one cannot avoid talking about communicative competence, a term coined by Hymes. (I10)

2) The representative concepts were included at the following three kinds: a) Allport (1935) thought that Attitude was a kind of psychological and neural readiness, and it influenced personal response to the situation.... (I13)

The major characteristic of this step is the statement of whose theory will the research study be based on.

Move 3, Step 4: Stating research questions/hypotheses

This step puts forward questions/hypotheses concerning the research.

Examples: 1) To accomplish this survey, the following research questions were formulated: What vocabulary memory strategies are used by the students who accept education in ethnic middle school in rural areas of Qiandongnan? (I11)

2) Based on the research purpose, there are three questions: What is students' attitude toward English grammar in junior middle school? (I17)

The major feature of this step is the utilization of research questions.

Move 3, Step 5: Defining terms

Move 3, Step 5 provides definitions of some key terms to indicate the importance of the research. Interestingly, *defining terms* occurs twice in the BT Introductions; namely, it appears both in *Move 1: Establishing a territory* as *Move 1, Step 3*, and in *Move 3: Occupying the niche* as *Move 3, Step 5*. However, it serves two different purposes. In *Move 1*, it serves to help the researcher establish a territory, while in *Move 3*, it serves to aid the researcher to occupy the niche he or she has established. Examples of *Move 3, Step 5* are illustrated below.

Examples: 1) The vocabulary memory strategy refers to the methods and skills that the people who use the general rule of memory to remember.... (I06)

2) Comprehensive strategies refer to adopt some strategies in order to make up shortage of target language learning (Oxford, 1990). (I14)

This step is characterized by defining key terms using the phrase like *refer to* etc.

Move 3, Step 6: Indicating research method

This step states how the research is conducted, including participants, instruments, and the procedure of the method etc.

Examples: 1) An experimental study is done between two classes. Data obtained from the experiment will be compared.... (I03)

2) Based on Error Analysis Theory, ...the author adopted students from grade two of Number 4 Middle School as research subjects.... (I30)

This step is featured by the elaboration of the research method such as how the data will be collected or who will participate in the study.

Move 3, Step 7: Indicating findings/results

This step reports some of the findings or results of the research. However, it is present in only one Introduction.

The result show that there are some dilemmas in their choosing topics, such as blindness, obsolete, ambiguous, analogue, and so on. (I08)

The realization of this step is through using the word *result*.

Move 3, Step 8: Indicating models proposed

This step describes the model which is adopted in the research. It is optional due to its single occurrence in the corpus.

This study applied Oxford's strategies framework.... (I11)

The major characteristic of this step is the employment of words such as *framework* or *model* etc.

Move 3, Step 9: Indicating applications

This step highlights the applications of the research study.

Examples: 1) This paper will contribute to the Southeast Area college students to understand their English learning.... (I04)

2) Students can use the proper strategy on the basis of learning content and learning characteristic.... What's more, it can offer related teaching methods for teachers. (I15)

The main feature of this step is the use of phrases like *contribute to* or word *offer* to state the applications of the research study.

Move 3, Step 10: Indicating value or significance

This step stresses the value or significance of the findings of the research study.

Examples: 1) Furthermore, it can provide teachers a new teaching method, and help them to adopt effective approaches to improve their students' English study. (I10)

2) For learning, TBLT makes students know that it's their duty to study.... (I26)

The characteristic of this step is through the statement of value or crucial importance of the research topic.

Move 3, Step 11: Indicating thesis structure

The structure of the thesis is presented in this step, which gives a clear idea of how the thesis is organized.

Examples: 1) The thesis is divided into four parts. Chapter 1 is an overall

introduction of the whole thesis.... (I09)

2) *The paper is divided into five parts: Chapter 1 is an introduction, including the background to the study.... (I22)*

This step is featured by the employment of verb phrases like *is divided into*.

Move 4: Giving suggestions

Move 4 presents suggestions to support Move 1, Step 2: *Indicating centrality/importance of topic*. It is a new move identified in the BT Introduction comparing to master's theses in Chen and Kuo's (2012) study. However, it has only one occurrence and is an optional move.

This study will put forward some useful suggestion about vocabulary learning and teaching. As for the English learner, during the next English vocabulary learning, they should strengthen the sense of using memory strategies.... (I06)

This move is characterized by the use of the modal verb *should* to offer suggestions.

In addition, with the moves and steps uncovered in the BT Introduction section, move patterns and their number of occurrences emerged in the following Table 4.4.

Table 4.4 Move Pattern and Number of Occurrences in the Introduction Section of Bachelor's Theses by Chinese Students Majoring in English

Move Pattern	Number of Occurrences
M1-M2-M3	8
M1-M3	5
M1-M2-M1-M3	4
M1-M2-M1-M2-M3	2
M1-M2-M3-M2-M3	2
M1-M3-M1-M2-M3	2
M1-M2-M1-M2-M1	1
M1-M2-M1-M2-M1-M2-M3	1
M1-M2-M3-M1-M3	1
M1-M2-M3-M2	1
M1-M3-M2-M3	1
M1-M4-M3-M1	1
M2-M1-M3	1

Table 4.4 shows that 13 move patterns were identified in the BT Introduction section written by Chinese students majoring in English at KU. The most frequently employed move pattern was M1-M2-M3, that is, Move 1: *Establishing a territory* followed by Move 2: *Establishing a niche* and Move 3: *Occupying the niche*. This move pattern was found in 8 out of 30 BT Introductions in the present corpus.

4.1.3 Results of Literature Review Analysis

Table 4.5 summarizes the rhetorical structure of the Literature Review section of BTs in terms of functions and frequency.

Table 4.5 Rhetorical Moves of the Literature Review Section of Bachelor's**Theses by Chinese Students Majoring in English**

Move/Step		N	%	n
Introduction Move	Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed (LI)	3	10	3
Move 1	Establishing one part of the territory of one's own research by (LE)	30	100	112
Step 1	Surveying the non-research-related phenomena or knowledge claims (LEn)	29	96.67	67
Step 2	Claiming centrality (LEc)	6	20	7
Step 3	Surveying the research-related phenomena (LEr)	22	73.33	38
Move 2	Creating a research need (in response to Move 1) by (LN)	15	50	28
Step 1	Counter-claiming (weaknesses and problems) (LNc)	12	40	15
Step 2	Gap-indicating (paucity or scarcity) (LNg)	4	13.33	5
Step 3	Asserting confirmative claims about knowledge or research practices surveyed (LNa)	1	3.33	1
Step 4	Asserting the relevancy of the surveyed claims to one's own research (LNr)	4	13.33	4
Step 5	Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework (LNs)	1	3.33	1
Step 6	Concluding a part of literature review and/or indicating transition to review of a different area (LNt)	1	3.33	2
Move 3	Occupying the research niche by announcing (LO)	11	36.67	13
Step 1	Indicating research aims, focuses, research questions or hypotheses (LOa)	4	13.33	5
Step 2	Indicating theoretical positions/theoretical frameworks (LOt)	5	16.67	5
Step 3	Indicating research design/processes (LOd)	3	10	3
Conclusion Move	Providing a summary of the review of the themes and relating the review to the present study (LC)	2	6.67	2

Note: **N** refers to the number of BT Literature Review in the corpus of 30 BTs that have the move/step specifically identified, **%** refers to the percentage of occurrence of this specific move/step in the corpus of 30 BT Literature Review, and **n** refers to the number of times that this specific move/step appears in the corpus of 30 BT Literature Review.

Table 4.5 shows that, altogether, five moves were identified in the Literature Review section of BTs written by Chinese students majoring in English in the present study. That is, the *Introduction Move: Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed*; *Move 1: Establishing one part of the territory of one's own research*; *Move 2: Creating a research need*; *Move 3: Occupying the research niche*; and the *Conclusion Move: Providing a summary of the review of the themes and relating the review to the present study*. According to Kanoksilapatham's (2005) criteria stated in 3.3.2, of the five moves found in the Literature Review section of BTs only *Move 1: Establishing one part of the territory of one's own research* is obligatory. All the other four moves are optional with the frequency of occurrence being 10%, 50%, 36.67%, and 6.67%, respectively. In the following, the functions of each move are presented and, additionally, examples of the realization of these functions are also illustrated.

Introduction Move: Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed

This move is only found in 3 of the 30 Literature Review sections of BTs and, therefore, it is considered as an optional move in this study. It aims to introduce the Literature Review section by stating the structure of the review chapter and revealing the themes or areas to be reviewed. The realization of the Introduction Move is shown in the following examples.

Examples: 1) This part presents the related theoretic researches on personality. It is made of two parts. The first part is the theories related to personality.... The second part deals with the relationship between extroversion or introversion and foreign language proficiency.... (Lr07)

2) In this part, three theoretical stances can support the application of peer feedback in writing classes. They are: collaborative learning theory, Vygotsky's Zone of Proximal Development and process writing theory. (Lr21)

This introductory move is characterized by the description of the structure of the Literature Review section.

Move 1: Establishing one part of the territory of one's own research

Move 1 covers 3 steps and is found in 30 Literature Review sections of BTs. Accordingly, it is regarded obligatory with the frequency of occurrence being 100% in the present study. Examples of Move 1, Steps 1 to 3 are illustrated in the following sections.

***Move 1, Step 1:** Surveying the non-research-related phenomena or knowledge claims*

This step is conventional with 29 occurrences in the 30 literature reviews. It can be seen as a crucial feature in helping thesis writers create their research space. It introduces the general topic of the research study by reviewing previous studies that are relevant not to specific empirical research but to general commonsense research phenomena or knowledge.

Examples: 1) CLT as a teaching methodology was first proposed in England in the 1970, which was regarded as revolutionary since it placed an essential emphasis on communication in language learning. (Lr10)

2) *In Vygotsky's theory, he recognizes learning from social-historical aspect. In his view, learning is cognitive activity that takes place through social communication rather the individual activity (Zhouhui, 2010). (Lr21)*

The major characteristic of this step is the general common knowledge claims made in previous research.

Move 1, Step 2: Claiming centrality

This step shows that a research area is of great interest or importance and it is worth investigating. Of the 30 Literature Reviews, this step occurs in only 6 of them; thus, it is regarded optional.

Examples: 1) Recitation is an effective second language acquisition method, and it should be adopted by teachers and students. Moreover, they must choose the suitable recitation materials and methods. (Lr01)

2) Hope that through understand of our country's research, then we can learn from the advanced experience, it has an important guiding significance to improve our country's English listening teaching. (Lr29)

The main feature of this step is the statement of the importance of the research topic.

Move 1, Step 3: Surveying the research-related phenomena

This step reviews previous empirical research relevant to the topic to be studied. Judging from what have been conducted on the relevant topic, BT writers make attempts to establish their own research. Move 1, Step 3 is present in 22 (73.33%) of the 30 literature reviews, revealing that it is a conventional step in this corpus.

Examples: 1) Tian Hua (2001) discussed the use of vocabulary strategy in college students via the method of questionnaire investigation. The results showed that the most frequently used memory strategies are as follow: repletion, word building way, association, etc. (Lr06)

2) Li Fengzhuo (2008) applied TBLT for a term to English teaching in his junior high school in Panjin to improve students' abilities of listening, speaking, reading, and writing. The results showed that the old mode of English teaching could not meet the request of the standard of English course and the request of the society. (Lr26)

This step is characterized by the use of citation.

Move 2: Creating a research need

Move 2 appears in 15 (50%) of the 30 Literature Review sections of BTs and it is deemed optional. It consists of 6 steps whose examples are given below.

Move 2, Step 1: Counter-claiming (weaknesses and problems)

Through reviewing previous research, the BT writers find that there are weaknesses or problems in the study of the research topic. Therefore, they make claims to point out that there are inadequacies or flaws in previous research. Move 2, Step 1 occurs in 12 out of 30 BT literature reviews, so it is considered as an optional step.

