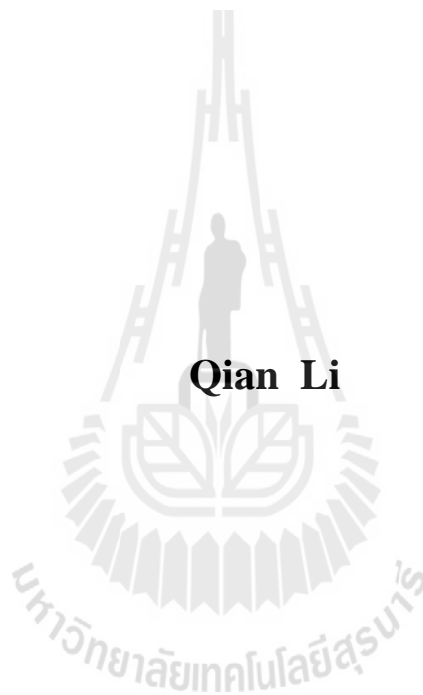


โครงสร้างอัตถภาคและการสื่อความหมายโดยอ้อมในบทความวิจัย
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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาปรัชญาดุษฎีบัณฑิต
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**MOVE-STEP STRUCTURE AND HEDGING IN
RESEARCH ARTICLES IN MANAGEMENT
AND MARKETING**



Qian Li

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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**MOVE-STEP STRUCTURE AND HEDGING IN RESEARCH
ARTICLES IN MANAGEMENT AND MARKETING**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Thesis Examining Committee

(Dr. Dhirawit Pinyonattagan)

Chairperson

(Asst. Prof. Dr. Issra Pramoolsook)

Member (Thesis Advisor)

(Assoc. Prof. Dr. Anchalee Wannaruk)

Member

(Asst. Prof. Dr. Bussba Tonthong)

Member

(Dr. Jitpanat Suwanthep)

Member

(Prof. Dr. Sukit Limpijumng)

Vice-Rector for Academic Affairs
and Innovation

(Dr. Peerasak Siriyothin)

Dean of Institute of Social Technology

เขียน หลี่ : โครงสร้างอรรถภาคและการสื่อความหมายโดยอ้อมในบทความวิจัยสาขาวิชา
การจัดการและการตลาด (MOVE-STEP STRUCTURE AND HEDGING IN
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การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อสำรวจโครงสร้างอรรถภาคของบทคัดย่อ บทนำ ระเบียบ
วิธีการ ผลการวิจัย และบทส่งท้าย ของบทความวิจัยทางด้านการจัดการและทางด้านการตลาด เพื่อ
ศึกษากลวิธีการสื่อความหมายโดยอ้อมที่ใช้ในบทคัดย่อและบทส่งท้าย และเพื่อค้นหาความเหมือน
และความแตกต่างกันทางด้าน โครงสร้างอรรถภาค และกลวิธีการสื่อความหมายโดยอ้อม ในการ
เขียนบทความเชิงวิชาการที่ใช้ระหว่างสองสาขาวิชาย่อยนี้

บทความวิจัยทางด้านการจัดการและการตลาดทั้งสิ้น 64 บทความ ได้เลือกมาจากวารสาร
จำนวน 8 ฉบับเพื่อใช้ในสร้างคลังข้อมูลขึ้นมาจำนวน 2 ชุด โดยคลังข้อมูลแต่ละชุดประกอบด้วย
บทความวิจัยเชิงประจักษ์จำนวน 32 บทความ ที่ถูกสุ่มเลือกจากวารสารที่มีชื่อเสียง จำนวน 4 ฉบับ
และได้สุ่มเลือกจากบทความวิจัยขึ้นมา 8 บทความจากวารสารแต่ละฉบับ บทความวิจัยดังกล่าว
ข้างต้นทั้ง 64 บทความนี้ ถูกนำมาใช้ประกอบการวิเคราะห์โครงสร้างของบทความ รวมทั้ง
บทคัดย่อจำนวน 64 บทคัดย่อ (Abstracts) และ บทส่งท้าย (Final Elements) เพื่อวิเคราะห์หาการใช้
กลวิธีการสื่อความหมายโดยอ้อม แบบจำลองการเขียน การวิเคราะห์โครงสร้างของบทความ 5 แบบ
ที่ต่างกันถูกนำมาใช้เป็นกรอบทางความคิดในการวิเคราะห์ หน่วยย่อยจำนวน 5 หน่วย กรอบ
ทางความคิดที่ใช้วิเคราะห์กลวิธีการสื่อความหมายโดยอ้อมของไฮแลนด์ (2000a) ถูกนำมาใช้ในการ
แยกประเภทของวิธีการสื่อความหมายโดยอ้อม และเครื่องมือของเวอร์ดสมิท ก็ถูกนำมาใช้
คำนวณหาความถี่ของวิธีการสื่อความหมายโดยอ้อมด้วยเช่นกัน

ผลการวิจัยพบว่า บทความวิจัยทั้งสองสาขาวิชาย่อยทั้งห้าภาคส่วนนั้นมีโครงสร้างอรรถภาค
บทความในรูปแบบเฉพาะของตนเองซึ่งสามารถอธิบายอย่างคร่าว ๆ ได้ด้วยรูปแบบจำลองที่เลือก
มา อีกทั้ง ผลการวิเคราะห์โครงสร้างบทความวิจัยทางด้านธุรกิจ 64 บทความนั้น ได้ชี้ให้เห็นถึง
ความเหมือนและความแตกต่างในการเขียนบทความวิจัยระหว่างสองสาขาวิชาย่อยนี้ สิ่งที่
เหมือนกันคือ โครงสร้างอรรถภาคและความถี่ของบางโครงสร้างในแต่ละภาคส่วนย่อย ในทาง
ตรงกันข้าม ส่วนที่ต่างกันพบได้จากความถี่ของบางโครงสร้างและขั้นตอนการเขียนบทความ
รูปแบบ โครงสร้างบทความ (Move Structure Pattern) โครงสร้างฝังตัว (Move Embedment)
โครงสร้างหมุนเวียน (Move Cycles) โครงสร้างรูปแบบใหม่ (New Moves) ระหว่างทั้งสอง
สาขาวิชา

ผลการวิจัยเกี่ยวกับการวิเคราะห์วิธีการสื่อความหมายโดยอ้อมของบทคัดย่อและบทส่งท้าย แสดงให้เห็นถึงการเขียนใน 5 รูปแบบ จากทั้งสองสาขาวิชา ประกอบด้วย กลุ่มคำกริยาช่วย (Modal Auxiliaries) การสื่อ ทัศนภาวะในรูปแบบ กลุ่มคำกริยา (Epistemic Lexical Verbs) กลุ่มคำคุณศัพท์ (Epistemic Adjectives) กลุ่มคำกริยาวิเศษณ์ (Epistemic Adverbs) และกลุ่มคำนาม (Epistemic Nouns) โดยความผันแปรของการใช้วิธีการสื่อความหมายโดยอ้อมเกิดขึ้นโดยทั่วไปและยังพบประเภทเดี่ยวๆระหว่างบทส่งท้ายของบทความวิจัยทางด้านการจัดการและการตลาด โดยพบว่าการใช้วิธีการสื่อความหมายโดยอ้อมในบทส่งท้ายของบทความทางด้านการจัดการมากกว่าบทความทางด้านการตลาด

นักวิจัยได้นำเสนอการนำผลการวิจัยไปประยุกต์ใช้ในทางการเรียนการสอนที่ได้มาจก ผลการวิจัยนี้และข้อจำกัดของการศึกษาครั้งนี้ อีกทั้งมีการวิภาควิจารณ์ทิศทางการวิจัยในอนาคตใน ด้านการวิจัยนี้ด้วย



QIAN LI : MOVE-STEP STRUCTURE AND HEDGING IN RESEARCH

ARTICLES IN MANAGEMENT AND MARKETING. THESIS ADVISOR :

ASST. PROF. ISSRA PRAMOOLSOOK, Ph.D., 308 PP.

BUSINESS RESEARCH ARTICLES/MOVE-STEP STRUCTURE/HEDGING

The present study aimed to investigate the move-step structure of Abstracts, Introductory Elements, Methods, Results and Final Elements in Management and Marketing research articles, to examine hedging in Abstracts and the Final Elements, and to find out the similarities and differences in the move-step structure and hedging use between the two subdisciplines.

A total of 64 Management and Marketing RAs were selected from 8 journals to create two sets of corpus. Each corpus consists of 32 empirical research articles randomly selected from 4 prestigious journals, and 8 RAs from each. These 64 RAs were used for move-step analysis, and 64 Abstracts and the Final Elements for hedging analysis. Five different models were selected for the move-step structure and adopted as analytical frameworks for the five units of analysis. The proposed taxonomy and Hyland's hedging items (2000a) were used to identify the hedging types, and Wordsmith Tool was used to calculate the frequencies of hedging.

The findings revealed that the five sections of RA in the two subdisciplines have their particular move-step structure, which can be described roughly by the selected models. Also, the findings from move-step analysis of 64 Business RAs have

pointed to the existence of similarities and differences between the two subdisciplines. The similarities lie in the move-step structure and frequencies of some moves and steps in each section. In contrast, the differences as seen in the frequency of occurrence of some moves and step, move structure pattern, move embedment, move cycles, and new moves between the two subdisciplines.

The findings from hedging analysis of Abstracts and the Final Elements showed that five types of hedging were used in the two subdisciplines; namely, modal auxiliaries, epistemic lexical verbs, epistemic adjectives, epistemic adverbs and epistemic nouns. The variations of hedging use occurred in overall frequency and individual type between the Management and Marketing Final Elements. Hedging was more heavily used in the Management Final Elements than in the Marketing ones.

Pedagogical implications based on the research findings were proposed, and limitations of the present study and the directions for future research were discussed.

School of Foreign Languages

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Student's Signature _____

Advisor's Signature _____

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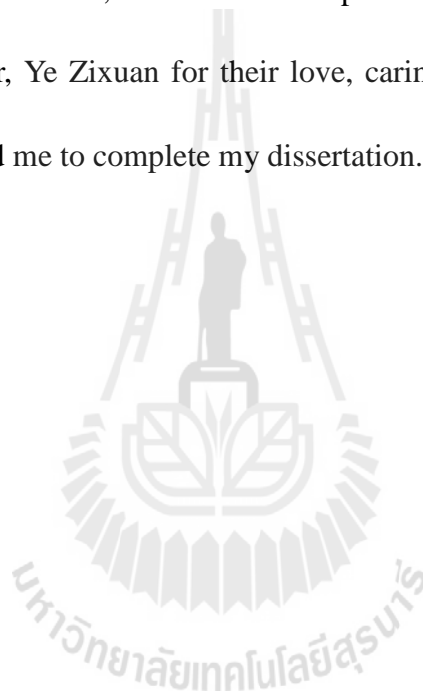


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CHAPTER 1

INTRODUCTION

This chapter provides an overview of the present study of move-step structure and hedging use of Management and Marketing research articles. The first section presents the importance of communication in business context and of international publishing for academic success. The second section states the problems the novice researchers encounter when writing for international publication. This is followed by the section providing background to the present study including a brief review of Swales' pioneering and influential frameworks, identification of research gaps and the rationale for the present study. The introductory sections lead to the discussion of the purposes and significance of the study. This chapter ends with brief definitions of the key terms in this study.

1.1 Introduction

In the era of globalization, the communication, interaction and integration among people and nations world-wide are becoming more and more frequent and close. Such communication and interaction are achieved partially by using a certain universal language. English, as the vehicle for communication in this process, has been recognized as a dominant global language, and has become a more and more crucial

part in globalization process (Crystal, 2003). English is considered as lingua franca, which is concerned with how the language functions in communication and interaction. It has reached truly global dimensions no other language has come near before (Smit, 2010). It is English and English alone that can reasonably claim to have become a global lingua franca (Van-Parijs, 2011). Smit (2010) claims that English is identified as a main means of communication for international business, trade and transport, international research, education and (mass) culture, English is firmly established in this present and future role. Björkman (2013) demonstrates that English is used predominantly by three main groups of speakers in the 21 century: those who speak it as their native language, those who speak it as a second (or additional) language, and those who have learned it as a foreign language. 'Inner circle', 'outer circle' and 'expanding circle' are names proposed by Kachru (1985) for these three groups, respectively. English is the major communicative medium for speakers of different first languages. Also, it brings millions together in wide range of communicative situations in numerous settings for a broad spectrum of purposes (Seidlhofer, 2011).

With the increasing number of people using English for different purposes, English is likely to maintain its position as the most dominant language worldwide. Graddol (1997) lists twelve major international domains that have continued to use English increasingly as working language. These identified domains cover a wide range of fields, such as education, business trade and academic research. The role of English is more prominent in business and academic communication (Belcher, 2006). The

dominance of English used as a lingua franca in international business contexts is now seemingly beyond dispute. Studies around the world confirm that English is an intrinsic part of communication in multinational settings and a fact of life for many business people. A large number of people are communicating through English in business settings. In an age of global communication and collaboration, international or national business organizations and companies worldwide cannot separate themselves from economic and financial collaboration. English is used internationally in business for this purpose: To bring business people together so they can communicate, share their resources and knowledge, create opportunities for business benefits and fulfill profit maximization.

The purposes of using English in business context for communication could be seen from two perspectives. One is for communication and interaction among business people, companies worldwide to achieve business aims or purposes. That is English language used for business professional purposes, for example, sending emails, having business meetings, negotiating business issues, writing up job advertisements, writing business reports and etc. This is beyond the scope of the present study which focuses on English language used for business academic purposes. The other type of communication is more related to academic domain. The business environment is becoming increasingly homogenous as everyone is under some pressure to adapt to sets of internationally agreed standards and contemporary practices introduced to regulate the conduct of the new frontierless global economy (Trosborg and Jorgensen, 2005).

Researchers and ESP/EAP practitioners working on business field need to communicate with each other nationally or internationally by sharing their research findings and distributing business knowledge, which contribute to the enhancement and facilitation of global economy. Thus, the world of business is rapidly changing into a smaller place where scholars and researchers shape and develop a common business discourse community for producing and understanding the communication for academic purpose in the business context.

The increasing demand and need for trade corporations and communication have generated great interest in how business discourse is used for academic purpose. Business research articles are considered as a genre that function as a means to convey and deliver business knowledge and research findings. Through international publications, people in this particular discourse community distribute and benefit global knowledge production. The research article is a genre distinguished by its role in reporting new experiments (Swales, 1990) and is the major vehicle for knowledge in academic cultures, central to the legitimation of a discipline and the reputations of its practitioners. The ability to write effectively in English is therefore a prerequisite for full participation in the international research community. They are required to have good command of English. Being able to use English language allow them to communicate effectively in this particular setting.

In addition to good command of English, business scholars and researchers need to be aware of rhetorical structure as well as linguistic conventions of the research

articles in the field of business. They need to know how people in business discourse communicate with each other. Also, they need to be aware of communicative purposes of business research articles, because communicative purposes provide the rationale for a genre and shapes its internal structure, and it is often serves as a starting point for ESP genre analyses. As members in this discourse community, they should reach a certain threshold level of suitable degree of discursual expertise, so that they could produce texts to meet the requirement of the genre. The more they understand features of academic writing, the more we can assist both native English speakers (NESs) and non-native English speakers (NNESs) to participate successfully in the research world.

According to Lillis and Curry (2010), there are 5.5 million scholars, 2,000 publishers and 17,500 research/higher education institutions getting involved in writing for research publication around this world. Out of 66,166 academic periodicals, 67 percent use some or all English; and more than 95 percent of natural science journals and 90 percent of social science journals are published in all or some English within the Institute for Scientific Information (ISI), which includes the top journals. Some scholars observed this phenomenon and concluded several reasons for it. First, with the rapid development of research internationally, more and more researchers are eager to publish their findings, and want their work to be widely read and frequently cited (Flowerdew, 2013). Second, as the result of global competition and communication with each other, researchers are encouraged to produce substantial amount of research publications to avoid being isolated from this global academic community (Flowerdew,

1999a; Hyland, 2007). Third, international publication represents people's research ability, equals productivity and functions as an undisguised measurement of promotion and tenure on the length of personal bibliographies (Hyland, 2007). Lastly, publication is often a key factor to obtain research grant from national academic organizations (Curry and Lillis, 2010), and it also a requirement for PhD students to graduate (Cargill and O'Connor, 2009).

Obviously, writing for international publication is necessary and important for scholars and researchers in their own fields. Despite the considerable challenges of writing for publication in this competitive climate, scholars and researchers are encouraged to write for publication for the reasons discussed above.

1.2 Statement of Problems

Given the importance and necessity of publishing the research internationally, the difficulties in writing for publication that the researchers may encounter needs to be identified so as to provide them relevant treatments for their deficiency. Writing for international publication in English is difficult for both NES and NNES. Based on the literature, Flowerdew (1999a) summarizes ten types of difficulties researchers encounter in writing for international publication. Language problems in general and some writing mechanisms associated with academic writing skills are identified. Unsurprisingly, 'textual organization' is listed as one of the difficulties they encounter when writing for publication. This means researchers have some problems

in organizing text structure due to the lack of knowledge about rhetorical structure of research articles. Also, he suggests the strategy of using implicit knowledge of the move structure of key parts of the research articles that remedy the problem with textual organization.

Flowerdew (1999b) also identifies some problems ranging from limited vocabulary and less expressions to the deficiency in writing introductions and discussions, which are seen as the most important sections of research articles. These two problematic sections probably determine whether the research article would be accepted or rejected. To be accepted by this discourse community requires a certain generic competence and a sort of discursal knowledge equipped by researchers.

To accomplish the task of writing for publication in English, scholars and researchers are required and expected to be equipped with not only the lexical, syntactical and grammar knowledge, but also rhetorical structure conventionally used in their target disciplines (Swales, 2004). Writing research articles to international journals is demanding work. It has been a challenging and difficult task for those who attempt to publish their work. Particularly, NNES have encountered more difficulties than NES to identify rhetorical units and suit their work in a rhetorical tradition (Swales, 1990; Flowerdew, 1999a; 1999b; Burrough-Boenisch, 2003; Hyland, 2007; Huang, 2010).

In an attempt to find out whether writing for international publication problems are encountered by experts in the field of business, the researcher conducted the interview with two marketing experts from Suranaree University of Technology.

They were consulted to share the general knowledge about business and provide their own experience of writing for publication and problems they have. As for the purpose of interviewing two experts about the knowledge in the field of business, the researcher attempted to determine two disciplines and to select proper journals for the present study. This will be discussed later in Chapter 3. Both of the informants are lecturers from Institute of Management Technology, holding PhD degrees in the field of Marketing and Management, respectively.

The researcher prepared three questions about their writing for publication experience and problems they have when they attempt to write one. Face-to-face interviews were conducted separately, and their responses were recorded.

The three questions were arranged and asked in the order of writing experience, problems and solutions to the problems. Both of the two experts have published their work nationally or internationally. Problems they stated to face when writing for publication can be the lack of vocabulary, difficulty in using of appropriate sentences with correct grammar and unfamiliar with the text structure. Obviously, the last two items are similar to the difficulties identified in Flowerdew's studies (1999a; 1999b). For their solutions to their stated problems, both of the informants described the strategies they often use to cope with such problems. They consulted grammar books, read research articles in their fields, memorized vocabulary and phrases that frequently appear in research articles, examined how the text is organized and familiarized themselves with the rhetorical structure and the writing conventions.

In short, the informants in SUT encountered the similar problems and difficulties described in the literature when writing a research article for international publication. To remedy this situation, researchers have investigated the rhetorical structure and linguistic features of research articles. Findings from the substantial investigations would make great contribution to the practice to assist novice researchers to compete successfully in the research world, to provide pedagogical assistance for rhetorically and linguistically deficient researchers to communicate successfully in academic setting, and to generate more genre-based research in ESP/EAP.

1.3 Background to the Study

With Swales' (1981, 1990) pioneering and influential analytical framework for the research article, a large amount of studies on academic writing have focused on the research article concerning its rhetorical structure and lexical-grammatical features. The original aim and motivation of these studies were to address the needs for NESs who wish to publish their work in English, to provide necessary assistance to them, and offer them models to follow so as to familiarize them with the writing conventions and rhetorical organizations of research articles in focused disciplines.

As one of the exponents in ESP approach, Swales (1981) pioneered and developed genre analysis, known as move analysis, and first identified the communicative 'moves' in research article introductions. Each of these moves consist of a range of steps that writers need to make to develop their arguments. Swales (1990)

proposed Create a Research Space (CARS) model for research article introductions. In 2004, Swales modified his CARS model (1990) to meet the needs of different disciplines. Swales' (1990; 2004) CARS models have motivated and generated a large number of genre-based studies focusing on rhetorical organizations of research articles across disciplines. Also, the notion of CARS model for research article introductions has been extended and applied to other three sections across different disciplines.

Applying Swales' CARS model, studies on the rhetorical structure of research articles can fall to four categories: studies on individual sections (introduction, methods, results, discussion), on the whole article, on disciplinary variations, and on different disciplines. The conventional four sections with IMRD have been investigated separately but extensively by many researchers. Studies on the rhetorical organization of introductions have attracted much more attention of scholars than the other sections (Samraj, 2002; 2005; Ozturk, 2007; Loi, 2010; Kanoksilapatham, 2011; 2012). Comparatively, methods section has been given scant attention, and little research has examined this section (Lim, 2006; Bruce, 2008; Peacock, 2011). Brett (1994), William (1999), Bruce (2009) and Lim (2010) examine the constituent elements of results section, and Holmes (1997), Peacock (2002) and Bruce (2009) on discussion section. In contrast, studies on the whole research article have been given much less attention, and only limited number of examinations focusing on four sections as a whole in research articles. (Nwogu, 1997; Posteguillo, 1999; Kanoksilapatham, 2005). The third category of investigations attempt to find out variations in terms of the rhetorical

structures across disciplines (Samraj, 2002, 2005; Ozturk, 2007; Peacock, 2011; Kanoksilapatham, 2012). The last category of studies investigate the typical characteristics of rhetorical structure in a specific discipline. These wide range of disciplines cover Sociology (Brett, 1994), Medicine (Nwogu, 1997; Williams, 1999), Computer Science (Posteguillo 1999), Social Sciences (Holmes, 1997), Biochemistry (Kanoksilapatham, 2005); Engineering (Kanoksilapatham, 2011; 2012), Management (Lim, 2006), Environmental Science (Samraj, 2002; 2005) and Applied Linguistics (Yang and Allison, 2003; 2004).

Definitely, Swales' (1981, 1990, 2004) influential works have generated a substantial amount of studies which provide valuable insights into the rhetorical structure of research articles across disciplines. These studies have made great contributions to genre theory, assist those who have difficulties in writing research articles in English and alleviate their problems to some extent. However, based on these previous studies, some limitations and research gaps can be identified.

First, to date, most of research has focused on analyzing the structure of individual section in research articles (Brett, 1994; Holmes, 1997; William, 1999; Samraj, 2002; 2005; Peacock, 2002; 2011; Lim, 2006, 2010; Ozturk, 2007; Bruce, 2008, 2009; Loi, 2010; Kanoksilapatham, 2011, 2012). Only a few researchers have examined the rhetorical structure of research articles as a whole unit of analysis. As far as this study is concerned, only three influential studies had this practice (Nwogu, 1997; Posteguillo, 1999; Kanoksilapatham, 2005). Therefore, investigating the rhetorical

organization of the research article as a whole becomes significant and necessary. In the present study, business research articles as an entity will be analyzed to find out the move-step structure.

Second, though a few of contrastive move analysis studies have been carried out, the same situation as described above, all the five existing studies (Samraj, 2002, 2005; Ozturk, 2007; Peacock, 2011; Kanoksilapatham, 2012) again concentrate only on one individual section. Four focus on introductions and one on methods section of research articles. The variations concerning the rhetorical structure between or among disciplines or subdisciplines reported were limited to introductions. This has failed to provide a full picture of what variations exist throughout all sections as a whole in research articles. The generic knowledge about disciplinary variations in research articles as entity would deepen the understanding and increase the awareness of schematic differences (differences in rhetorical structure) characterized in specific disciplines. In addition to section concentrations, the majority of the schematic investigations (rhetorical structure) focused on variations between two disciplines (Samraj, 2002, 2005) or across eight different disciplines (Peacock, 2011). Only Ozturk (2007) and Kanoksilapatham (2012) examine the variations between or among three subdisciplines within one discipline – Applied Linguistics and Engineering, respectively. The present study will compare and contrast the move-step structure of research articles as a whole between two subdisciplines within one discipline – Business.

Third, the previous studies have investigated the rhetorical structure of research articles in a wide range of disciplines mentioned above, however, research articles in the field of business remain under-explored. To date, there has been only one study (Lim, 2006) touching upon the method section in management research articles. In this present study, Management and Marketing are target subdisciplines, and move-step analysis will be conducted on research articles in these two subdisciplines in the field of Business.

Management consists of the interrelated functions of formulating corporate policy and planning, organizing, staffing, motivating, and controlling an organization's resources to achieve the policy's objectives and decision making and communicating are two essential processes involved in these managerial functions (Lorenzana, 1993). The study of management date from the Industrial Revolution in 18th century in England and later spreading eastward into Europe and westward to America in the 19th century (Montana and Charnov, 2000). Today, management is one of the fast growing applied sciences in education. The management task is described variously by Vernon (2002). In financial terms, it is to optimize the relationship between inputs and outputs, so that the highest returns are generated from the least means of production. In economic terms, it is to satisfy the needs and desires of markets with whatever resources are available. In business terms, it is to improve the productivity and profitability of a company to increase shareholder value, cut costs, manage risk, or improve growth.

Marketing has existed since the Industrial Revolution, and has played a central part in the emergence of mass markets and the modern consumer in particular (Venon, 2002). Marketing connects the business to the customer. It seeks to connect the means of production with consumption. Marketing is the means to provide the direction to achieve the successful fulfilment of customer needs. Therefore, the provider must understand customers and their needs. Marketing is an interface between the provider and their customer needs (Drummond and Ensor, 2005). Marketing can facilitate understanding, communication and the development of products as solutions to actual customer need. Marketing is an important part of business operation. Effective marketing leads to satisfied customers and successful, profitable business. Successful marketing rests on communication. It aims to get its message out to the intended audience by concentrating on its subject matter, summed up as the four Ps of marketing: product, place, price and promotion. Marketing has in common with other kinds of management the four key ingredients of analysis, planning, implementation and control (Vernon, 2002). Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably. The essence of marketing is to develop satisfying exchanges from which both customers and marketers benefit (William et al. 2004).

The reasons for selecting Management and Marketing as the target subdisciplines in the present study are generated by the following considerations. First, they both have the same long history and have existed since the Industrial Revolution.

Second, Management and Marketing share four features: analysis, planning, implementation and control. Management and Marketing are related to a certain extent due to their similar history in terms of starting period and some common characteristics they share under the umbrella of business discipline. Third, with the development of global economy, there has been increasing demand for management education at universities all around the world. People need to know more about management so that they can equip themselves with adequate knowledge to succeed in this competitive business world. Next, Marketing is an important part of business operations, and effective marketing leads to successful, profitable business (Burrow, 2008). That is, marketing is an important factor that determines the development of business. Lastly, in the literature, a number of scholars such as Hyland (2000), Lim (2006) and Peacock (2011) have investigated a variety of aspects of abstracts, research articles or book reviews selected from the field of Management and Marketing. This indicates the importance of these two subdisciplines and therefore, they are worth an examination.

In addition, it is assumed that these two subdisciplines are distinguished enough to be comparable. Kanoksilapatham (2012) compares three engineering subdisciplines of civil, software and biomedical engineering. Substantial differences in move-step structure distinguishing the three subdisciplines were identified. Samraj (2002) reports the variations in the structure of the Introduction section between Conservation Biology and Wildlife Behavior these two subdisciplines in the field of environmental science. Ozturk (2007) examines the degree of variability in the textual

organization between two subdisciplines of second Language Acquisition and Second Language Writing in Applied Linguistics. All the three studies explore the subdisciplinary variations in the rhetorical structure of RAs and differences are identified. Therefore, it is assumed that variations exist in Management and Marketing these two subdisciplines of Business. However, the previous studies on subdisciplinary variations are restricted only to the Introduction section. Therefore, an examination is needed to confirm the researcher's assumption that the differences exist in each section between Management and Marketing research articles.

Genre analysis is supposed to cover two levels of investigations. The macro-level of investigation is concerned with the analysis of the rhetorical organizations, while the micro-level one is associated with the analysis of linguistic features. Previous studies tended to concentrate on the rhetorical patterns only, or a number of research analyzed linguistic features as independent investigations. Linguistic features can characterize and realize the communicative functions of moves and steps in academic writing. The present study attempts to integrate macro- and micro- level investigations into a genre analysis. The investigation of linguistic features is concerned with the use of hedges in the Final Elements of target research articles to find out how researchers in the field balance objective information, subjective evaluation and interpersonal negotiation in the two genres. Hedging analysis is focused on in the present study based on two considerations. First, hedging is important in academic discourse and it is a powerful factor in gaining acceptance for claims. Second, hedging is an important

means by which academics confirm their membership of research communities. Salager-Meyer (1994) observes that a totally unhedged style would not be considered seriously by journal editors. In other words, the writers who use hedges in their writing would have greater opportunities to get their papers published than the ones who do not use these devices.

Additionally, hedging analysis focuses only on the Final Elements based on the consideration that Discussion is a major part of the Final Elements in the present study. The Discussion section is where the writers review, interpret and evaluate the results. Moreover, according to the literature, the Discussion is the most heavily-hedged section. So we can have better understanding of how hedging is used in this highly-interpreted and heavily-hedged section.

One of the most important features of academic discourse is the way that writers seek to modify the assertions that they make, tone down uncertain or potentially risky claims, emphasize what they believe to be correct, and convey appropriately collegial attitudes to readers (Hyland, 1998). The expression of uncertainty is central to the rhetorical and interactive character of academic writing (Hyland, 2000b). The features and functions outlined above are represented through hedging devices. The importance of the use of hedges lies in the fact that academics accept their research claims by either investing statements with the confidence of reliable knowledge, or with tentativeness to reflect uncertainty or appropriate social interactions (Hyland, 1998, 2000b).

A number of studies have been carried out to investigate the use of hedging in academic writing. For example, Salager-Meyer (1994), Hyland (1996, 1998, 2000b), Millan (2008), and Mirzapour and Mahand (2012). These previous studies conduct comparative analysis of hedging use between research articles and other academic writings, or on the frequency and distribution of hedging in the research articles across disciplines. The present study investigates the use of hedging in Management and Marketing research articles to find out the type, frequency and variations of hedges in the Abstracts and the Final Elements sections. The findings from this study are compared with those in previous research.

In conclusion, previous investigations into research articles provide an insight into rhetorical organizations and how research claims are made in this academic genre. However, research gaps still exist to be filled to enrich the genre theory and practice. The major limitations lie in the incomplete picture of the research articles as a whole, the isolation of structural analysis or linguistic features, the lack of the investigation of variations between two subdisciplines within a discipline, and the scarcity of research into research articles in business discipline.