Examples: 1) So far most vocabulary memory strategies have basic formed, but there are still many deficiencies.... (Lr02)

2) In China's class of English teaching, listening teaching has not been paid much attention. (Lr14)

This step is characterized by the use of the statement of the weaknesses or problems found in previous literature. Furthermore, negative words or statements are normally found as signaling characteristics of this step.

Move 2, Step 2: Gap-indicating (paucity or scarcity)

This step demonstrates that few or no research has been done on the to-be-presented topic by reviewing previous research, indicating that there is a gap or need to conduct the study. Only 4 out of 30 BT literature reviews contain this step, which shows that it is an optional step in the present corpus.

Examples: 1) The study on language learning strategies in China dated from the early 1980s, but the quantity of research findings was not much and the field of study was very narrow. (Lr12)

2) In recent years, to learning attitude, ...the research relates to the rural area middle school students' learning attitude is little, let alone implement in minority nationality areas, especially for ethnic rural areas of Rongjiang, and Qiandongnan students' learning attitude of the investigation is still very scarce. (Lr13)

The main characteristic of this step is the use of negative words such as *not*, *little* and *scarce* etc.

Move 2, Step 3: Asserting confirmative claims about knowledge or research practices surveyed

Move 2, Step 3 is an optional step with only 1 occurrence in the 30 BT literature reviews. It claims confirmatively that previously reviewed knowledge or research will bring about positive and beneficial effects to the to-be-presented topic.

These studies home and abroad may offer beneficial experience in the construction of my thesis. (Lr08)

This step is featured by the key word *beneficial* to prove the merit of the research.

Move 2, Step 4: *Asserting the relevancy of the surveyed claims to one's own research*

This step states that the reviewed previous research claims are related to BT writers' own research. It is an optional step because it is present in only 4 literature reviews of the 30 BTs.

Examples: 1) At present, we have a general idea of the basic situation of the vocabulary memory strategy. But what is its effect? As we know, vocabulary has a direct effect on our English score, so its effect will be reflected by the English score. Can the use of vocabulary memory strategy influence the English score? Now let us make a survey to show the results. (Lr02)

2) Therefore what we should do is to try to find some better methods that can catch the students' interest. And students can learn more knowledge about vocabulary than ever before in a limited time. Next part we mainly talk about these methods. (Lr19)

The characteristic of this step is the use of transition to the researcher's own research.

Move 2, Step 5: *Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework*

This step creates a theoretical position or a theoretical framework for the BT writers' research topic by summarizing what they have reviewed in the previous research. It is an optional step in the present corpus with one occurrence.

As for me, I am interested in O'Malley & Chamot' definition about learning strategy, that is "learning strategies are the particular thoughts or behaviors which individuals use to help them to learn and comprehend new information." (O'Malley & Chamot, 1990, p.21). (Lr12)

The feature of this step is the description of what theory the research study will be based on.

Move 2, Step 6: Concluding a part of literature review and/or indicating transition to review of a different area

This step indicates a summary of one part of the literature review and, meanwhile, it offers a new direction of the review to a different area. Move 2, Step 6 found in the corpus is displayed below.

From above discussion, we seem to have a clear idea about the concept of the attitudes toward language learning. The next section explores the components of language learning attitude. (Lr20)

The characteristic of this step is the indication of the transition to another area of the literature review.

Move 3: Occupying the research niche

This move is optional because it is identified in 11 (36.67%) of the 30 Literature Review sections of BTs. It is made up of 3 steps which help to fill the gap identified in Move 2. The realization of this move is displayed in the following section.

Move 3, Step 1: Indicating research aims, focuses, research questions or hypotheses

This step attempts to state the intention of the research study. Four out of 30 Literature Review sections of BTs have this step.

Examples: 1) Research Questions in this study: 1. What are the roles of recitation on listening, speaking, reading and writing of English learning? 2. What are the different roles of different recitation materials and methods? (Lr01)

2) This paper aims to explore what are students' attitude toward teacher's corrective feedback and how teacher corrective feedback behaviors affect students' attitude in learning English. (Lr20)

The main feature of this step is the description of research questions or aims etc.

Move 3, Step 2: Indicating theoretical positions/theoretical frameworks

This step highlights the theories or theoretical frameworks which the researcher will adopt or adapt in his or her research study.

Examples: 1) Among these theories, this paper held that Oxford's classification of memory strategies was specific and easy to operate, so this experimental study took Oxford's theory (1980) about memorizing strategies as its basis. (Lr11)

2) In this paper, the author selects Ellis' views. The three stage are pre-task, while-task and post-task. (Lr26)

The major characteristic of this step is the presentation of what theories or frameworks the author will use.

Move 3, Step 3: Indicating research design/processes

This step shows how the research study will be conducted by stating the research methods to be employed or how the research will proceed.

Examples: 1) So this research will apply the combination method of quantitative methods and qualitative methods. This paper makes research on study habits of English majors and non-English majors, which is comprehensive and systematic study. (Lr12)

2) First of all, the teachers will teach students to use the different listening learning strategy....Second, we are going to use computer multimedia....Finally, we will also synthesis all kinds of teaching methods which can improve the level of listening teaching. (Lr29)

The main feature of this step is the statement of research design or the specific procedure of the research study.

Conclusion Move: Providing a summary of the review of the themes and relating the review to the present study

This concluding move appears in only 2 of the 30 Literature Review sections of BTs and it is an optional move. It concludes the literature review section by summarizing what has been reviewed in the themes or the research areas. In addition, it also connects the review with what is to be studied. Examples of this move are given below.

Examples: 1) As can be seen above, O'Malley & Chamots' classification emphasized students' cognitive process, but has ignored Non-intellectual Factors effecting students in language learning....So, it is necessary to make the further investigation on study habits with this classification. (Lr12)

2) In a word, TBLT theories were relatively clear, but not perfect. The task was the most critical in the use of TBLT process. The theoretical basis of TBLT for scholars still needed to continue to improve. Many research studies implicated task scheduling problems need further exploration and research. (Lr26)

This move is characterized by the summary of themes in the Literature Review section or the connection with the BT writers' own research.

In addition to the moves and steps found in the Literature Review section of BTs, move patterns and frequency of moves are also unearthed as illustrated in Table 4.6 below:

Table 4.6 Move Pattern and Number of Occurrences in the Literature Review**Section of Bachelor's Theses by Chinese Students Majoring in English**

Move Pattern	Number of Occurrences
M1	9
M1-M3-M1	4
LI-M1	2
M1-M2	2
M1-M2-M1	2
M1-M2-M1-M2	2
LI-M1-M2-M1-M2	1
M1-M2-M1-M2-M1	1
M1-M2-M1-M2-M1-M2-M3-M1-LC	1
M1-M2-M1-M2-M1-M3-M1	1
M1-M2-M1-M2-M1-M3-M1-M3-M1	1
M1-M2-M1-M3	1
M1-M2-M3	1
M1-M3-M1-M2-M1-M2-M1-LC	1
M3-M1-M2	1

Note: In the Literature Review section, **LI** refers to the Introduction move, and **LC** refers to the Conclusion move (see Appendix).

As Table 4.6 shows, move patterns of the BT Literature Review section varied. In total, fifteen move patterns were found. The most frequently employed move pattern is the single move pattern: Move 1 (M1), which is present in 9 BT literature reviews, followed by move pattern: M1-M3-M1 with 4 occurrences. The other 13 move patterns are less frequent with either 2 or 1 occurrence.

4.1.4 Results of Methodology Analysis

The rhetorical structure of the Methodology section is presented in Table 4.7 regarding functions and move frequency (◇ indicates the new moves found in the present study).

Table 4.7 Rhetorical Moves of the Methodology Section of Bachelor's Theses by Chinese Students Majoring in English

Move/Step		N	%	n
Move 1	Introducing the Methodology chapter (MI)	12	40	14
Step 1	Indicating chapter/section structure (MIo)	6	20	6
Step 2	Providing an overview of the study (MIs)	7	23.33	7
Step 3	Indicating theory/approach (MIIt)	1	3.33	1
Move 2	Describing data collection method and procedure(s) (MD)	29	96.67	56
Step 1	Describing the sample (participants, location, time, etc.) (MDs)	29	96.67	29
Step 2	Describing methods and steps in data collection (MDp)	25	83.33	26
Step 3	Justifying data collection procedure(s) (MDj)	2	6.67	2
Move 3	Delineating methods of data analysis (MM)	9	30	9
Step 1	Presenting an overview of the (data analysis) design (MMd)	5	16.67	5
Step 2	Explaining specific method(s) of data analysis (MMm)	4	13.33	4
Move 4	Elucidating data analysis procedure(s) (MP)	3	10	3
◇ Move 5	Stating research hypotheses (MH)	3	10	3
◇ Move 6	Adding lesson plans (ML)	1	3.33	1
◇ Move 7	Stating research question(s)/purpose(s) (MR)	10	33.33	10
◇ Move 8	Indicating significance (MS)	1	3.33	1

Note: **N** refers to the number of BT Methodology in the corpus of 30 BTs that have the move/step specifically identified, **%** refers to the percentage of occurrence of this specific move/step in the corpus of 30 BT Methodology, and **n** refers to the number of times that this specific move/step appears in the corpus of 30 BT Methodology.

As Table 4.7 shows, altogether, eight moves, including 4 new moves compared to Chen and Kuo's (2012) framework, were found in the BT Methodology section. Among the eight moves, no move is obligatory. *Move 2: Describing data collection method and procedure(s)* is conventional with the frequency of occurrence being 96.67%; while all the other seven moves are optional with the frequency of

occurrence of Move 1 and Moves 3 to 8 being 40%, 30%, 10%, 10%, 3.33%, 33.33%, and 3.33%, respectively.

Move 1: Introducing the Methodology chapter

Move 1, consisting of 3 steps, is present in 12 BT Methodologies and it is considered optional in the present corpus. It mainly functions to introduce the Methodology chapter. Examples of Move 1, Steps 1 to 4 are given in the following sections.

Move 1, Step 1: Indicating chapter/section structure

This step shows the organization of the Methodology chapter/section. It may function as guidance for BT examiner(s) to have a clear idea of how the BT writer structured the Methodology chapter/section. In the present corpus, six BT writers used this strategy.

Examples: 1) This chapter explores the oral English anxiety sources of senior high school students. There are 4 parts in this chapter: purpose, subjects, research instruments and research procedures. (M05)

2) In this chapter, the action research project will be carried out. First, the teaching materials and research subjects will be described. Then the researcher will present two research questions. At last the implementation of the action research will be reported. (M23)

The main characteristic of this step is the description of the organization of the Methodology section.

Move 1, Step 2: Providing an overview of the study

This step presents a general view of the study, which makes it clear how the study will be conducted. It is present in 7 BT Methodologies.

Examples: 1) This paper is surveyed by collecting questionnaire, which according to my own experience in Jin Hua Junior Middle School. The design of questionnaire is based on Oxford's six learning strategies: Cognitive strategy, Metacognitive strategy, Memory strategy, Compensatory strategy, Affective strategy and Social strategy. Students were told to answer these questions truthfully. (M15)

2) The methods adopted in this study include non-participant classroom observation and questionnaire. First, classroom observation is the main method to collect data. Then, questionnaire is designed to get more information in depth from students. (M27)

This step is featured by the presentation of the main instruments employed in the research.

Move 1, Step 3: Indicating theory/approach

This step describes what research theory/approach the BT writer will employ in conducting the study. Only one occurrence of this step is found in the Methodology section of BTs.

The study use educational content approach. the approach which describes objectively the content and the information of document(南纪稳, 2010). The paper uses this approach so as to translate all theses into data format. making some integral judge and ratiocination by the quantitative analysis of the thesis of English majors. (M08)

The feature of this step is the presentation of what theory or approach is the research based on.

Move 2: Describing data collection method and procedure(s)

Move 2 presents what method BT writers use and how they use the method to collect their data. It is an essential move in the Methodology section in that it allows future BT student researchers to replicate the study by following the data collection method and procedure. This move covers 3 steps and appears in 29 out of 30 BT

Methodologies, which shows that it is a conventional move. Examples of Move 2, Steps 1 to 3 are given below.

Move 2, Step 1: Describing the sample (participants, location, time, etc.)

Move 2, Step 1 describes the sample method by stating who the participants are, when and where the study will be conducted etc. It is present in 29 BT Methodologies and is deemed a conventional step in the corpus.

Examples: 1) The subjects of research are 120 senior students of Kai Li university majoring in English, among whom there are 36 male students and 84 female students in the study. (M07)

2) The author investigated two English teachers' 10 classes (five classes per teacher) in Shi Dong Middle school, which locates in Tianzhu Qiandongnan of Guizhou province as the objects of observation. Besides, a part of students in this school were also investigated. (M27)

This step is characterized by the presentation of participants, location, time etc. of the research.

Move 2, Step 2: Describing methods and steps in data collection

This step presents how the data are collected by describing specific methods and steps. Twenty-five (83.33%) out of 30 BT Methodologies have this step, and it is regarded as conventional.

Examples: 1) The students of the two classes received a pre-test before the experiment. Then the reading training was given to the experimental class by employing the TBLT method while the controlled class was not. In the end of the experiment both classes received a post-test. The whole experiment lasted for five months. Under the teacher's help, the result was analyzed by the author. (M03)

2) During the internship in Chongyi Middle School. The present author gave out the questionnaire to 60 students in different grades in evening classes. The present author collected 60 effective questionnaires after classes. (M14)

The major feature of this step is what and how the instruments are employed to collect the data.

Move 2, Step 3: Justifying data collection procedure(s)

This step explains whether the data collection procedure is valid or reliable. It is present in 2 texts of the BT Methodology section.

Examples: 1) In order to make sure the quality of the questionnaire, I read a lot of materials about it and adopted some useful advice from my supervisor. So this questionnaire is reliable. (M06)

2) The students completed each question carefully without being informed before hand in class, so the feedback represents the students' real opinion and attitude. Hence, the 60 questionnaires are all effective according to the statistic theory. (M10)

The characteristic of this step is the use of some key words such as *reliable*, *represent*, and *effective* etc.

Move 3: Delineating methods of data analysis

Move 3 covers 2 steps and is an optional move with 9 occurrences in the present corpus. It describes what methods are used to analyze the data and how the data are analyzed. Examples of Move 3, Steps 1 and 2 are displayed below.

Move 3, Step 1: Presenting an overview of the (data analysis) design

This step gives a general view of the data analysis design. It is present in 5 BT Methodologies and, thus, is an optional step.

Examples: 1) To discriminated the effective of returned questionnaires. Same answer continuous select the project more than 10 questions regarded as invalid questionnaires, Questionnaire is not answered project over five regarded as invalid questionnaire.... (M22)

2) The errors in the compositions were analyzed by the author. As for the interview, the semi-structural interview is used. A record was adopted

to record interview. The data were analyzed according to the theory of the inter-lingua errors and intra-lingua errors. (M30)

The main characteristic of this step is the general description of data analysis.

Move 3, Step 2: Explaining specific method(s) of data analysis

This step elaborates the method of data analysis in detail. It is an optional step appearing in only 4 BT Methodologies.

Examples: 1) ...Secondly, in analyzing the qualitative interview data, the writer used content analysis technique, which can be described as drawing up a list of coded categories and each segment of transcribed data into one of these categories.... (M10)

2) Firstly, the present author read through all the information gathered from the complete questionnaires. Secondly, in analyzing the quantitative data, the present author gathered how many people choose A, B, C, or D of each question, and calculated the percentage of each of options. (M14)

The main characteristic of this step is the use of sequential adverbs such as *firstly*, *secondly* and so forth.

Move 4: Elucidating data analysis procedure(s)

Move 4 describes the data analysis procedure by briefly previewing the results in the Methodology section of BTs. It is identified in 3 BT Methodologies in the present corpus. Therefore, it is regarded as an optional move. Examples of Move 4 are provided below.

Examples: 1) After using one semester peer feedback, their writing skills improved. (M21)

2) Firstly, teachers from these two school both done well in asking questions skill and demonstration skill. But in other skills, their expression is irregularity. (M24)

This move is featured by the use of some sequential words such as *after* and *firstly* etc.

Move 5: Stating research hypotheses

Move 5 presents the research hypotheses to show the importance of the research topic. It is an optional move, because it is present in 3 BT Methodologies.

Examples: 1) Hypothesis: Recitation can effectively promote English learning. (M01)

2) Students can benefit more from the TBLT method than the traditional teaching method in the reading comprehension. (M03)

This move is characterized by the presentation of research hypotheses.

Move 6: Adding lesson plans

Move 6 presents a lesson plan to support the data collection procedure. It is an optional move, because it is found in only one BT Methodology.

TBLT uses different kinds of tasks to teach the reading materials in the experimental class. Taking Unit 1 (NSEFC Student's Book 4) as an example, here are the steps of utilizing the model in the study.... (M03)

This move is featured by adding a lesson plan in the research to describe how the data are collected.

Move 7: Stating research question(s)/purpose(s)

Move 7 presents research questions or purposes. It is an optional move with 10 occurrences in the BT Methodology section.

Examples: 1) Research Questions: 1) Do middle school students have anxiety in the process of answering their teacher's questioning in English classroom?... (M16)

2) Based on both qualitative and quantitative research, the purpose of the study is to investigate the foreign language anxiety levels of senior high school students and find out the effects caused by oral English anxiety. (M05)

This move is characterized by the use of some key words such as *research question* and *purpose of the study*.

Move 8: Indicating significance

Move 8 states the significance of the research topic. It is an optional move with one BT Methodology having this move.

The significance of the research is to understand the influence of personality diversity on English learning of the students in Kai Li university majoring in English.... (M07)

This move is featured by the direct statement of the significance of the research study.

With the moves and steps identified in the BT Methodology section, move patterns and number of occurrences emerged (see Table 4.8).

Table 4.8 Move Pattern and Number of Occurrences in the Methodology Section of Bachelor's Theses by Chinese Students Majoring in English

Move Pattern	Number of Occurrences
M2	7
M1-M2-M3	2
M1-M7-M2	2
M2-M1-M2	2
M1-M2	1
M1-M2-M1-M3	1
M1-M2-M7-M2	1
M1-M7-M2-M4-M2-M3	1
M2-M1	1
M2-M1-M2-M7	1
M2-M3	1
M2-M3-M4	1
M2-M5-M2	1
M2-M7	1
M3	1
M5-M2-M3	1
M5-M2-M6-M2	1
M7-M2	1
M7-M2-M3	1
M7-M2-M4	1
M8-M2-M7-M2	1

Table 4.8 shows that move pattern in the BT Methodology section varied extensively. A total of 21 move patterns were found, and the most frequently used move pattern is the single move pattern: *Move 2 (M2): Describing data collection method and procedure(s)* with 7 occurrences in the present corpus.

4.1.5 Results of Results and Discussion Analysis

Table 4.9 reports the rhetorical structure of the Results and Discussion section of BTs in terms of functions and move frequency.

Table 4.9 Rhetorical Moves of the Results and Discussion Section of Bachelor's Theses by Chinese Students Majoring in English

Move/Step		N	%	n
Move 1	Introducing the Results and Discussion chapter (RDI)	18	60	20
Step 1	Providing background information or how results and discussion are presented (RDIb)	11	36.67	12
Step 2	Indicating methods used or statistical procedure applied (RDI _m)	7	23.33	8
Move 2	Reporting results (RDR)	30	100	134
Step 1	Locating graphics (RDR _g)	24	80	88
Step 2	Reporting major findings (RDR _f)	30	100	46
Move 3	Commenting on results (RDC)	12	40	22
Step 1	Interpreting results (RDC _i)	8	26.67	11
Step 2	Comparing results with literature (RDC _c)	5	16.67	9
Step 3	Evaluating results (including strengths, limitations, generalizations, etc. of results) (RDC _v)	1	3.33	1
Step 4	Accounting for results (giving reasons) (RDC _a)	1	3.33	1
Move 4	Summarizing results (RDS)	7	23.33	8
Move 5	Evaluating the study (RDV)	1	3.33	1
Move 6	Deductions from the (research) study (RDD)	13	43.33	16
Step 1	Drawing pedagogic implications (RDD _p)	13	43.33	14
Step 2	Making suggestions (RDD _s)	2	6.67	2

Note: **N** refers to the number of BT Results and Discussion in the corpus of 30 BTs that have the move/step specifically identified, **%** refers to the percentage of occurrence of this specific move/step in the corpus of 30 BT Results and Discussion, and **n** refers to the number of times that this specific move/step appears in the corpus of 30 BT Results and Discussion.

Table 4.9 shows that, in total, the Results and Discussion section is comprised of six possible move types. *Move 1: Introducing the Results and Discussion chapter* is conventional with the frequency of occurrence being 60%. *Move 2: Reporting results* is obligatory because it is present in all the 30 BT Results and Discussion sections. *Move 3: Commenting on results*, *Move 4: Summarizing results*, *Move 5: Evaluating the study*, and *Move 6: Deductions from the (research) study* are all optional moves with the frequency of occurrence being 40%, 23.33%, 3.33%, and 43.33%, respectively.

Move 1: Introducing the Results and Discussion chapter

Move 1 has two steps and it introduces the Results and Discussion chapter. This move was found in 18 of the 30 BT Results and Discussion sections and, hence, it is deemed conventional. Examples of Move 1, Steps 1 and 2 are given below.

Move 1, Step 1: Providing background information or how results and discussion are presented

This step focuses on how background information is given or how results and discussion are described. It indicates the structure of the Results and Discussion chapter. This step was identified in 11 BT Results and Discussion sections.

Examples: 1) The author has gathered the data from the process of the experiment. At the beginning of the experiment, the pre-test was taken to check whether the students in the EC and CC are in the same level of the English reading comprehension. Then, after the experiment the students in the EC and CC received a post-test. (RD3)

2) This chapter presents the findings of the three research questions. The results are firstly presented, and then the discussion is

followed to illustrate the findings within or deviated from the early related studies. (RD10)

The main feature of this step is the sequential presentation of the structure of the Results and Discussion section. Key words such as *firstly* and *then* etc. are frequently employed to realize this step.

Move 1, Step 2: Indicating methods used or statistical procedure applied

Move 1, Step 2 describes what methods have been employed or how the statistical procedure has been carried out. Seven BT Results and Discussion texts have this step.

Examples: 1) Questionnaire survey was adopted in this study, and there are altogether 254 effective questionnaires which were processed to answer the research questions.... (RD12)

2) From the questionnaire investigation and the experiment, all data suggest that the new listening model plays a useful role in students' listening training. (RD18)

This step is characterized by the description of the instruments employed in the research study.

Move 2: Reporting results

Move 2 consists of two steps and it is an obligatory move in the Results and Discussion section. It straightforwardly presents the major results, and the report of the results can be in the form of graphics or descriptions.

Move 2, Step 1: Locating graphics

This step reports the results by utilizing tables or figures to summarize what have been found in the BT writers' research studies.

Examples: 1) According to the data of the questionnaire, the results of the data analysis is collated as the following tables. (RD05)

2) *After analyzing, the results of questionnaire are listed in the following tables. (RD)*

The main feature of this step is the use of the key word *tables*.

Move 2, Step 2: Reporting major findings

It is a crucial step in Move 2 and all the 30 BT Results and Discussion sections have this step. It presents and highlights the major findings descriptively.

Examples: 1) All in all, in the experimental class the reading ability is higher than that of the controlled class. (RD03)

2) From the analysis, the author summarizes the internal factors that influence students' attitude to learning English grammar. It includes physiological factors, esteem factors, cognitive factors and so on. (RD17)

This step is characterized by the use of some concluding phrases such as *all in all* or the use of verbs like *summarize* etc.

Move 3: Commenting on results

Move 3 is comprised of four steps and it is an optional move in the BT Results and Discussion section. In this step, BT writers not only report but also comment on the results.