Given the limitations outlined above, it is necessary to conduct the present study to fill the research gaps and to benefit the novice researchers in constructing and publishing their academic research. Hopefully, the integrated analysis of the rhetorical structure and linguistic features of hedging would provide a substantial picture of how writers produce the research article and how they construct knowledge and claims through the interaction with readers in the target disciplines.

1.4 Purposes of the Study

The overall purpose of this study is to explore the move-step structure of business research articles along with the language use which characterizes the communicative functions found in business genre. The present study carries out both macro- and micro- levels of analysis. In other words, this study attempts to provide descriptions of conventional move-step structure of business research articles. In addition, linguistic features of hedging are identified as well. Unlike the conventional text pattern with IMRD, the majority of business research articles display an extensive section between the Introduction section and the Method section, dealing with literature review, theoretical background, hypotheses and general topical information. In addition, the Discussion section is followed by Conclusion, Limitations and Directions for Future Study. Taking the complexity and unconventional text organization of business research articles into consideration, the researcher of this study takes Introductory Elements (including Introduction, Literature Review, theoretical background, hypotheses and general topical information), Methods section, Results section and Final Elements (including Discussion, Conclusion, Limitations of the Study and Directions for Future Study) as four units of analysis. More specifically, the present study aims to:

- 1) investigate the move-step structures of Introductory Elements, Methods, Results and Final Elements in Management and Marketing research articles. The conventional organization of published research articles could be identified and the exhibition of such patterns serve as good examples for novice researchers to follow;

2) find out the similarities and differences of the move-step structures of Introductory Elements, Methods, Results and Final Elements between Management and Marketing research articles. The significant distinctions between the two subdisciplines allow researchers in their own fields to construct conventional writings to fit the expectations from their specific research community;

3) examine hedging in the Final Elements as a linguistic feature of Management and Marketing research articles so as to obtain significant information. The investigations into the types, frequency and variations of hedging use in the Final Elements may indicate how researchers make claims to knowledge and how the relationship between the writer and the reader is established. A better understanding of the functions of hedges used in business research articles can contribute to the growing literature on the rhetoric of business.

Four research questions are formulated based on the purposes of the study.

1) What are the move-step structures of Introductory Elements, Methods, and Final Elements in Management and Marketing research articles?

2) What are the similarities and differences of the move-step structures of Introductory Elements, Methods, and Final Elements between Management and Marketing research articles?

3) What are the type and frequency of the use of hedging in Final Elements between Management and Marketing research articles?

4) What are the variations of the use of hedging in terms of type and frequency in Final Elements between the Management and Marketing research articles?

1.5 Significance of the Study

To date, only a few investigations into the rhetorical structure of research articles as entity have been done in the field of medicine, computer science and biochemistry. The present study examines the move-step structure of research articles in two business subdisciplines. Generic frameworks for Management and Marketing research articles increase new insight into move-step structures of research articles in general, and in these two subdisciplines within business discipline in particular. Thus, the present study contributes to the growth of the discourse community at large. In addition, the frameworks to be identified will provide valuable models for those who attempt to write research articles for publication internationally in the field of business to follow. Also, the disciplinary differences in the move-step structure of the same genre produced by researchers in different subdisciplines will probably emerge. This will allow business people to have better understanding of how the move-step structures vary from subdisciplines in their field, and of what differences particular in specific subgenres. The differences in the move-step structures will increase the awareness of people in the field of Management and Marketing of the existence of disciplinary variations even in two related subdisciplines. The study on hedges used in the Final Elements is significant because it will show how hedging expressions are used in discussing findings and in drawing conclusions from the evidence, improve the chance of persuading readers to accept their statements, and how the interpersonal relationship is established between the writer and the reader. In addition, the similarities and differences between

Management and Marketing in the use of hedges in the Final Elements will help researchers in the field of business understand how writers express ambiguity and vagueness, reduce risk of negation or even criticism in their specific subdisciplines. Therefore, they will be able to produce texts that address the needs and expectations from two particular communities. Moreover, the findings from the present study generate pedagogical implications for novice researchers and ESP/EAP teaching. The schematic elements and the use of hedges presented in research articles allow novice researchers to understand the content better. Hopefully, their writing skills associated with this particular genre would be improved. The findings generated from this study will serve as a reference for ESP/EAP teaching. ESP/EAP material designers tailor and develop teaching materials to meet the requirements for this academic discourse community.

1.6 Key Terms Used in the Study

1.6.1 Business discourse

Business discourse research used in the present study refers to the European business discourse research, which is the most influential one of the three main traditions of business discourse research in Europe, Australia and New Zealand, and North America for its applied linguistic heritage, the focus on language and discourse and its main approach of ESP genre analysis.

1.6.2 The Corpus of Business Research Articles

The corpus of business research articles in the present study refers to the two set of corpus of research articles from management and marketing subdisciplines in the field of business, and this corpus was constructed by the researcher and it consists of 64 research articles (32 from Management, and 32 from Marketing) with approximately 590,000 running words.

1.6.3 Move and Step

The term ‘move’ is defined as a segment of text that is shaped and constrained by a particular communicative function (Holmes, 1997). The constituent elements of a move is referred to ‘step’ by Swales (1990). In the present study, the minimal unit of a move is one sentence. A move also can be a number of sentences or even paragraphs that convey the same communicative purposes. A step is the constituent parts that realize the move.

1.6.4 Hedging

Hedging is any linguistic means used to indicate either a lack of complete commitment to the truth value of an accompanying proposition, or a desire not to express that commitment categorically (Hyland, 1998b). In the present study, hedging refers to linguistic devices used to achieve a certain purposes such as conveying vagueness, politeness and tentativeness, reducing the risks of negotiation, avoiding embarrassment situation or criticism due to the assertion, establishing the relationship between the reader and the writer, thus increasing the chance of ratification and therefore becoming more acceptable by readers. For example, 1) The results *indicate*

that differences exist between the two disciplines. 2) The *possible* reason is that such a mechanism serve to balance the synthesis of the products.

1.6.5 Variations

Basically, linguistic and cultural variations and disciplinary variations are two main types of variations proposed by Samraj (2002; 2005). That is, variation in a genre across linguistic and cultural boundaries and variation in a genre across disciplinary boundaries. In the present study, ‘variations’ refers to variability and differences occurring due to different disciplines. Specifically, the variations refer to the differences in move-step structure and hedging use between Management and Marketing research articles. The occurrence of these textual and rhetorical variations results from the way of how the members of community discourse deal with the writing with their diverse background knowledge, purposes, techniques and conventions.

1.6.6 Introductory Elements

The “Introductory Elements” in the present study is an umbrella section including the Introduction, and the sections between the Introduction and Methods which deal with theoretical background/ development, review of the literature, hypotheses or general topical information.

1.6.7 Introductory Extensive Section

The “Introductory Extensive Section” in the present study refers to the section between the Introduction and the Methods sections dealing with concepts, theories and previous research on specific topics.

1.6.8 Final Elements

The “Final Elements” consists of the sections of Discussion, Conclusion, Limitations of the study or Directions for Future Study and other sections in RAs. That is, all main body of components located after the Results section together constitute the Final Elements in the present study.

1.7 Summary

This chapter has provided an overall description of the background to the present study in light of the research context. The importance of publishing internationally and identified research problems indicate the needs of assisting those rhetorically and linguistically deficient researchers to write management and marketing research articles. This is followed by the research gaps that motivate the present study through a quick look into the existing literature. Therefore, in order to address the research problems and to fill the research gaps, the present study on the move-step structure of research articles and the use of hedging in the Final Elements of research articles in two subdisciplines have been proposed, and the contrastive analysis of the two aspects — move analysis and analysis of hedging — has been proposed as well. Subsequently, the objectives, significance of the present study have been presented. And finally, the definitions of key terms used in this study have been provided.

CHAPTER 2

LITERATURE REVIEW

This chapter is intended to present the review of related literature and provides theoretical ground for the present study. This chapter starts with the concept of genre and three traditions of genre studies. The second section discusses the two subdisciplines in the field of business. The third section reviews business discourse mainly from the three different states of the fields originated from Europe, New Zealand and Australia, and North America. The fourth section gives a brief introduction to variations in genre studies. The fifth section presents an overview of previous studies on research articles from two aspects: studies of individual section in research articles and studies of the whole article. The next section deals with the linguistic features of hedging to be investigated in the present study. This chapter ends with the evaluation and identification of research gaps and a brief description of the proposed study to be carried out.

2.1 Genre and Genre Studies

2.1.1 Definitions of Genre

The concept of genre has provided a valuable framework for researching aspects of writing. It has become the rich resources for researching in applied linguistic

field for decades, and its pedagogical applications have been intended for teaching and learning in various educational contexts. Several definitions have been proposed by researchers from different perspectives. Martin (1984) gives a very brief but clear definition of genre as ‘a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture’ (p. 25). Martin (2009) later provides a further explanation to this definition and highlights the three key elements ‘staged, goal-oriented and social’. He claims that we undertake genres interactively with others by going through unfolded phases to accomplish the task. Hyland (2003) defines genre as ‘abstract, socially recognized ways of using language for particular purposes’ (p. 18). This definition describes that genre is a way of getting something done to achieve some purpose through the use of language in particular contexts. Hyland (2003) states that the members of a community have little difficulty in recognizing similarities in the texts they use and are able to comprehend or even write the texts by using conventionalized forms and communicative practices. Swales (1990, p. 58) proposes a comprehensive definition in his book ‘Genre Analysis: English in Academic and Research Settings’ that has been extremely influential in the ESP work on genre analysis.

“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience.”

It is widely accepted that this definition of genre is the most comprehensive and influential one, which provides an overall picture of what the genre is, what elements are included, and how schematic structure influences and constrains choice of content and style. The key point of this definition is the notion of genre as a class of communicative events with some shared set of communicative purposes. The communicative purpose of a particular genre is recognized by members of the discourse community.

Bhatia (1993, p. 13) summarizes Swales' definition as follows:

A genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s).

Bhatia (1993), taking Swales' work as the starting point for further development of the notion of genre, has extended Swales' work to include professional settings, sub-genres within genres, and the mixing of genres (Flowerdew, 2005).

2.1.2 Three Traditions of Genre

From the definitions of genre from a variety of perspectives, existing differences can be identified in terms of emphasis on context or text. The term 'genre' has been interpreted in a variety of ways by experts from a number of traditions. These interpretations were summarized by Hyon (1996) who identified three traditions in genre studies: the Australian School, the New Rhetoric, and the ESP approach.

The Australian School as one tradition in genre studies is based on the theory of Systematic Functional Linguistics (SFL) which was developed by Michael Halliday. Jim R. Martin, a representative scholar of the Australian approach, has developed the theories of genre under the Systematic Functional Linguistics, establishing the link among form, function and context. This model of genre stresses the purposeful, interactive, and sequential character of different genres and the ways language is systematically linked to the context through patterns of lexico-grammatical and rhetorical features (Christie and Martin, 1997). The Australian approach focuses on primary and secondary school genres and deals with migrant students who are learning English as a second language. Those working in the Australian School have focused on the need to empower schoolchildren by endeavouring to provide equal access to the genres needed to function fully in society. The Australian School also focuses on teaching the discourse conventions of school and workplace genres to equip students with linguistic knowledge for social success (Hyon, 1996), aiming to help the students from non-English speaking background who have inadequate exposure to a range of texts required in school, and provide access to linguistic and social resources for the adults with limited educational background.

The New Rhetoric group consists of a group of experts and practitioners who work with a rhetoric tradition. New Rhetoric research mainly focuses on rhetoric, composition studies, and professional writing in L1 composition at university level, which has minimal contribution to L2 writing instruction. Many scholars in New

Rhetoric studies tend to use ethnographic approach rather than linguistic methods in analysis of texts. New Rhetoric emphasizes the socially constructed nature of genre, and has helped unpack some of the complex relations between text and context. It focuses mainly on the rhetorical contexts in which genres are employed rather than detailed analyses of text elements (Hyland, 2003a). New Rhetoric has emphasized the dynamic quality of genres (Freedman and Medway, 1994). For this reason, people in this tradition strongly disagree with the explicit instruction of genres for they believe that genres are evolving through a dynamic process of interaction in a certain context, however, the inauthentic environment of the classroom fails to have the quality of the complex nature negotiations and audiences that an actual rhetorical event has (Hyland, 2004).

The ESP approach is based on John Swales's work (1981, 1990, 2004) on the discourse structure and linguistic features of scientific report. Swales proposes that genre is a class of communicative events which are shared by a group of people in the same community who tend to achieve the communicative purposes. These purposes are the rationale of a genre and help to shape the ways it is structured and the choices of content and style it makes available (Johns, 1997). Researchers in ESP keep the point that genre functions as a tool for analyzing and teaching the language for nonnative speakers in academic and professional settings. They tend to emphasize formal characteristics of genre more than the functions of texts (Hyon, 1996). John Swales and Vijay Bhatia are two famous exponents in this approach. The ESP approach aims to help second language learners increase their realization of global organizational

patterns of range of academic writings through analyzing the structural moves. A genre in ESP work describes a class of communicative events, such as research article, dissertation, research report, seminar presentation, university lectures and business letters, etc. It focuses on the implications of genre theory and analysis for ESP an English for professional communication classrooms, having nonnative speakers to familiarize themselves with language functions and linguistic conventions. Those working in the Swalesian tradition have tended to focus pedagogically on the tertiary level and beyond, on their mission to enable students to produce the genres required in their academic or professional settings.

In conclusion, these three traditions of genre have conceptual overlaps as well as differences. All the three traditions share the aims to help students become more successful readers and writers of academic and workplace texts (Hyon, 1996). The practitioners of both the ESP and the Australian School hold the belief that the structures and features of the text should be taught explicitly by introducing and analyzing the models of genres. While the New Rhetoric has generally lacked explicit instructional frameworks for teaching students about the language features and functions of academic and professional genres. In terms of education context, the New Rhetoric emphasizes university composition in L1 context while the ESP approach focuses on academic and professional writing for non-English speakers at university level. The Australian work, however, puts emphasis mainly on primary and secondary school in L1 setting, adult migrant English education and workplace training programs.

2.1.3 Target Genre - Research Articles (RAs)

Research articles (RAs) are standard products of the knowledge manufacturing industries (Knorr-Cetina 1981). The RA is available on paper or on the web, or increasingly in both modes of transmission, the RA remains pre-eminent as the prime vehicle for scholarly communication (Bonn and Swales, 2007). With the globalization, English has become the predominant language of research and scholarship (Swales, 1990; 2004). Research articles in English have become one of the main channels for distributing and advancing scientific knowledge among scholars world-wide (Kanoksilapatham, 2005).

The research article receives much great attention than other research-processed genres. The reasons for giving preeminence to the research article can be summarized as follows: firstly, the RA has a dynamic relationship with all the other public research-process genres, such as abstract, presentation on conferences, grant proposal, and theses and dissertations (Swales, 1990). These genres are related to the research article to different degrees, most of which can be derived from the research article. Secondly, the RA can enhance researchers' academic development. They can share their findings with each other, evaluate and criticize their work. In this way, their research skills are improved.

Swales (1990) gives the definition of the research article, and he points out that a research article is generally supposed to appear in a research journal or sometimes in an edited book-length collection of papers.

“The research article is taken to be a written text (although often containing non-verbal elements), usually limited to a few thousand words, that reports on some investigation carried out by its author or authors. In addition, the RA will usually relate the findings within it to those of others, and may also examine issues of theory and/or methodology.” (p. 93).

A research article conventionally consists of four components: Introduction, Method, Results and Discussion. The research article can be considered as heterogeneous discourse: they are divided into a number of rhetorical sections and there are discernible differences in communicative function from one section to another. That is to say, each component has its own communicative purpose. Communicative purpose is a very important criterion in the genre classification. The main function of a research article is informative and persuasive. The writers of RAs attempt to inform what the study is about, and try to persuade the readers to accept the findings of the study. The writers aim at capturing the readers’ attention, maintaining their interest, and eventually convincing them of the results presented in RAs.

The possible audience of the RA can be scholars and researchers in particular fields, or people with a certain academic background, or general audience who are interested in the topics presented in RAs. These potential audience may share their research by publishing their work in RAs, or update their knowledge by looking into the current trends and issues in their fields, or searching for useful information for academic purposes.

Swales (1990) presents the overall organization of the research articles. The Introduction sections starts with general background or context of the field to be

investigated, and then shift to more specific description of the present research. The Method and Results sections keep a narrow path, while the Discussion section exhibits the opposite direction to the Introduction by moving from specific findings to general discussion of implications. This description of the macro structure of the research article provides us a general picture to show how it is organized.

In summary, the communicative purposes, the rhetorical structure and the target audience of RAs together clarify the identification of this particular academic genre. In the present study, the RA will be the target genre to be investigated.

2.2 Business Discourse

Business discourse is defined by Bargiela-Chiappini and Nickerson (1999, p. 2) as “The interaction which takes place between individuals whose main activities are located within business and whose contact is motivated by matters relating to their respective businesses”. The understanding of business discourse was that it is a process of talk and writing between individuals whose work associated with business for doing business purposes. Bargiela-Chiappini and Nickerson (2002, p. 277) provide another definition for business discourse as “contextual and intertextual, self-reflexive and self-critical, although not necessarily political, and founded on the twin notions of discourse as situated action and of language as work”. This definition offers a distinctive insight into business discourse from the perspective of business communication. Writing in and for business is considered as social action, through which organizational actors create

understanding, meaning and knowledge. “Business discourse is all about how people communicate using talk or writing in commercial organizations in order to get their work done” (Bargiela-Chiappini, et al., 2007, p. 3). In conclusion, business discourse is concerned with understanding how people communicate strategically in an organizational context, and how they use language to achieve their goals.

In the last few decades, a number of researchers have been interested in business discourse research. Business discourse has been perceived as distinct discourse by researchers in different traditions in different regions. Three main traditions of business discourse have been identified and they are concerned with business discourse research in European, New Zealand and Australia, and North America (Bargiela-Chiappini, 2009).

2.2.1 European Business Discourse

European business discourse research has developed from the applied linguistics tradition. The majority of the researchers working on business discourse within European business trained originally as applied linguists and many have been trainers of English for Specific Business Purposes (ESBP). The influence of these two factors has undoubtedly a great impact on the analytical methods that have been used by European researchers in the past two decades. In this tradition, language has been viewed as discourse, and the analytical methods applied have been largely borrowed and adapted, rather than being developed specifically for the analysis of business discourse. European research has involved the analysis of many different business

genres such as negotiations, meetings, fax communication, email communication, human resources management magazines, etc. The majority of researchers have investigated how languages are used to get things done in general within business organizations. They also have carried out research on English as a dominating business language in European (and global) business context or European languages used for business purposes.

European business discourse research has been data-driven in the form of survey data, close text analysis of different business genre or experimental investigation. The study of Business English as a Lingua Franca (BELF) in the Scandinavian context, by Louhiala-Salminen et al. (2005), the study of intercultural negotiations by Planken (2005), and the investigation of the effects of cross-cultural differences in the effectiveness of advertising appeals by Hoeken et al. (2003), all illustrate the data-driven nature of European business research. Nickerson and Planken (2009) summarize three characteristics of European business discourse as follows. First, European business discourse research is a concern with how the organizational context impacts on the discourse used in business. In general, European research has emphasized language and discourse in its research investigations rather than focus on culture. Second, European business research has been a concern with how the organizational context influences the discourse used in business. Contextual language use is for LSP (language for specific purposes) field in general, and ESP genre analysis in particular. Charles (2009) observes that two group of LSP researchers focused on two different

aspects of things, either on terminology as the specific feature of a language used for specific purposes or the way business context shaped discourse. Genre analysis became a prominent research approach, exploring ways in which discourse communities created texts for their own (e.g. Nickerson, 2000; 2005). Third, European business discourse research has been its neutral stance. European researchers have pursued a descriptive, mostly neutral, set of objectives. Issues of inequality have not been taken in European business research agenda.

In conclusion, European business discourse research has been influenced by its applied linguistic heritage, and has given much more emphasis on language and discourse than cultural factors. ESP genre analysis as an important approach has been widely used in business discourse research in this particular tradition. Issues of inequality are excluded from European research scope because European researchers tend to hold neutral stance.

2.2.2 Business Discourse in Australia and New Zealand

The field of business discourse study originally emerged from studies of language in business and later on diversified to become an eclectic disciplinary field in Australia and New Zealand context (Zorn and Simpson, 2009). Business discourse research in Australia and New Zealand has been carried out at three levels: macro-level (societal) discourses with patterns of practices of language use about entire society or culture or even an international pattern (e.g. Gallhofer et al. 2001; Lowe and Roper 2000), meso-level (or organizational level) discourses such as a coherent body of texts

or set of language practices generated by or within an organization or institution (e.g. Zorn et al., 2000; Davenport and Leitch, 2005; Iedema et al., 2006), and micro-level discourse as reflected in internal documents and the conversations and meetings of organizational members (e.g. Holmes, 2000; Daly et al., 2004). These various levels of discourse are mutually influenced. Macro-level and meso-level discourses create a context in which micro-level discourses are produced and interpreted. Conversely, micro- and organizational discourse may reinforce, shape or challenge societal level discourses.

Zorn and Simpson (2009) identify three specific cultural and historical developments in Australia and New Zealand which have impacted on the development of business discourse scholarship. First, small populations in these two countries lead to relatively few universities and pools of scholars for studying any subject. This has made disciplinary boundaries more porous than in larger countries and has resulted in business discourse being studied by people from multiple disciplinary affiliations and academic departments. Second, business research in Australia and New Zealand has been discourse-oriented, which is a strong qualitative research tradition rather than the quantitative. These two countries have many internationally prominent scholars working on discourse-oriented research, for example, Christopher Candlin, Rick Iedema, David Grant, Cynthia Hardy, Janet Holmes and Shirley Leitch. Third, many studies have focused on small businesses, government agencies, and not-for-profit organizations due to the relative lack of large corporations in the two countries.

Zorn and Simpson (2009) also provide a number of characteristics of business research in New Zealand and Australia. First, the research is more likely to reflect a dissensus rather than a consensus approach. Dissensus-oriented research focuses on challenging, questioning or identifying tensions and power relations within prevailing discourse practices. Dissensus-oriented research is often labeled critical, poststructural or postmodern (e.g. Candlin 2002; Doolin 2002; Holmes and Stubbe 2003; Iedema et al., 2003; Grant et al., 2004). On the other hand, consensus-oriented studies emphasize on describing dominant, coherent or unified views of discourse practices. Thus, consensus-oriented research is often labelled interpretive or descriptive. Second, the current research tends to favour text-foregrounded research which treats texts as main sources of data analysis, using extensive conversation or other texts in its analysis (e.g. Holmes and Marra 2002, 2004; Holmes and Stubbe 2003; Stubbe et al. 2003). Third, most research in the Australian and New Zealand business discourse literature is theory driven. Theory-driven research primarily attempts to generate theoretical conclusions from examination of the data (Holmes and Marra 2004; Zorn and Gregory 2005).

In summary, the development of business research in New Zealand and Australia has been influenced by cultural and historical factors in these two countries. Research that has been carried out has ranged from macro- to micro-level involving societal, organizational discourses and internal documents and communication among organizational members. Business discourse research is characterized by dissensus-oriented, text-foreground and theory-driven research in this tradition.

2.2.3 Business Discourse in North America

The study and practice of business writing in North America dated back to the early twentieth century during World War II. After the war, research focused particularly on practice, on efficient and effective communications among of large corporations. Influenced by European theorists, researchers in North America analyze organizational communication by using linguistic approach, examining the relationship between communication, power and organizations.

Andrews (2009) discusses four current research directions of business discourse research in North America based on Mumby (2007); namely, interdisciplinary methods, emphasis on individual communication, new concepts of an organization, and a new rhetoric of digital expression. Interdisciplinary methods means researchers across many disciplines are sharing and adapting methodologies to examine power relationships, the formation of individual identities and accommodation of differences in gender, abilities and the like; the concept of regulation within organizational and professional settings, and the effects of information technology. Henry (2000) is a good model of interdisciplinary methods. He and his collaborators study 83 workplace field sites to examine the complexities of how language and discourse practices shape the identities of writers in the workplace and how a global economy and new media have influenced the workplace. Communication among individuals is becoming increasingly significant in globalization. The transformed setting for work places greater emphasis on communication among individuals and thus more attention is being placed on

moment-to-moment, everyday communication practices of organization members (e.g. Friedman, 2005; Jackson, 2007; Hermann, 2007). New concepts of an organization indicate the views of organization should be shifted to changing, dynamic, permeable sites of discourse. This new perspective has motivated several interesting research projects directed at a broad range of settings such as non-governmental organizations and other not-for-profit settings (e.g. Zachry and Thralls, 2007; Simmons and Grabill 2007; Sauer 2006). Some studies emphasize the achievement of political and environmental goals in a community by using public discourse (Simmons and Grabill, 2007) and on mitigating risk in medical procedures and dangerous work environments (Sauer 2006). Finally, as for rhetoric of digital expression, new technologies and a transformed setting for business are becoming research directions. Lanham (2006) uses a traditional rhetorical approach to build strategies for persuasion in the digital age. Lessig (2004) calls for the importance of the social base for creativity, and focuses on creating new products and concepts through assistance of computer technology. New technologies are leading to new forms of literacy in the academy and in the workplace, and also they provide tremendous challenges for individuals as they communicate in the era of globalization (Andrews, 2009).

In short, the four current research directions outlined above provide an overall picture of current situation and future development of North American business discourse research. Particularly, the application of new technology becomes a prominent feature and trends in business research despite the challenges it may bring.

Generally, the three traditions have dominated the business discourse research around the world. They have contributed greatly to the development of business discourse research by pioneering and guiding the research concerning business discourse in different countries and regions. Unsurprisingly, they have their own distinct characteristics that differentiate one from the others in their originality, research focus and context. Their distinct originalities inevitably lead to different research focuses and research settings grounded for the business discourse research studies in each tradition.

The European business discourse research is the most influential on the present study for its distinct features, such as applied linguistic heritage, the focus on language and discourse and its main approach of ESP genre analysis. These features match the practices of the present study which is concerned with the field of applied linguistics, analysis of language and discourse, and the approach of genre analysis.

2.2.4 Previous Studies on Business Discourse

The main approaches and methodologies employed in business research mainly consist of rhetorical analysis, organization discourse analysis, corpus linguistics, critical studies, mediated communication, negotiation studies, multimodal analysis and Business English as Lingua Franca (BELF).

Business discourse has been influenced by a number of different fields and disciplines including discourse analysis, conversation analysis, the pragmatics of interaction, ethnography, genre theory and organizational communication (Bargiela-Chiappini et al., 2007).

Also, business discourse research has been influenced by applied linguistics in general, and Language for Specific Purposes (LSP) and English for Specific Purposes (ESP) in particular. Bhatia (1993) extends the ESP approach to genre analysis that pioneered by John Swales for academic writing. Bhatia applies the ESP approach to professional business discourse, including sales letters and application letters. Researchers such as Ulla Connor and Leena Louhiala-Salminen analyzed business discourse by using genre approach.

Research on business discourse in the 1980s and early 1990s was characterized by the analysis of business letters, an important genre of communications in business settings. The interest in business letters has extended to other genres such as the annual report and email correspondence. Finnish researcher Leena Louhiala-Salminen made great contributions to the development of business discourse. Louhiala-Salminen (1995; 1996; 1997) investigate the role of fax communication in English in Finland, its discourse characteristics and the response of readers to those characteristics by using a variety of different methodologies, such as corpus-based genre analysis, text analysis and survey-based studies. In addition, she compares the use of fax communication in English for international business in Turkey and Finland.

The CIBW (a course in international business writing) and IBLC (the Indianapolis Business Learner Corpus) were part of a large scale collaborative project between institutions in the US, Belgium and Finland, which was initiated in 1990s by a group of researchers. Connor et al. (1995) investigate the crosscultural similarities

and differences between US and Flemish application letters. They analyze 74 application letters written by 37 US and 37 Flemish applicants respectively in terms of their correctness and clarity. They look at the rhetorical moves and identified six moves of the application letters in the project. The findings of the research project indicate a number of variations across the native and non-native English speakers' application letters. For example, in terms of clarity represented by the move analysis, the Flemish writers tended to write shorter moves than US applicants.

Corpus linguistics has been used in business discourse research, which exhibits three main characteristics of this approach: a focus on individual business genres rather than on business language as a whole; the application and development of computer tools for business discourse analysis; and an interface with systematic functional linguistics as the main framework for corpus analysis (Sardinha and Barbara, 2009).

A notable corpus-based study is Nelson (2000) to investigate how Business English differs from general English and, how the Business English presented in published materials differs from 'real' Business English. Two corpora are created for this investigation; namely, Published Materials Corpus (PMC) and Business English Corpus (BEC). Nelson (2000) compared BEC, with the general corpus (BNC) to explore the differences in lexis between these two corpora. He finds that the Business English lexis represent a limited number of semantic, including business people, companies, institutions, money, business events, places of business, time, modes of

communication and vocabulary concerned with technology. He also finds that the key lexis of Business English is positive in nature, and that very few negative words occurred. Most of the adjectives refer to things such as products and companies, therefore emphasizing action rather than emotion (action-orientated and non-emotive).

This study shows the usefulness of a corpus-based approach contrasting a general and a specialized corpus to investigate the nature of the lexis used in a specific context and then using that to generate teaching materials. Business English has fewer combinations of words that occur together than in general English. Some collocates appear more frequently in Business discourse but hardly occur at all in the general English. Business English can be seen as semantically distinct from general English.

Six years later, Nelson (2006) conducts a comparative study to investigate the semantic associations of words found in the business lexical environment by using Business English Corpus (BEC), the same corpus as in Nelson (2000). Nelson (2006) examines the relationship between words and collocations in the business environment by comparing BEC with BNC. Results show that words in the business environment have semantic associations, which regularly collocate with word groups that share semantic similarity. Collocates become more collocationally fixed in the Business English environment. That is to say there are fewer combinations of words that occurred together in the BEC than in the BNC. Some collocates are characteristic of the BEC, but hardly occur at all in the BNC. For example, competitive package, excellent package, and effective package, do not occur at all in the BNC.

Nelson (2006) provides students with insights into how business people use the language. The way in which words behave is a direct result of the purpose they are put to in the language, and consequently how they are semantically perceived by the people who use them.

In conclusion, the studies mentioned above give a general description of main approaches and methodologies used in business discourse research. More specifically, genre analysis (Connor et al., 1995; Louhiala-Salminen, 1995; 1996; 1997)) and corpus-based approach (Nelson, 2000; 2006) are introduced and given more information by offering detailed description of pioneering and well-known studies. All of these studies contribute to the development of business discourse research, and the two studies conducted by Nelson (2000; 2006) illustrate the differences in language use between business setting and general situations. In other words, English language used by business people for communication differs from that used by people for general communication purposes.