Move 3, Step 1: Interpreting results

This step elucidates the findings of the research. Meanwhile, it also explains what possible factors might have brought about the findings. Eight out of the 30 BT Results and Discussion sections have this step and it is an optional step.

Example: The observation results reflected that, for those questions listed above only gave one-word answers to Q2 and Q4, and kept silent to other three questions. Obviously it showed that both five questions had several answers and students can just depend on their own situations to respond. However, they didn't do that. Above referential questions did not difficult for students, but they need some time to think about and organize the language, so they were not very glad to answer. (RD27)

The feature of this step is the use of words such as *reflect* etc., which functions as an indication that the author is going to interpret the results.

Move 3, Step 2: Comparing results with literature

This step compares the findings of the research study with those of previous research to demonstrate whether or not the BT writers' research findings are consistent with other researchers' findings. It is an optional step because it is found in only 5 BT Results and Discussion sections.

Examples: 1) Sang Qingsong and Shu Shouli(2005)investigated that the most frequently used memory strategy is repetition. (RD06)

2) The result of this style of teaching method is that the students only know a great deal about the grammatical rules of the language and have an impressive range of vocabulary, but they cannot apply that knowledge to hold even the most basic conversation (Zhen, 2003). (RD10)

The main characteristic of this step is the use of citation.

Move 3, Step 3: Evaluating results (including strengths, limitations, generalizations, etc. of results)

This step assesses the value of the findings of the research by pointing out their strengths, limitations, or generalizations and so forth. It is an optional step in the present study since it has only one occurrence.

But a language is not made of irregularly from some single words, there must be some association between the words and the meaning. So, during the process of learning the vocabulary, it is wise to remember it by associate it with the context. (RD06)

The feature of this step is the generalization of the results. Meanwhile, this step is also usually characterized by statements of assessment on the research findings.

Move 3, Step 4: Accounting for results (giving reasons)

This step explains in detail the reasons that lead to the findings. It has one occurrence; thus, it is an optional step in this study.

After reanalysis of the questionnaire and the result of the interview, oral English anxiety can be derived from three kinds of factors: the individual learners` factors, the teaching method and the environmental factors of oral English learning. (RD05)

The main characteristic of this move is the presentation of the reasons for the results.

Move 4: Summarizing results

Move 4 sums up the research study by making conclusions of the major findings. It is found in 7 BT Results and Discussion sections in the present corpus. Therefore, it is considered an optional move.

Examples: 1) In summary, teacher often asks questions randomly, most students think English is important, but some of them experience difficulty.... (RD16)

2) From the above findings from the observation, we may easily come to the conclusion that in the middle school class, the teacher often use the means of explicit correction and do not consider students' psychological need, they do not realize that explicit correction behavior would harm students self-esteem and then influence students' learning motivation. (RD20)

This move is featured by the employment of some concluding phrases such as *in summary* or *come to the conclusion* etc.

Move 5: Evaluating the study

Move 5 assesses the value of the whole research study by indicating its limitations in the present corpus. It is an optional move with only one occurrence.

Excerpt of Move 5 is displayed below.

Although peer feedback brings us the new method in the writing classroom, there also exist some limitations in this area. First, generally speaking, there

are more than 30 students in every class in English major and doing peer feedback will spend more time, so providing peer feedback will be limited. (RD21)

This move is characterized by the explicit statement of the limitations of the study.

Move 6: Deductions from the (research) study

Move 6 makes deductions from the research study. It is comprised of two steps and it is found in 13 (43.33%) out of the 30 BT Results and Discussion sections and, accordingly, it is regarded as an optional move in the present study. In the following are some examples of Move 6, Steps 1 and 2.

Move 6, Step 1: Drawing pedagogic implications

This step puts forward some educational implications based on the research study.

Examples: 1) So it is necessary for the English teachers to teach the students how to use various memory strategies correctly and scientific during the teaching. (RD06)

2) Based on the factors which influence the attitude, to cultivate a positive English learning attitude is possible: Parents, schoolteacher, teaching procedure and social atmosphere can fighter together for students positively development in English study. (RD13)

The main feature of this step is the presentation of the necessity or ability the findings of the research can offer to education.

Move 6, Step 2: Making suggestions

This step offers some valuable recommendations for those who want to solve similar problems encountered by the BT writers in their study.

Examples: 1) So, we can know clearly that the best way to consolidate and increase the vocabulary is to repeat.... (RD06)

2) *There is no doubt that the teacher should improve the traditional English listening teaching model to help their students. (RD18)*

The main characteristic of this step is the statement of suggestions through the use of explicit phrases such as *the best way is to* or the use of modal verb *should*.

The aforementioned moves and steps unearthed in the BT Results and Discussion section showed how BT writers in the present study had reported and interpreted their research results. Then, the next question is how these moves are structured. Table 4.10 below is the overall picture of how BT writers have structured their Results and Discussion section.

Table 4.10 Move Pattern and Number of Occurrences in the Results and Discussion Section of Bachelor's Theses by Chinese Students Majoring in English

Move Pattern	Number of Occurrences
M1-M2	5
M2-M6	4
M1-M2-M3	3
M2-M4	2
M1-M2-M1-M2-M4	1
M1-M2-M3-M6-M2-M3-M2-M6	1
M1-M2-M3-M2-M6	1
M1-M2-M3-M6	1
M1-M2-M4	1
M1-M2-M4-M1-M2	1
M1-M2-M4-M2-M4	1
M1-M2-M6	1
M1-M2-M6-M2-M6-M3	1
M2-M1-M2-M6	1
M2-M3	1
M2-M3-M2	1
M2-M3-M2-M3-M2-M3-M2-M3-M2-M3	1
M2-M3-M6	1
M2-M3-M6-M2-M3-M2-M4-M6	1
M2-M5-M6	1

Table 4.10 shows the variety of move patterns and the frequency of each move pattern employed by BT writers in the present study. In total, twenty move patterns were used and the most frequently employed move pattern was Move 1 - Move 2 (M1-M2) with five occurrences in this corpus. The frequency of other move patterns varied from 1 to 4 occurrences.

4.1.6 Results of Conclusion Analysis

The rhetorical structure of the Conclusion section of BTs is summarized in Table 4.11 regarding functions and frequency.

Table 4.11 Rhetorical Moves of the Conclusion Section of Bachelor's Theses by Chinese Students Majoring in English

Move/Step		N	%	n
Move 1	Introducing the Conclusions chapter (CI)	11	36.67	11
Move 2	Summarizing the study (CO)	28	93.33	28
Move 3	Evaluating the study (CV)	22	73.33	25
Step 1	Indicating significance/advantage (CVs)	3	10	3
Step 2	Indicating limitations (CVI)	21	70	21
Step 3	Evaluating methodology (CVm)	1	3.33	1
Move 4	Deductions from the (research) study (CD)	25	83.33	28
Step 1	Recommending further research (CDf)	8	26.67	8
Step 2	Drawing pedagogic implications (CDp)	5	16.67	5
Step 3	Making suggestions (CDs)	14	46.67	15

Note: **N** refers to the number of BT Conclusion in the corpus of 30 BTs that have the move/step specifically identified, **%** refers to the percentage of occurrence of this specific move/step in the corpus of 30 BT Conclusion, and **n** refers to the number of times that this specific move/step appears in the corpus of 30 BT Conclusion.

Table 4.11 shows that, altogether, four moves were found in the 30 BT Conclusions. Among the four moves, Move 1 has the frequency of occurrence of 36.67% and is optional; Moves 2, 3, and 4 are all conventional in the present study

with the frequency of occurrence being 93.33%, 73.33%, and 83.33%, respectively.

The functions of these four moves are elaborated in the following sections.

Move 1: Introducing the Conclusions chapter

Move 1 offers a brief introduction to the Conclusions chapter by, for example, restating research purpose, research design, research questions or hypotheses, results, or indicating how conclusions are presented. This move was identified in 11 (36.67%) out of 30 BT Conclusions and, therefore, it was categorized as an optional move.

Examples of Move 1 are presented below.

Examples: 1) The research is conducted in Jinping senior high school, 120 subjects from three grades are selected in. The purpose of the research is that try to find the senior high school students` anxiety level and the influence. After the FLCAS survey and interview, the results are analyzed. It shows that the students` oral English anxiety level is high and the effect is very serious. (C05)

2) In the paper, the findings are evident according to data analysis: Students experience much anxiety when their teacher asks them questions in English class. (C16)

This move is featured by the restatement of research method or findings.

Move 2: Summarizing the study

Move 2 concludes the study briefly. It is present in 28 (93.33%) out of the 30 BT Conclusions. Therefore, it is deemed as a conventional move in the present study.

Examples: 1) The conclusions are summarized in the following. (1) Various reading teaching methods should replace the traditional teaching method.... (C03)

2) So, by the end of this action research, the researcher has get conclusions following: TBLT can not stimulate the minority rural area students' motivation or enhance their interest of learning English. (C23)

This move is characterized by the indication of the summary of the study, and words like *conclusions* are most frequently used.

Move 3: Evaluating the study

Move 3 is made up of three steps, and it is a conventional move in the present corpus. It aims to assess the study. Examples of Move 3, Steps 1, 2, and 3 are presented below.

Move 3, Step 1: Indicating significance/advantage

This step states the importance or merits of the study. Three BT Conclusions have this step.

Examples: 1) This paper has significant sense to bring up undergraduate good learning habit, study motivation, learning strategy, moreover to advance effects of teaching. (C12)

2) The significance of this paper reflects on the theory and methodology.... (C20)

The main feature of this step is the direct presentation of advantages of the research, and words such as *significant* or *significance* are frequently used.

Move 3, Step 2: Indicating limitations

This step describes the weaknesses of the research study. Of the 30 BT Conclusions, 21 BT Conclusions have this step; thus, it is considered conventional.

Example: Like any other studies in this field, the present study has some limitations. First, this paper only takes 60 students as the subjects in only one ethnic school, and the results of observation and test is not complete reliable.... (C10)

The major feature of this step is the description of the limitations of the study.

Move 3, Step 3: Evaluating methodology

This step aims to describe the limitations of the methodology employed in the research study. In the present corpus, only one BT Conclusion has this step. Excerpt of Move 3, Step 3 is presented below.

Nevertheless, the research methodology was not perfect. In the thesis, the results of the 80 subjects were not totally truth. Maybe some interview would be better. (C15)

The main characteristic of this step is the use of negative words such as *not* etc. to show the weakness of the method employed in the study.

Move 4: Deductions from the (research) study

Move 4 is comprised of three steps. It is identified in 25 (83.33%) out of 30 BT Conclusions and, accordingly, it is considered as a conventional move. It aims to offer some suggestions based on the research study. Examples of the realization of Move 4, Steps 1, 2 and 3 are displayed in the following sections.

Move 4, Step 1: Recommending further research

In this step, future research is recommended based on the limitations of the study. Eight BT Conclusions have this step in the present corpus.

Examples: 1) So it is suggested that the future studies on this topic should present more objective study and analyze the influence of personality on English learning in a comprehensive and in-depth method. (C07)

2) The author suggested the future studies on this topic should chose more rural schools and interview with more students. (C26)

It is easy to realize this step by putting forward straightforwardly the further research through the use of the phrase *future studies*.

Move 4, Step 2: Drawing pedagogic implications

Move 4, Step 2 provides some educational implications in order to help teachers who want to put the research findings into practice. This step is found in 5 BT Conclusions.

Examples: 1) So in our future learning process, we have to pay more attention to the vocabulary learning. We can strengthen the use of vocabulary

memory strategies, improve our study efficiency. This can help us reduce the difficulty and learn English more flexibly and better. (C02)

2) The researches of study also have important implications for English teaching, especially vocabulary teaching.... (C28)

This step is featured by the use of modal verbs such as *can* or the key word *implications*.

Move 4, Step 3: Making suggestions

This step offers some possible suggestions to address the research problems. It is present in 14 BT Conclusions.