2.3 Two Subdisciplines of Business

Management and Marketing are two target subdisciplines in the field of business in the present study. In Chapter 1, the researcher gave a very brief introduction to these two subdisciplines, and the reasons for selecting them as the target subdisciplines were provided as well. In the following two sections, definitions of and more

information about the two subdisciplines are provided to reveal the distinct nature of each subdiscipline.

2.3.1 Management

Management is a subdiscipline of business and it is viewed as the process by which a manager of an organization efficiently utilizes resources to achieve its overall goals at minimum cost and maximum profit. The term 'management' refers to the group of people who are responsible and accountable for directing the work force and seeing to it that organization meets its goals or objectives.

American Management Association defines that "Management is working with and through other people to accomplish the objectives of both the organization and its members". This definition places great emphasis on the human being in the organization, focuses attention on the results to be accomplished on objectives rather than just things or activities, and adds the concept that accomplishment of the members' personal objectives should be integrated with the accomplishment of organizational objectives.

Kreitner (2009) defines "Management is the process of working with and through others to achieve organizational objectives in a changing environment (p. 5)". He also identifies five components of this definition: 1) working with and through others; 2) achieving organizational objectives; 3) balancing effectiveness and efficiency; 4) making the most of limited resources, and 5) coping with a changing environment.

Management dated back to the Industrial revolution in 18th century in England and later spread to Europe and American in the 19th century. Prior to the 20th century, most of the writing about management dealt with the practice of management without the theory supporting behind the practice. With industry expansion, the changing of nature of the workforce, and movement into mass production, there emerged a need for more management. The first management theory approach to emerge was that of Scientific Management, which allowed the improvement of worker efficiency. This approach had two major forms: management of work and management of organizations. This theory influenced the development of management throughout the first decades of the 20th century. Later on, more theories were created and they aimed to improve worker efficiency and solve problems in the workplace (Montana and Charnov, 2000). Management theories also change dramatically over time. In the last 100 years, a rejection of a mechanistic approach led to an emphasis on human relations. This was in turn replaced by contingency management, and has now evolved into a more optimistic and strategic approach, popular today.

Management is a highly contested area of study. Fundamental divisions are held between neoclassical economists, who believe that management should be free of ownership, the bureaucratic theorists who believe that owners should control business and those managers who look only the interests of shareholders (Venon, 2002)

From resources perspective, management involves in organizations which use human resource (managerial talent and labor), financial resources (capital used by

the organization to finance both ongoing and long-term operations), physical resource (raw materials, office and production facilities, and equipment) and information resources (usable data needed to make effective decisions) to achieve a set of goals efficiently and effectively by carrying out a series of managerial activities including planning and decision making, organizing, leading and controlling (Griffin, 2012).

2.3.2 Marketing

Marketing has existed in many forms since the industrial revolution, and has played a central part in the emergence of mass markets and the modern consumer in particular (Venon, 2002). It is an approach that seeks to uncover what the customer requires, and to convert this knowledge into products that are distributed and promoted in ways that will provides a long-term understanding of customers' changing requirements, allowing adjustments to be made to a company's product, providing a platform for a customer-centered approach (Needham, et al., 1999).

The American Marketing Association (AMA) defines marketing as “the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods or services to create exchanges that will satisfy individual and organizational objectives”. This definition focuses attention on the behavior of an organization and how it generates value for customers. It affects all organizational functions. Another definition which is proposed by the Chartered Institute of Marketing (CIM) refers to “Marketing as the management process responsible for identifying, anticipating, and satisfying customer requirements profitably.” Both definitions make

a good attempt at capturing concisely what is actually a wide and complex subject. Although they have a lot in common, each says something important that the other does not emphasize.

Grönroos (1997) gives the definition that “Marketing is to establish, maintain and enhance relationships with customers and other partners, at a profit, so that the objectives of the parties involved are met. This is achieved by mutual exchange and fulfillment of promises”. This definition includes the important elements of both the AMA and CIM definitions, but still embraces the evolving relationship orientation. This definition still reflects a managerial orientation towards marketing, but emphasizes the mutually active role that both partners in the exchange play. It does not list the activities that marketers undertake, but instead is more concerned with the partnership idea, the concept that marketing is about doing something with someone, not doing something to them (Brassington and Pettitt, 2005).

The basic idea of marketing as an exchange process has its roots in very ancient history, when people began to produce crops or goods surplus to their own requirements and then to barter them for other things they wanted (Brassington and Pettitt, 2005). As a business discipline, the concept of marketing is not particularly complicated or even original because it deals with customers’ needs. Marketing originated in the Industrial Revolution in Europe, and it is widely accepted that America gave birth to modern marketing (Lancaster and Reynolds, 2002). In the early days, the late 19th and early 20th centuries, goods were scarce and competition sufficiently

underdeveloped that marketing was not necessarily needed. As markets and technology developed in 1950s and 1960s, competition became fiercer. Large and pushy sales forces and more advertising approaches were increasingly developed. In 1960s and 1970s, marketing became a more comprehensive and integrated field. Marketing was widely accepted as a strategic concept in 1980s. With mass production came mass markets and mass distribution, and manufacturers were no longer able to offer a personalized service to their customers. The development of mass production techniques and the separation of buyers and sellers to find what we recognize as marketing today.

Vernon (2002) demonstrates that marketing covers a multitude of activities, namely, 1) marketing focuses the firm's or individual's attention towards the needs and wants of the marketplace, 2) marketing is concerned with satisfying the genuine needs and wants of specifically defined target markets by creating products or services that satisfy customer requirements, 3) marketing involves analysis, planning and control, 4) the principle of marketing states that all business decisions should be made with a careful and systematic consideration of the user, 5) the distinguishing feature of a market-orientated organization is the way in which it strives to provide customer satisfaction as a way of achieving its own business objectives, 6) marketing is dynamic and operational, requiring actions as well as planning, 7) marketing requires an improved form of business organization in order for it to be able to lead and catalyse the application of the marketing approach, and 8) marketing is both an important

functional area of management and an overall business philosophy which recognizes that the identification, satisfaction and retention of customers is the key to prosperity.

In conclusion, the most successful businesses are the ones that consider customers' needs and worked to satisfy those needs as they produce and market their products and services. The marketing concept is using the needs of customers as the primary focus during the planning, production, pricing, distribution, and promotion of a product or service (Burrow, 2008).

In the present study, the RAs from the subdisplines of Management and Marketing are the target genre which will be analyzed and compared to find out the similarities and differences in terms of the move-step structure and the use of hedges. It is assumed that the possible similarities may result from the resemblance they share as two subdisciplines of Business, while the differences probably lie in their distinct natures that differentiate them from each other.

2.4 Disciplinary Variations in Genre

A considerable studies have been done on interdisciplinary variations. Recent tendency of genre studies has been concerned with variations within a particular genre. According to Samraj (2002; 2005), there are two types of variations. One is variation in a genre across linguistic and cultural boundaries (e.g., Ahmad, 1997; Connor, 1996); the other is discoursal variation in a genre across disciplinary boundaries (Samraj, 2002; 2005).

The most notable work on variations across linguistic and cultural boundaries was written by Connor (1996). She introduces the field of contrastive rhetoric, which originally focused on the influence of L1 linguistic and rhetorical conventions on L2, as well as cultures transfer in writing. Contrastive rhetoric is an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them (Connor, 1996). Initiated almost 30 years ago by the American applied linguist Robert Kalplan. He asserts the linguistic and rhetorical conventions of the first language interfere with writing in the second language. Later on, contrastive rhetoric expands its original focus from ESL essays writing to academic and professional writing, which is significant in teaching writing in EAP and ESP.

The most remarkable research on variations across disciplinary boundaries was conducted by Hyland (2000a). He analyzes more than 1400 texts from five genres including research articles, book reviews, scientific letters, abstracts and textbook chapters in eight disciplines. These texts Hyland (2000a) takes the interpersonal and interactional perspective and connects it to the conventions and available genres of a range of contrastive disciplines within the academy, to show how conventions may constrain the way of writing, how the interaction between the author and the writer is established in different disciplines, and how credibility and authority are maintained and achieved through the use of language in the disciplinary community.

In addition to Hyland (2000a), a number of other studies on disciplinary variations have been conducted, particularly on the rhetorical structure of a certain section of RAs.

Samraj (2002) reports on an analysis of RA Introductions from two related fields: Wildlife Behavior and Conservation Biology. The former area is concerned with life history and behavior of different species, whereas the latter is concerned with resource economics and policy, ecology and environmental ethnics. She conducts a contrastive study to investigate whether the CARS model (1990) is applicable across different disciplines. Twelve RAs from Conversation Biology and Wildlife Behavior, all published in 1995, are randomly selected from prestigious journals deemed by specialists. The first 12 RAs published in that year in each journal are analyzed by using Swales' model (1990).

The results show that Introductions in Wildlife Behavior RAs appeared to follow the structure of the CARS model. The elements of persuasion and promotion are more strongly presented in the Conservation Biology RAs. However, the results indicated that the CARS model may not adequately account for the structure of all RA Introductions. She modifies CARS model based on the results of this study. Two sets of outcomes can be derived from this study. One set is concerned with disciplinary variations between these two related fields in terms of organizational structure. The other is concerned with the modifications of CARS model for RA Introductions. Three main contributions from the results of this study are identified: 1) Swales' modified CARS model (2004) is partially motivated by this study; 2) the results from this study

facilitate the instruction and materials development in ESP; and 3) the pedagogical implications of academic writing to non-native speakers of English are proposed as well.

Later, Samraj (2005) also carries out the study to investigate how the structure of a genre varies across disciplines, how the relationship between two related genres (Introduction and Abstract) can vary across disciplines as well. Her research walked one step further. Instead of merely examining the disciplinary variations in RA Introductions or in RA Abstracts, her study even explores how research article abstracts and Introductions are related to each other in two different disciplines.

Twelve research article Introductions and abstracts are randomly selected from two key journals in the areas from the two disciplines of Wildlife Behavior and Conservation Biology and then analyzed using Swales' CARS model (1990) for article introductions and Bhatia (1993) for abstracts.

The abstracts from these two disciplines are similar in rhetorical structure in terms of the traditional moves. However, some interesting differences exist in the two sets of texts. Conservation Biology abstracts are more similar to research article Introductions than Wildlife Behavior abstracts to research article introductions. This study shows that disciplinary values may not just be manifested in variations in discourse structure in a particular genre but may also be manifested in the relationship that genres have with one another within a discipline. The relationship between two genres may subtly change over disciplinary boundaries. The results of the analysis also showed that the two genres are interrelated in different ways in the two disciplines.

Ozturk (2007) carries out the study to investigate the degree of variations in the structure of research article Introductions within a single discipline. The study aims to find out the differences in generic structure between second language acquisition and second language writing, two subdisciplines in the field of applied linguistics. The corpus consists of 20 research articles, and 10 from each subdiscipline. Swales' CARS model (1990) is adopted as the analytical framework for text analysis.

The results show that the majority of Introduction section in second language acquisition follows the CARS model, and only one case in the corpus of JSLW (Journal of Second Language Writing) fitted the CARS model. Regarding the diversity of the patterns, Introductions in both corpora have the same number of patterns. However, 60% of Introductions in the former corpus have the structure of M1-M2-M3, while those in the latter tend to have another two patterns (M1-M2-M1-M3 and M1-M3) which represent 70% of the corpus.

The focus of comparison in Ozturk (2007) is slightly different from that in Samraj (2002). Samraj (2002) explores the variations in organizational structure of RA introductions in two different disciplines, while Ozturk (2007) compares the rhetorical structures of RA introductions in two subdisciplines within one discipline. Ozturk (2007) is quite similar to the present study in terms of comparison between two subdisciplines in the same field – Applied Linguistics. The results in Ozturk (2007) show that differences exist in these two corpora in terms of the structure of RA introductions. And variations occur between the two subdisciplines within a single discipline even the size

of corpus is small, being limited to 10 research article introductions from each subdiscipline. Therefore, a hypothesis can be formulated that variations between the two target subdisciplines should exist in terms of rhetorical structure of the whole business RA.

The three studies reviewed above and some other studies to be reviewed in the next sections (e.g. Peacock, 2002; 2011; Kanoksilapatham, 2012) have provided insights into the disciplinary variations in the Abstract, the Introduction, the Methods and the Discussion sections. The significance of these studies lies in the fact that the genre practitioners' awareness and better understanding of disciplinary differences are increased and enhanced.

2.5 Previous Studies on Research Articles (RAs)

2.5.1 Previous Studies on Individual Section of RAs

2.5.1.1 The Introduction Section

Introduction is the first section writers have to start with. Both native and non-native writers have difficulty in writing this section. "Introductions are known to be troublesome, and nearly all academic writers admit to having more difficulty with getting started on a piece of academic writing than they have with its continuation" (Swales, 1990, p. 137). The key role of Introduction is to create a research space, to make claims for the centrality or significance of the research, and to show how the research gap will be filled. The introduction is located at the beginning of the research

article after the abstract. This opening section allows writers to decide how much and what type of background knowledge need to be included, to decide how to appeal to the readership, and to decide what approach should be employed (Swales, 1990). The communicative purposes of introduction are quite clear. It introduces the article without giving everything reported in the article. It marks a link between what has gone before in the relevant field of research and the present work that is being reported. It connects previous studies in the relevant field of research with present work that is being reported (Bhatia, 1993). Given importance of the introduction section to the whole research article and difficulties writers may have when writing up one, scholars and genre practitioners have shown their increasing interest in the study of this genre.

The Introduction section has obtained the most attention compared to other sections in a RA. A considerable amount of studies have been on this section. The most pioneering and influential work in the field of genre analysis should be Swales (1981). He arrived at the 4-move model by analyzing Introductions of 48 RAs from the disciplines of physics, medicine and social science. He proposes that four distinct moves are used in research article Introductions: Move 1: *Establishing a territory*; Move 2: *Summarizing previous research*; Move 3: *Establishing a niche*; and Move 4: *Occupying the niche*. Despite from different disciplines, these Introductions are observed to present a common series of moves. However, some defects and problems which are due to short Introductions in the original corpus have been identified by some other researchers when they attempt to apply Swales (1981) model into their analysis

of longer Introductions. Therefore, Swales (1990) modifies the previous model version by merging the first two moves and proposes a three-move structure of the Create a Research Space (CARS) model which adequately captures a number of characteristics of RA introductions.

Swales' CARS model has been widely studied and validated by subsequent studies in wide range of other academic disciplines, such as Medicine (Nwogu, 1997), Computer Sciences (Posteguillo, 1999) and professional genres (Bhatia, 1993). There are three moves in Swales (1990) model: Move 1: *Establishing a territory*; Move 2: *Establishing a niche*; and Move 3: *Occupying the niche*. The functions of Move 1 are to state the importance of the study, make general statements about the study, and review the previous studies. Move 2 is accomplished by pointing out the weaknesses or limitations of previous studies or raising questions about the existing research. The main function of Move 3 is to fill the gap(s) stated in Move 2 through the statement of research purposes and announcement of the present study, briefly describing main findings of the study, and outlining the structure of the article.

Swales (2004) proposes a new modified of CARS model after Chu (1996) and Samraj (2002) points out the deficiencies of the CARS model (1990). This new CARS model (2004) is adequately applicable for the variations of Introduction in diverse research fields. Swales's model (2004) consists of three moves as well. Move 1: *Establishing a territory*, Move 2: *Establishing a niche*, and Move 3: *Presenting the present work*. Each of the three moves contains several steps. Move 2 and Move 3

comprise a number of steps respectively. This newly modified model highlights two characteristics. First, the status of a move (obligatory or optional) is determined by its frequency of occurrence. Second, Move 1 and Move 2 are possible cyclical moves and occur repeatedly in the Introduction sections, especially in longer ones.

A recent study on RA Introduction is carried out by Kanoksilapatham (2011). The study describes the textual move structure in the Introductions of Civil Engineering journal articles. The corpus consists of 60 Introductions taken from 5 top quality civil engineering journals. Twelve RAs published during the year 2006 are randomly selected from each of these five journals, and subsequently analyzed by using CARS model (2004).

The results reveal that the Introductions of Civil Engineering articles are compatible with Swales' (2004) model, consisting of the same set of three main moves: 'Move 1: *Establishing a territory*,' 'Move 2: *Establishing a niche*,' and 'Move 3: *Introducing the present work*.' The rhetorical pattern of civil engineering Introductions is identified, and the model generated by this study is similar to Swales' (2004) model at the move level, but different at the step level. As for the frequencies of occurrence of individual moves, the findings reveal that the three moves occur relatively often. Move 1 and Move 3 are found to occur in every Introduction (100% of analyzed dataset). Move 2 appears in 71.67% of the Introductions.

This study has important pedagogical implications for ESP instruction in general and for civil engineering in particular. The contribution of this research should not be limited to the field of civil engineering but should extend to other fields.

Kanoksilapatham (2012) makes her first attempt to carry out a contrastive study on the rhetorical structure of RA Introductions in three engineering subdisciplines. She examines 180 introductions from the fields of civil engineering, software engineering and biomedical engineering. The RAs are selected from five top journals from each subdiscipline, and 12 experimental RAs with IMRD conventional pattern are selected from each journal to make up 60 articles in each subdiscipline. This study aims at identifying the generic structures of introductions in three subdisciplines and finding out variations existing among them.

The results show that all three moves occurred frequently in three subdisciplines, the sequence of Moves 1-3 is predominant across these three subdisciplines, and Move 1 and 2 are found to be cyclical especially in longer introductions. A number of major differences at the step level are identified across the three subdisciplines. The use of some steps in move 1-3 varied from subdiscipline to subdiscipline. Some steps occur more frequently in a certain subdiscipline than in others due to disciplinary variations. The significance of this study lies in the fact that awareness of certain conventions in the academic genre allow scholars and genre practitioners to communicate successfully in international academia.

In summary, RA Introductions have attracted much attention of genre practitioners. Swales' CARS models (1981, 1990, 2004) have been widely used for Introductions analysis in academic as well as in professional genres. Moreover, the CARS model has been used as analytical framework of research article Introductions

in a variety of disciplines. In addition, the CARS model initially generated for Introductions has been extended to other sections of research articles. This will be discussed later in the following sections.

2.5.1.2 The Methods Section

It is widely accepted that Methods section is straight-forwarding. In the Methods section, procedures should be described, the particular techniques, the actual research instruments and materials need to be stated. The Methods section provides the description of the studied population and explain how the research was conducted and how the data were obtained. This section requires a detailed description of the research processes and procedures as well as an explanation of the reasons for doing so. The methods section is characterized by formulaic procedures and methodological rules (Hyland, 1998b). The Methods section is essentially a listing of procedural formulae, a simple description of the process which leads to the obtainment of the data, an elliptical checklist which offers the step-by-step description of what was done and rarely make claims about other statements (Salager-Meyer, 1994).

The Method section generally describes procedures used in the study being reported (Kanoksilapatham, 2005). According to Nwogu (1997), the lexical items ‘methods’ ‘collect’ and ‘data’ provide clues which suggest that the segment of text is presenting information on methods of data collection. Swales (2004) stated that the main headings for Method section could be *The Study*, *Method*, *Data and Methodology*, *Methodology*, and *Setting and Methodology*.

In addition to surface features of the Methods section, communicative purposes, content and structure also can help with the identification of this section. The communicative purposes of the Method section are to present how data were collected, the procedure for the experiment or measuring variables, and how data analysis was conducted. The purpose of Method section is to inform the reader the research methods used in the study, and also it provides evidence for reliability and validity of results reported in the Results section. Moreover, it makes it possible for those who are equipped with substantial background knowledge and are interested in this particular field to conduct future replication as well. Based on the models identified by (Nwogu, 1997; Kanoksilapatham, 2005; Lim, 2006), the Method section is generally structured in the order of data collection, experiment/variable measurement and data analysis.

The location of the Method section is traditionally between Introduction and Results in a RA. Lim (2006) claims that the Method section is important because it functions as a link between a particular study itself and other sections, especially the Introduction and the Result. Moreover, the Methods section can create the validity and credibility of the findings reported later in Results section.

Lim (2006) identifies the communicative functions of the Method sections in Management RAs as reflected in rhetorical moves and constituent steps. Twenty Management RAs were selected and their Methods section are analyzed to investigate move-step structure and identify how these rhetorical moves and constituent steps are realized by salient linguistic features. The analysis is conducted at two layers.

One is rhetorical structure investigation, the other is linguistic features identification, and the relationship between these two aspects is investigated as well. Three rhetorical moves are identified: 1) Describing data collection procedure/s; 2) Delineating procedure/s for measuring variables; and 3) Elucidating data analysis procedure/s. Each move contains three steps some of which consist of several substeps. Finally, the framework for the methods section of Management RAs is proposed.

After moves and steps are identified, the interview with four experts in the field of management is conducted to obtain their views on the generic structure of the Method sections in Management RAs. The purpose to conduct the interview with experts in the target discipline is to test the congruence between the findings of the study and informants' descriptions and explanations of rhetorical structure in Method section in management RAs. This provides some ideas for the present study. The interview with business experts could help the researcher with compilation of the corpus.

Lim's (2006) study is conducted at both macro and micro levels: move analysis and linguistic features identification. This is the first study focusing on the field of business which is also the target discipline in the present study. The proposed model provides an analytical framework for the Methods section in Business RAs. The rhetorical structure of the Methods section of management RAs derived from this study was used as model for the same section in the present study.

However, one drawback with the study is that the reliability cannot be ensured because it seems that the researcher analyzed the texts by himself. Move analysis seems to be subjective, and inter-rater coding is necessary for consideration of reliability. The other drawback is the small size of the corpus, which may lead to the limited degree of generalizability.

The latest research on the Method section is conducted by Peacock (2011). He analyzes and compares communicative move structure of RA methods sections across eight disciplines: Physics, Biology, Chemistry, Environmental Science, Business, Language and Linguistics, Law, and Public and Social Administration. The corpus consists of 288 published RAs, 36 from each discipline. Six leading journals are chosen from each discipline. Six RAs are randomly selected from each journal. Only empirical data-driven RAs with an explicit IMRD format are selected. Move identification is based on move names instead of using models. Peacock (2011) only explores what elements are included in the Method sections rather than applying any model with detail description of rhetorical structures, which are proposed by previous researchers. Both inter-rater and intra-rater agreement are measured to double ensure the reliability of data analysis. Seven different moves in the majority of the RAs are found to be presented in this order: *overview, location, research aims/questions/hypotheses, subjects/materials, procedure, limitations, and data analysis.*

Results show that great variation in moves and move structures occurs between individual disciplines, and interdisciplinary differences exist in the overall

move frequency across science and non-science disciplines. Figure 2.1 and Figure 2.2 present the typical move structures in the two types of disciplines.

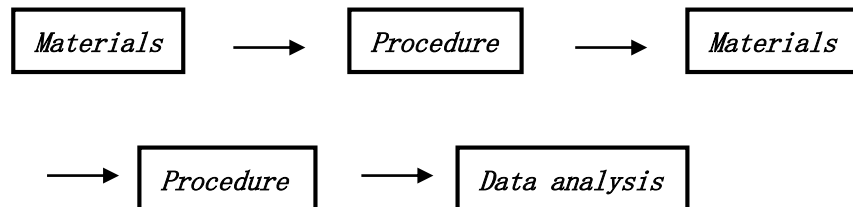


Figure 2.1 Typical Move Structure of RAs in Science Disciplines

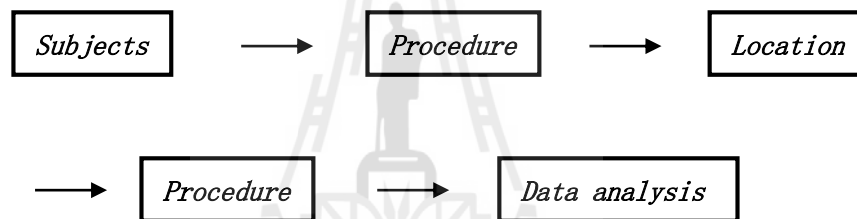


Figure 2.2 Typical Move Structure of RAs in Non-Science Disciplines

Move cycles are very common but they differed from each other in science and non-science disciplines. Interestingly, the cycle—‘*data analysis*’ ‘*limitations*’ was found only in business articles. It seems that it is important to have readers know the limitations of the research. Figure 2.3 displays the typical move structure in the field of business.

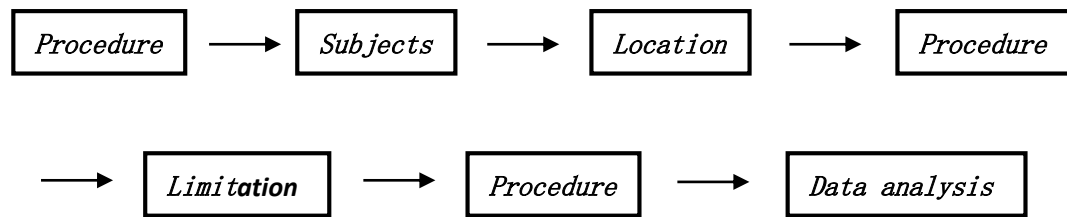


Figure 2.3 Typical Move Structure of RAs in Business

Though scant attention has been given to the research on the Methods section, previous research has revealed that disciplinary variations exist in this section. More investigations into the rhetorical structure of the Methods section are expected. Especially the rhetorical structure of the Methods section typically reflecting the characteristics of a particular discipline needs to be examined.

2.5.1.3 The Results Section

The Results section presents results or findings, restates hypotheses or research questions to remind of the objectives of the study, states what the data are and highlights data for reader's attention, provides evidence e.g. statistics, examples and frequently presents information visually (e.g. graphs, tables, figures, photographs) (Paltridge & Starfield, 2007). This section is quite a straightforward unfolding of findings as it presents a clear description of the results, describes the process of manipulating the data obtained during the experimental stage, and makes limited claims about the statistical tests (Salager-Meyer, 1994). Rhetorically, results constitute the core of the RA by conveying new knowledge through the presentation, explanation and interpretation of data, it thus represents a carefully constructed discourse to persuade

readers of the validity of the scientific facts which underlie a particular knowledge claim (Hyland, 1998b).

The Results section is conventionally the third section of the research article with IMRD pattern. Disciplinary variation of genres may be greater in Results sections than in the Introduction and Discussion (Brett, 1994; Swales, 1990). The Results section is very vital because new knowledge claims are made in this section. The Results sections were found to have variation of heading such as *Results*, *Findings*, *Analysis and Results*, *Data Analysis* in the literature.

Brett's (1994) study may be the most influential one in examining the Results section among previous studies. He examines the Results sections of 20 research articles from the discipline of sociology. He identifies 13 rhetorical moves under three communicative categories: *Metatextual*, *Presentation* and *Comment*. *Metatextual* refers to the data that guide the readers to other sections of writing. It comprises the moves of *Pointer* and *Structure of Section*. *Presentation* category is objectively reported statements that highlight the results or the ways in which the results were obtained. *Presentation* categories consist of the moves of *Procedural* and *Hypothesis Restated*. *Comment* categories are statements in which authors offer their own interpretation of, or comment on and opinion about the results already presented, building up on the *Presentation* categories. *Comment* categories contain the moves of *Explanation of Finding*, *Comparison of Finding with Literature*, *Evaluation of Finding or Hypothesis*, *Further Question(s) Raised by Finding*, *Implications of Finding* and *Summarizing*.

In the Sociology Results sections of his study, Brett (1994) proposes that the occurrence of the three organizational categories is cyclical, the most frequent pattern being Pointer (metatextual) followed by Statement of Finding (Presentation), and Substantiation of the Finding (Presentation). He describes each of the three communicative categories in terms of their linguistic features as well. The categories found extend and refine previous models of this section. Moreover, some studies (Posteguillo, 1999; Williams, 1999) take Brett's (1994) model as reference, analyzing Results section in other disciplines. Brett's model (1994) has proved to be an adequate basic model of the rhetorical categories of the Results sections for interdisciplinary genre analysis (Williams, 1999).

Williams (1999) analyzes 8 medical RA Results sections (4 clinic and 4 experimental) using a modified version of the rhetorical categories proposed by Brett (1994). The most important modification introduced initially is to extend the three subtypes of the 1.1 Statement of Finding/Result (SOR) by adding a fourth numerical subtype. This is necessary to account for statements expressing quantity but not found in any of the three original categories. With some further refinements to the modifications, it can successfully be applied in the ESP classroom for the analysis of reports in the field of biomedical. Ten moves are identified in Williams' (1999) study, including 1) *Pointer*, 2) *Structure of section*, 3) *Procedural*, 4) *Statement of finding/result*, 5) *Substantiating finding*, 6) *Non-validation of finding*, 7) *Explanation of finding*, 8) *Comparison of findings with literature*, 9) *Evaluation of finding or Hypotheses*, and 10) *Implications of finding*.

The analysis reveal that both linear and cyclical presentations occur in this field, and also the Statement of Finding category represents 77% of sentences and occur in both cyclical and linear patterns as well. The type of report and subject matter are found to influence the organization and pattern of presentation. These findings provide additional evidence of greater disciplinary variation in Results section than in the Introduction and Discussion sections. William (1999) has proved that Brett's model (1994) serves as an adequate basic model for interdisciplinary genre analysis of the rhetorical structures of the Results sections.

It is worth noting that the models for the Result sections proposed by Brett (1994) and William (1999) show that the results are not only reported, but also the interpretation, evaluations and comments on the results are provided in this section. This phenomenon indicates the relationship between the Results and Discussion sections. They share something in common and overlap to a certain extent. This confirms Swales' (1990) observation that the Results and Discussions are sometimes combined and even have additional or substituted sections labelled Conclusions and Implications.

The complexity described above is further examined by Yang and Allison (2003). They explore the complex relationship between Results, Discussion, Conclusion and Pedagogic Implications sections. Twenty RAs from the field of Applied Linguistics are investigated. The results show that both the Results and Discussions sections report and comment on results, but they have different focuses. The Results

section emphasizes on ‘Reporting results’ while the Discussion sections give more importance on ‘Commenting on results’. Yang and Allison (2003) point out that the structure of empirical research articles in Applied Linguistics tends to be flexible towards the end partly due to the overlap of rhetorical functions. They propose a six-move model for the Results sections. Move 1: *Preparatory information*, Move 2: *Reporting results*, Move 3: *Commenting on results*, Move 4: *Summarizing results*, Move 5, *Evaluating the study*, Move 6: *Deductions from the research*. The Results sections tend to have cyclical pattern, which is consistent with Brett (1994) and William (1999). Move 1-3 were dominant and Move 3 was obligatory in their corpora.

A number of studies have been carried out after Brett’s (1994) influential model for the Results section in Sociology. Previous research has revealed two characteristics of the rhetorical structure of the Results section. First, some moves may occur in a linear manner and in cyclical pattern. Second, despite the similarities in the proposed models, disciplinary variations seem to be another feature that is worth noting.

2.5.1.4 The Discussion Section

The Discussion section summarizes the main results and refers to previous study. It connects previous studies with the present work, provides possible explanations, suggests the need for further research and possible perspectives for future investigation (Paltridge & Starfield, 2007). “The Discussion section mirror-images the Introduction by moving from specific findings to wider implications” (Swales, 1990, p. 133). Hyland (1998b) provided further explanatory comment:

“The discussion sections open with the researchers’ strongest claim to reassert a title to the ‘niche’ created in the Introduction and occupied in Methods and Results. The next move conflates several of Hopkin’s and Dudley-Evans’ steps which show how the findings relate to the literature and to larger issue, re-establishing the claimed niche. Finally, the writers generally comment on implications, occasionally drawing on speculation and suggesting ways forward to establish additional territory. In this way the discussion moves reverse the direction of the introduction by moving from the study to the field as a whole, emphasizing what is novel and interesting in the study before situating these in the accepted knowledge of the community”. (pp. 33-34)

The Discussion section is conventionally the last section of the research article with IMRD pattern. Basically, this section contains three layers of statements that occur in a specific order. In other words, it is where the results are compared with the literature, the results are further explained, and claims are made to indicate the general significance of the study.

Belanger (1982, cited in Swales, 1990) is considered as a pioneering study on the Discussion section analysis. He analyzes 10 Discussion sections from articles in the field of neuroscience. He observes the close correlation between the structure of Discussion section and the number and kind of research questions in the study. He proposes five-move model for this section: 1) General introduction; 2) Summarizing results and stating conclusions with references to previous study; 3) What research suggests with references to previous study and/or to the current work; 4) Further questions with possible explanations and references; and 5) General Conclusion. Moves 2-4 are likely to occur repeatedly as a cycle pattern.

Hopkins and Dudley-Evans (1988) conduct an investigation into the rhetorical structure of Discussion sections from two genres. They examine a number of

MSc dissertations in biology and international conference paper on irrigation and drainage. They propose an eleven-move model: 1) *Background information*; 2) *Statement of Result*; 3) *(Un)expected Outcome*; 4) *Reference to previous study*; 5) *Explanation of unsatisfactory result*; 6) *Exemplification*; 7) *Deduction*; 8) *Hypothesis*; 9) *Reference to previous study*; 10) *Recommendation*; and 11) *Justification*. In addition, conference papers tend to have a typical pattern with three cycles.

Swales (1990) proposes a distilled models for research article Discussion sections after he compares the models proposed by Peng (1987) and Hopkins and Dudley-Evans (1988). He finds their models are similar in general and just have only some minor differences. Swales (1990) adapts model containing eight moves: 1) *Background information*; 2) *Statement of results*; 3) *(Un)expected outcome*; 4) *Reference to previous study*; 5) *Explanations*; 6) *Exemplification*; 7) *Deduction and Hypothesis*; and 8) *Recommendation*. This modified version provides a useful framework for later work on the structure of Discussion sections.

Peacock (2002) explores disciplinary variations in the Discussion section. He conducts a comparative analysis of Discussion sections across seven disciplines—Physics, Biology, Environmental Science, Business, Language and Linguistics, Public and Social Administration, and Law. Six leading journals and 36 RAs are chosen from each discipline, which make up the total corpus of 252 RAs. The Discussion sections are analyzed by using Dudley-Evans' (1994) model. The main purposes of this study are not only to investigate interdisciplinary variation but also to examine NS/NNS differences.

Noteworthy interdisciplinary differences are found in terms of the number of moves. The Discussion sections from some disciplines contain significantly fewer or more certain moves than in other disciplines. Regarding NS/NNS differences, interestingly, Move 7, *Claim*, Move 8, *Limitation*, Move 9, *Recommendations* are found to appear much less in papers written by NNS authors in all three sciences, in both Physics and Biology and in all three humanities, respectively.

Interdisciplinary differences are also found in terms of move cycles. Move cycles are much more frequent than average in Language and Linguistics, and in Law; and considerably less frequent in Physics and in Environmental Science. Differences between the papers written by NS and NNS authors exist. There are considerably fewer move cycles in papers by NNS authors in Biology, Environmental Science, and Business; and more in Physics and in Language and Linguistics papers.

This study explores two types of differences. One is interdisciplinary variations, and the other is the differences between NS and NNS. Two types of differences are found in the number and type of moves and move cycles. The highlight of this study is that the researcher goes beyond the interdisciplinary differences.

Amirian et al. (2008) analyzes the RA Discussion sections in the field of Applied Linguistics. Three sets of corpora of the Discussion sections are compiled from English RAs published in international journals, Persian RAs published in professional Persian journals, and English RAs written in English by Persian EFL writers rejected by international journals. This study tends to find out differences in generic structure of

the Discussion sections across these three corpora. Four journals with high reputations are selected, and 20 articles with clear separation of sections and the same length are selected. For the Persian corpus, four well-established journals of Persian language are selected and 20 articles written on language teaching issues are selected. Finally, a corpus of 20 English RAs written by Persian writers which was rejected for publication is created. All these articles were written by MA holders or PhD students of EFL. Hopkins and Dudley-Evans' (1998) model is employed as analytical framework.

The results reveal considerable differences across the three corpora. A noteworthy difference is that three moves (Reference to previously mentioned statement, Hedging statement, and Expressing wish for further research) appear frequently only in Persian corpus but are absent in the English corpus. While the unique move *Limitations of study* with high frequent occurrence in the English corpus does not appear in the Persian corpus. These differences lie in cultural discrepancies which influenced the generic structure. A model is proposed for the English corpus based on the results, containing 10 micro-moves under 3 macro-moves (Move 1: *Introduction*, Move 2: *Body*, and Move 3: *Conclusion*). The macro-moves of Introduction consists of Presenting background, Reference to previous research and Statement of aims. The Body macro move contains Findings, Explanation and Reference to previous research. The Conclusion comprises Restatement of findings, Reference to previous research, Limitations of study and Recommendations for further research. Some moves are reported to occur cyclically.

Previous studies on the Discussion section have shown a great degree of variability across disciplines. Research articles present different rhetorical structures typically characterized by particular disciplines. More research from cross-disciplinary perspective is needed to provide better insights into the rhetorical structure of the Discussion sections in wider variety disciplines. More specifically, the lack of sub-disciplinary study should motivate more research to explore variations resulting from the distinct characteristics in different subdisciplines from a particular discipline.

2.5.2 Previous Studies on the Whole RAs

Nwogu (1997) is a pioneering work on exploring the rhetorical structure of the whole Medical RAs across four sections. To the best of my knowledge, he is the first scholar who makes an application of Swale's model (1981, 1990) beyond the Introduction sections to the whole body of the RAs. He extends Swales' models (1981, 1990) for Introductions to the other three sections. Nwogu (1997) carries out a preliminary analysis on an initial corpus of thirty texts selected from five Medical journals to investigate the schematic structure of RAs from the field of medicine. The major criteria for selecting texts in the corpus are representativity, reputation and accessibility which serve as guidelines for other researchers in corpus compilation. All articles have the traditional IMRD pattern. Fifteen are randomly selected for detailed analysis after the preliminary analysis of 30 RAs.

The results show that a typical organizational structure of medical RAs may have eleven schematic units or moves. The Introduction section contains Move 1:

Presenting background information; Move 2: *Reviewing related research*; and Move 3: *Presenting new research*. The Methods section consists of three moves as well: Move 4: *Describing data-collection procedure*; Move 5: *Describing experimental procedures*; Move 6: *Describing data-analysis procedures*; Move 7: *Indicating consistent observation*; and Move 8: *Indicating non-consistent observation* are two constituent moves in the Results section. The Discussion section comprises Move 9: *Highlighting overall research outcome*; Move 10: *Explaining specific research outcome*; and Move 11: *Stating research conclusions*. The majority of the 11 moves have submoves except Moves 8-9. Nwogu (1997) not only contributes to an understanding of the rhetorical structure of Medical RAs, but also demonstrates how an overall move analysis can give an insight into the shape of texts in a manner which section studies cannot.

However, Nwogu's study (1997) is limited in several aspects. Kanoksilapatham (2003) summarizes these limitations as follows. Firstly, the final pool of Medical RAs is subjectively selected from five Medical journals. These articles might not accurately represent the field of study in question. Secondly, the corpus size is very small. The limited number of RAs may not be considered sufficient to support his claims. Lastly, the unequal number of articles selected from each of the five journals may lead to possible impact of idiosyncratic stylistic features of particular journals. Given the limitations of this study, the degree of generalizability of the findings in other disciplines needs to be cautioned.

Posteguillo (1999) conducts an investigation on the rhetorical structure of RAs as a whole in Computer Science. A corpus of 40 computer RAs selected from three academic journals is analyzed. Swales' (1990) model is used as the analytical framework for the Introduction sections; Brett (1994) for the Results sections, and the models adapted by Swales (1990) from Peng (1997) and Hopkins and Dudley-Evans (1988) is applied to the Discussion sections. Due to the disciplinary variation, RAs in Computer Science avoid the term in 'Methods' and it is quite difficult to determine whether the parts in the Methods sections can be recognized as Methods. That might be the reason Posteguillo (1999) fails to include Methods as a unit of analysis in his study.

The results show that the Introduction sections followed Swales' (1990) model at move level but differed at step level, and the cyclical pattern of Move 2 is a typical characteristic in this section. Cycles of moves occur frequently in the Results sections as well. The most characteristic cyclical patterns are Procedural-Pointer-Statement of data or Procedural-Pointer-Evaluation of data. Cyclical patterns are found in the Conclusions. Move 2: *Statement of results* alternated with Move 7: *Deduction and hypothesis* or Move 8: *Recommendation for further research*. The results also indicated that RAs in computer Science do not exhibit the conventional pattern of IMRD systematically.

Another study on move analysis of complete RAs is carried out by Kanoksilapatham (2005). She identifies the complete rhetorical structure of Biochemistry RAs following Swales' move analysis. Again, Swales' model (1990) is

extended to other sections of RAs in Biochemistry discipline similar to Nwogu (1997) and Posteguillo (1999).

Sixty Biochemistry RAs are selected to build the corpus for her study. The top five journals in biochemistry are selected, and twelve articles are randomly selected from each of these journals. The rhetorical structure of Biochemistry RAs is proposed after the analysis. Fifteen rhetorical moves are identified, three in the Introduction section, four in the Methods section, four in the Results section, and four in the Discussion section. These moves are numbered from 1 to 15, reflecting the order in which they most often appeared in the corpus.

The study expands the application of move analysis to Biochemistry RAs in their entirety, and contributes to an understanding of the discourse in RAs and provides an in-depth perspective on the formation of a distinctive section of a research article. In addition to the theoretical contributions to discourse analysis, this study offers practical implications in reading and writing instruction. The awareness of the conventions of RAs can empower learners to become proficient academic readers and writers.

In summary, the studies described above have pioneered the exploration of the rhetorical structures of RAs as entity in the fields of medicine, computer science and biochemistry, respectively. The major outcomes of the three studies are the proposed models. The models generated from these studies have exhibited disciplinary differences in terms of rhetorical structure. Also, the reviewed studies have provided the baseline and will motivate more research on the rhetorical structure of a whole RAs from other disciplines.

2.6 Linguistic Features: Hedging

Hedges have been treated as a form of ‘metadiscourse’ by some applied linguists who have widened the concept beyond features of textual organization to include elements such as the writer’s attitudes and expression of uncertainty. Hedges are one of the most significant aspects of interpersonal metadiscourse in academic articles in a number of disciplines (Hyland, 1996a; 1998c; 2005a; 2005b).

Hedges are important in academic discourse because they contribute to an appropriate rhetorical and interactive tenor, conveying both epistemic and affective meanings (Hyland, 1998a). It covers not only the sense of writer’s degree of confidence in the truth of a proposition, but also an attitude to the audience. Academic writers use hedges to minimize the potential threat new claims make on other researchers by soliciting acceptance and challenging their own work. The writer can capitalize on this metadiscursive resource to express uncertainty about a position (Hu and Cao, 2011). Hyland (1998a) views that hedges can balance objective information, subjective evaluation and interpersonal negotiation, which can be a powerful persuasive factor in gaining acceptance for claims.

Hedges therefore express both interpersonal and ideational (or conceptual) information (Halliday, 1994), allowing writers to communicate with acceptable degrees of accuracy in their truth assessments. The crucial importance of hedges lies in the fact that readers expect claims to be warranted in terms of the assessments of reliability they carry, and appropriate in terms of the social interactions they appeal to (Hyland, 2000a).

2.6.1 Definitions and Functions of Hedging

The notion of hedging has been a linguistic concept and was first introduced by Lakoff (1972) to describe “words whose job it is to make things more or less fuzzy” (p. 195). The concept of hedging originally was used in spoken discourse, and received much more attention than in written discourse and represents a significant communicative resource. “It has subsequently been applied to the linguistic devices used to qualify a speaker’s confidence in the truth of a proposition and to avoid commitment to categorical assertions” (Hyland, 1998b, p. 1).

A number of definitions of hedging have been provided by scholars. Zuck and Zuck (1986) refer to hedging as the process whereby the author reduces the strength of a statement of what he is writing. They try to extend the scope of hedging in a way that it draws on pragmatic uses of the term in language. Brown and Levinson (1987) define hedges as “a particle, word or phrase that modifies the degree of membership of a predicate or a noun phrase in a set; it says of that membership that it is partial or true only in certain respects, or that it is more true and complete than perhaps might be expected” (p. 145).

Also, Markkanen and Schroder (1989) define hedging as any manipulative, non-direct sentence strategy of saying less than one means. This definition focuses on the strategies used in a communicative situation in the use of hedging. They extend the boundaries of hedging to politeness which is used for avoiding threats to the face of the participants. Crompton (1997) defines a hedge is an item of language which a speaker

uses to explicitly qualify his/her lack of commitment to the truth of a proposition he/she utters. Hyland (1998b) defines hedging as any linguistic means used to indicate either a lack of complete commitment to the truth value of an accompanying proposition, or a desire not to express that commitment categorically. Hyland's (1998b) definition tries to demonstrate the interpersonal readership between the writer and the reader. Through using hedges and attributing the ideas to oneself, writers also invite readers to evaluate the truth value of the proposition as an independent and intelligent individual. Crompton (1997) and Hyland (1998b) establish a close connection between hedging and modality, more precisely the epistemic type of modality which refers to "the speaker's opinion or attitude towards the proposition that the sentence expresses or the situation that the proposition describes" (Lyons, 1977, p. 452).

Salager-Meyer (1994) propose two main functions of hedges. First, hedges are understatements used to express vagueness and tentativeness, and to make sentences more acceptable to the reader, thus increasing their chance of ratification. Myers (1989) argued that scientists sometimes want to be vague instead of always being precise in claiming to avoid risk of negotiation. Second, the use of hedges allows more precision in claiming results, presenting the true state of the writers' understanding. Therefore, the use of hedges not only can make things fussy, but also can negotiate the true representation of knowledge to achieve greater precision in scientific claims.

Hyland (1996c) observes three functions of hedging. Firstly, hedges allow writers to express claims with greater precision, realizing the impossibility of exactly

quantifying the knowledge. Actually, hedges are an important means to express uncertain propositions with appropriate caution. Secondly, hedges allow writers to anticipate possible negative consequences of being proved inaccurate. The precision in claims may gain the academic credibility, but writers also need to avoid being in an embarrassing situation due to their assertion that later may be shown to be wrong. Finally, hedges help writers to develop a relationship with the reader, addressing affective expectations in gaining acceptance for claims. Hedges appeal to readers as intelligent colleagues who are capable of deciding about the issues, and serve as provisional statements when pending acceptance by the discourse community. The use of hedges to clarify and confirm the persuasive nature of academic writing highlights the interpersonal relationship between the writer and the reader.

2.6.2 The Taxonomies of Hedging

Holmes (1988) classifies the lexical devices expressing hedges into five grammatical devices: modal verbs, epistemic lexical verbs, adjectives, adverbs, and nouns, and also asserted that the use of particular device appears to differ across domains. Scientific hedging is principally a lexical phenomenon, with 85% of cases realized by lexical verbs, adjectives, adverbs, nouns and modals (Hyland, 1998b). Lexical hedges represent the most common means of realizing epistemic modality in English.

The hedges are also classified into the five categories based on Salager-Meyer (1994) taxonomy. i.e. 1) Shields, all modal verbs expressing possibility, such as

can, could, may, might, would, to appear, to seem, probably, to suggest, 2) Approximators of degree, quantity, frequency and time, such as *approximately, roughly, about, often, occasionally,* 3) Authors' personal doubt and direct involvement, expressions such as *I believe, to our knowledge, it is our view that,* 4) Emotionally-charged intensifiers, such as *extremely difficult/interesting, of particular importance, unexpectedly, surprisingly,* and 5) Compound hedges, which comprise strings of hedges, such as *could be suggested, would seem likely, would seem somewhat.*

Hyland (1996b) suggests two main categories of hedges: content-oriented and reader-oriented. Content-oriented hedging words are divided into accuracy-oriented and writer-oriented, and the accuracy-oriented ones are further divided into attribute and reliability hedges. The role of content-oriented hedges is to mitigate the author's claim. Also, reader-oriented hedges show the author's respect to his audience as intelligent members of a scientific community and presents his view in such a way that they feel they have some space for their own judgment.

2.6.3 Previous Studies on Hedging

Salager-Meyer (1994) compares research articles with case reports in the field of medicine to investigate the differences in communicative purposes of rhetorical sections in these two genres, and to find out how these communicative purposes influence the frequency and category distribution of hedges used in each section. Ten case reports and 5 research papers make up the corpus of 15 articles selected from five leading medical journals. The results reveal that the Discussion sections in the two text-

types are the most heavily-hedged (13% and 10.7%, respectively), while the Methods sections displays the lowest percentage of hedges (0.8% and 3.6%, respectively). The percentage of hedges recorded in the Discussion sections by far outnumbers that observed in any other section in research papers. The results of this study show that the three most frequently used hedging devices in both genres (shields, approximators, and compound hedges) account for 90 % of the total number of hedges used in the medical texts.

Hyland (1996a) conducts the study based on a corpus of 75,000 words taken from 26 research articles in cell and molecular biology. The RAs are selected from six leading journals in the field. This study aims to characterize the role of hedging in cell and molecular biology research articles. The results of the study were compared with general academic data taking from the JDEST, 'J' sections of Brown and LOB corpora (The three corpora were mentioned in Chapter 1.3). All of the three corpora cover a wide range of academic genres in different disciplines. The results show that scientific hedging is principally a lexical phenomenon, with 79% of cases realized by lexical verbs, adjectives, adverbs and modals, and seems to employ a more restricted range of items than found more generally in academic writing. In terms of distribution, almost half the hedges occur in groups of two or more, while its rhetorical distribution follows expected patterns for pragmatic devices with 84% occurring in the Results and Discussion sections. Modal verbs such as 'would', 'may' and 'could' account for 77% of the total hedging uses in the research article corpus. Lexical verbs such as 'indicate',

'suggest', 'appear' and 'propose' constitute 56% of all instances. The Discussion sections is the most hedged section while the least hedged one is the Methods section.

Hyland (1999) examines the use of metadiscourse as a manifestation of the writer's linguistic and rhetorical presence in a text. Metadiscourse is defined as the linguistic resources used to organize a discourse or the writer's stance towards either its content or the reader (Hyland and Tse, 2004). The corpus consists of extracts from 21 introductory coursebooks in academic disciplines of Microbiology, Marketing and Applied Linguistics with total number of about 124,000 words. A parallel corpus of 21 RAs with about 121,000 words in total is built. The RAs are selected from prestigious journals in the same three fields for comparison from the current issues. The results of analysis show that hedges, used to assist persuasion, are almost three times more common in RAs than in textbooks in the same disciplines. Hedges are also found to represent the most frequent metadiscourse feature and demonstrate the important role in RAs and the need for authors to evaluate their propositions in ways that their peers are likely to be persuasive. RAs contain a higher proportion of hedges and variations exist across the three disciplines. Marketing and Applied Linguistics texts present great differences in hedges.

Falahati (2006) investigates the use of hedges in 12 RAs from three disciplines: Medicine, Chemistry, and Psychology focusing on Introduction and Discussion. The three disciplines show different tendencies for hedging categories. Main verbs are mostly used in Psychology RAs followed by Chemistry and Medicine.

The highest incidence of adverbs is in Chemistry RAs followed by Medicine and Psychology. As for epistemic adjectives, Medicine RAs show the highest frequency of this category followed by Chemistry, and Psychology. The results show that there is a considerable disciplinary variation in the distribution of modals in English RAs. The difference between the proportion of modals in Psychology and Medicine, and Psychology and Chemistry is statistically significant. The Discussion section of English RAs is more hedged than the Introduction section in the three disciplines. The results of this study show some interdisciplinary differences in terms of frequency of hedges, and the Psychology RAs contain the highest amount of hedges than those in another two disciplines.

Millan (2008) compares the use of hedges and boosters in RAs from four disciplines. Boosters are defined as words such as *clearly*, *obviously* and *demonstrate*, which allow writers to express their certainty in what they say and to mark involvement with the topic and solidarity with their audience (Hyland, 2005b). The corpus consists of 96 research articles randomly selected from high-impact international journals in four disciplines: Food Technology, Urology, Business Management and Applied Linguistics. The study aims to examine the use of epistemic and approximative categories in RAs. The results show that Business Management articles have the highest incidence of hedging devices of all corpora with 148 tokens per 10,000 words, roughly twice as many tokens as those in each of the other disciplines. That is to say, the use of hedging is far more frequent in Business Management than in any of the other

disciplines analyzed. The writers of the RAs use a wide variety of lexical resources including modals, lexical verbs, adjectives, adverbs and nouns. In general, the incidence of boosters is lower than that of hedges.

Mirzapour and Mahand (2012) compare and contrast the frequency of hedges used in three rhetorical sections (Abstract, Introduction, and Conclusion) of Library and Information (LI) and Computer Science (CS) RAs of English native and non-native writers. The data for the present study consists of 20 RAs: ten articles belonging to LI and ten belonging to CS. From ten articles in each discipline, five articles belong to native writers and five articles belong to non-native writers. The results show that hedges occur in the Conclusion section more than in the Introduction and Abstract sections. The occurrence of hedges in LI articles is higher than CS articles. Moreover, there is a broad agreement in the use of modal verbs and lexical verbs as hedges in LI and CS articles.

Previous studies on hedges indicate that the rhetorical conventions may vary from one genre to another, and disciplinary variations exist in the use of hedging. It can be concluded that the distribution of hedging expressions can vary across different rhetorical sections of research articles as well. This confirms that the frequency and types of hedging and hedging techniques used in the different rhetorical sections of RAs vary from one section to the other, and reveal how the communicative purpose of each rhetorical section influences the use of hedging conventions.

2.7 Research Gaps in the Previous Studies

Previous studies on RAs have provided valuable insights into the rhetorical move structure conventionally employed in each of the four sections in various disciplines. Swales' models (1981; 1990; 2004) have generated a substantial number of studies demonstrating how the communicative purposes of research articles are realized by moves and steps. A number of studies have focused on the rhetorical structure of research articles from cross-discipline, cross-subdiscipline and cross-culture perspectives. Meanwhile, the research on hedging also has produced useful results. However, despite the outcomes achieved so far, there are still some limitations of the previous research that point out the research gaps identified from the following perspectives.

First, the majority of previous studies both on move analysis and linguistic features have focused on small-size corpus. The researchers tend to analyze small sample of texts. Inadequate number of texts would lead to limited generalizability. In other words, the results generated from the studies on limited size of corpus cannot be confidently generalized to other settings.

Second, previous studies on RAs have tended to focus on individual sections. The studies reviewed above are just miniature of the whole picture. In fact, a considerable studies have been done on the structure on individual section of RAs. However, to the best of my knowledge, only limited number of research has investigated the rhetorical structure of RAs as a whole unit of analysis.

Third, previous research has focused on analyzing a wide range of disciplines, including Applied Linguistics, Computer Science, Biochemistry, Civil Engineering, Medical, Sociology and so on. However, there has been so far only one case (Lim, 2006) examining the organizational structure of RAs in business. Therefore, there is a need to investigate more about rhetorical structure in this unexplored field and to enrich the findings in academic community.

Fourth, previous studies on the rhetorical structure of RAs have been done on both interdisciplinary variations and cultural differences. However, to the best of my knowledge, there have been only two studies by reporting on the analysis of two related subdisciplines within a single genre. These two studies are conducted by Ozturk (2007) and Kanoksilapatham (2013) to examine the variations across subdisciplines. However, the existing studies are restricted to only the Introduction sections.

Lastly, numerous studies have investigated independently either the rhetorical structure or the hedging devices of research articles, and have yielded fruitful achievements. However, the attempt of the integration of the both have been lacking yet. Clearer pictures of how research article genre is composed and how writers present claims for ratification should be provided.

The research gaps outlined above and the need of novice researchers for scaffolding in Business RA writing drive the present study. In contrast to the small sample of texts in the previous studies, the present study analyzes 64 RAs in management and marketing, half from each subdiscipline. The corpus to be investigated

in the present study contains a substantial number of RAs that are carefully and objectively selected. The present study takes Abstract, the Introductory Elements, Methods section, Results section and Final Elements as five units of analysis and investigates the move-step structures of the five units. To the best of my knowledge, taking the Introductory Elements which includes Introduction, Literature Review, Theoretical Background and general topical information as one unit of analysis in this current study is the first attempt to analyze the extensive sections between the Introduction and the Methods. In addition to the analysis of rhetorical structure, the results from it are compared and contrasted between the two target subdisciplines. As for linguistics features investigation, the present study examines the use of hedges in Abstracts and the Final Elements, and then the comparison is made between the two subdisciplines in terms of the type and frequency of hedging use.

2.8. Summary

This chapter has presented the related literature review with regard to concepts and theories that formulate the present study. The review started with defining genre and illustrated the three approaches of genre. Then, Management and Marketing, the two subdisciplines of Business under this current investigation, were introduced, and the concept and major studies of business discourse in three regions were reviewed. Next, previous research on the target genre-RAs was reviewed with emphasis on move analysis and hedging devices. The review of the previous studies indicated the gaps

needed to be filled in the present study. Therefore, this chapter ends with the brief description of the present study that investigates the move-step structure of Business RAs as well as the use of hedges in the two sections of this genre.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology for the present study. This chapter starts with the overview of research objectives and research design of the present study. Next, corpus compilation is discussed and this process includes data collection, the selection of journals and research articles. Then, detailed description of data analysis covering move-step analysis and hedging analysis is provided. The section dealing with move analysis mainly covers the selection of analytical frameworks for each unit of analysis, move identification and inter-rater reliability. The section devoted to the analysis of hedges describes the taxonomy of hedges and methods used in this procedure. Finally, this chapter ends with a pilot study on the Abstract section to try out the methodology outlined above.

3.1 Overview of Research Objectives

As discussed in Chapters 1 and 2, although a substantial amount of studies on RAs have been carried out to investigate the rhetorical structure or to examine the linguistic features, it seems that these studies on move analysis have presented the sense of isolation due to their focus on individual section, and the investigations into linguistic features, specifically, the use of hedges in the present study, have been isolated from

the macro level analysis — move analysis in RAs. In addition, as stated in Chapter 1, many researchers have encountered difficulties when writing for publishing internationally. They need assistance for their success in academic world by being provided rhetorical and linguistic knowledge. Therefore, the present study will investigate the move-step structures of Management and Marketing RAs, examine the hedging used in selected sections in these two subdisciplines, and compare and contrast the move-step structures and hedging between these two target subdisciplines. Specifically, this study aims to 1) investigate the move-step structures of Introductory Elements, Methods, Results and Final Elements in Management and Marketing RAs; 2) find out the similarities and differences of the move-step structures of Introductory Elements, Methods, Results and Final Elements between Management and Marketing RAs; 3) examine the type and frequency of hedging used in the Final Elements sections in Management and Marketing RAs; and 4) find out the variations of the use of hedging in terms of the type and frequency in the Final Elements in Management and Marketing. Four research questions are formulated based on the purposes of the study:

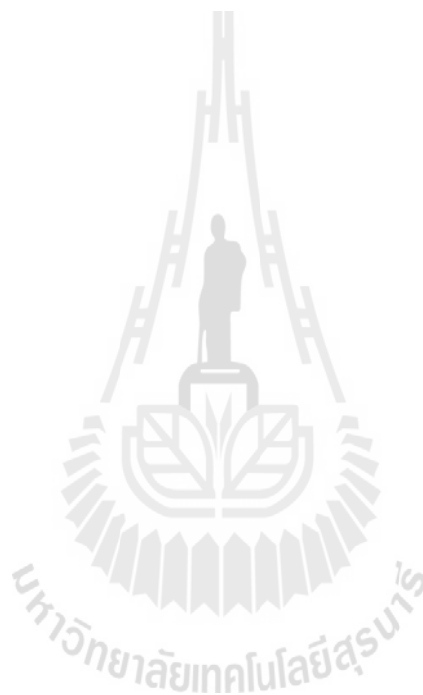
- 1) What are the move-step structures of Introductory Elements, Methods, Results and Final Elements in Management and Marketing RAs?
- 2) What are the similarities and differences of the move-step structures of Introductory Elements, Methods, Results and Final Elements between Management and Marketing RAs?
- 3) What are the type and frequency of the use of hedging in Final Elements in Management and Marketing RAs?

4) What are the variations of the use of hedging in terms of type and frequency in Final Elements between the Management and Marketing RAs?

3.2 Research Design

To achieve the purposes and to address the research questions of this current study, move-step structure analysis, linguistic feature analysis, more specifically, analysis of hedging, and comparative analysis were carried out. Figure 3.1 illustrates the procedures of the research design in the present study. In the first phase, the move-step structure identification was conducted on four sections: Introductory Elements, Methods, Results and Final Elements, respectively. The selection of analytical frameworks for each section will be discussed later in this chapter. In the second phase, the findings from analysis of the move-step structures in Management and Marketing were compared to investigate whether disciplinary variations exist. In the third phase, the use of hedging in terms of type and frequency was examined only in the Final Elements in two subdisciplines. In the last phase, the variations of hedging used in the two subdisciplines were found out in the Final Elements sections, respectively. In other words, comparative analysis was conducted from two aspects in the Final Elements sections in both move-step structure and hedging use. The type of hedging of this section from the two subdisciplines was identified based on Hyland's (2000a) hedging items as well as the proposed taxonomy in the present study. Hedging analysis was conducted by using Wordsmith Tool to calculate the frequencies of each type of hedging.

Obviously, the present research investigated move-step structure of Management and Marketing RAs and the use of hedging in the Final Elements in the two subdisciplines. Comparative analysis was applied to both move-step analysis and analysis of the linguistic feature.