Examples: 1) Based on the conclusion, some suggestion is given to the English reading teaching. (1) The English teachers should try their utmost to support more opportunities for the students to practice English in and out of class.... (C03)

2) There are several suggestions after the experiment. On the one hand, for beginners, the teacher have to train their basic language skill.... (C18)

The apparent characteristic of this step is the use of the key word *suggestion*, either in the singular or plural form.

The moves and steps found in the BT Conclusion section revealed the functions and the realization of the each move and step. Table 4.12 below displays the way BT writers have structured the Conclusion section of their theses.

Table 4.12 Move Pattern and Number of Occurrences in the Conclusion Section of Bachelor's Theses by Chinese Students Majoring in English

Move Pattern	Number of Occurrences
M2-M4-M3	6
M1-M2-M3-M4	4
M2-M4	4
M2-M3	3
M2-M3-M4	3
M1-M2-M4	2
M1-M2-M4-M3	2
M2	2
M1-M2-M4-M3-M4	1
M1-M4-M3-M4	1
M3-M4	1
M4-M1-M2-M3	1

Table 4.12 shows that the most frequently employed move pattern was Move 2 – Move 4 – Move 3 (M2-M4-M3). This move pattern occurred in 6 BT Conclusions in the present corpus.

4.2 Discussion

The objectives of the present study are first to uncover the moves, steps and their structure of the *Abstract*, the *Introduction*, *Literature Review*, *Methodology*, *Results and Discussion*, and *Conclusion* sections of Bachelor's theses written by Chinese students majoring in English in order to propose a move analysis framework based on Chen and Kuo's (2012) analytical framework. This proposed framework may facilitate the writing and teaching of BTs for future English majors and BT writing instructors. The second objective of the present study is to compare the

similarities and differences between BTs in the present corpus and master's theses in the field of applied linguistics regarding moves, steps and their structures.

This section first presents a brief discussion of the major findings on the basis of the aforementioned results stated in 4.1. Meanwhile, a comparison between the results of the present study and those of previous research is provided. Then, it proposes a framework for move analysis of Bachelor's theses. Finally, it compares the similarities and differences between Bachelor's theses and master's theses.

4.2.1 Discussion of the Results

This section discusses the results of the move analysis of the *Abstract*, *Introduction*, *Literature Review*, *Methodology*, *Results and Discussion*, and *Conclusion* sections of BTs, respectively. Meanwhile, it compares the results of the present study to some previous research studies.

As stated in 4.1.1, eight moves were found in the 30 BT Abstracts, and none of the moves were obligatory. No steps were identified, which may be attributed to the short length of the nature of BT Abstract. Besides, as Table 4.2 shows, move structure of BT Abstracts varied considerably with a total of 21 variations. The most frequently employed move structure was M1-M2-M3, but it occurred in only 4 BT Abstracts. The results are slightly different from previous studies. For instance, Jeon and Eun's (2007) study on doctoral dissertation Abstracts revealed 4 moves: *Introduction*, *Method*, *Results*, and *Discussion*. Similarly, Lu's (2007) study on BT Abstracts found 4 moves: *Introduction*, *Method*, *Results*, and *Conclusion*. The IMRC structure found

in Lu's (2007) study is included in the findings of the present study, which may imply that English major students at KU have the awareness of genre knowledge of BT Abstracts.

Regarding the BT Introductions, four moves and 19 constituent steps (see Table 4.3) were found in the present study. Meanwhile, thirteen move patterns were identified and the most frequently employed move structure was M1-M2-M3 (see Table 4.4). The findings of this study were partially in agreement with those of Swales' (1990) study on RA Introductions, in which three moves were found. However, compared to RA Introductions, BT Introductions in the present study exhibited more constituent steps. This may be explained by the fact that RAs are a higher level of academic writing with relatively stable structures comparing to BTs.

Move analysis of the 30 Literature Reviews of BTs revealed that 5 moves were found, that is, one introductory move, three body moves (Moves 1, 2, 3), and one concluding move. Among them, Move 1: *Establishing one part of the territory of one's own research* was obligatory, while all the other four moves were optional. What was worth noting was that none of the identified steps occurred 100% in their respective move. Move 1, Step 1: *Surveying the non-research-related phenomena or knowledge claims* was the most frequently used strategy with 67 occurrences found in the 30 BT Literature Reviews. Regarding move patterns of the Literature Review section, the single move, Move 1: *Establishing one part of the territory of one's own research* was used by nine BT writers in the present study.

The results of the move analysis of Literature Reviews in the present study were, to a large extent, consistent with those of Kwan's (2006) study which examined the schematic structure of literature reviews in doctoral theses of applied linguistics. Similarly, Kwan found 5 moves in his corpus, which was the same as the moves identified in the present study. In Kwan's (2006) study, Move 1: *Establishing one part of the territory of one's own research* and Move 2: *Creating a research niche* were obligatory. While in the present study, only Move 1: *Establishing one part of the territory of one's own research* was obligatory. Possibly, this difference might be attributed to the lower academic level of BTs compared to doctoral theses, or to the fact that BT writers were not aware of the importance of creating their own research need. In addition, similar to Kwan's (2006) study, none of the steps in this study were obligatory.

Regarding the move analysis of the Methodology section of BTs, eight moves were identified. Interestingly, no moves were obligatory; only Move 2: *Describing data collection method and procedure(s)* was conventional, while the other 7 moves were optional. One possible reason for this phenomenon might be that BT writers in the present study had different perceptions on the Methodology section, which might imply that explicit instruction of the move structure of this section was needed. Additionally, one prominent feature was that Move 2, Step 1: *Describing the sample (participants, location, time, etc.)* was the most frequently employed strategy with 29 occurrences to realize Move 2. As for the move pattern and frequency of

moves, the single move pattern, that is, Move 2 (M2) had the highest occurrence with yet only 7 counts.

Move 2: *Describing data collection method and procedure(s)*, Move 3: *Delineating methods of data analysis*, and Move 4: *Elucidating data analysis procedure(s)* found in the present study were congruent with Lim's (2006) study. That is to say, Moves 2, 3, and 4 as well as their constituent steps were all present in Lim's study with different frequency of moves and steps. However, Move 5: *Stating research hypotheses*, Move 7: *Stating research question(s)/purpose(s)*, and Move 8: *Indicating significance* were not found in Lim's (2006) study. This difference might be attributed to the fact that RA writers in Lim's study would like to put these functions in other parts of their research. Interestingly, Move 6: *Adding lesson plans* was uniquely found in one BT Methodology section and this move was not found in previous studies. One possible reason was that most of the researchers would prefer to put lesson plans in an appendix.

For the move analysis of the Results and Discussion section, six moves were found in the present study. Move 2: *Reporting results* was obligatory, Move 1: *Introducing the Results and Discussion chapter* was conventional, while Moves 3, 4, 5, and 6 were optional. Move 2, Step 2: *Reporting major findings* was an obligatory strategy used by all 30 BT writers, which indicated that BT writers knew that one of the main purposes of the Results and Discussion section was to report the major findings of their study. However, most of them did not realize the importance of other

purposes of this section such as interpreting results, summarizing results, and evaluating the study etc. One possible explanation for this might be due to their lack of genre knowledge of the Results and Discussion section.

The results of the move analysis of BT Results and Discussion section compared favorably with some previous studies. For example, almost all the 6 moves found in the present study were present in Yang and Allison's (2003) study which examined 20 RAs in the field of applied linguistics. The differences were that the frequency of moves and steps varied and the sequence of moves was different. In Yang and Allison's (2003) study, both Move 2: *Reporting results* and Move 3: *Commenting on results* were obligatory. However, in the present study only Move 2: *Reporting results* was obligatory. In addition, in Yang and Allison's (2003) study, Move 3, Step 2: *Comparing results with literature* was the most frequently employed step, followed by Move 3, Step 1: *Interpreting results*. However, in the present study, Move 3, Step 1: *Interpreting results* was more frequently used than Move 3, Step 2: *Comparing results with literature*. One possible reason for this difference might be the lack of genre knowledge of this section or the insufficient ability BT writers in the present study had to locate and compare their study with previous studies.

The Conclusion section of BTs exhibited 4 moves. Like the Methodology section, no moves were obligatory in the Conclusion section. Move 1: *Introducing the Conclusions chapter* was optional; the remaining Moves 2, 3 and 4 were conventional. Move 2: *Summarizing the study* had the highest occurrence with 28 BT Conclusions

having this move. The relatively frequently used move pattern was Move 2 – Move 4 – Move 3 (M2-M4-M3) with 6 occurrences, followed by Move 1 – Move 2 – Move 3 – Move 4 (M1-M2-M3-M4) and Move 2 – Move 4 (M2-M4) with 4 occurrences, respectively.

The findings of the move analysis of the BT Conclusions were in line with Yang and Allison's (2003) study and also conformed to Amnuai and Wannaruk's (2013) investigation which had followed Yang and Allison's (2003) analytical model. Amnuai and Wannaruk examined the move-step structure of Conclusion sections in two corpora, a Thai corpus of 20 RAs and an international corpus of 20 RAs, in applied linguistics. They found a three-move structure in both corpora. The 3 moves and steps identified in their study were all included in the findings of the present study, but they were different in frequency of moves and steps. Move 1: *Summarizing the study* in Amnuai and Wannaruk's (2013) study had the highest frequency of move, which was the same as the Move 2: *Summarizing the study* in the present study. The difference was that Move 1: *Introducing the Conclusions chapter* was present in the present study but was absent in Amnuai and Wannaruk's (2013) study. Possibly, this was because BTs were different from RAs in the concluding section with respect to communicative purposes. For the BTs, one of the functions of this section is to give the BT examiner(s) a quick glimpse of how and what the concluding section is constructed. In contrast, the focus of the conclusion section in RAs is to summarize the research briefly, so it might be unnecessary to introduce the structure of the

concluding section. In addition to this difference, Move 4, Step 3: *Making suggestions* was not found in previous studies (e.g., Yang & Allison, 2003; Bunton, 2005; Amnuai & Wannaruk, 2013).

4.2.2 Proposed Rhetorical Structure of Bachelor's Theses

Based on the aforementioned results of the move analyses of six sections of BTs written by Chinese students majoring in English, a complete picture of the move-step structure of BT has emerged. Therefore, in order to assist future English major students of Kaili University as well as English major students at other Chinese universities and colleges in writing rhetorically well their BTs, a rhetorical structure of BTs is proposed below in Table 4.13.

Table 4.13 Proposed Rhetorical Structure of Bachelor's Theses

Move/Step	The Abstract
Move 1*	Introduction
Move 2*	Method
Move 3**	Results
Move 4**	Conclusions
◇ Move 5**	Purpose
◇ Move 6**	Structure
◇ Move 7**	Discussion
◇ Move 8**	Research gap
Move/Step	Introduction Section
Move 9	Establishing a territory
Step 1	Providing topic generalization/background of topic
Step 2	Indicating centrality/importance of topic
Step 3	Defining terms
Step 4	Reviewing previous research

Note: Moves with a diamond (◇) are new moves. Moves without an asterisk (*) are obligatory moves, moves with one asterisk (*) are conventional moves, and moves with two asterisks (**) are optional moves.

Table 4.13 Proposed Rhetorical Structure of Bachelor's Theses (Cont.)

Move 10*	Establishing a niche
Step 1	Indicating gap in previous research
Step 2	Question-raising
Step 3	Counter-claiming
Step 4	Indicating a problem/need
Move 11*	Occupying the niche
Step 1	Indicating purposes/aims/objectives
Step 2	Indicating scope of research
Step 3	Indicating theoretical position
Step 4	Stating research questions/hypotheses
Step 5	Defining terms
Step 6	Indicating research method
Step 7	Indicating findings/results
Step 8	Indicating models proposed
Step 9	Indicating applications
Step 10	Indicating value or significance
Step 11	Indicating thesis structure
◇ Move 12**	Giving suggestions
Move/Step	Literature Review Section
Move 13**	Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed
Move 14	Establishing one part of the territory of one's own research by
Step 1	Surveying the non-research-related phenomena or knowledge claims
Step 2	Claiming centrality
Step 3	Surveying the research-related phenomena
Move 15**	Creating a research need (in response to Move 14) by
Step 1	Counter-claiming (weaknesses and problems)
Step 2	Gap-indicating (paucity or scarcity)
Step 3	Asserting confirmative claims about knowledge or research practices surveyed
Step 4	Asserting the relevancy of the surveyed claims to one's own research

Note: Moves with a diamond (◇) are new moves. Moves without an asterisk (*) are obligatory moves, moves with one asterisk (*) are conventional moves, and moves with two asterisks (**) are optional moves.