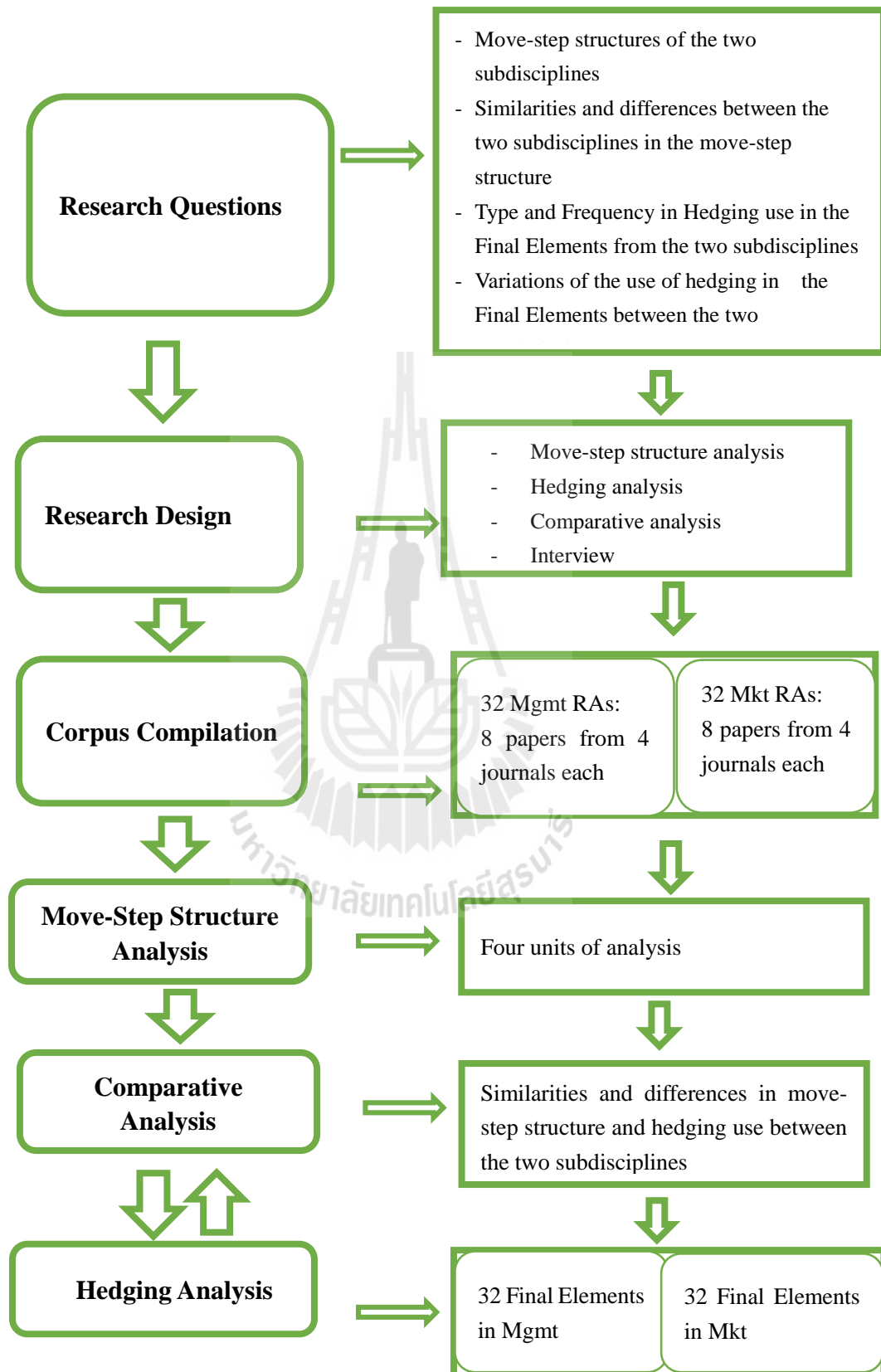


Figure 3.1 Research Methodology Flow Chart

3.3 Corpora Compilation

3.3.1 Corpus Size

As the target genre in this study, RAs in Management and Marketing subdisciplines in the field of business were selected to create two set of corpus.

The total number of RAs for the present study were 64. Thirty-two RAs were selected from each subdiscipline. The size of the corpora is arrived at this number based on previous studies on genre analysis. The previous studies reviewed in Chapter 2 have shown that their corpus size ranges from 15 to 60. Nwogu (1997) finally analyzes 15 RAs after the preliminary analysis of 30 articles. Despite the large corpus of 60 research articles and multidimensional analysis of linguistic features in Kanoksilapatham (2005), she has not carried out contrastive analysis. The present study identified the move-step structure of the selected articles and analyzed linguistic features which is similar to Kanoksilapatham (2005). In addition, comparative analysis was conducted in terms of the move-step structure and hedging use.

3.3.2 Data Collection

3.3.2.1 Selection of Journals

Basically, the selection of journals follows the general criteria proposed by Nwogu (1997) – representativeness, reputation, and accessibility. More specifically, the researcher in this present study read through the literature in genre analysis, found out and listed the journals in Management and Marketing that have been investigated by other researchers, including Hyland (2000a), Lim (2006) and Peacock

(2011). The listed Management and Marketing journals have been justified as prestigious journal by these scholars in their studies. In addition, as discussed earlier in Chapter 1, in the interview, the two experts from the School of Management Technology in Suranaree University of Technology were required as well to suggest prestigious journals from these two subdisciplines.

Obviously, the journals to be selected are journals with high impact factors which indicate that the articles are written with good quality and follow the high requirements and expectations from these leading journals in the two subdisciplines. Additionally, these journals are likely to be read by a large number of experts and top scholars in these fields. In other words, these journals are representative because they represent good quality, high reputation and high impact factor.

Then, the researcher searched from SUT (Suranaree University of Technology) library and Shanghai University (SU) library to make sure that the journals selected by the scholars mentioned above and those journals recommended by the two experts are available in the two accessible libraries. In order to keep the balance of two corpora, equal numbers of journals were selected from the two subdisciplines. Table 3.1 presents the 8 journals to be selected for the present study, four journals for each subdiscipline.

Table 3.1 Management and Marketing Journals

Management	Marketing
1. Academy of Management Journal	1. Journal of Marketing Research
2. European Management Journal	2. International Journal of Research in Marketing
3. Journal of International Management	3. Journal of Marketing
4. Journal of Management Studies	4. Journal of Academy of Marketing Science

3.3.2.2 Selection of R As

The selection of research articles is based on two criteria: 1) The selected articles were restricted to empirical studies because the overall organization of an article depends heavily on its type (Ozturk, 2007); 2) the articles with more than 5,000 words were selected to ensure an appropriate size of corpus.

As Table 3.1 displays, four prestigious journals were selected from each subdiscipline, and 8 research articles that meet the two criteria above were randomly selected from each of 8 journals, making up the corpus size of 64 research articles. The 32 research articles from each subdiscipline will constitute two sets of corpus. One corpus consisted of 32 Management articles coded as Mgmt. The other corpus contained 32 Marketing articles coded as Mkt. In order to keep up with the new trends of research articles writing in these two subdisciplines, the researcher chose the latest published articles in 8 journals. Following Kanoksilapatham (2003), sampling was restricted to a one-year period to avoid the chronological variation and to enhance

the coherence and validity of the study's results. Thus, only research articles published in in 2012 were selected from the journals. The preliminary survey showed that each journal consists of issues ranging from 4 to 6. The researcher selected one or two articles from each issue in the year of 2012. Thus, the total number of 64 RAs for this study represent the articles published in the 8 prestigious Management and Marketing journals throughout the year of 2012.

It is worth noting that sampling was not restricted to RAs with IMRD pattern. As mentioned in Chapter 1, the preliminary survey showed that the majority of Business RAs do not follow strictly the traditional text pattern of IMRD. The complicated variables that are difficult to handle are that the unconventional structure with additional parts with literature review, theoretical background, hypotheses and topical knowledge between the Introduction and Methods sections. In addition, the closing elements of RA exhibit a range of varieties which have Discussion only, Discussion and Conclusion, the combination of Discussion and Conclusion, Discussion and Implication, Discussion, Implication, Limitations and Conclusion, etc.. The variability increases the degree of difficulty in analyzing the articles. Particularly, it makes it hard to determine the categorizations of these addition parts. Thus, the selection of models for them would be problematic if these variations are not carefully examined.

3.4 Analysis of Move-Step Structure

As mentioned, the present study was carried out at two levels: the macro-level analysis of move-step structure and micro-level analysis of linguistic features. The analysis of move-step structure covered the procedures of identifying moves and steps in the four sections, calculating the frequency of occurrence of particular moves and steps, determining their sequences of occurrence, and proposing frameworks with move-step structure for the two subdisciplines of Business RAs.

3.4.1 Analytical Framework

3.4.1.1 The Organization of Management and Marketing RAs

Therefore, before determining the analytical frameworks for each section, the overall organization and each of the four sections of the research articles needed to be looked at and a brief description of them was provided based on the preliminary survey.

All 64 RAs to be analyzed have a main title, followed by a labelled or an unlabelled abstract, the main body of the article and a list of references. The Introduction, Methods, Results sections were identified in each article, and the Discussion section was identified in 93.7% of total number of 64 RAs. That is, four articles in the corpora fail to contain this section labelled 'Discussion', but other closing components such as Conclusion and Implication were identified. The Introduction sections are either unlabelled or labelled as "Introduction". The Methods section is labelled "Methods" in the majority of articles. The headings of "Methodology", and

“Data and Methodology” are used as well. The Results section has headings of “Results”, “Data and Results” and “Analysis and Results”. The final section displays a range of variations of headings including “Discussion”, “Discussion and Conclusion”, “General Discussion”, “Conclusion and Discussion” and “Discussion and Implications.

Despite the title variations, the articles contain IMRD sections which display conventional components of the RA. However, as mentioned above, it is difficult to categorize the sections between the Introduction and Methods sections, and the same situation happens to the final elements with great variations.

The section between the Introductions and Methods sections was categorized in this present study as part of the Introductory Elements after a careful preliminary examination. This section generally deals with theoretical background/development, review of the literature or other information related to the topic. Normally, hypotheses are embedded either in Theoretical Background/Development or in Literature Review. This extensive section is found to occur in the corpora of Holmes (1997), Posteguillo (1999), Yang and Allison (2004) and Lin and Evans (2012). The articles analyze in Holmes (1997) are from the discipline of Social Science. Posteguillo’s (1999) study is based on an analysis of RAs in Computer Science. Yang and Allison (2004) investigate the RAs from Applied Linguistics. Lin and Evans (2012) examine the structure patterns of RAs from 24 disciplines in 15 fields. That is, this extensive section has been identified in a wide range of disciplines, at least in the fields of social science, computer science, applied

linguistics and business. However, Holmes (1997), Posteguillo (1999), and Yang and Allison (2003) give a brief introduction to this variation in RAs in their corpora and then stop there. None of them go further to confirm the categorization of this extensive section. The section with the heading “Theoretical Background/Development” is categorized as Literature Review section in Yang and Allison (2004). Fortunately, Lin and Evans (2012) go one step further and explored the relationship between the Introduction and Literature Review, and providing this section seems to be a major trend in these two subdisciplines. They argue that Literature Review is used to provide essential background for readers unfamiliar with the societal or institutional context in which a study has been carried out. Lin and Evans (2012) also propose a name for the section between the Introduction and the Methods as ‘orientation’ rather than ‘literature review’ because this section involves not only literature review but also various kinds of contextual, theoretical background, preparing the ground for the study. They claim that the Introduction seems to overlap with this section to a certain degree in terms of reviewing previous work regardless of their different focuses. As it is known to everybody, the Introduction section contains an element about what has been done which corresponds to the review of literature. Therefore, theoretical background/development, literature review and other topical knowledge are categorized as part of the Introduction, and all these components including the Introduction comprise the Introductory Elements in the present study.

3.4.1.2 Analytical Framework for the Introductory Elements

Three influential models for the research article Introduction section are available. All these three models were proposed by Swales in 1981, 1990 and 2004, respectively. They are summarized as follows in Table 3.2.

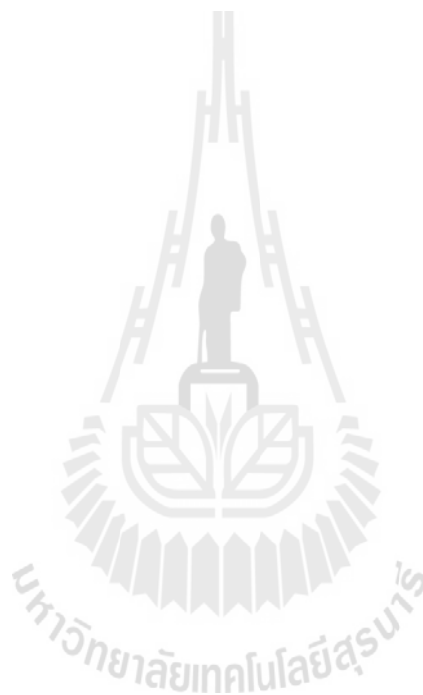


Table 3.2 Swales' CARS Models for RA Introduction Analysis

Swales (1981)	Swales (1990)	Swales (2004)
Move 1: Establishing the field A) Showing Centrality i) by interest ii) by importance iii) by topic prominence iv) by standard procedure B) Stating Current Knowledge C) Ascribing Key Characteristics	Move 1: Establishing a territory Step 1: Claiming centrality Step 2: Making topic generalization <i>and/or</i> Step 3: Reviewing items of previous research	Move 1: Establishing a territory (citations required) <i>via</i> Topic generalizations of increasing specificity
Move 2: Summarizing previous research A) Strong Author-Oriented B) Weak Author-Oriented C) Subject Orientation	Move 2: Establishing a niche Step 1A: Counter-claiming <i>or</i> Step 1B: Indicating a gap <i>or</i> Step 1C: Question-raising Step 1D: Continuing a tradition	Move 2: Establishing a niche (citations possible) Step 1A: Indicating a gap <i>or</i> Step 1B: Adding to what is known Step 2: Presenting positive justification (optional)
Move 3: Preparing for present research A) Indicating a Gap B) Question-Raising C) Extending a Finding	Move 3: Occupying the niche Step 1A: Outlining purposes <i>or</i> Step 1B: Announcing present research Step 2: Announcing principal findings	Move 3: Presenting the present work (citation possible) <i>via</i> Step 1: Announcing present research descriptively and/or purposively (obligatory) Step 2*: Presenting RQs or Hypotheses (optional) Step 3: Definitional clarifications (optional)
Move 4: Introducing present research A) Giving the purpose B) Describing Present Research i) by this/the present signals ii) by Move 3 take-up iii) by switching to First Person Pronoun	Step 3: Indicating RA structure	Step 4: Summarizing methods (optional) Step 5: Announcing principle outcomes (PISF**)
(p. 22a)	(p. 141)	(pp. 230-231)

* Steps 2-4 are not only optional but less fixed in their order of occurrence than the other

** PISF**: Probable in some fields, but unlikely in others

Since the three models were discussed in Chapter 2, more detailed description were given only to the selected models for the present study. Swales' (2004) CARS model was adopted as the analytical framework for the Introductory Elements in this present corpus for the following reasons. First, Swales' CARS model (2004) is revised based on his earlier models (1981, 1990), and one of the prominent features of the new model is that it meets the needs for variations in Introductions in different disciplines. The preliminary survey shows great variations in the Introductory Elements even in the two subdisciplines in the business field. Therefore, CARS model (2004) may deal with this situation and be applicable to various disciplines. Second, Step 2 in Move 3 of this latest new model offers a space for presenting research questions or hypotheses. The preliminary survey show that among 40 instances of Theoretical Background/Development and 12 instances of Literature Review, hypotheses embedded either in the former or in the latter occur 30 times in total. The step of presenting hypotheses can capture the feature of this high frequently occurrence. Third, as discussed in 1.4 and earlier in this chapter, "the Introductory Elements" in the present study consists of a number of components, which makes this section longer than the traditional Introduction. Luckily, one of the features of CARS model (2004) is that Move1 and Move 2 tend to be cyclical especially in longer introductions. Additionally, this model is flexible because some steps in Move 3 are optional and may not occur in a fixed order.

3.4.1.3 Analytical Framework for the Methods Section

Since the Method section has received scant attention, no single model can be considered entirely appropriate for RA writers in different academic disciplines. So far, there are only three models available proposed by researchers who investigate the move-step structures of RA Methods section from the fields of medicine, biochemistry and management. They are summarized in Table 3.3. and Table 3.4.

Table 3.3 Models for Materials and Methods Chapter/Section

Nwogu (1997) (Medicine)	Kanoksilapatham (2005) (Biochemistry)
Move 1: Describing Data-Collection Procedure by 1. Indicating source of data 2. Indicating data size 3. Indicating criteria for data collection	Move 1: Describing materials by Step 1: Listing materials Step 2: Detailing the source of the materials Step3: Providing the background of the materials
Move 2: Describing Experimental Procedures by 1. Identification of main research apparatus 2. Recounting experimental process 3. Indicating criteria for success	Move 2: Describing experimental procedures by Step 1: Documenting established procedures Step 2: Detailing procedures Step 3: Providing the background of the procedures
Move 3: Describing Data-Analysis Procedures by 1. Defining terminologies 2. Indicating process of data classification/procedure	Move 3: Detailing equipment (optional)
(p.135)	Move 4: Describing statistical procedures (optional) (p. 290)

Table 3.4 Lim's Model (2006) for the Methods Section in Management

Rhetorical move	Constituent step
Move 1: Describing data collection procedure/s	Step 1: Describing the sample (a) Describing the location of the sample (b) Describing the size of the sample/population (c) Describing the characteristics of the sample (d) Describing the sampling technique or criterion Step 2: Recounting steps in data collection Step 3: Justifying the data collection procedure/s (a) Highlighting advantages of using the sample (b) Showing representativity of the sample
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design Step 2: Explaining method/s of measuring variables (a) Specifying items in questionnaires/databases (b) Defining variables (c) Describing methods of measuring variables Step 3: Justifying the method/s of measuring variables (a) Citing previous research method/s (b) Highlighting acceptability of the method/s
Move 3: Elucidating data analysis procedure/s	Step 1: Relating (or 'recounting') data analysis procedure/s Step 2: Justifying the data analysis procedure/s Step 3: Previewing results

(p. 287)

The first model proposed by Nwogu (1997) is based on his analysis of 15 Medical research papers. Three moves are identified, and the first two moves each included three steps. The second model is proposed by Kanoksilapatham (2005) after an examination of the move-step structure of 60 Biochemistry RAs and four moves are identified in Method section. The first two moves are decided as conventional elements and the after two regarded as optional. Each conventional move contains three steps. The latest model is proposed by Lim (2006), who analyzes 20 RAs from Management

journals. Similar to Nwogu's model, there are three moves and each contain three steps, some of which include 2 to 4 substeps each.

Lim's (2006) model was used to analyze the Methods section in this present corpus mainly for three reasons. First, it seems that this model is a comparatively comprehensive framework for analyzing research article Methods section. It consists of three major moves concerning '*describing data collection procedures*', '*delineating procedures for measuring variables*' and '*elucidating data analysis procedures*'. Each move contains three steps and some of steps comprise a number of substeps. Second, Lim (2006) arrives at his model by investigating only the rhetorical structure of the Methods section instead of the whole research article. That is, Lim (2006) specifies the unit of analysis in his research that may provide deeper insights into the genre practice in this particular section. Third, Lim's (2006) model is proposed by analyzing the Methods section form Management RAs, which is one of the target subdisciplines in the present study. In other words, his model is more appropriate for the target section due to the similar discipline the two studies share.

3.4.1.4 Analytical Framework for the Results Section

As reviewed in Chapter 2, there are three well-known frameworks for the Results section, which were proposed by Brett (1994), Williams (1999), and Yang and Allison (2003). Table 3.5 and Table 3.6 offer a summary of these models.

Table 3.5 Models for the Results Section

Brett (1994) (Sociology)	Williams (1999) (Medicine)
Metatextual Categories	Metatextual Categories
0.1 Pointer. Indicates which data are to be discussed	0.1 Pointer. Indicates which data are to be discussed.
0.2 Structure of Section. Indicates the order and content of the text which follows	0.2 Structure of Section. Indicates the order and content of the text which follows.
Presentation Categories	Presentation Categories
0.3 Procedural. Explains how and why data have been produced	0.3 Procedural. Explains how and why data have been produced.
0.4 Hypothesis Restated. Restates the aims of the research, or creates further hypotheses out of the findings that have already been discussed	1.1 Statement of Finding. 2.1 Substantiation of Finding. 2.2 Non-validation of Finding. Additional results that do not support, or contradict, the finding presented in category 1.1.
1.1 Statement of Finding	
2.1 Substantiation of Finding	
2.2 Non-validation of Finding	
Comment Categories	Comment Categories
3.0 Explanation of Finding: Suggests reasons for the finding	3.0 Explanation of Finding. Suggests reasons for the finding.
3.1 Comparison of Finding with Literature	3.1 Comparison of Finding with Literature.
3.2 Evaluation of Finding re: Hypotheses	3.2 Evaluation of Finding re Hypothesis.
3.3 Further Question(s) Raised by Finding	3.4 Implications of Finding. Author provides his/her ideas about the implications and present/future consequences of the finding.
3.4 Implications of Finding	
3.5 Summarizing	
(pp. 52-54)	(pp. 363-364)

Table 3.6 Yang and Allison's (2003) Model for the Results Section

Moves	Steps
Move 1—Preparatory information	
Move 2—Reporting results	
Move 3—Commenting on results	Interpreting results Comparing results with literature Evaluating results Accounting for results
Move 4—Summarizing results	
Move 5—Evaluating the study	Indicating limitations Indicating significance/advantage
Move 6—Deductions from the research	Recommending further research

(p. 374)

Brett's (1994) model proposed after analyzing 20 Results section from Sociology RAs is the most influential one because a number of other studies on the rhetorical structure of the Results section have been carried out based on his model. His model consists of three communicative categories of Metatextual, Presentation and Comment. Each of the communicative category contains several moves and make up 13 rhetorical moves in total.

Williams (1999) obtains his model by examining the rhetorical categories of 8 Results sections from medical RAs. His model is the modified version of Brett's (1994) framework which identifies 10 moves under the three communicative categories as presented in Table 3.5. Moreover, some moves tend to display linear and cyclical patterns in the Results section of his corpus.

Yang and Allison's (2003) model was adopted as analytical framework for the Results section in the present study for the following reasons. This model is proposed based on an analysis of 20 RAs in Applied Linguistics. As Table 3.6 presents,

this model consists of six moves. Among them, Moves 3 contains four steps, Move 5 includes two and Move 6 has one. They describe the first three as dominant moves. They also imply the need to have two levels of textual organization. They claim that the use of Move and Step serves to distinguish the communicative purposes from the rhetorical techniques realizing the purposes. This model provides a brief but comprehensive components, allowing raters to follow it easily without any ambiguity when applying it to text analysis. As mentioned in Chapter 2, the results are not only just reported, but also interpreted, evaluated and commented. Yang and Allison's (2003) model includes all these elements and highlights the relationship among them. In addition, Yang and Allison's (2003) model for Discussion section was used as analytical framework for the Final Elements section (to be discussed in 3.4.1.5). Therefore, Yang and Allison's (2003) model for the Results section was adopted in consistence with the model to be used for the closing parts.

3.4.1.5 Analytical Framework for the Final Elements

As discussed in Chapter 2, a number of models for Discussion section are proposed by researchers (Peng, 1987; Dudley-Evan, 1988; Swales, 1990; Nwogu, 1997; Peacock, 2002, Yang and Allison, 2003; Kanoksilapatham, 2005). Some of the proposed models are derived from analyzing the whole RA, and most of them focus on a single discipline. Table 3.7 presents Yang and Allison's model (2003) which was adopted as the analytical framework for the Final Elements in the present study.

Table 3.7 Yang and Allison's (2003) Model for the Discussion Section

Moves	Steps
Move 1—Background information	
Move 2—Reporting results	
Move 3—Summarizing results	
Move 4—Commenting on results	Interpreting results Comparing results with literature Accounting for results Evaluating results
Move 5—Summarizing the study	
Move 6—Evaluating the study	Indicating limitations Indicating significance/advantage Evaluating methodology
Move 7—Deductions from the research	Making suggestions Recommending further research Drawing pedagogic implication

(p. 376)

As mentioned earlier in this chapter, the preliminary survey reveals that the final section presents such varieties in structure pattern. The majority of RAs (about 69%) contain the section labelled as “Discussion” or “General Discussion”. The sections labelled “Discussion and Conclusion” or “Discussion and Implications” or “Conclusion and Discussion” occur in 15 papers (around 23%). One thing worth noting is that some labelled as “Implications”, “Limitation” or “Conclusion” come after the section mainly dealing with discussion. All these components together constitute what the present study terms the ‘Final Elements’ in the present corpus. Obviously, discussion element undoubtedly dominates this complex closing section. Yang and Allison (2003) investigate the relationships between Discussion, Conclusion and Implication sections. Their findings show that the element of ‘summarizing the study’ normally occurred in the Discussion when it is a stand-alone section without being

followed by Conclusion or Pedagogical Implications sections. Similarly, ‘drawing pedagogical implications’ only occur in the Discussion section when it stands alone as the final section. Otherwise, it may appear in the Conclusion or Implications sections. They claim that Discussion, Conclusion and Implications can overlap and can function as the closing section of RAs.

Recently, Lin and Evans (2012) identifies an unconventional structural pattern in their corpus, which confirmed Yang and Allison’s (2003) argument that it is a trend that the structural pattern of RAs in some disciplines depart from the IMRD pattern. Lin and Evans (2012) also explore the relationship between Discussion and Conclusion and find that Conclusion occur frequently after the Results and Discussion section to synthesize the major findings and related discussion points. In addition, some other independent sections such as Implications, Directions for Future Research, Limitations and Applications have been analyzed as a part of Discussion or Conclusion (Nwogu, 1997; Swales, 2004).

Considering this complexity of the closing section, named as Final Elements in the present study, the researcher adopted Yang and Allison’s (2003) framework for the Final Elements analysis based on the following two reasons. First, as described above, it seems that the discussion is the dominating elements in the closing section. Therefore, a model for Discussion section is more plausible and appropriate for this section. Second, this framework is derived from the investigation into the relationship between the Discussion and other subsequent parts. Thus, this model is characterized

by the overlapping features of these parts, and highlights the close relationship among them. To date, it is the only one model that can address the complexity of the Final Elements section. Third, as stated earlier in this chapter, Yang and Allison's (2003) framework for the Results section was used for analyzing the Results section. To keep consistent, their framework for the Discussion section generated from the same study seems more homogeneous.

In summary, each unit of analysis has its own selected model for analysis. Swales' CARS model (2004) was adapted as analytical framework for the Introductory Elements, Lim's model (2006) for the Methods section, Yang and Allison's (2003) Models for the Results and the Final Elements sections respectively.

3.4.2 Move Identification

Holmes (1997, p. 325) defines a move as a segment of text that is shaped and constrained by a specific communicative function. A standard method with four-step procedure for identifying moves is suggested by Dudley-Evan (1994) and Holmes (1997; 2001) and is summarized by Peacock (2011). The present study followed this four-step procedure of move identification. First, the researcher looked for organization and patterns, and identify moves and boundaries based on the conveyed specific communicative purposes. Second, move identification was based on sentence-level analysis. It is possible that a single sentence could be recognized as a move, or several sentences or even paragraphs can be identified as one move. Third, all sentences that share the same communicative purposes were assigned to a move. Fourth, in order to

avoid subjectivity in the process of move analysis, the inter-rater reliability was guaranteed by using two raters who analyze the texts independently and then compared their results.

Besides, it is likely that one sentence contains more than one move. That is, one move is embedded in another one. In the case of move embedment, the sentence is identified as only one move by the most prominent communicative purposes which are normally present in the main clause.

3.4.3 Inter-rater Reliability

Move-step analysis, which is qualitative method in nature, inevitably suffers from subjective analysis of the text due to human judgment. This would lead to low reliability. Therefore, to ensure and achieve high reliability, inter-rater reliability should be introduced to confirm the agreement on the move types and the way of their realization by text segments (Biber et al., 2007). Currently, two methods of reporting inter-rater reliability are used by move analysts. A more common statistic method for determining inter-rater reliability is Cohen's kappa (k), which is a chance-corrected measure of inter-rater reliability. The simpler method of reporting inter-rater reliability is percent agreement called coefficient of reliability (C.R.) proposed by Holsti (1996) that indicates the number of agreements per total number of coding decisions. A conceptual formula for calculating percent agreement is:

$$C. R. = 2m/n1+n2$$

Where: m=the number of coding decisions upon which the two coders agree

n1=number of coding decisions made by rater 1

n2=number of coding decisions made by rater 2

When the C. R. value is above 0.75, it indicates excellent agreement. On the contrary, if the value is less than 0.75, it means low reliability. The two raters they need to discuss and reach the agreement where differences have occurred. In this way, satisfactory inter-rater agreement could be reached.

The present study took the percent agreement method proposed by Holsti (1969). One coder, the researcher in this study, is currently a PhD candidate in School of Foreign Languages at SUT. She has academic background of applied linguistics and her research interest is genre analysis. Another coder, an English native speaker majoring in English, who is a volunteer from Peace Corps, is currently teaching English at a Chinese university. In order to achieve more consistent inter-rater reliability, training coder is important and necessary. So it was done before the analysis of the texts for this study. Coder training not only encourages coders to examine the definitions in the coding rubric, but also expects them to arrive at a more explicit description of what each coding category represents (Biber et al., 2007). In other words, coder training aims to familiarize the evaluators with the coding scheme and achieve higher inter-rater reliability of move analysis.

The coders analyzed the texts independently. Kanoksilapatham (2003) takes 25% of the entire corpus for assessment of inter-coder reliability. Based on this criterion, sixteen research articles were randomly selected (8 from Management and 8 from Marketing) and the two coders analyzed the 16 articles independently. After that, the inter-rater reliability was calculated by using the percent agreement discussed above. Differences and ambiguities in coding led to discussion and negotiating until satisfactory percent agreement was achieved.

3.5 Analysis of Linguistic Features

The analysis of linguistic feature in the present study focused on the use of hedging specifically in the Final Elements from the two corpora which were used for move-step analysis.

3.5.1 Corpus Size

The corpora used for the analysis of the use of hedges consisted of 64 Final Elements from the same RAs selected to conduct move analysis. That is, one set of corpus comprised 32 Final Elements from Management RAs, and another set of corpus contained 32 Final Elements from Marketing RAs. The selection of RAs in these two subdisciplines was discussed in 3.3.2. The two corpora contain about 120,000 running words.

3.5.2 Taxonomy for Analysis

As discussed in Chapter 2, there are three taxonomies available for analyzing hedging words. They are proposed by Holmes (1988), Salager-Meyer (1994)

and Hyland (1996a; 1996b), respectively. Five types of hedges (Table 3.8) were adapted from them and adopted for the analysis of hedges in the present study.