Table 4.13 Proposed Rhetorical Structure of Bachelor's Theses (Cont.)

Step 5	Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework
Step 6	Concluding a part of literature review and/or indicating transition to review of a different area
Move 16**	Occupying the research niche by announcing
Step 1	Indicating research aims, focuses, research questions or hypotheses
Step 2	Indicating theoretical positions/theoretical frameworks
Step 3	Indicating research design/processes
Move 17**	Providing a summary of the review of the themes and relating the review to the present study
Move/Step	Methodology Section
Move 18**	Introducing the Methodology chapter
Step 1	Indicating chapter/section structure
Step 2	Providing an overview of the study
Step 3	Indicating theory/approach
Move 19*	Describing data collection method and procedure(s)
Step 1	Describing the sample (participants, location, time, etc.)
Step 2	Describing methods and steps in data collection
Step 3	Justifying data collection procedure(s)
Move 20**	Delineating methods of data analysis
Step 1	Presenting an overview of the (data analysis) design
Step 2	Explaining specific method(s) of data analysis
Move 21**	Elucidating data analysis procedure(s)
◇ Move 22**	Stating research hypotheses
◇ Move 23**	Adding lesson plans
◇ Move 24**	Stating research question(s)/purpose(s)
◇ Move 25**	Indicating significance
Move/Step	Results and Discussion Section
Move 26*	Introducing the Results and Discussion chapter
Step 1	Providing background information or how results and discussion are presented
Step 2	Indicating methods used or statistical procedure applied
Move 27	Reporting results
Step 1	Locating graphics
Step 2	Reporting major findings

Note: Moves with a diamond (◇) are new moves. Moves without an asterisk (*) are obligatory moves, moves with one asterisk (*) are conventional moves, and moves with two asterisks (**) are optional moves.

Table 4.13 Proposed Rhetorical Structure of Bachelor’s Theses (Cont.)

Move 28**	Commenting on results
Step 1	Interpreting results
Step 2	Comparing results with literature
Step 3	Evaluating results (including strengths, limitations, generalizations, etc. of results)
Step 4	Accounting for results (giving reasons)
Move 29**	Summarizing results
Move 30**	Evaluating the study
Move 31**	Deductions from the (research) study
Step 1	Drawing pedagogic implications
Step 2	Making suggestions
Move/Step	Conclusion Section
Move 32**	Introducing the Conclusions chapter
Move 33*	Summarizing the study
Move 34*	Evaluating the study
Step 1	Indicating significance/advantage
Step 2	Indicating limitations
Step 3	Evaluating methodology
Move 35*	Deductions from the (research) study
Step 1	Recommending further research
Step 2	Drawing pedagogic implications
Step 3	Making suggestions

Note: Moves with a diamond (◇) are new moves. Moves without an asterisk (*) are obligatory moves, moves with one asterisk (*) are conventional moves, and moves with two asterisks (***) are optional moves.

Table 4.13 presents the proposed rhetorical structure of BTs. Additionally, it also shows how BT writers in the present study structured their BTs regarding moves and steps. Therefore, Table 4.13 can be used to answer the first research question: “What are the moves, steps and their structure of Bachelor’s Theses written by Chinese students majoring in English in the present study?” On the whole, a total of 35 moves were identified in the 30 empirical BTs written by Chinese students majoring in English. Specifically, eight moves (Moves 1 to 8) were found in the

Abstract, four (Moves 9 to 12) in the *Introduction* section, five (Moves 13 to 17) in the *Literature Review* section, eight (Moves 18 to 25) in the *Methodology* section, six (Moves 26 to 31) in the *Results and Discussion* section, and four (Moves 32 to 35) in the *Conclusion* section.

4.2.3 Similarities and Differences between Bachelor's Theses and Master's Theses

In response to the second research question: “*To what extent are BTs in the present study similar to and different from master's theses in terms of moves, steps and their structures?*”, this section compares the move-step structure of BTs in the present study with that of master's theses in Chen and Kuo's (2012) study.

In the present study, similarities and differences between BTs and master's theses are mainly focused on their moves, steps and structures. The proposed framework, which was based on the results of move analyses of 30 empirical BTs written by Kaili University students majoring in English, was compared section by section with Chen and Kuo's (2012) analytical framework (see Appendix) in terms of moves, steps and their structures. The overall similarities and differences between BTs and M.A. theses are briefly presented in Table 4.14 and Table 4.15, respectively, below.

Table 4.14 Similarities between BTs and M.A. Theses

Sections	Similarities
Abstract	<ul style="list-style-type: none"> ① Presence of 4 moves: <i>Introduction – Methodology – Results – Conclusion</i> ② Scarcity of move cycling ③ Conclusion move: optional ④ Word length: 176 in BTs vs 164 in M.A. theses ⑤ Absence of steps
Introduction	<ul style="list-style-type: none"> ① Move 1 (T)-Move 2 (N)-Move 3 (O) ② Topic generalization/background of topic (highest percentage)
Literature Review	<ul style="list-style-type: none"> ① 5 moves the same: <i>Indicating organization of the review chapter(s), Establishing one part of the territory of one's own research, Creating a research need, Occupying the research niche, and Providing a summary of the review of the themes and relating the review to the present study</i> ② Same highest frequency steps: <i>Surveying the non-research-related phenomena and Surveying the research-related phenomena</i>
Methodology	<ul style="list-style-type: none"> ① Tend to focus on data collection method and procedure as well as the samples (or participants) ② 4 moves the same: <i>Introducing the Methodology chapter, Describing data collection method and procedure(s), Delineating methods of data analysis, and Elucidating data analysis procedure(s)</i>
Results and Discussion	<ul style="list-style-type: none"> ① 6 moves the same: <i>Introducing the Results and Discussion chapter, Reporting results, Commenting on results, Summarizing results, Evaluating the study, and Deductions from the (research) study</i> ② One obligatory move: <i>Reporting results</i>
Conclusion	<ul style="list-style-type: none"> ① 4 moves the same: <i>Introducing the Conclusions chapter, Summarizing the study, Evaluating the study, and Deductions from the (research) study</i> ② Step with the highest frequency: <i>Summarizing the study briefly</i> ③ Rare presence of cycling of moves and steps

Table 4.15 Differences between BTs and M.A. Theses

	BTs	M.A. Theses
Differences	Abstract	
	1) 8 moves 2) Introduction & method moves: conventional 3) Results move: optional 4) No abstracts with citations	1) 4 moves 2) Introduction & method moves: obligatory 3) Results move: obligatory 4) Two abstracts with citations
	Introduction	
	1) Move 4: giving suggestions 2) 19 steps	1) Absence of giving suggestions 2) 28 steps
	Literature Review	
	1) Introductory move: Optional (3 out of 30) 2) No obligatory steps	1) Introductory move: Conventional (10 out of 11) 2) Two obligatory steps: Surveying the non-research-related phenomena and Surveying the research-related phenomena
	Methodology	
	1) 8 moves 2) Two steps, <i>Describing methods and steps in data collection</i> , and <i>Describing the sample</i> : Conventional 3) Step with the highest frequency: <i>Describing the sample</i>	1) 4 moves 2) Two steps, <i>Describing methods and steps in data collection</i> , and <i>Describing the sample</i> : Obligatory 3) Step with the highest frequency: <i>Describing methods and steps in data collection</i>
	Results and Discussion	
	1) Fewer steps 2) The step, <i>Providing background or indicating how results and discussion are presented</i> : Optional	1) More steps 2) The step, <i>Providing background or indicating how results and discussion are presented</i> : Obligatory
	Conclusion	
	1) No obligatory move 2) Second and third high-frequency steps: <i>Indicating limitations</i> and <i>Making suggestions</i>	1) One obligatory move: <i>Summarizing the study</i> 2) Second and third high-frequency steps: <i>Drawing pedagogical implications</i> and <i>Recommending further research</i>

To begin with, regarding moves, steps and structures of Abstracts, BT Abstracts and master's thesis abstracts were similar in that both of these two genres had 4 moves in common; namely, *Introduction*, *Method*, *Results*, and *Conclusions*. However, another 4 moves, *Purpose*, *Structure*, *Discussion*, and *Gap* were found in the present BT Abstracts, which were different from the moves found in master's thesis Abstracts in Chen and Kuo's (2012) study. In the Abstract of their study, three moves, *Introduction*, *Method* and *Results*, were obligatory, while in the present study no move was found to be obligatory. Another difference was that though these 8 moves were not evenly distributed among the 30 BT Abstracts, their presence showed that the rhetorical structure of BT Abstracts varied considerably by comparison with that of master's thesis abstracts. One possible reason for this phenomenon might be contributed to the lower level of BT Abstracts; that is, BT Abstracts are less demanding in terms of degree of research requirement. For BT Abstracts, no uniform format is required regarding rhetorical structure, while for master's thesis abstracts the format of the move structure is relatively stable. Furthermore, bachelor's students in the present study might have little training in rhetorically writing their BT Abstracts compared to students at the master's level. Thus, BT writers to some extent felt free to construct their abstracts; consequently, more variations were identified in BT abstracts than in master's thesis abstracts.

For the Introductions, similarities between BT Introductions and master's thesis Introductions were found in that these two similar genres had 4 moves and 3 of

them were in common, i.e. *Establishing a territory*, *Establishing a niche*, and *Occupying the niche*; while Move 12: *Giving suggestions* in the BT Introductions was different from the fourth move of master's thesis Introductions in Chen and Kuo's (2012) study, i.e. *Referring to other studies*. Another similarity was that the 19 constituent steps (see Table 4.4) found in the BT Introductions were all included in master's thesis Introductions in Chen and Kuo's (2012) study, and the difference was that master's thesis Introductions showed more variations regarding steps. On the contrary, BT Introductions showed more variations in terms of move structure compared to masters' theses Introductions. These may imply that bachelor's students in the present study are relatively less skillful in writing their theses because of the little rhetorical training they obtained.

For the literature review (LR) section, BTs and master's theses were similar in that the same five moves, i.e., *Introduction*, *Establishing one part of the territory of one's research*, *Creating a research need*, and *Conclusion* were identified in both genres. The difference regarding moves was that almost all master's theses in Chen and Kuo's (2012) study had an introductory move at the beginning of the LR chapter; while in the present study, only three BTs had introductory moves at the beginning of the LR section. One possible reason for this difference might be that BT writers in the present study did not have the awareness of the importance of the introductory move, which usually functions to tell the thesis examiners the structure of the review section or the themes to be reviewed. In terms of steps, all the 14 steps identified in the BT

LR section were included in Chen and Kuo's (2012) study which had 15 steps in the master's theses LR chapter. No steps were obligatory in the BT LR section, which was different from the master's theses, in which two steps, *Surveying the non-research-related phenomena* and *Surveying the research-related phenomena*, were obligatory. However, this difference was not significant because these two steps were conventional with the highest frequencies, 96.67% and 73.33%, found in the BT LR section. To some extent, these two steps were similar in that both of them enjoyed the highest frequencies in the LR of BTs and master's theses, which may be contributed to the nature of literature review.