Table 3.8: Five Types of Hedging

Hedges	Examples
Modal auxiliaries	<i>would, should, may, could, etc.</i>
Epistemic lexical verbs	<i>suggest, indicate, imply, assume, etc.</i>
Epistemic adverbs	<i>largely, mainly, approximately, etc.</i>
Epistemic adjectives	<i>possible, likely, uncertain, etc.</i>
Epistemic nouns	<i>tendency, assumption, possibility, etc.</i>

According to Holmes (1988), second language learners need to acquire knowledge of a wide range of linguistic devices which can be used both as means of expressing the extent of the speaker's confidence about the validity of a proposition (i.e. to express epistemic modality) and as pragmatic devices modifying the illocutionary force of utterances for interpersonal reasons (i.e. as politeness strategies). These linguistic devices are considered as epistemic devices covering possible ways of expressing uncertainty, politeness and validity of a proposition.

The terminology of epistemic modal verbs, epistemic lexical verbs, epistemic adverbs and epistemic adjectives were employed in Hyland (1996a). The present research adapted and adopted such terminology from Holmes (1998) and Hyland (1996a) to come up with the five types of epistemic hedging in Table 3.8, which expresses the degree of validation of a standpoint, uncertainty, politeness and vagueness.

3.5.3 Data Analysis

The Abstracts and Final Elements sections in the two corpora were converted into electronic ones with about 130,000 running words. Wordsmith Tool, a software of text analysis programme, was used to search hedges. In addition, Hyland's (2000a) hedging items in his Appendix 2 was used as references when searching hedging using WordSmith Tool. His hedging items are listed in alphabetical order but their part of speeches can be easily identified. The proposed taxonomy for analysis of hedging in this present study is essentially based on hedging's part of speeches. Thus, it makes it easier and more convenient to calculate the frequency of each type when searching hedging using Wordsmith Tool. Wordsmith Tool is a software package primarily for linguist to search patterns in a language. It is a popular program for the work based on corpus-linguistic methodology. Hyland (1998a) searches lexical expressions of hedging using Wordsmith Tool. In the present study, it was used to search the hedging type and calculate the frequency of hedging as Hyland (1998a) does. The searched and available words in the corpora were grouped into one of the five categories, and then the frequency of hedging in two subdisciplines was calculated for per 1,000 words. The frequency of each category of hedging for per 1,000 words and percentages was calculated in each subdiscipline to find out the similarities and differences in terms of type and frequency of the use of hedges in two corpora. The results from analyzing hedging use will be beneficial to RA writers who may have insights into the variations between the two subdisciplines, and therefore increase their awareness of disciplinary variations when they are writing RAs in different fields.

3.6 Interview Data

Semi-structured interview and discourse-based interview were used in this study. As described in Chapter 1 and earlier in this chapter, two Business experts from Suranaree University of Technology were selected as informants in the present study. In semi-structured interview, they were required to share their knowledge about the Business discipline, their experience of writing for publication, and their RA writing problems. Before describing in the discourse-based interview conducted in this research, the researcher would like to provide some background information about it.

A discourse-based interview is an oral data collecting method that was developed and first employed in Odell, et al. (1983). It seeks to uncover the tacit information that writers convey for organization purposes. This method involves detailed discussions about particular pieces of writing in which informants are required to respond to features identified in selected corpus articles, allowing them to employ their specialist knowledge as discourse community members to explain writers' choices of particular forms, interpret writers' intentions, and evaluate rhetorical effectiveness (Hyland, 2000a).

The discourse-based interview is a useful data collecting method and it was employed by some researchers such as Odell, et al. (1983), Hyland (2000a), Katze (2002), Pramoolsook (2008), and Nguyen (2014). The advantages of this method are summarized as follows. First, a discourse-based interview provides a better understanding of writing conventions in particular discourse communities. Second, it

also allows the text analyst to have in-depth insights into the writers' rhetorical choices and what purposes they intend to achieve. In addition, it is helpful for those who attempt to construct similar pieces of academic writing in the shared discourse communities because the perceived insights into the features of selected writing parts enable them to follow and increase the effectiveness of their own writing. Finally, it is possible to obtain extra information related to the findings from perspectives of insiders acting in their subdisciplinary roles as both consumers and texts creators (Hyland, 2000a).

For this study, in total, twelve discourse-based interview questions were formulated after the completion of data analysis. These interview questions were created to target on four RA sections. Four questions focus on the Introductory Elements, two on the Methods section, two on the Results section, and four on the Final Elements (two on RA rhetorical structure, and two on hedging. See Appendix B). All the 12 interview questions were obtained based on the interesting findings from both move-step analysis and hedging analysis. The purposes of this discourse-based interview are to 1) seek explanations to some unusual, interesting issues, 2) to remove the researcher's uncertainty about some issues, 3) to confirm the researcher's assumptions about the findings, and 4) to strengthen the discussion of the findings.

The two experts selected in the semi-structured interview in Chapter 1 were also the informants in the discourse-based interview. The reasons for selecting them were based on the following considerations. First, both of them are PhD degree holders in the field of Management and Marketing, respectively, so they are specialists in the

target disciplines. Second, they regularly read the RAs in their own subdisciplines, knowing the latest issues in their fields. Third, they are experienced researchers and have writing for publication experience. All these together indicate that they know the rhetorical structure and the nature of Business RAs writing.

The discourse-based interview was conducted near the end of this study, which allows the researcher to become more familiar with the organization and discourse conventions of the RAs in the two subdisciplines, so that she could formulate the discourse-based interview questions which can really help her achieve the purposes mentioned above. It was a face-to-face interview and conducted individually with the two informants. Each session lasted between 60-70 minutes, and the interviews were audio-recorded and written up as a summary immediately for later interpretation.

3.7 The Pilot Study

The pilot study is a preliminary study conducted before the main study. The rationale of a pilot study can be 1) to test whether the selected framework or analysis methods are workable or not; 2) to practice the analysis methods in smaller corpus rather than actual ones in the main study; and 3) to prove that the researcher is capable of doing the present study. The researcher in the present study took the first unit of analysis i.e., the Abstract as a trial test in the pilot study. The analysis was carried out to achieve the following purposes:

1. To investigate the typical move structures of Abstracts in Management and Marketing RAs;
2. To find out similarities and differences in terms of move structure between the two subdisciplines.
3. To examine the types and frequencies of the hedging used in the Abstracts in the two subdisciplines;
4. To find out the variations of the use of hedging in terms of the type and frequency in Abstracts between the two subdisciplines.

Before going further, information about the literature of the Abstract is provided.

RA abstracts have become a separate, well-established genre in academic discourse. Bhatia (1993) defines an abstract as a description or factual summary of the much longer report, and it is meant to give the reader an exact and concise knowledge of the full article. It is sometimes called 'a summary' because the abstract presents a faithful and accurate summary, which is representative of the whole article ((Bhatia, 1993). The Abstract is important because it influences the readers' decision about whether the accompanying article is worth reading. Swales (1990) proposes that Abstract is an advance indicator of the content and structure and a representation of an article. He claims that most abstracts reflect the IMRD pattern of the RA itself with the traditional pattern of Introduction, Methods, Results, and Discussion. It is a selective representation rather than an attempt to give the reader exact knowledge of an article's

content (Hyland, 2000). Despite sharing some common features of the RA, the Abstract constitutes a genre in its own right and it differs in several important aspects, one of which is its rhetorical structure (Lorés, 2004).

A number of studies have investigated the move structure of the Abstract. The influential research includes Bhatia (1993), Santos (1996), Hyland (2000), Martín (2003), Lorés (2004), and Samraj (2005). All these studies took Swales' CARS model (1990) as starting point and focused on RA abstracts across disciplines and in different settings.

Bhatia (1993) argues that an abstract contains the information about what the author did, how the author did it, what the author found, and what the author concluded. He identified a four-move framework for a typical abstract consisting of *Introducing purpose*, *Describing methodology*, *Summarizing results*, and *Presenting conclusions*. These four moves are correspondent with the information an abstract contains. Bhatia's (1993) four-move pattern structure is reported to be common structure in the Abstracts in Martín (2003) who identified four basic elements of *I (Introduction)*- *M (Methodology)*- *R (Results)*- *C (Conclusions)*. However, Santos (1996) proposes a five-move models for the abstract after analyzing 94 abstracts in Applied Linguistics, which is slightly different from that in Bhatia (1993) and Martín (2003). While the IMRC pattern identified in Bhatia (1993) can be found in the last four moves in Santos' (1996) model which contains five moves and a number of submoves. The last four moves in Santos (1996) indicate the purpose, describe the methodology,

summarize the results and discuss the research, respectively. The first move (Situating the research) is similar to the first move in Swales' CARS model (1990). The main function of the first move '*Situating the research*' in Santos' model is to establish a territory of the research which exactly corresponds with the first move Swales' CARS model (1990).

Studies of disciplinary differences in the abstract have also been an interesting issue. The most substantial one is Hyland (2000a), who analyzes 800 abstracts from eight disciplines. He proposes a five-move framework that contains corresponding components of Introduction, Purpose, Method, Product and Conclusion. The first move of Introduction in Hyland' (2000a) model highlights the difference in the rhetorical structure of IMRD. The function of the Introduction move in Hyland (2000a) is to establish context of the paper and motivates the research or discussion. The Introduction move in Hyland (2000a) is similar to "*situating the research*" move in Santos (1996). Samraj (2005) also examines disciplinary differences in abstracts in two closely related disciplines of Wildlife Behavior and Conservation Biology. She analyzes 12 abstracts from each discipline and the findings show the variations occur even in abstracts of two related disciplines. The two studies described above confirm that the move-step structure of abstracts varies between and across different disciplines.

Lorés (2004) summarizes three possible rhetorical organizations of RA abstracts. These three structures are named Informative (informing about the structure of the whole paper - IMRD), Indicative (indicating the need for research e.g. gaps,

research questions or problems – CARS) and Combinatory (combining the Informative and Indicative structures), respectively. She claims that the majority of abstracts in her corpus take the Informative structure that mirrors the global structure of the RA itself, number of abstracts present the Indicative pattern and a small number of them start with the CARS structure with the IMRD embedded in the last move.

The methods of move analysis, analysis of linguistic features and contrastive analysis were tried out and used in the pilot study to achieve the purposes described above. In correspondence to the purposes, this pilot study addressed the following research questions:

1. What are the move structures of the Abstracts in Management and Marketing RAs?
2. What are similarities and differences in move structure of Abstracts between Management and Marketing RAs?
3. What are the type and frequency of hedging use in the Abstracts in Management and Marketing RAs?
- 4) What are the variations of the use of hedging in terms of type and frequency in Abstracts between the Management and Marketing RAs?

3.7.1 Data and Data Analysis

In total, 64 Abstracts were separated and taken from the 64 RAs in the two corpora for the main study. These Abstracts constitute two sets of corpus, and one corpus coded as Mgmt consists of 32 abstracts from Management RAs, and the other one coded as Mkt contains the rest of half abstracts from Marketing research papers.

Hyland's framework (2000a) was adopted for analyzing the move structure of the Abstracts in this pilot study. As presented in Table 3.9, his model contains five moves which are named *Introduction*, *Purpose*, *Method*, *Product* and *Conclusion*. The name of the components reflect the functions of the five moves. There are two main reasons for selecting Hyland's model (2000a) as analytical framework. First, Hyland (2000a) comes up with his five-move framework based on the analysis of a big corpus of 800 abstracts, whose results are generally considered to be comparatively reliable. Second, he analyzes the abstracts from eight disciplines of Cell Biology, Electronic Engineering, Mechanical Engineering, Applied Linguistics, Marketing, Philosophy, Sociology and Physics. That is, his model is applicable to the Abstracts in different disciplines. Moreover, the discipline of Marketing in Hyland's corpus is similar to one of the target subdisciplines in the present study. This would sound more reasonable and appropriate to use the model derived from analysis of texts from the same discipline.

Move identification was carried out manually, which may suffer from subjectivity of move analysis. The inter-rater reliability was conducted to achieve higher reliability by working collaboratively of two people. The rater selected six texts randomly from each of two corpora. After that, the researcher and the rater analyzed these 12 abstracts independently. Then, the results of analysis were compared and the differences were discussed to reach the agreement.

As for the analysis of the use of hedging in the Abstract, the software of Wordsmith Tool was used to search hedging in the corpora. The type of hedges were

identified based on five categories of hedging presented in Table 3.8. The frequency of incidences of hedges was calculated for per 1,000 words. The two corpora together contain about 10,000 running words in total (4600 for Mgmt; 5400 for Mkt).

Table 3.9 Hyland's Model (2000a) for RA Abstracts

Move	Function
Introduction (I)	Establishes context of the paper and motivates the research or discussion.
Purpose (P)	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
Method (M)	Provides information on design, procedures, assumptions, approach, data, etc.
Product (Pr)	States main findings or results, the argument, or what was accomplished.
Conclusion (C)	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications. (p. 67)

3.7.2 Results and Discussion

After analyzing 64 Abstracts from the two corpora, the results are reported below from two perspectives: move analysis and analysis of hedging

3.7.2.1 Move Analysis

It was found that the most frequent move structures in the two corpora was the sequence of Introduction-Purpose-Product (I-P-Pr), comprising about 25% of all incidences in each corpus. Interestingly, this finding is different from that in Hyland (2000), who identified P-M-Pr as the dominant sequences in his corpus. The possible reason for this difference lies in the nature of the two corpora. Hyland's (2000a) corpus contains texts from four hard disciplines and four soft disciplines. Basically, his results reveal that the texts from hard disciplines tend to describe the research methods, while

the articles from the soft disciplines may focus more on the context or background of the research. Research scope or context, purposes of the study, and results are very crucial for the study in both the Management and Marketing abstracts, and these three elements are arranged in the sequence to present logical order (following the order of moves arranged in Hyland's model) in abstracts. The I-P-Pr pattern is illustrated below as (1):

(1) Because of the “opaque” nature of divestitures, investors face considerable uncertainty in evaluating divestiture decisions and this may look to a firm’s social context, defined in terms of the pervasiveness of divestiture activity in its industry, to infer the quality of such a decision./ Specifically, we propose that a firm’s position in an industry divestiture wave conveys information about whether or not manager are imitating their industry peers, which in turn will influence how investors perceive and assess the quality of the decision and its likely performance consequences./ Supporting this theoretical argument, we find that the relationship between divestiture position and stock market returns exhibits a U-shaped pattern, with divestitures that occur at the peak of an industry divestiture wave generating the lowest stock market returns. We also find that industry characteristics (e.g., munificence) reinforce the effect of position social context, assessed in terms of the pervasiveness of an activity, as an important factor that influence how investors perceive and evaluate divestiture decisions./ (Mgmt 7)

I

P

Pr

I-P-Pr-C, comprising 22% of all incidents, was the second most dominant pattern in Marketing corpus, while the second most frequent pattern in Management was P-Pr, accounting for 22% of all samples as well. This indicates that despite some similarities in the dominant structural pattern and frequency of occurrence of some moves in both corpora, differences also exist in Mgmt and Mkt.

Moreover, the move embedment was a prominent feature in the data. The Method move was found to be heavily embedded in the Product move (Pr/M) in the management and marketing abstracts. Move embedment with more than one communicative purposes should be identified as one move with the dominant

communicative purpose. In this case, the sentence with Pr/M embedment is identified as the Product move. Such instances account for around 33% of the samples in total. Among them, Pr/M embedment occurred in around 44% of the management abstracts, while only in about 22% of the marketing texts. Pr/M embedment It seems that writers in the field of management tended to combine results and method elements in one sentence more than writers in marketing. Examples (2) and (3) illustrate the embedment of Pr/M.

(2) Using data from 216 employees and their supervisors, results indicated that individuals were able to improve the otherwise negative odds of their creative ideas being realized when they expected positive outcomes to be associated with their implementation efforts and when they were skilled networkers or had developed a set of strong “buy-in” relationships. (Mgmt 6)

Pr/M

(3) Using a large longitudinal dataset with 1,052 firms over 20 years, we find that firms decreasing from the top 20% to the bottom 20% of advertising spending group when compared to all industry competitors would experience a drop of abnormal return by 4.08% in 1 year and a cumulative total of 81.6% in 20 years. (Mkt 32)

Pr/M

Move cycle is also a very common feature, and was identified in previous studies (Bhatia, 1993; Hyland, 2000). However, only two cases of move cycle were identified and one incidence in each of the corpora. The move of Purpose was repeated once in Mgmt, and Method in Mkt occurred twice as well. The scarcity of move cycle may be due to the limited text length required by the journals in the two subdisciplines. It is difficult for writers to repeat a certain move within a limited space without missing other necessary elements in abstracts. Examples (4) and (5) display the move cycle in Mgmt and Mkt. The underlined parts are repeated moves.

(4) This paper explores the antecedents of work–life balance for employees as they progress through different career stages denoted by age./ To date, research has failed to adequately explore how work–life balance issues develop over the course of an employee’s working life....

P

This paper challenges the static approaches and instead seeks to examine if and how WLB is affected and shaped by different antecedents as they impact on differing career stages as defined by distinct age categorisations./ (Mgmt 12)

P

(5) We study the cultural boundedness of TCE using two seminal cultural theories: the political science/sociology framework of Inglehart and the management science framework of Hofstede./ We use these theories to develop (main-effect) hypotheses about the cultural contexts Hypotheses are tested using a meta-analysis on data collected from 128 studies from 12 countries on 3 continents, representing governance decisions of 60,926 companies./ (Mkt 27)

M

M

It is worth noting that a new move which is not accounted for in Hyland’s (2000a) model was identified. The function of this new move was to promise the reader that the implications of practices or future research would be provided in the main body of the RA. The writers may attempt to save this actual implications without explicit description, and encourage the reader to continue reading the paper. Texts with similar purpose were found in TESOL Conference Abstracts and it was called ‘Promising Implications’ (Pramoolsook et al., 2014). ‘Promising Implications’ occurred once in each subdiscipline and is illustrated below as (6) and (7).

(6) Implications for research and practice are discussed. (Mgmt 17)

(7) Implications for the food and industry and policy makers are discussed. (Mkt 8)

Table 3.10 Occurrence of Moves in Mgmt and Mkt Abstracts

Moves	Management		Marketing	
	Number	Percentage %	Number	Percentage %
Introduction	15	47	30	94
Purpose	28	88	28	88
Method	10	31	14	44
Product	30	94	31	97
Conclusion	12	37	15	47

Table 3.10 summarizes the occurrence of move units in Mgmt and Mkt. The results reveal both similarities and differences in the frequency of occurrence of moves in the abstracts in the two corpora. Obviously, the *Purpose* and *Product* move are the most frequent in the two sets of corpus and comprise similar proportion of occurrence respectively in both abstracts. However, the frequency of occurrence of the Introduction and Method move is quite different between the two corpora. Basically, the five moves are discussed and arranged based on the frequency of occurrence in the corpora. Thus, the moves of *Purpose* and *Product* with similar high frequency are discussed first, and the other three moves with low frequency are described afterwards.

1. Purpose Move

The Purpose outlines objectives and goals of the study, stating where the research will reach. Therefore, the Purpose indicates objectives, thesis or Hypothesis, outlines the intention of the paper (Bhatia, 1993; Hyland, 2000). The results indicate that the majority of abstracts in the corpus contain this move. About 88% of Abstracts present the Purpose move in Mgmt and Mkt corpora. This confirms the finding that Purpose was one of the most frequently occurred moves in Samraj (2005). Such high occurrence may lie in the fact that the goals and intention of the study are very crucial to research in both subdisciplines. The objectives or goals may not only guide the writer to the expecting destination, but also help the reader judge the value of the study. Examples (8) and (9) display the Purpose move found in this pilot study:

(8) This paper examines the effects of the family ownership with respect to the processes of firm internationalization. (Mgmt 9)

(9) This article proposes a generalized theory of healthful indulgences, identifying when and why people overconsume versus regulate food intake in response to health claims. (Mkt 8)

2. Product Move

The Product move presents the main findings of the study, suggesting an outcome that the reader may find interesting or surprising. Basically, the Product states main results, the argument, or what have been achieved. The most striking feature of the data is that almost all abstracts contain the Product move to report the research outcomes, accounting for around 95% of the texts in the corpora (94% in management and 97 in marketing abstracts). This is consistent with Hyland's (2000a) finding that the Product statement was the most frequently occurred move in about 94% in his corpus. Also, this finding is supported by Martin-Martin (2003) and Samraj (2005). The high rate of appearance of the Product move indicates the extreme importance of findings or results in research. The writers are anxious to display the most central results to attract reader attention and they are eager to be accepted by the reader. The Purpose move reminds the writer to the right destination, while the Product move announces that the final goal has been achieved. Examples (10) and (11) below are two incidences of the Product Move:

(10) In the case of Russia, the benefits were found to exceed the costs, as corruption distance and anti-corruption legislation in force in the home country are positively related to share ownership. (Mgmt 19)

(11) We find that higher brand-equity-associated brand utility leads to higher choice consistency, which can drive increases in market share. (Mkt 13)

3. Introduction Move

According to Hyland (2000), the Introduction move sets the scene for the reader, providing essential background to the article, and indicates the significance of the topic to the target community and the writer's grasp of the issues involved. The function of the Introduction move is to establish context of the article and to motivate the research or discussion. The Introduction move occurred in 15 abstracts in the Mgmt corpus, and in 30 texts in the Mkt data, comprising around 47% and 94% of the samples respectively. In other words, much more Marketing abstracts include the introductory component than Management texts do. The difference resulting from disciplinary boundary is supported by Hyland (2000a), Samraj (2002, 2005), Ozturk (2007). The results from all these studies indicate that differences in the structural organization of the RA Introduction occur between or across disciplines or subdisciplines, and these differences can be explained by the nature of disciplines or subdisciplines. Interestingly, the Introduction either focused on the context or background of the research or tended to explain why the present study was needed by reviewing the previous studies and indicating the research gap. Examples (12) and (13) illustrate these two types of Introduction.

(12) The increased contribution of entrepreneurs around the world necessitates the understanding of universal as well as culture-specific antecedents of entrepreneurial firm growth. (Mgmt 20)

(13) Prior research on brand equity suggests that consumers use brands as signals to reduce uncertainty and perceived risk. Erdem and Swait (1998) developed a conceptual framework based on information economics and signaling theory to explain how equity is created, maintained and transferred over time that involves seven theoretical constructs. (Mkt 13)

4. Method Move

The Method move provides a description of research design, procedures, data and approach (Hyland, 2000a). Table 3.10 shows that 31% of the Management Abstracts included this move, while 44% of Marketing texts contained this move. Generally, the occurrence of this move was low in both of the corpora, which is consistent with Martin's (2003) and Samraj's (2005) findings that their corpora contained the least Method move. One possible reason for the low occurrence is because it was highly embedded in other moves. The findings showed that there were 17 incidences of the Method embedment in the Production or the Purpose in Mgmt, and only 8 cases in Mkt. This indicates that actually 77% of Abstracts described the methods used in the research but some of the non-stand-alone method elements do not function as an independent move. The following Examples of (14) and (15) present the Method move:

(14) The data were collected from 2,572 U.S. Army soldiers representing three organizational levels deployed in combat. (Mgmt 5)

(15) To address this issue, they examine a unique data set that combines a broad set of seven marketing-mix instruments with private-label share, using two decades' worth of data for 106 consumer packaged goods categories in the United States. (Mkt 17)

5. Conclusion Move

The Conclusion move interprets results and draws conclusions of the study. It usually extends results beyond the scope of paper and points to applications or wider implications. About 37% of writers in the Mgmt corpus included the Conclusion move

in their abstracts, while nearly half of Marketing Abstracts contained this move. That is, more Marketing than Management Abstracts present this move as the final component to discuss the results beyond the actual data displayed. In general, the Conclusion move is a less common element in the two corpora, which can be assumed that the conclusion of the study is not very necessary because the reader can interpret and evaluate the study based on the present outcomes. In addition, the writer might intentionally create suspense and allow the reader to explore applications or implications by themselves later in the article. Examples (16) and (17) are two incidences of the Conclusion move:

(16) these results suggest that these different governance mechanisms resolve, to some extent, the existing divergence of interests between stakeholders and managers with respect to environmental activities. (Mgmt 29)

(17) Subsidiary performance outcomes, subsidiary environmental conditions including important marketing aspects (e.g., customer characteristics), and headquarters' coordination and communication mechanisms enrich our cluster description and yield a holistic picture of our marketing subsidiary taxonomy. The empirical results provide significant theoretical and managerial implications. (Mkt 28)

3.7.2.2 Hedging

The results from hedging analysis were reported on the type and frequency of and variations between the Mgmt and Mkt corpus. Additionally, some examples of hedging used in the two corpora were provided to illustrate the functions of hedging in particular texts.

3.7.2.2.1 Types and Frequencies of Hedging

Table 3.11 presents the types and their percentages of hedging used in the Management and Marketing Abstracts. All five types of Modal auxiliaries, epistemic lexical verbs, epistemic adverbs, epistemic adjectives and epistemic nouns were found to be used in both corpora. The total raw number of hedges used in the Management Abstracts was 88 within 4,573 running words, and it was 116 within 5,442 running words in Marketing. The epistemic lexical verbs were the most heavily used type among the five, accounting for 37.6 % and 42.2 % of the total hedges used in Mgmt and Mkt corpora, respectively. In contrast, epistemic adverbs was the least used type in Mgmt (10.2%), while epistemic nouns were least employed in Mkt (5.2%).

Table 3.11 Types and Percentages of Hedging of Mgmt and Mkt Abstracts

Hedging	Mgmt		Mkt	
	Raw Number	%	Raw Number	%
Modal auxiliaries	19	21.6	37	31.9
Epistemic lexical verbs	33	37.6	49	42.2
Epistemic adverbs	9	10.2	17	14.7
Epistemic adjectives	12	13.6	7	6.0
Epistemic nouns	15	17	6	5.2
Total	88	100	116	100

Figure 3.2 displays the frequencies of occurrence of hedges in the Abstracts in the two subdisciplines per 1,000 words. The Management Abstracts used around 19.2 per 1,000 words, and about 21.3 per 1,000 words were employed in the Marketing. The

numbers indicate that slight difference in terms of the frequency of hedging use still existed in these two subdisciplines. Obviously, writers in the Marketing Abstracts tend to include more hedges than writers in Management. The possible reason could be that the Marketing subdiscipline is basically concerned with the enhancement of relationship with customers and partners to achieve maximum profits. Good relationship establishing requires good communications and proper strategies. Thus, writers in Marketing also know how to establish the relationship with the audience and hope to be accepted by them through using more hedges in the writing.

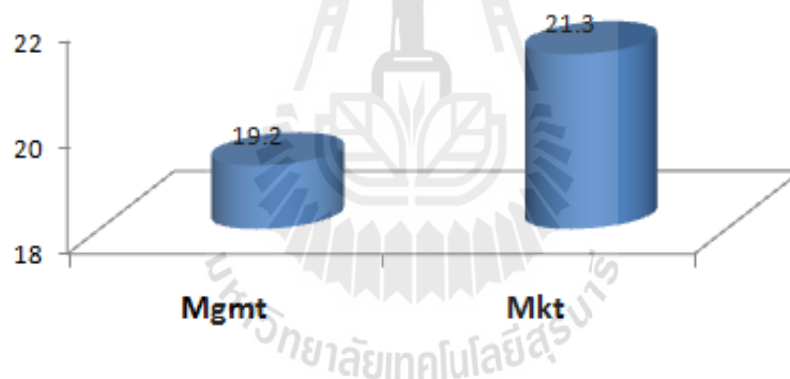


Figure 3.2 Frequencies of hedging in Mgmt and Mkt Abstracts per 1,000 words

Figure 3.3 shows the frequencies of each type of hedges in the two subdisciplines. It also visually reveals the similarities and differences in their use. The frequency of lexical verbs in per 1,000 words were 7 and 9 in Management and Marketing texts respectively, indicating that it was the most used type among five types in both corpora. This finding confirms their popularity in Hyland (1996a) and Falahati (2004). Figure 3.3 also presents that modal auxiliaries was the second most utilized type

in both subdisciplines (4.2 per 1,000 words for Mgmt; and 6.8 per 1,000 words for Mkt). Although epistemic lexical verbs and modal auxiliaries are the two most used types of hedges in both subdisciplines, their hedging is different in terms of the frequency of occurrence. On the contrary, the categories of Epistemic adjectives and nouns were the least used ones in Marketing (1.3 per 1,000 words), whereas Epistemic adverbs was the least employed category in Management (1.9 per 1,000 words).

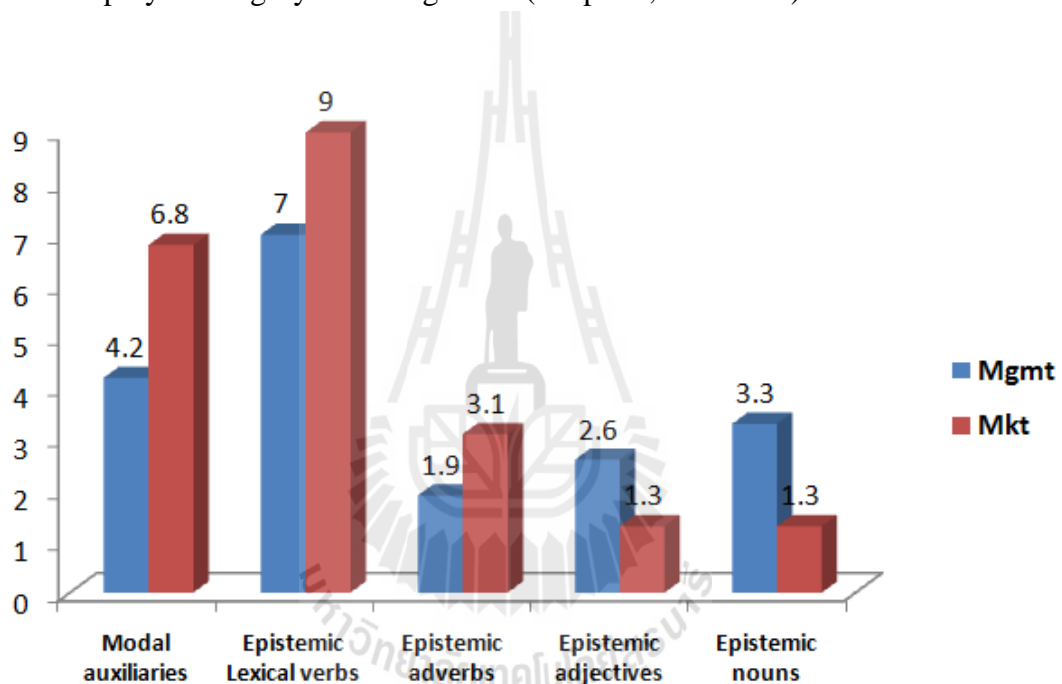


Figure 3.3 Frequencies of each type of hedging in Mgmt and Mkt Abstracts per 1,000 words

The following two sections present some examples of hedges and provide possible explanations of their functions in the Management and Marketing corpora.

3.7.2.2.2 Hedging in Management

Three tokens of hedging elements were found in example [1].

The author is aware of the acceptable ways to modulate his statement. In addition, the author is trying to be modest when interpreting his results. The first token “relatively” was used to tone down the statement to avoid the criticism for making full commitment to the truth (Hyland, 1996a). The second token “Hypotheses” indicates the author’s uncertainty about his propositions which would be either accepted or rejected.

[1] Drawing upon organizational justice and social network theories, we examined the role of social network structure and content in the development of justice climates in self-managing teams, a *relatively* understudied context in the justice literature. Data from 79 project teams were used to test the *hypotheses*. Our results *indicate* that team instrumental network density is positively related to procedural justice climate strength and that this relationship is strengthened by low team functional background diversity. (Mgmt 4)

In Example [2], five tokens of hedging elements were identified. The author tends to indicate the necessity of conducting his/her study by using the hedge “uncertainty”. In addition, the use of “propose” shows that the author is eager to establish a close relationship with the reader. While the use of “will” refers to general truth, the justification for the assurance being based on repeated experience rather than logical inference (Hyland, 1996a). Additionally, the author is trying to create vagueness or ambiguity by using the hedge word “likely” in [2] and [3] (Vazque & Giner, 2008).

[2]..., investors face considerable *uncertainty* in evaluating divestiture decisions and this may look to a firm’s social context, defined in terms of the pervasiveness of divestiture activity in its industry, to *infer* the quality of such a decision. Specifically, we *propose* that a firm’s position in an industry divestiture wave conveys information about whether or not manager are imitating their industry peers, which in turn *will* influence how investors perceive and assess the quality of the decision and its *likely* performance consequences. (Mgmt 7)

[3] However, in the mining industry, Chinese and Indian acquisitions are more *likely* to take place in resource-rich countries with unstable political environments, poor rule of law, and deficient control of corruption. (Mgmt 13)

The author in Example [4] interpreted his findings in a safe way to avoid taking risks by using “theoretically” which indicates the findings may not be applicable in actual world. The use of “should” expresses the vagueness and politeness to avoid confrontation between writers and readers (Hyland, 2008; Vazque & Giner, 2008).

[4] *Theoretically* the findings offer a better understanding of referral behaviour; managerially, they can help firms amplify their new customer acquisition efforts by *indicating* which customer groups they *should* target with referral reward programs. (Mgmt10)

The tokens of “implication” in Example [5] and “assumption” in Example [6] are under the type of “Epistemic nouns”. The author interpreted his findings cautiously by using “implication” along with “may” in Example [5]. While “assumption” indicated that the untested claim “the importance of ‘market mavens’ in purchase decision” needs empirical studies to justify. In this way, the author may attempt to allow more room for negotiation (Hyland, 1996c).

[5] The *implication* of the finding is that using contingent rewards *may* only be effective when implemented in a polite, respectful manner represented by interpersonal fairness. (Mgmt 16)

[6] Market mavens reportedly play important roles in the purchase decisions of other consumers, but this *assumption* has never been tested empirically. (Mkt 10)

3.7.2.2.3 Hedging in Marketing

Marketing is a fairly socially driven subject area that focuses on the habits and conventions of certain communities. The nature of this science seems

to strongly influence the use of interactional elements like hedges (Vázquez and Giner, 2008) because the data in this discipline are not be very numerical or mathematically verifiable, but based on opinions.

In the following Examples [7] and [8], a similar function was identified in the use of hedges “provided that” and “if” which belongs to “Epistemic adverbs” category. The writer is trying to assert something tentatively and avoid absolute statements which might put himself in an embarrassing situation (Salager-Meyer, 1994). The use of “tendency” indicates the possibility of the stated situations in the study, and the token “should” signals author’s attention of showing uncertainty and his carefulness of not conveying rigid proposition.

[7] They find that increasing the fund assortment size decreases the *tendency* to invest in all available funds (1/n#) but increases the *tendency* to spread the invested dollars evenly among the chosen alternatives (1/n\$), *provided that* the number of funds chosen for investment allows for easy equal dollar allocations. Mkt 10

[8]*If* the product development team wants to reduce resistance to products with market newness, it needs to build a coalition of supporters that can help it during the review process. Similarly, *if* the team seeks to minimize resistance to products with technology newness, it *should* frame the product in terms of the firms’ existing products, strategies, and competitive thrusts. (Mkt18)

The token “consistent with” occurred twice in Example [9], and it was used when the author presented his findings with the support of previous studies or conceptualization to avoid the risk of being criticized once different results are obtained by other researchers. The hedging allows the writer to anticipate possible negative consequences of being proved wrong (Hyland, 1996c).

[9]*Consistent with* this perspective, five studies demonstrate that attribute numerosity benefits hedonic more than utilitarian options by increasing the extent to which the former appear useful.....*Consistent with* this conceptualization, these effects become amplified when decision makers engage in heuristic processing and when priming makes usefulness salient. The findings have important *implications* for how marketers present attribute information, for public policy and consumer welfare, and for understanding argument numerosity effects in persuasion more broadly. (Mkt 7)

Three tokens from “epistemic lexical verbs” were used in Example [10]. Hedging verbs represent an overt means of displaying the subjectivity of the epistemic source (Hyland, 1996a). The use of impersonal verbs “assume”, “proposes” and “suggest” expresses the extent to which the writer commits himself to the truth value of the statements and the writer to be more open to other possible interpretation (Salager-Meyer, 1994). In addition, these hedges convey the politeness.

[10]Marketers commonly *assume* that health claims attached to otherwise unhealthy food stimulate consumption because such claims offer justification for indulgence and reduce guilt. This article *proposes* a generalized theory of healthful indulgences, identifying when and why people overconsume versus regulate food intake in response to health claims. The authors *suggest* that the nature of the food attributes the claims emphasize—namely, functional versus hedonic—determines the extent of consumption of the indulgence. (Mkt 8)

Example [11] contains an “epistemic nouns” type of “probability” which is used to obscure the source of epistemic judgment, creating intentional ambiguity of statement.

[11]There is a high *probability* (61%) that a price promotion affects sales of at least one other category. (Mkt 31)

The token “more or less”, under the “Epistemic adverbs” category, can provide the reader with an alternative interpretation for the rest of the sentence (Hyland, 1996a), and balance against the convictions and expectations of readers (Hyland, 2008).

[12] *More or less* advanced tasks can be found within all activities, e.g., in sales and marketing where telesales is on the less advanced end of the scale while branding and identity building are on the advanced end of the scale. (Mkt 25)

In summary, claiming precision is not appropriate in all situations and that scientists do not always want to be precise (Myers, 1989). The writers can modulate their statements in proper ways, highlight the subjectivity of a proposition, reduce the writers' commitment, convey sense of politeness and reduce confrontation between the writer and the reader (Salager-Myer, 1994; Vázquez and Giner, 2008). Therefore, the use of hedges makes it possible for RA writers not to have to make claims too cautiously and rigidly all the time. It is also an effective way to create rapport relationship between the writer and the reader because the former takes the latter into consideration and attempts to get the reader involved in their writing.

3.7.3 Conclusion

Despite various patterns of abstracts reported in this study, the move structure of I-P-Pr (Introduction-Purpose-Product) is the most dominant sequences in both Management and Marketing. In regarding with the individual move, both corpora contain more or less equal number of the moves of Product and Purpose. In contrast, differences occur in the use of moves of Introduction, Method and Conclusion in these two subdisciplines. Marketing Abstracts tend to include much more Introduction and Method moves than Management, while Management texts seem to contain more Conclusion element than Marketing.

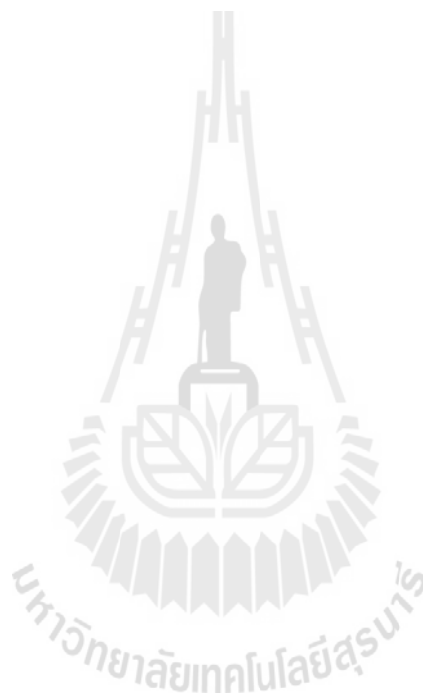
Regarding the use of hedging, all the five types occurred in both subdisciplines of Business. Among them, “Epistemic lexical verbs” were found to be the most frequently used type in both corpora. Interestingly, “Modal auxiliaries” occurred with the same frequency in Management and Marketing. However, despite these similarities, some differences were still identified in terms of the frequency of hedging use in the two subdisciplines. Management abstracts tend to use more “epistemic nouns” and “epistemic adjectives” than Management samples, while writers in Marketing are likely to use more “epistemic lexical verbs”.

In summary, the findings of the pilot study have demonstrated the existence of variations in terms of both move-step structure and the use of hedging between the two subdisciplines of Business, i.e. Management and Marketing. Therefore, pedagogical implications can be proposed that teaching practices should address the variations so as to meet the specific expectations from different particular discourse communities.

3.8 Summary

This chapter has provided detailed descriptions of the research design and procedures for the conducting the study. The research design highlights two layers of investigation into the target genre. The integration of move-step analysis and hedging analysis ensure better understanding of the move-step structure as well as a key linguistic feature of research articles in the two subdisciplines. In addition, criteria and justification for the selection of data and analytical frameworks and data analysis procedures have

been provided. A pilot study has been conducted on the move-step analysis and hedging analysis in the Abstract at the end of this chapter. The findings from preliminary study has proved that the research design and research methods to be employed in the main study are reliable and workable. In addition, it has proved that the researcher is equipped with certain research skills and is capable of carrying out the proposed study.



CHAPTER 4

RESULTS AND DISCUSSION OF THE INTRODUCTORY ELEMENTS

This chapter presents the results and discussion of the move-step analysis conducted in the Introductory Elements which consist of Introduction and the Introductory Extensive Section as it is called in Holmes (1997) and in Yang and Allison (2004). Due to the Introductory Extensive Section's deviation and incompatibility with Swales' CARS model (2004), the results of the Introduction and the Introductory Extensive Section are reported separately. Therefore, the first section presents the results from the analysis of 64 Management and Marketing Introductions and it provides discussion based on the research findings. The rest of the chapter reports the results of and presents discussion for the other part of introductory elements---the Introductory Extensive Section in the two subdisciplines.

4.1 The Introduction Section

Table 4.1 presents the results of move-step analysis of 64 Business RAs Introductions from Management and Marketing. It displays moves and steps found in the two subdisciplines and the frequency of occurrence of each move and step in the two corpora.

Table 4.1 The Frequency of Occurrence of Moves/Steps in the Introduction Section

Move/Step	Mgmt (N=32)		Mkt (N=32)	
	Introduction	%	Introduction	%
Move 1: Establishing a territory	32	100	32	100
Move 2: Establishing a niche	32	100	29	90.6
Step 1A: Indicating a gap	30	93.8	29	90.6
Step 1B: Adding to what is known	4	12.5	1	3
Step 2: Presenting positive justification	9	28	3	9.4
Move 3: Presenting the present work	32	100	32	100
Step 1: Announcing purposes	29	90.6	27	84.4
Step 2: Presenting RQs or hypotheses	6	18.8	13	40.6
Step 3: Definitional clarifications	0	0	0	0
Step 4: Summarizing methods	14	43.8	16	50
Step 5: Announcing principle outcomes	8	25	12	37.5
Step 6: Stating the value	19	59.4	21	65.6
Step 7: Outlining article structure	12	37.5	17	53

As presented, almost all Introductions contained the three moves proposed in Swales' CARS model (2004) except three Introductions in Marketing (Mkt 01, Mkt 06 and Mkt 15). That is, generally, the Introductions in the two subdisciplines are compatible with the selected model. The following section will describe the moves and steps used in the two subdisciplines through exemplifying excerpts taken from the two corpora. The citations appearing in the original research articles are replaced with (C), not considering the number of references. The description of frequency of individual move and step fall into three categories: a move or step that occurs in 75% or above is

described as ‘frequently’, between 40% and 75% viewed as ‘moderately frequently’, and below 40% regarded as ‘low frequently’. This criterion is applied throughout this study.

4.1.1 Description of moves and steps in the Introduction Sections

4.1.1.1. Move 1: Establishing a Territory

The functions of Move 1 are to state the importance of the study, to make statements about the study from generality to specificity, and to review the previous studies. As expected, this move occurred in all Introductions in the two subdisciplines. This move is illustrated through the following examples from the two subdisciplines.

- 1) Creativity and innovation are critical for organization performance and survival in rapidly changing and highly competitive environments (C). (Mgmt 01)
- 2) Research into customer referral behavior suggests that stimulating such referral behavior encourages new customer acquisition (C)... Similarly, Kumar et al. (2007) note that the most valuable customers are not always those who buy most but rather whose WOM attracts the most profitable new customers. (Mgmt 10)
- 3) Brand extensions are an extremely popular way to launch new products. Almost 82% of new products introduced each year are brand extensions (C). (Mkt 03)
- 4) Recent research on Facebook examined the conveyed personalities of users’ profiles to test the validities and the idealized virtual identity hypothesis and the extended real-life hypothesis (C). The research concluded that..... (Mkt 15)

Examples 1) and 3) illustrate the importance of a particular topic by using the key words *critical* and *extremely popular*, while Examples 2) and 4) present what previous research has done and what results have been found which are related to the topics concerned. Both the statements of the importance of the topic and review of the previous research were categorized as Move 1.

4.1.1.2 Move 2: Establishing a Niche

Move 2 provides the justification to the study being reported, points out the weaknesses and limitations of previous research, and therefore research gaps are identified. This move functions as a link between previous works and the present study. Move 2 is accomplished through the use of a maximum of three steps. This move appeared in all Management Introductions and in about 90.6% of the Marketing texts.

Step 1A: Indicating a gap: Step 1A provides a critical evaluation to previous research by pointing out research gaps or limitations of research methods and therefore indicates the value or significance of the study being reported. Examples 5) and 6) illustrate the use of this step.

5) Although such research advances scholars' understanding of the operation of justice by highlighting the role of social influence processes in facilitating shared perceptions of fairness, important questions remain about the emergence of team-level justice perceptions. (Mgmt 04)

6) Despite such emerging evidence, surprisingly little is known about how online community participation affects consumers' decision making. (Mkt 02)

Table 4.1 shows that Step 1A was frequently used in both subdisciplines, accounting for about 93.8% and 90.6% of the total Introductions in Management and Marketing, respectively. This result is consistent with Rubio (2011) and Kanoksilapatham (2012), who claimed the high rate of frequency of this step in their corpora. It is assumed that this move is straightforward and easy to be composed by using words such as *however*, *although*, *despite*, to indicate the contradiction to earlier descriptions about the existing works. Such high rate of frequency of Step 1A in the present study indicates that identifying a research gap is a strategy of establishing a niche preferred by Management and Marketing writers in this study.

Step 1B: Adding to what is known: Step 1B claims that the study being reported provides additional insights into a particular research phenomenon by using the words such as *extend* and *further* to indicate that additional in-depth understanding of the research topic will be explored. The use of this step was demonstrated by Examples of 7) and 8):

7) In this study, we overcome these shortcomings and extend the existing literature by investigating the conditions under which firms make direct investments in foreign markets with high levels of risk. (Mgmt 23)

8) Therefore, it is necessary to investigate three developments in social psychology on how influence from groups, in conjunction with situational characteristics,..., which in turn affects the consumers' behaviors. (Mkt 23)

Step 1B occurred at a very low rate in two subdisciplines (12.5% in Management, and 3% in Marketing). This finding is supported by Rubio (2011) and Kanoksilapatham (2012). Such low rate of frequency is reasonable because Step 1A was found to be very frequently used to indicate a research gap, and Step 1B is an alternative strategy of establishing a niche based on the CARS model (2004). The only one incidence of co-occurrence of Step 1A with Step 1B was found in Mgmt 02. The writer of this RA first pointed out the research gap, and then provided a solution to fill the gap by further exploring the particular research practice. For example:

9) What is missing in this conceptualization is an explanation of the contents of the black box— that is, what are teams experiencing when they are changing?/ By developing a construct that captures the disruption a team undergoes, we shine a light inside the black box by further articulating the role of flux in team performance and linking it to theory on equilibrium and established frameworks (C)./ (Mgmt 02)

S 1A

S 1B

Step 2: Presenting positive justification: Step 2 claims the needs and imperative to conduct the reported study after a process of critical evaluation on previous research. This step is characterized by key words or phrases such as *need* and *worth studying*. The following two examples present the use of this step:

10) Given the blunt corruption situation in Russia described above, it is worth studying how foreign firms investing in the country adjust to the challenges associated with corruption. (Mgmt 19)

11) Considering the evolution in the nature of complaining identified previously, there is a need for a broader understanding of consumer complaining behavior. (Mkt 05)

Occasionally, Step 2 was found to co-occur with Step 1A or Step 1B to establish a research gap. The combination of the two steps allows the readers not only to be aware of the research gaps or problems of the existing studies but also to realize the necessity of more investigation into the topic concerned. For example:

12) However, both research and anecdotal evidence indicate that the marketing-sales relationship is problematic (C) /...Given the importance of the marketing-sales relationship and its often problematic character, more needs to be learned about factors that might increase its effectiveness. / (Mkt 29)

S 1A

S 2

4.1.1.3 Move 3: Presenting the Present Work

The main function of Move 3 is to fill the research gap(s) described in Move 2 and presents the current study through the statement of the purposes of the reported study, developing hypothesis, describing the methods used in the current study, announcing the main findings, stating the significance of the current study, and outlining the structure of the article. Move 3 accomplishes its functions with maximum seven steps. All Introductions contained this move. However, the steps included in this move occurred at different rates of frequency, which will be discussed below.

Step 1: Announcing present research descriptively and/or purposively: Step

1 describes what will be done in the current research and states the purpose(s) of the study. Examples 13) and 14) below illustrate the function of Step 1.

13) This paper explores work-life balance for employees as they progress through different career stages denoted by age... It is the intension of this paper to broaden the discussion beyond working parents to a consideration of different employee career stage to examine the impact of WLB on these very different employee groupings. (Mgmt 12)

14) With the current research, we aim to build on this literature studying consumers' expectations of self via Facebook to complement and extend this findings. Specifically, we focus on consumers' use of brands as subtle cues to represent their selves. (Mkt 15)

About 90.6% and 84.4% Introductions had Step 1 in the Management and Marketing corpora, respectively. This finding is consistent with Rubio (2011) and Kanoksilapatham (2012) in which Step 1 was found to occur very frequently. The high frequency of occurrence of this step indicates that it is of great importance to give the reader a general idea of what the reported research is about and what are the purpose(s) of the study.

Step 2: Presenting research questions or hypotheses: Step 2 proposes research questions or generates hypotheses to be investigated in the research. The use of this step is demonstrated by Examples 15) and 16).

15) In this study, we hypothesize that two critical resources will positively impact employees' commitment and behavioral responses to change. (Mgmt 03)

16) The dual objectives are summarized using the following two questions of interest to a brand manager:

Do previous adopters of a brand generate both category-level and brand-level IPC? If so, how do these two types of IPC work together in driving a brand's sales?

How can we infer the impact of IPC on category sales and brand sales in the presence of marketing mix variables that affect new product growth? (Mkt 21)

Example 15) presents the hypothesis of the current research, while Example 16) lists two research questions to be answered in the study being reported.

Step 3: Definitional clarifications was not found in the two corpora at all. This step gives definitions to some terms or terminology that are used in the reported research. The possible explanation for the absence of Step 3 is that definitions are later provided in the Extensive Sections in the two subdisciplines.

Step 4: Summarizing methods: Step 4 states briefly the main methods to be used in the present research. Fourteen Management Introductions and 16 Marketing texts, accounting for 43.8% and 50% of the total texts, respectively, used this step in the two corpora. Step 4 can be elucidated by the following examples.

17) The empirical analysis is based on panel data from a national UK survey at the establishment level which took place in 1998 and 2004. The UK provides a worthwhile case study given the high degree of openness of its economy to foreign investment. (Mgmt 32)

18) We test most of our hypotheses twice, using two independent methods and three empirical studies. Our first study is a manager study using data from a cross-firm, cross-industry survey of executives...we conducted two studies using an experimental scenario approach to analyze downsizing from a customer perspective. (Mkt 19)

Step 5: Announcing principle outcomes: Step 5 reports the main findings of the current study and normally follows purpose, hypotheses and methods statements.

The following examples illustrate the use of Step 5:

19) By combining these levels of analysis, we show that decoupling does not necessarily involve intent on the part of managers. Rather, decoupling can be the outcome of organization learning efforts... (Mgmt 18)

20) Notably, we find that the antecedents of offshoring advanced manufacturing tasks to some extent vary from those determining firms' propensity to offshore advanced service tasks. (Mkt 25)

Only about 25% and 37.5% of the Management and Marketing Introductions contained this move to preview the major finding of the study being reported. The majority of Introductions did not include this move probably because the writers intended to keep the results to be shown in the Results section in order to keep the readers interested and to encourage them to continue reading the whole article.

Step 6: Stating the value of present research: Step 6 generally states the value, significance and contribution of the current study. This step is elucidated by the following examples:

21) The current study contributes to previous research on motivation to continue working after retirement in at least four ways. First,...; Second,... (Mgmt 28)

22). We note two qualifications of our study upfront. First, our purpose is not to contrast these two cultural theories, but rather to examine whether we find systematic evidence for cultural effects on TCE across two major, comprehensive cultural theories. Second,... (Mkt 26)

Step 6 occurred in more than half of the Introductions in the two subdisciplines, comprising about 59.4% and 65.6% of the total texts in the Management and Marketing corpora, respectively. This result indicates that the statement of the value is very important in both subdisciplines. The explicit claims of the value of the current research would leave a deep impression to readers. Therefore, they may think the study being reported is a piece of worthwhile work.

Step 7: Outlining the structure of the paper: Step 7 functions as a reminder to the readers of what major items to be discussed throughout the paper. Examples 23) and 24) illustrate the use of Step 7:

23) Initially, we outline the theoretical background of..., followed by an in-depth study of the factors.... In the third part of this article, we present the methodological issues... at the end of the article, we provide conclusions and the references we have used. (Mgmt 14)

24) The remainder of the paper is organized as follows. We first describe..., followed by the presentation.... We conclude by discussing...(Mkt 13)

Step 7 is usually located at the end of the Introductions, and this step is realized by using the sequential markers such as *first, followed by, in the third part, in the end*. The information provided in this step informs readers how the article was organized and allows readers to know roughly what to expect in reading this research. About 37.5% of Management Introductions and 53% of Marketing texts used this step.

4.1.2 Move Sequence and Move Cycles

All Introductions began with Move 1 except one Management Introduction (Mgmt 28), which opened with Move 2. The example below demonstrates how Mgmt 28 begins the Introduction with Move 2.

25) While various studies have examined the motivation of employees to retire early (C), very few studies have focused on the motivation of employees to continue working beyond retirement age (C). Consequently, not much is known about why people want to stay in the workforce after reaching the formal age or retirement. (Mgmt 28)

In this example, the Introduction does not start with the topic generalization. Instead, it begins with gap indication. However, this was a rare instance and the majority of Introductions open with Move 1 in the two subdisciplines. All Introductions end with Move 3, presenting and describing the current study being reported.

The most frequent move structure of Introductions in the two corpora is Move 1-Move 2-Move 3 (M1-M2-M3), accounting for about 34.4% and 46.9% of all

instances in the Management and Marketing Introductions. Similar results were reported in Samraj (2002), Ozturk (2007), Rubio (2011) and Kanoksilapatham (2005; 2011)) in which M1-M2-M3 was the predominant pattern in their corpora.

Move cycle was a striking feature identified in the two subdisciplines. The analysis of the Introductions revealed that all the three moves were cyclical but to different degrees. Move 1 was found to be the most recycled move among the three (34 out of 64 Introductions) whereas Move 2 was the least and only repeated in 18 out of 64 Introductions. Meanwhile, Move 3 was the second cyclical one among three with 20 out of 64 Introductions repeated. According to Swales' CARS model (2004), Move 1 and Move 2 are possible recycling moves and occur repeatedly in Introductions. However, the findings in this study seem contradictory to this model because Move 2 was found to be the least repeated move, while Move 3 was repeated even more than Move 2. The findings are also incongruent with Kanoksilapatham (2012) in which Move 3 was not found to be cyclical at all in her Engineering corpus. However, Kanoksilapatham (2011) claimed that Move 3 was cyclical with 55% of the Civil engineering dataset. The possible explanation for Move 3 cycling is that presenting the current work is especially crucial in Business RAs. Therefore, the emphasis on importance is achieved by repeating some of the seven steps in Move 3.

4.1.3 Differences between Management and Marketing Introductions

This section presents the different move-step features of Introductions in the two subdisciplines. These differences are reported from the frequency of occurrence of

particular steps, the proportions of cyclical and non-cyclical pattern and the number and functions of identified new steps.

4.1.3.1 The Frequency of Occurrence of Steps

Despite the high frequency of occurrence of the three moves in the two subdisciplines (100% of occurrence of three moves in Management, 100% of Moves 1 and 3, and 90.6 % of Move 2 in Marketing), differences were identified between the two subdisciplines at the step level. As Table 4.1 suggests, Management and Marketing Introductions contained *Move 2, Step 2: Presenting positive justification* at the rate of 28% and 9.4%, respectively. Although this step was found infrequently used in the two subdisciplines, the difference is still worth noting because it was used in the Management Introductions much more frequently than in the Marketing ones. The more frequent use of Move 2, Step 2 in Management may be the result of the nature of the subdiscipline. Management is a highly competitive area of study (Venon, 2002), so to be successful in this competitive field of study, the research is expected to provide additional insights along the same line of previous studies and in-depth understanding of the research topic, thus, to extend the existing research. In contrast, apart from gap indicating, Marketing Introductions seem to expand the research scope as well because Marketing is a customer-centered approach that seeks to uncover customers' needs and adjust organizations' services or strategies to satisfy customers (Needham et al., 1999).

In Move 3, *Step 2: Presenting research questions or hypotheses* was found to occur in both subdisciplines. However, the frequency of occurrence is different.

Management Introductions used this step at the rate of 18.8%, while about 40.6% Marketing Introductions either proposed research questions or generated hypotheses. The frequency of occurrence of this step can be rated as low in Management but as low to moderate in Marketing. Definitely, the difference is distinct. One possible reason is that about 40% Marketing research articles include a series of substudies (ranging from 2 to 5), and each substudy aims to provide answers to verify one or two hypotheses. Overall hypotheses of a certain study need to be summarized in Introductions, while all Management Introductions have only one main study similar to the way traditional RAs do. Another explanation could be related to the frequency of the same step in the subsequent Extensive Section. This step occurred in 100% of Management Extensive Sections, while only 65.5% of Marketing ones included it. Taken together, Move 3, Step 2 occurred more frequently in Marketing than in Management Introductions. A Marketing expert stated in the interview that researchers tend to put research questions and hypotheses at the end of the Introduction. In doing so, they can create a link between their research and the literature. They want to know why or how their research is related to the conceptual frameworks in the literature. However, another expert thought this may be due to the different editorial policies that have particular requirements for the structure of RAs in the two subdisciplines. Both of the statements of the two informants sound reasonable and acceptable which could be the reasons for the Move 3, Step 2 difference between the two subdisciplines described above.

4.1.3.2 Cyclical and Non-Cyclical Patterns

As described earlier, all three moves tended to be repeated to a certain degree, which leads to the variability of move structure pattern between the two subdisciplines. However, the sequence of M1-M1-M3 was found to be the most dominant pattern (34.4% in Management, and 46.9% in Marketing). In addition, about 9.3% Marketing Introductions displayed the pattern of M1-M3. What described above indicates that the Introductions in the two subdisciplines can be classified into two categories in terms of cyclical nature: cyclical and non-cyclical pattern (Kanoksilapatham, 2003). For the cyclical pattern, as the name suggests, the moves in Introductions are displayed in a recursive pattern, and repeated more than once. Such nonlinear order causes great variations in move structure pattern in Introductions. On the other hand, with regard to non-cyclical pattern, the Introductions present the moves in a linear order, beginning with Move 1, proceeding to Move 2, and ending with Move 3 (M1-M2-M3); or opening with Move 1, omitting Move 2, and closing with Move 3 (M1-M3).

The analysis of Introductions showed that the proportion of the two patterns was different in the two subdisciplines. In Management, twenty-one (65.6%) of the Introductions were identified as cyclical pattern, and 11(34.4%) Introductions were categorized as non-cyclical pattern (M1-M2-M3). That is, much more cyclical patterns than non-cyclical ones were found in Management. In contrast, more non-cyclical patterns (56.25%) were identified than cyclical pattern (43.75%) in Marketing

Introductions. Moreover, the non-cyclical Introductions displayed either in M1-M2-M3 or in M1-M3 pattern in Marketing. The difference in the proportion of the two categories may lie in the length of the papers between the two subdisciplines. Basically, an average Management Introduction (16 pages) is longer than the Marketing ones (14 pages). Moves in longer Introductions tend to be repeated more than the shorter ones. Additionally, the non-cyclical pattern M1-M3 (9.4%) was found to occur only in Marketing corpus.

4.1.3.3 New Steps

Interestingly, although new steps were identified in both subdisciplines, these new steps had different focuses and were located in different moves with different frequency. Only one new step was identified in Management (Mgmt 06), and three were identified in Marketing (Mkt06, Mkt11, Mkt30).

The two examples below share something in common. The new steps identified in the two articles served the same function and both of them were related to the same step. To make it easier to explain, the new steps and related moves are presented, and the underlined parts are new steps.

26) There are several reasons to believe, however, that simple comparison of online and offline customer profitability can provide only limited insight into the effects of online use. First, differences in profitability between online and offline customers differ in characteristics such as age. Differences in customer profitability thus would be driven not by customers' online use but mainly by differences in these customer characteristics....Second, firms need to identify the primary function of their online channels, and they need to separate the effects of customers' online use into the specific ways in which it influences customer revenue and cost to serve...Third, firms must determine whether the effects of customers' online use vary depending on the mix of products used by the customers... (Mkt 11)

M2 S1A

In the above example, move identification of the sentence marked as M2 S1A causes a little confusion due to the way the sentence is presented. It was finally identified as *Move 2, Step 1A: Indicating a gap*, because what the main communicative purpose of this sentence conveys is gap indication rather than reasons statement. The new step is called ‘Justifying gaps’ in the present study because its function is to provide justifications to the research gap by listing reasons to support the point why it is an identified gap.