The methodology section of BTs and master's theses, on the one hand, were slightly different with respect to moves, steps and structures. First of all, compared to the 4 moves identified in the method chapter of master's theses in Chen and Kuo's (2012) study, the methodology section of BTs in the present study had 8 moves, in which 4 moves were reported as new moves though all of them were optional. This difference shows that moves in the methodology section of BTs varied a lot, which might imply that BT writers in the present study received less training on the rhetorical structure of methodology; therefore, they were not confined to the uniform move structures employed by master's theses writers. For instance, a new move, Move 6: *Adding lesson plans*, found in one BT can be placed as an appendix at the end of the thesis. Second, two steps, *Describing methods and steps in data collection* and *Describing the sample* were obligatory in the method chapter of master's theses,

while these two steps were conventional in the methodology section of BTs. Third, in terms of frequency, the step with the highest frequency in the methodology section of BTs was *Describing the sample* with 29 occurrences. In contrast, the step with the highest frequency in the method chapter of master's theses was *Describing methods and steps in data collection*. On the other hand, BTs and master's theses writers were similar in that they all tended to focus on describing data collection methods and procedures.

As for Results and Discussion, though they were considered as two separate sections in master's theses, some researchers combined them to form a single section because on the one hand Results sections simply describe results and Discussion sections redescribe results (Swales, 1990). On the other hand, it has been found that Results and Discussion have some overlapping communicative purposes such as reporting results, commenting on results, summarizing results, evaluating the study, and deductions from the study (Chen & Kuo, 2012). Therefore, they were treated as one single section in BTs as Results and Discussion (RD). Then, the RD section of BTs was compared with the respective Results and Discussion sections of master's theses in Chen and Kuo's (2012) study. The six moves identified in the RD section of BTs were identical to the moves found in the results of master's theses. However, the RD section of BTs had fewer steps compared to the Results and Discussion sections of master's theses. This indicated that BT writers in the present study were relatively short of varieties in realizing the moves than master's theses writers. In addition, the

move, *Reporting results*, was obligatory in both BTs and master's theses. This showed that BTs writers in the present study knew clearly the major communicative purpose of theses, that is, to report research findings. Another difference was that the step, *Providing background or indicating how results and discussion are presented*, in master's theses was obligatory, while it was optional in the RD section of BTs. This may be due to the BT writers' lack of rhetorical knowledge of this particular step which is crucial for thesis examiners to have a quick glimpse of the structure and the main points of the RD section.

The Conclusion section of BTs in the present study showed some similarities and differences with that of master's theses in Chen and Kuo's (2012) study regarding moves, steps and structures. Firstly, the same 4 moves were found in the conclusion section of BTs and master's theses. In the conclusion section of BTs, no moves were obligatory, while Move 2: *Summarizing the study* was obligatory in that of master's theses. This difference might be caused by the fact that no explicit instruction of the rhetorical structure of BT conclusions was given to this group of writers in the present corpus. Hence, they were not aware of the importance of summarizing the study, which may function to give the BT examiner(s) a sense of completion of their research. Second, frequency analysis revealed that the step, *Summarizing the study briefly*, had the highest frequency with 28 occurrences in the conclusion section of BTs. This was consistent with Chen and Kuo's (2012) finding. However, the second and third high-frequency steps, *Indicating limitations* and *Making suggestions*, in the

conclusion section of BTs were different from those in master's theses, that is, *Drawing pedagogical implications* and *Recommending further research*. One possible reason for this difference might be that BT writers preferred to concentrating on limitations of their study and offering possible solutions to the research problems they found in previous studies. Third, cycling of moves and steps were seldom present in the BT conclusion section, which confirmed Chen and Kuo's (2012) study. This similarity may be caused by the fact that conclusion sections in both BTs and master's theses serve similar functions; that is, conclusions perform mainly to summarize the final section of the theses.

4.3 Summary

To sum up, in this chapter the results of the move-step structure of Bachelor's theses written by Kaili University (KU) students majoring in English were presented. The move-step structure of 30 complete empirical BTs was analyzed following Chen and Kuo's (2012) framework. Meanwhile, based on the results of the move analysis of the six sections of BTs, a rhetorical structure of BTs was proposed for Chinese students majoring in English at KU and other universities in China. Furthermore, the similarities and differences between BTs and master's theses were presented in terms of moves, steps and structures. In the next chapter, a conclusion of the this study will be drawn, and pedagogical implications derived from the results, limitations of the present study as well as recommendations for future studies will be discussed.

CHAPTER 5

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

In this chapter, the major research findings are summarized and a conclusion is drawn according to the results of the present study. Then, pedagogical implications to BT writing and teaching are elaborated. Next, limitations of the present study are discussed before recommendations for future studies are provided to finish this dissertation.

5.1 Conclusion of the Study

This study was primarily first to identify the move-step structure of Bachelor's Theses (BT) written by Kaili University (KU) students majoring in English. One of the principal purposes of this identification was to help to propose a rhetorical structure of BTs for future English major BT writers to compose effective and better theses. Meanwhile, this study was also to compare the extent of the similarities and differences between BTs and master's theses in applied linguistics regarding moves, steps and their structures. The purpose of this comparison was mainly to check the applicability of Chen and Kuo's (2012) analytical framework in analyzing the move-step structure of BTs, since to the best of my knowledge no study has been done on genre analysis of complete BTs to date. Therefore, the comparison

might help the researcher have more insights into how BT writers in the present corpus structured their theses. In order to achieve these two objectives of this study, thirty empirical BTs produced by KU English major students in the year of 2012 and 2013 were purposefully selected as the primary corpus. The 30 BTs were broken into six sub-corpora, that is, 30 *Abstracts*, 30 *Introduction* sections, 30 *Literature Review* sections, 30 *Methodology* sections, 30 *Results and Discussion* sections, and 30 *Conclusion* sections. Chen and Kuo's (2012) analytical framework was adopted to analyze these six sub-corpora of BTs. Move analysis was conducted manually, and two raters were employed to ensure the reliability of the results.

In general, thirty-five moves were found in the present study: eight for the *Abstract*, four for the *Introduction* section, five for the *Literature Review* section, eight for the *Methodology* section, six for the *Results and Discussion* section, and four for the *Conclusion* section.

Specifically, to sum up, some differences were found in the present study compared with previous studies. For instance, of the 8 moves, including 4 new moves, identified in the 30 abstracts of this study, no move was obligatory. This is different from the findings in Chen and Kuo's (2012) study, in which 3 out of 4 moves are obligatory, i.e., the *Introduction* move, the *Method* move and the *Results* move. As for the *Introduction* section of BTs, all the 19 steps found in the present study were included in the *Introduction* section of master's theses in Chen and Kuo's (2012) study, in which a total of 28 steps were identified. This difference may be due to the fact that

BT writers' background knowledge in the move-step structure of the Introduction section is limited, and therefore they are less skillful in realizing moves in this particular section compared to M.A. thesis writers.

In the Literature Review section of BTs in this study, only one move was obligatory, Move 14: *Establishing one part of the territory of one's own research*, while in Kwan's (2006) study on move analysis of doctoral theses, apart from the obligatory Move 1: *Establishing one part of the territory of one's own research*, Move 2: *Creating a research niche* was also obligatory. However, this move was optional in the present study. Compared with Chen and Kuo's (2012) study, four new moves were uncovered in the Methodology section of the present study, i.e. Move 22: *Stating research hypotheses*, Move 23: *Adding lesson plans*, Move 24: *Stating research question(s)/purpose(s)*, and Move 25: *Indicating significance*. These 4 new moves were optional in this study; however, their presence indicated that the move-step structures of the Methodology section of BTs were varied.

In the Results and Discussion section of BTs, only Move 27: *Reporting results* was obligatory. However, in Yang and Allison's (2003) study, Move 2: *Reporting results* and Move 3: *Commenting on results* were identified to be obligatory. This showed that BT writers in the present study were not capable of assessing what they had found in their research. In addition, for the Conclusion section of BTs, what is worth noting is that no move was obligatory. Meanwhile, Move 33: *Summarizing the study* was the most frequently employed move, which occurred in 28 BT

Conclusions. This showed that most BT writers in the present study regarded the main communicative purpose of the Conclusion section as making a summary of their study.

All in all, the findings of the present study showed that the move-step structure in the Bachelor's theses varied extensively compared to that of master's theses. In addition, recycling of moves and steps was rarely found in all the six sections of BTs written by Kaili University students majoring in English in the present situation. A possible assumption of this finding may be that BT writers in the present study got little move-step structure training; therefore, the moves and steps identified in their BTs were arbitrarily organized.

5.2 Pedagogical Implications

On the whole, the findings of the present study have some pedagogical implications for the writing and instruction of Bachelor's theses in the Chinese EFL context. Specifically, pedagogical implications can be offered to BT writers, instructors, supervisors as well as textbook and guideline developers.

Firstly, the move-step structures of BTs varied extensively compared to those of master's theses, which suggested that this group of BT writers in this study might not be familiar with the generic structure of this particular genre. In other words, they were not clear about the generic structures of the six elements of BTs. Thus, BT writers at universities in China, Kaili University in particular, can use the move

analysis framework proposed in the present study as an initial model to help scaffold their theses. In order to better help students write their BTs, teachers should constantly remind students of the communicative purposes and the direct readers of their BTs. In so doing, students can have a clear idea of choosing the appropriate language to compose their BTs.

Secondly, explicit instructions of BT writing regarding move-step structures should be given to students by BT instructors. For instance, a well-written BT can be selected as a model for instructors to explain explicitly to students what the moves and steps are and how the communicative purposes of the model BT are realized. In this process, the instructors play an authoritative role; namely, they are regarded as experts in the BT writing classroom. After the explanation, instructors can assign another model BT to students to analyze. In this analysis process, students play an interactive role negotiating meanings with their peers or the instructor. Furthermore, through the joint negotiation of meanings, BT writers would note the sequence of the construction of their theses, and consequently they can construct better theses by collaborating with their peers or the instructor. By doing so, teachers can help raise BT writers' awareness of this genre. Meanwhile, students' difficulties in writing BTs may be gradually eased.

Thirdly, pedagogical implications can also be offered to supervisors for the assessment of BT writing. With the modified move-step analysis framework proposed in the present study, BT supervisors at KU, and hopefully at other universities in

China, can use it as a reference to evaluate the quality of BTs written by English major students.

Fourthly, to the best of my knowledge, no textbook or guideline of BT writing has been designed in terms of moves and steps to date. Textbook used by English major students at KU currently concerns only general concept of BTs such as what a BT is and what components a BT should include etc. Genre knowledge, especially the move-step structure of BTs, is almost absent in the textbook. As a result, English major students at KU are lacking the genre knowledge that they are supposed to acquire in order to write satisfactory empirical BTs. Therefore, materials developers should include genre knowledge when designing BT textbooks or guidelines.

Fifthly, the findings of the present study, that is, the proposed rhetorical structure of BTs written by Chinese students majoring in English can be extended to other majors. For instance, Bachelor's students in other majors can use some parts of or the complete proposed rhetorical structure as a model to write their empirical theses, because empirical theses written either in English or in Chinese share some common characteristics regarding move-step structures.

Finally, pedagogical implications can be drawn from the comparison between BTs and master's theses with respect to moves, steps and their structures. Due to the scarce research on complete genre analysis of BTs, instructors can use the rhetorical structure proposed in this study, which was based on the move-step analysis of 30 complete empirical BTs following Chen and Kuo's (2012) analytical framework,

as a tool to help teach BT writing. With the genre knowledge of the similarities and differences between BTs and master's theses, the effectiveness of BT teaching and writing might be greatly improved. On the one hand, future BT writers and BT instructors may know that some moves are only suitable for BTs, while some are only suitable for master's theses. Therefore, while composing their theses, future BT writers can choose the appropriate moves which are suitable for BTs to achieve their communicative purposes more effectively. Meanwhile, BT instructors can teach BT writing more efficiently through focusing on appropriate moves specific to BT to their students. On the other hand, if BT writers have the opportunity to study for their master's degree, they will possibly know how to employ the moves which are more suitable for master's theses to write their MA theses well.

5.3 Limitations of the Study

Through move analyses of six separate sections of 30 complete empirical Bachelor's theses written by Kaili University English major students, this study revealed a complete picture of how this particular group of students had rhetorically constructed their BTs. Meanwhile, it showed the similarities and differences between BTs and master's theses in terms of moves, steps and structures. In addition, on the basis of the findings of move-step analysis in the present study, a modified framework, which was based on Chen and Kuo's (2012) analytical framework, was proposed for BT writing and instruction. Hopefully, this proposed framework will shed some light

on the writing and teaching of BTs for future BT writers, instructors and supervisors at KU as well as at other colleges and universities in China. However, this study is not conclusive and some limitations should be addressed.

Firstly, this study was conducted on the move-step analysis of 30 empirical BTs drawn from a single university: Kaili University. The size of the corpus is small and, therefore, the findings of the present study are not generalizable to other universities in China. Furthermore, the findings of this study were limited to empirical BTs, and non-empirical BTs were not included.

Secondly, only two human raters were employed in coding the data. Though the inter-rater reliability was relatively high in the present study, it might have been reached by chance. Therefore, the inter-rater reliability might not be accurate. If a third rater is employed to code the data, the chance of random agreement of moves and steps among raters may be lower, and the results of the study may be more reliable.

Thirdly, this study was based on mere text analysis of Bachelor's theses. It was a corpus-based research. It dealt only with the texts of the BTs and the BT writers who wrote the theses were not involved. That is to say, BT writers in the present study were neither interviewed in person or by other means nor surveyed through questionnaires. Consequently, their ideas of how they perceived the structure of BTs or what difficulties they encountered when writing their BTs were not known. Therefore, if interviews and questionnaires were used to collect more in-depth data

the findings of the present study would be more comprehensive and interesting.

Finally, this study focused only on the move-step analysis of BTs. Though the moves and steps of BTs were identified, linguistic features, which helped BT writers to realize moves and steps and to separate the boundaries of moves and steps, were not dealt with in the present study. If linguistic features of BTs were analyzed, the findings of this study might be more comprehensive, or probably some interesting linguistic features might be found.

5.4 Recommendations for Future Studies

The present study aims to facilitate the writing and instruction of Bachelor's theses for future English major students, BT instructors and supervisors at Kaili University and other colleges and universities in China. However, as stated in 5.3 above, there are some limitations of the present study. Therefore, some future studies are recommended in order to help achieve the ultimate goal of this study.

Firstly, future studies could build a relatively larger corpus size of Bachelor's theses written by Chinese students majoring in English, and this corpus should be drawn from a variety of colleges and universities across China so as to, on the one hand, make the sample of the BTs more representative. On the other hand, results of the future studies can be generalized to more other colleges and universities in the Chinese EFL context.

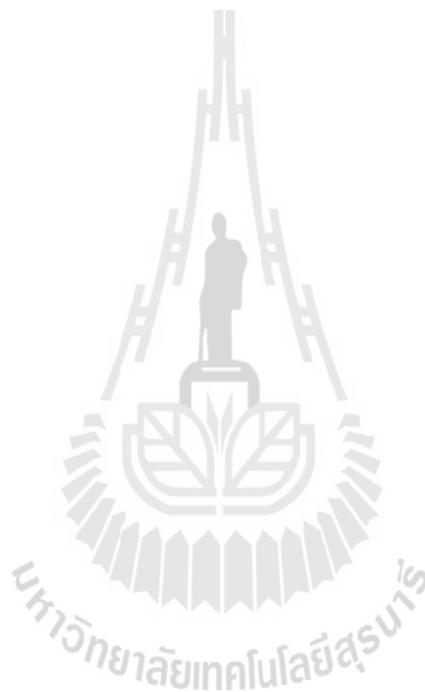
Secondly, more raters with expertise in genre analysis, including one native English speaker if possible, need to be employed in future studies to code the corpus to ensure high inter-rater reliability. In so doing, the results of the future studies will be more reliable.

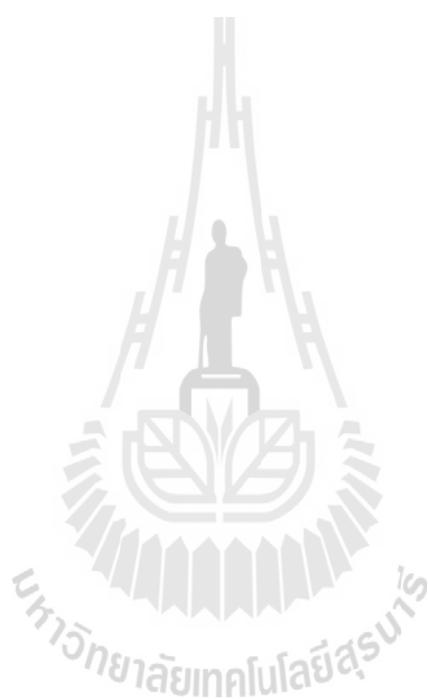
Thirdly, future studies could utilize more research methods/instruments such as questionnaire and interview to collect data. For example, by eliciting information of the difficulties BTs writers have or the way they construct the moves and steps of their theses, future researchers can figure out possible solutions to helping BT instructors to teach more effectively the writing of BTs. Meanwhile, through the triangulation of data collection methods, findings of future research will be more comprehensive and reliable.

Fourthly, apart from move analyses, linguistic features of BTs are required to be analyzed in future studies. It is assumed that analyses of linguistic features of BTs, such as the use of verb tense, personal pronoun, or citation etc., can depict a more vivid picture of this particular genre. Therefore, future BT writers can use these linguistic features to realize moves and steps in their theses.

Fifthly, contrastive studies can be conducted by future researchers. For instance, future researchers can analyze and compare the move-step structure of BTs written by Chinese students majoring in English with that of BTs composed in Chinese by students majoring in other disciplines. Perhaps, future contrastive studies might reveal some interesting findings and add new knowledge to genre studies.

Finally, future researchers can teach their students to write BTs following the framework proposed in this study. Then, the future researchers can conduct a research study evaluating the effectiveness of the proposed framework which will contribute to good quality of BTs composed by English major students at KU and other colleges and universities in China in terms of moves, steps and structures.





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APPENDIX

CHEN AND KUO'S (2012) FRAMEWORK

Chapter	Move	Step	Code	
Abstract	Move 1: Introduction (AI)		AI	
	Move 2: Method (AM)		AM	
	Move 3: Results (AR)		AR	
	Move 4: Conclusions (AC)		AC	
Introduction	Move 1: Establishing a territory (IT)	Providing topic generalization/background	ITb	
		Indicating centrality/importance of topic	ITc	
		Defining terms	ITd	
		Reviewing previous research	ITl	
	Move 2: Establishing a niche (IN)	Indicating gap in previous research	INg	
		Question-raising	INq	
		Counter-claiming	INc	
		Continuing/extending a tradition	INe	
		Indicating a problem/need	INn	
	Move 3: Occupying the niche (IO)	Indicating purposes/aims/objectives	IOp	
		Indicating scope of research	IOc	
		Indicating chapter/section structure	IOu	
		Indicating theoretical position	IOh	
		Announcing research/work carried out	IOw	
		Describing parameters of research	IOe	
		Stating research questions/hypotheses	IOq	
		Defining terms	IOd	
		Indicating research method	IOm	
		Indicating findings/results	IOr	
		Indicating models proposed	IOt	
		Indicating applications	IOa	
		Indicating value or significance	IOv	
		Providing justification	IOj	
		Indicating thesis structure	IOo	
		Referring to other studies (IL)	Providing background information	ILt
			Providing definition of terms	ILd
			Providing support or justification	ILj
Literature Review	Introduction (LI)	Indicating organization of the review	LI	

(each thematic unit: Moves1-3)	chapter(s) and justifying the themes (areas) to be reviewed	
Move 1: Establishing one part of the territory of one's own research by (LE)	Surveying the non-research-related phenomena or knowledge claims Claiming centrality Surveying the research-related phenomena	LEn LEc LEr
Move 2: Creating a research need (in response to Move 1) by (LN)	Counter-claiming (weaknesses and problems) Gap-indicating (paucity or scarcity) Asserting confirmative claims about knowledge or research practices surveyed Asserting the relevancy of the surveyed claims to one's own research Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework Concluding a part of literature review and/or indicating transition to review of a different area	LNc LNg LNa LNr LNs LNT
Move 3: Occupying the research niche by announcing (LO)	Indicating research aims, focuses, research questions or hypotheses Indicating theoretical positions/theoretical frameworks Indicating research design/processes Interpreting terminology used in the thesis	LOa LOt LOd LOi
Conclusion (LC)	Providing a summary of the review of the themes and relating the review to the present study	LC
Method		
Move 1: Introducing the Method chapter (MI)	Indicating chapter/section structure Providing an overview of the study Indicating theory/approach	MIo MIs MIt
Move 2: Describing data collection method and procedure(s) (MD)	Describing the sample (participants, location, time, etc.) Describing methods and steps in data collection Justifying data collection procedure(s)	MDs MDp MDj
Move 3: Delineating methods of data analysis (MM)	Presenting an overview of the (data analysis) design Explaining specific method(s) of data analysis Explaining variables and variable	MMd MMm MMv

		measurement	
		Justifying the methods of measuring variables or data analysis	MMj
	Move 4:	Relating (or recounting) data analysis procedure(s)	MPp
	Elucidating data analysis procedure(s) (MP)	Justifying the data analysis procedure(s)	MPj
		Previewing results	MPr
	Referring to other studies (ML)	Providing background information	MLt
		Providing definition of terms	MLd
		Providing support or justification	MLj
Results	Move 1:	Providing background information or how results are presented	RIb
	Introducing the Results chapter (RI)	Indicating methods used or statistical procedure applied	RIm
	Move2:	Locating graphics	RRg
	Reporting results (RR)	Reporting major findings	RRf
	Move 3:	Interpreting results	RCi
	Commenting on results (RC)	Comparing results with literature	RCc
		Evaluating results (including strengths, limitations, generalizations, etc. of results)	RCv
		Accounting for results (giving reasons)	RCa
	Move 4:	Making conclusions of results	RSc
	Summarizing results (RS)		
	Move 5:	Indicating limitations of the study	RVl
	Evaluating the study(RV)	Indicating significance/advantage of the study	RVs
	Move 6:	Recommending further research	RDf
	Deductions from the (research) study (RD)	Drawing pedagogic implications	RDp
		Making suggestions	RDs
	Referring to other studies (RL)	Providing background information	RLt
		Providing definition of terms	RLd
		Providing support or justification	RLj
Discussions	Move 1:	Providing background information (such as purpose, design, research questions/hypotheses, etc.) or how discussions are presented	DIB
	Introducing the Discussions chapter (DI)		
	Move 2:	Reporting major findings	DRf
	Reporting results (DR)		
	Move 3:	Making conclusions of results	DSc
	Summarizing results (DS)		

	Move 4:	Interpreting results	DCi
	Commenting on results (DC)	Comparing results with literature	DCc
		Accounting for results (giving reasons)	DCa
		Evaluating results (including strengths, limitations, etc. of results)	DCv
		Summarizing the study briefly	DOs
	Move 5:	Summarizing the study (DO)	
	Move 6:	Indicating limitations	DV1
		Indicating significance/advantage	DVs
		Evaluating methodology	DVm
	Move 7:	Making suggestions	DDs
		Recommending further research	DDf
		Deductions from the (research) study (DD)	DDe
		Drawing pedagogic implications	DDp
	Reference to other studies (DL)	Providing support or justification	DLj
Conclusions	Move 1:	Restating purpose, design, research questions/hypotheses, results, or indicating how conclusions are presented	CIb
	Introducing the Conclusions chapter (CI)		
	Move 2:	Summarizing the study briefly	COs
	Summarizing the study (CO)		
	Move 3:	Indicating significance/advantage	CVs
		Indicating limitations	CV1
		Evaluating methodology	CVm
	Move 4:	Recommending further research	CDf
		Deductions from the (research) study (CD)	CDp
Drawing pedagogic implications		CDs	
Making suggestions		CDs	
Referring to other studies (CL)	Providing support or justification	CLj	

CURRICULUM VITAE

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