27) Until very recently, few of these studies have focused specifically on the impact of launch execution and timing on new product performance...That such a research gap exists is surprising, for several reasons. First, the costs and risks involved in new product commercialization and launch are substantial (C), and only recently has launch emerged as a topic of research interest to new product academics (C).... A recent review article (C) identified approximately two dozen articles in the marketing or innovation literature specifically addressing launch issues, most of these being published within the previous 10 years. Additionally, few of these studies have specifically examined launch execution or timing decisions and their impacts on new product performance.... Furthermore, the importance of executing a “lean” launch, in which the firm makes small commitments of resources, slow manufacturing ramp-up, and limited commitment of inventory during rollout (C), has not been sufficiently examined. Finally, although a substantial literature exists that relates quality of marketing effort and cross-functional integration to overall new product success, little work has specifically tied these antecedent variables to launch strategy effectiveness.... (Mkt 30)

M2 S1A

The sentence marked as M2 S1A claims clearly that few studies focused on a particular research phenomenon, which indicates more studies need to be carried out to fill the research gap. Similar to Mkt 11, the new step identified in Mkt 30 provides explanations to the existence of the research gap.

28) Reflecting this logic, the present examination considers both people’s motivation to engage in idea implementation (implementation instrumentality) and their ability to cultivate and use their social networks (networking ability) or, alternatively, the strength of their actual relationships (number of strong buy-in ties) as joint moderators of the link between creativity

M3 S1

and implementation. This logic is consistent with the notion that performance {p} can be thought of as a multiplicative function of both motivation {M} and ability {A} of the form $(P = f\{M \times A\})(C)$. (Mgmt 06)

The underlined new step is named ‘Justifying the logic of the present study’, which functions as a support to *Move 3, Step 1: Announcing present research descriptively*. Move 3, Step 1 (marked as M3 S1) states that the current investigation will focus on the relationship between creativity and implementation, and the new step provides justification to the logic that drives the present research by citing previous work.

29) Our research indicates that this is the case. That is, consumers assign larger numerical values to the attributes of products they see on the right-hand side of a display they might estimate higher prices for the products in the former case than for those in the latter. The questions is why. At least two cognitive processes could mediate this tendency. First, a content-based explanation assumes that numerical magnitude can be primed by presented. To elaborate, consumers have a learned association between locations and numerical magnitude that they spontaneously apply in making estimate of stimuli that they encounter in these locations... Second, a process-based explanations assumes that numerical estimates and be influenced by the learned procedure by which consumers count and process numbers. More specifically, people may have a learned disposition to process numerical information in increasing order of magnitude... Therefore, if they typically process a sequence of products from left of right, this could also account for the effect we postulate. (Mkt 06)

M3 S5

The example above indicates the relationship between the two parts of texts. The part marked as M3 S5 is *Move 3, Step 5: Announcing principle outcomes*, which claims the finding of the effect of location on price estimation. The new step, called ‘Accounting for outcomes’ in the present study, provides explanations of the finding by listing three reasons with connectors such as *first, second, more specifically, and therefore*. Generally, the major results are only announced briefly in RA Introductions. It is unusual to provide reasons to explain why such results exist as they are. And this step normally occurs in the submove of *Commenting on results* (Move 3 in Results and

Move 4 in Discussion section): *Accounting for results*. Interestingly, Move 3, Step 5 appeared almost at the beginning instead of at the end of the paper. It seemed that the writers of this article could not wait and they were eager to announce their major outcomes along with explanations at the beginning of the paper. One of the informants interviewed agreed that this new step should have occurred in Abstracts, Results or Discussion sections. The reason provided by her is that the writers attempted to emphasize what they found in their research, which allows the readers to know what the explanations for these results are when they read the Introduction. The other informant noticed that the writers firstly talked about the results from previous studies, and then they present their own results and explanations, aiming at comparing them with the literature. The two informants provided explanations for the occurrence of this new step in the Introduction from two different angles. The first explanation matches the expectation of the researcher, while the second one provides a new insights that sounds logical but is out of the researcher's expectation.

In summary, one new step located after Move 3, Step 1 was found in Management to justify the implementation of the study being reported, while three new steps were identified in Marketing Introductions. Among them, one new step (Mkt 06) follows Move 3, Step 5, accounting for the results from the study; and the other two (Mkt 11 and Mkt 30) come after Move 2, Step 1A, explaining the presentation of gaps. In terms of the number of the new steps identified in the two subdisciplines, the Marketing Introductions had more new steps than the Management ones. The difference may not be so notable since that the corpus for the present study contains only 32 papers.

However, it is likely the difference is more distinct in a larger corpus. Additionally, the new steps in the Marketing Introductions have more functions to serve than in Management. As described earlier, the function of the new step in Mgmt 06 is to prove the research practice is workable, while the new steps found in Marketing serve two different functions. One (Mkt 06) is to provide explanations to the major findings of the current research, and the other two (Mkt 11 and Mkt 30) share the same function to provide more insights into the occurrence of gaps by explanations.

4.1.4 Revised Model for the Introduction Section

This section proposes the revised model for Introductions in Management and Marketing RAs. The revised model, modified from CARS model (2004), was generated from the results of analyzing 64 RA Introductions. The main modifications were made to the CARS model based on the following considerations. First, steps that occurred infrequently (below average 20% occurrence in the two subdisciplines) were removed from the original model. Second, a move that occurred in 80%, and a step in 60% of the corpus can be recognized as a conventional move and step in the model. If the frequency of a move and a step fell below 80% and 60%, they were regarded as optional. This criterion was borrowed from Kanosilapatham (2005) who set her criterion that a move that occurs in 60% or above can be recognized as conventional, otherwise it is regarded as optional. This criterion set above is applied to all moves/steps identified in every section of this study. Finally, the revised model can reflect the main apparent features of move-step structure of Business RAs based on the analysis of data.

Obviously, the results generated from the analysis of the Management and Marketing Introductions revealed the high occurrence of all three moves, which were considered as conventional. The RA Introductions in the two subdisciplines are compatible with CARS model (2004), which consists of three moves: *Move 1: Establishing the territory*, *Move 2: Establishing a niche*, and *Move 3: Presenting the present work*.

However, the revised model deviates from Swales' model (2004) at the step level. According to Swales' model (2004), *Move 2: Establish a niche* is accomplished through the use of three steps: *Step 1A: Indicating a gap*, *Step 1B: Adding to what is known*, and *Step 2: Presenting positive justification*. However, Move 2 in the revised model is manifested through the only step of 'Indicating a gap'. This finding is congruent with Kanoksilapatham (2011) who also claimed the deviation of steps in Move 2 from Swales' (2004) model that only one step of 'Indicating a gap' was found in her research. In addition, the new step Justifying gaps was identified. This step is to provide explanations to the existence of gaps.

Deviations can be also observed from steps in *Move 3: Presenting the present work*. According to Swales (2004), Move 3 is manifested through a maximum of seven steps. However, based on the criteria described above, only five steps were maintained as Table 4.2 depicts. The original *Step 3: Definitional clarifications* was not found at all in the Management and Marketing Introductions. Since definitions and terms are presented in the subsequent section—the Extensive Section, the absence of

Step 3 in Introductions is reasonable. Meanwhile, the *Step 2: Presenting research questions or hypotheses* occurred infrequently in the dataset (18.8% in Marketing, and 40.6% in Management). Similarly, two additional steps of '*Justifying the logic of present study*' and '*Accounting for outcomes*' were identified in Move 3 of the revised model. However, none of the additional steps in Move 2 and Move 3 were included in the revised model due to the low frequency of their occurrence.

In short, the revised model in Table 4.2 provides a reference to the structure of academic writing in Business RA Introductions particularly in Management and Marketing fields.

Table 4.2 CARS Model (2004) and Revised Model for the Introduction Section

Swales' CARS Model (2004)	Revised Model
Move1: Establishing a territory (citations required) <i>via</i> Topic generalizations of increasing specificity	Move1: Establishing a territory (citations required) <i>via</i> Topic generalizations of increasing specificity
Move 2: Establishing a niche (citations possible) Step 1A: Indicating a gap or Step 1B: Adding to what is known Step 2: Presenting positive justification	Move 2: Establishing a niche (citations possible) Indicating a gap
Move 3: Presenting the present work (citation possible) <i>via</i> Step 1: Announcing present research descriptively and/or purposively Step 2: Presenting RQs or Hypotheses Step 3: Definitional clarifications Step 4: Summarizing methods Step 5: Announcing principle outcomes Step 6: Stating the value of present research Step 7: Outlining the structure of the paper	Move 3: Presenting the present work (citation possible) <i>via</i> Step 1: Announcing present research descriptively and/or purposively Step 2: Summarizing methods Step 3: Announcing principle outcomes Step 4: Stating the value of present research Step 5: Outlining the structure of the paper

4.2. The Introductory Extensive Section

As described in Chapter 3, Swales' CARS model (2004) was adopted as the analytical framework for the move-step structure analysis of the Introductory Extensive Section. Table 4.3 presents the results from the analysis of only 63 Introductory Extensive Sections in Management and Marketing RAs. One paper (Mkt 13) does not have the Introductory Extensive Section. The frequency of occurrence of moves and steps are reported in Table 4.3.

Table 4.3 The Frequency of Occurrence of Moves/Steps in the Introductory Extensive Section

Move/Step	Mgmt (N=32)		Mkt (N=31)	
	Introductory Extensive Section	Percent	Introductory Extensive Section	Percent
Move1: Establishing a territory	3	9.4	2	6.5
Move 2: Establishing a niche	21	53.1	17	54.8
Step 1A: Indicating a gap	16	50	16	51.6
Step 1 B: Adding to what is known	1 4	3.1 12.5	2 0	6.5 0
Step 2: Presenting positive justification				
Move 3: Presenting the present work	32	100	26	83.9
Step 1: Announcing purposes	18 32	56.3 100	18 21	58.1 67.7
Step 2: Presenting RQs or hypotheses	0 2	0 6.3	0 6	0 19.4
Step 3: Definitional clarifications	0	0	4	12.9
Step 4: Summarizing methods	3	9.4	2	6.5
Step 5: Announcing principle outcomes				
Step 6: Stating the value				

4.2.1. Description of Moves/Steps in Introductory Extensive Sections

4.2.1.1 Move 1: Establishing a Territory

Move 1: Establishing a territory rarely occurred in the two subdisciplines. Only about 9.4% and 6.5% of Move 1 were presented in Management and Marketing Extensive Sections, respectively. An assumption for this low frequency is that Move 1 has already occurred in the Introduction and therefore it does not need to be repeated in the Introductory Extensive Section. The following are two examples for the illustration.

- 1) Product innovativeness has received considerable interest in both the organizational and marketing literature (C). For example, Im, Bayus, and Mason (2003) find that a firm's survival depends on its ability to introduce new products to the market. (Mgmt 15)
- 2) A growing demand for complexity reduction in international management and marketing has increased the attention research and company management give to foreign subsidiaries and their classifications (C). (Mkt 28)

4.2.1.2 Move 2: Establishing a Niche

Move 2: Establishing a niche was presented in 65.6% and 54.8.5% in Management and Marketing Extensive Sections, respectively. *Step 1A: Indicating a gap* accounted for 50% and 51.6% in the total proportion of Move 2 in the two subdisciplines. That is, Move 2 was manifested mainly by Step 1A. Examples 3) and 4) given below demonstrate this step.

- 3) Although we have such historical and empirical evidence of firms entering risky foreign markets, we lack theory that explains their actions in a coherent manner. This lack of theoretical models limits our capacity to understand the factors that influence firms' entry into risky foreign markets or to suggest strategies to attack FDI in such market. We know little about which firms are more likely to enter foreign markets despite high levels of risky or how policy makers should allocate scarce resources to lure foreign investors. (Mgmt 23)

4) Although the difference between similar and dissimilar MVP and be predicted according to prior literature, existing theory fails to explain responses to heterogeneous MVP. (Mkt 24)

Move 2, Step 1B: Adding to what is known occurred only once in Management and twice in Marketing Extensive Sections. Examples (5) and (6) are presented for illustration.

5) Although career commitment has generally been used to examine organizational examinees rather than entrepreneurs, from a psychological ownership perspective (C), we extend the boundaries of the impact of career commitment to entrepreneurs. (Mgmt 20)

6) Our research extends the use of the HMM to international country segmentation and propose the use of a semiparametric framework where time series data are not restricted to a specific functional form. (Mkt 09)

Similarly, *Move 2, Step 2: Presenting positive justification* occurred infrequently in the Management Introductory Extensive Section and not found in Marketing. Example (7) is from Management to demonstrate this step.

(7) Situation can trigger mating mind-sets quite frequently among consumers...Similarly, dating or even browsing a dating website could induce mating mind-sets...Specifically, young men and women report that their external situation induces them to think about mating many times a day. Given that mating mind-sets are experienced so commonly, it becomes imperative that marketing researchers examine their influence. (Mgmt 03)

4.2.1.3 Move 3: Presenting the Present Work

As for *Move 3: Presenting the present work*, it occurred frequently in the two subdisciplines (100% in Management and 83.9% in Marketing). However, steps within Move 3 were found in different frequency of occurrence in the corpus. *Move 3, Step 1: Announcing present research descriptively and/or purposively* was found to appear in 18 Introductory Extensive Sections but with slight different frequencies in both subdisciplines (56.3% in Management and 58.1% in Marketing). This step is demonstrated through the examples below.

8) The present study answers this call by investigating how interpersonal fairness works in conjunction (interacts) with transformational and contingent reward in more and how interpersonally sensitive moderates contingent reward on work satisfaction. (Mgmt 16)

9) In our study, we explicitly account for two types of category-level IPC effects in addition to brand-level IPC effects. In other words, our approach generalizes the models of KBK (2000) and LMP (2009) to provide a flexible representation of three types of IPC effects in new product markets with multiple brands. (Mkt 14)

All the Management Introductory Extensive Sections were found to use

Move 3, Step 2: Presenting research questions or hypotheses. Only 21 texts (about 67.7%) in Marketing contained this step, which is illustrated by Examples 10) and 11).

(10) Similarly, we expect management by exemption to be most efficient in small organizations...

Hypothesis 4: Organizational size moderates the relationship between transactional leadership and management innovation such that increased organizational size weakens the positive effect of transactional leadership upon management innovation. (Mgmt 25)

(11) Thus, we expect that the predictive power of TCE is lower in countries that rate low on secular-rational values than in societies that rate low on self-expression values.

H1a: The power of the transaction dimensions for predicting governance modes is lower in countries that rate low on secular-rational values than in countries that rate high on secular-rational values.

H1b: The power of the transaction dimensions for predicting governance modes is lower in countries that rate low on self-expression values than in countries that rate high on self-expression values. (Mkt 27)

Move 3, Step 4: Summarizing methods was only found in two Management and six Marketing Extensive Sections, accounting for 6.3% and 19.4%, respectively in the total texts from the two subdisciplines. Examples 12) and 13) demonstrate the use of Step 4.

12) Specifically, we examined leadership by assessing four separate potential mechanisms for leadership effects across organizational levels...First, a senior leader's style may be mirrored by that leader's followers (C). To the extent that subordinate leaders' behavior mirrors that of their senior leaders, a positive downward relationship exists between the styles of leaders at adjacent levels. Second, indirect effects of higher-level leaders that involve multiple downward linkage are possible; these effects may occur...The passage of direct and indirect effects down a hierarchy of

authority has been variously labeled “the cascade of leadership,” “the trickle-down model,” and “the falling dominoes effect” (C). Third, an indirect leadership effect may occur through the horizontal and lateral linkages...It may be reflected in multiple effects showing mediation at different levels, such as...Finally, senior leaders’ influence can skip levels and directly affect lower-level followers’ behavior as a results of their direct interactions (C). This creates a fourth potential mechanism of a leader influence referred to as a bypass processing model (C). (Mgmt 05)

13) The present research uses Schwartz’s (1992) structure of human values to represent abstract brand concepts. (Mkt 22)

Move 3, Step 5: Announcing principle outcomes was not found in

Management Introductory Extensive Sections but occurred in four Marketing texts.

This step is demonstrated through the following example from Marketing.

(14) Taken together, the studies show that it is the number of attributes, rather than their content, that drives the effects. (Mkt 07)

Similarly, *Move 3, Step 6: Stating the value of present study* occurred infrequently in the two subdisciplines (9.4% in Management and 6.5% in Marketing).

Examples 15) and 16) illustrate how the value of the study is present.

15) our study makes a contribution not only the literature on e-shopping but also on the traditional offline shopping context, as it analyzes the conditions (media and message) under which it is more appropriate to advertise complex and innovative products. (Mgmt 15)

16) Our modelling approach, in contrast, allows us to study whether a typical consumer in a market follows a two-stage or a one-stage adoption process... Thus, the second contribution of our study is to explicitly address this particular issue in our modelling framework... Last but not the least, ... our brand-level diffusion modelling approach is designed to easily handle a large number of brands as well as multiple entries and exists of brands over time. This is the third contribution of our study. (Mkt 14)

To conclude, the results from the move-step analysis of 63 Introductory Extensive Sections in Management and Marketing subdisciplines revealed that almost all texts failed to follow Swales’ CARS model (2004). The Introductory Extensive Sections in the two subdisciplines seemed to deviate from the selected model greatly and

they are incompatible with CARS model (2004) for the following reasons. First, the majority of the Introductory Extensive Sections (90.6% in Management and 93.5% in Marketing) did not use *Move 1: Establish the territory*. As mentioned earlier, the main functions of Move 1 are to state the importance of the research and to make statements about the research topic from generality to specificity. Although it seemed that particular topics were discussed in the Introductory Extensive Sections, ‘Topic generalizations of increasing specificity’ within Move 1 fails to describe the discussed topic in the Introductory Extensive Sections because the topics were generally introduced by reviewing the concepts, theories and findings of previous studies. That is, the topics were not presented from generality to specificity but rather through parallel descriptions of various aspects of the topics mentioned above. And Move 1 cannot accurately describe the direction from generality to specificity of the topic. This is the main reason why the accounts of topics were not categorized as Move 1. Therefore, the absence of this move failed to generate the establishment of research scope and territory of the study. Second, an Introductory Extensive Section generally consists of several units and each deals with a subtopic of the study. About 65.6% of the Management Introductory Extensive Sections and 54.8% of the Marketing texts were found to contain *Move 2: Establish a niche*, however, the identified gaps were found to be based on a subtopic rather than on the whole research. That is, the niche was established by indicating gaps to a specific subtopic of the study. In addition, according to the criterion set above, a move only occurs at 80% or above can be

recognized as conventional. Otherwise, it can be regarded as optional if the frequency of a move falls below 80%. Thus, Move 2 cannot be considered as conventional in the Introductory Extensive Sections in the two subdisciplines. Third, despite the high frequency of occurrence of *Move 3: Presenting the present work, Step 2: Presenting research questions or hypotheses* constituted the largest proportion of Move 3 (100% in Management and 67.7% in Marketing). Moreover, the obligatory *Step 1: Announcing present research descriptively and/or purposively* in the CARS model occurred in about 56.3% and 58.1% of the Introductory Extensive Sections in Management and Marketing, respectively. Again, based on the criterion set earlier, a step occurs in or above 60% of the corpus can be recognized as a conventional step in the model. Therefore, Move 3, Step 1 is considered as optional.

4.2.2 Element Identification and Description

Based on the description above, it can be concluded that the structure of Introductory Extensive Sections in the two subdisciplines are incompatible with the CARS model (2004) despite the occurrence of some discrete steps. In order to understand the overall organizational structures of these sections in both subdisciplines, the researcher reanalyzed the texts and explored these sections by identifying elements instead of using the proposed model. The following nine elements were found in the Introductory Extensive Sections; namely, *review of literature, review of previous research, gap-indicating, synthesis/deduction, relevancy to the present study, announcement of purposes, prediction/expectation, justification of prediction, and*

hypothesis. Each of these nine identified elements has its own distinctive communicative function in the Management and Marketing Introductory Extensive Sections. The functions are defined and all elements are exemplified below.

Review of literature: This element provides the information about the concepts, theories and knowledge related to the theme being discussed. This element also includes definitions and classifications of terms. These concepts, theories and definitions are from the literature instead of from the researchers' study which is manifested through Move 3, Step 3 in Swales' CARS model (2004). For example:

Density is a social network characteristic used to describe the structure of a given network. Calculated as the proportion of relationships that exist between network members relative to the total number of relationships that could exist if every member were connected to each other member (C), density measures the relative number of social ties in a network. (Mgmt 4)

Review of previous research: This element mainly reviews the findings of previous studies. It accounts of what has been done on a topic by accredited scholars and researchers. For example:

Much prior research has examined the effects of attribute quantity on product evaluation. One robust finding is that adding attributes to a product increases consumers' perceptions of its capability, resulting in improved product evaluations (C). A nonnegative product attribute is typically associated with a functional benefit and therefore tends to increase overall perceptions of the usefulness of the product (C). (Mkt 14)

Gap-indicating: This element aims to claim what have not or rarely been done on the theme, to extend what the existing research has examined or to point out the importance and necessity of the research practice. For example:

Most former studies have, however, only carried out a country-level analysis. (Mgmt 13)

Synthesis/Deduction: This element functions as a summary, evaluation or deduction of the reviewed literature and previous studies. It summarizes what have been reviewed, synthesizes what is and is not known, and affirms claims of knowledge through a reasoning process. For example:

Given that internal attributions of product failure could be viewed as self-threat, consumers may seek to justify outcomes or reestablish self-worth when evaluating products. This can occur in different ways...Logically, if the product is rated high, no one will question whether the consumer was successful at using the product (C). In direct contrast, if consumers are asked to complain, they may use this vocal opportunity as a means of protecting self-worth by shifting blames to external sources, thus protecting their role in the product experience (C). (Mkt 05)

Relevancy to one's work: This element functions as a link between the knowledge, theories, previous works and the present study. This element relates what have been stated, surveyed and claimed to the research practices in the study being reported.

Drawing on (Inkpen and Beamish, 1997), we argue that, in the face of weak rule of law, the hazards of private expropriation increase the motivation of the recipient (EM partner) to seize technical knowledge from a foreign partner, while simultaneously causing the sender (foreign partner) to be less motivated to transfer such knowledge. (Mgmt 24)

Announcement of purposes: This element is equivalent to Move 3, Step 1 in CARS model (2004), announcing research purposes or research focuses. For example:
With the current research, our aim is gain a deeper understanding of how and why consumers choose to link themselves to brands on Facebook. (Mkt 15)

Prediction/Expectation: During the reasoning process, researchers propose their expectations, predictions or assumptions to a particular research phenomenon or results. Therefore, this element describes researchers' predictions or assumptions to the

related theme. For example:

In light of these considerations, we do not expect a direct negative effect of downsizing on customer satisfaction. This expectation is consistent with the general finding that changes in productivity are not clearly linked to changes in customer satisfaction (C). However, as outlined previously, we expect an indirect effect, though uncertainty, of the extent of downsizing on customer satisfaction. (Mkt 19)

Justifications of prediction/expectation: This element provides explanations or reasons why the prediction/expectation/assumption is proposed the way they are proposed. For example:

We propose that employees high in political skill are more able to leverage network resources to their advantage for three reasons. First, leveraging network resources requires one to possess a strong ability to influence others (C)....Second, politically-skilled individuals are more goal-oriented (C). With a goal focus, their work efforts and behaviors can be directed towards achieving job and career objectives through exploring their network resources....Finally, researchers argued that employees high in political skill have a greater ability to control (C).... (Mgmt 27)

Hypothesis: This element presents the hypotheses of the research. Generally, hypotheses are developed after a reasoning process of existing knowledge. For example: Therefore, we hypothesize:

H2: The presence of powerful CEOs in microfinance NGOs is associated with declining performance. (Mgmt 30)

The identified sentences embedding the elements had to match the definitions described above. That is, the sentences accounting of concepts, theories and related knowledge on a theme were identified as the element of *review of literature*; the sentences describing the subjects and findings were viewed as the element of *review of previous research*. Therefore, all the nine elements were classified by exploring the functions of 63 Management and Marketing Introductory Extensive Sections.

Since the nine elements were identified by searching sentences with the corresponding functions of all elements, all elements occurred in the two subdisciplines. However, the frequency of individual element occurrence varies between these two subdisciplines. Table 4.4 shows the frequency of each element as well as differences in the elements frequencies of occurrence in the two subdisciplines.

4.2.3 Differences between Management and Marketing Introductory

Extensive Sections

This section presents the variations between the two Introductory Extensive Sections. The differences between the two subdisciplines were discussed from three aspects: the frequency of occurrence of elements, element sequence, and element cycle.

4.2.3.1 The Frequency of Occurrence of Elements

Table 4.4 The Frequency of Occurrence of Elements in the Introductory Extensive Sections

Element	Mgmt (N=32)		Mkt (N=31)	
	Introductory Extensive Section	Percent	Introductory Extensive Section	Percent
1. Review of literature	24	75	28	90.3
2. Review of previous research	30	93.8	24	77.4
3. Gap-indicating	17	53.1	17	54.8
4. Synthesis/Deduction	27	84.4	19	61.3
5. Relevancy to one's work	10	31.3	4	12.9
6. Announcement of purposes	18	56.3	18	58.1
7. Prediction/Expectation	18	56.3	21	67.7
8. Justifications of prediction	1	3.1	8	28.8
9. Hypothesis	32	100	21	67.7

The three most frequent elements in Management were *hypothesis*, 100% of occurrence, *review of previous research* (93.8%), and *synthesis/deduction* (84.4%), while *justification of prediction/assumption*, *relevancy to one's work* and *gap-indicating* occurred infrequently, making up 3.1%, 31.3% and 53.1% of the total texts in Management, respectively.

In Marketing, the most frequently used elements were *review of literature* (90.3%), *review of previous research* (77.4%), *prediction/expectation* (67.7%) and *hypothesis* (67.7%). In contrast, *relevancy to one's work*, *justification of prediction/expectation* and *gap-indicating* were rarely used, comprising 12.9%, 28.8% and 54.8% of all Marketing Introductory Extensive Sections, respectively.

Compared with Marketing, the most frequently used element in Management was *hypothesis*, and it occurred in all Introductory Extensive Sections, while this element can only be considered as moderately frequent element in Marketing. Such difference could be explained by the distribution of Hypothesis in the Introductory Elements. Hypothesis announcement could appear in Introductions and the Introductory Extensive Sections. For example, if it occurs more frequently in Introductions, it may be less found in the Introductory Extensive Sections, or vice versa. As presented earlier in Table 4.1, Hypothesis was included more in Marketing Introductions than in Management ones. Therefore, it is unsurprising that it occurred more frequently in Management Introductory Extensive Sections than in Marketing ones. It is worth noting that the prediction/expectation of research practices was

proposed in some Marketing texts. *Prediction/Expectation* in this particular context functioned in a similar way to *hypothesis* but it was presented in a less informal way than *hypothesis* was. However, the researcher of the present study categorized such expressions as *prediction/expectation* because some keywords and expressions such as *we predict..*, *we expect...*, and *our assumption is...* were used to characterize the element. Similarly, these keywords and expressions were used in Marketing and the sentences with these keywords and expressions were identified as *prediction/expectation*. This is another explanation of the difference in frequency of hypothesis between the two subdisciplines.

Although *review of previous research* was the second most frequent element used in the two subdisciplines, they accounted for different proportions of the total number of texts (93.5% in Management and 77.4% in Marketing). One was categorized as a very frequently used element and the other just regarded as only a moderately frequent element.

The striking difference in terms of frequency of occurrence was identified in use of *synthesis/deduction*. About 84.4% of Management Introductory Extensive Sections included this element, while the frequency of occurrence of this element in Marketing was only about 61.3%. This indicates that after reviewing the related literature and previous studies, it is more necessary for Management writers to attempt to evaluate, synthesize and deduce the surveyed knowledge than the Marketing counterparts, thus lay the basis for generating predictions and hypotheses later on. Such

difference may lie in the nature of the two subdisciplines. Management subdiscipline involves organizations to use a wide range of resources such as human resources, financial resources, physical resources and information resources to achieve a set of goals by carrying out a series of managerial activities (Griffin, 2012). Also, Management seems to cover a wide range of knowledge, which makes this subdisciplines complicated and not easy to understand. On the other hand, the major purpose of Marketing is to establish, maintain and facilitate relationships with customers. This subdiscipline is concerned with satisfying customers' needs (Grönroos, 1997), which is more understandable to readers. In comparison to Marketing, Management involves much knowledge that requires more explanations to the reviewed knowledge.

4.2.3.2 Element Sequence and Element Cycles

In Management Introductory Extensive Sections, 50% of texts opened with *review of previous research*, and about 41.8% began with *review of literature*. These constituted 91.8% of all instances in the corpus. *Gap-indicating, announcement of the present work*, and *prediction/expectation* accounted for 8.2% of opening elements. About 65.3% of texts closed with *hypothesis*. Management Introductory Extensive Sections displayed a wide range of sequence pattern, and the sequence of *review of previous research—hypothesis* was founded to be the most typical pattern.

As for the element cycle, the most dominant cycles were *review of previous research—hypothesis* and *synthesis/deduction—hypothesis*, and each

comprised 28% of all cycles in total. The second most dominant cycle was *review of previous research—prediction/expectation*, which accounted for 16% of all instances. Among the identified nine types of cycles, *review of previous research—prediction/expectation* and *review of previous research—synthesis/deduction* were the least dominant cycles, only comprising 4% each.

About 56.4% of Marketing Introductory Extensive Sections opened with the element *review of literature*, and about 24.4% of the texts started with *review of previous research*. The rest of 19.2% opened with elements of *prediction/expectation*, *announcement of the present work*, *gap-indicating* and *hypothesis*. More than half (51.3%) of the texts closed with *hypothesis*. The analysis showed the element sequence structure was more complex and a more varieties of element sequences were displayed in Marketing. Comparatively, the sequence structure of *review of literature review—hypothesis* is the most typical cyclical pattern in the corpus.

In total, nine types of element cycles were found, and the most prominent element cycle was *review of literature—hypothesis*, comprising 26.1% of all cycles. The less dominant cycles were *prediction/expectation—synthesis/deduction* and *synthesis—hypothesis*, which made up about 17.4% and 13%, respectively.

From the description above, differences in element sequence pattern and element cycle existed between the two subdisciplines. Most of the Management texts initiated with *review of previous research*, while it was *review of literature* that mostly started the texts in Marketing. The typical element structure was *review of*

previous research—hypothesis in Management while *review of literature—hypothesis* was the typical one in Marketing. More element cycles were found in Marketing than in Management. The most typical cycles were *review of previous research—hypothesis* and *synthesis/deduction—hypothesis* in Management while *review of literature—hypothesis* was common in Marketing. The cyclical patterns in the two subdisciplines are summarized in Table 4.5.

Table 4.5 Cyclical Patterns in Introductory Extensive Sections

Subdiscipline	Cyclical Pattern	Frequency (%)
Management	review of previous research—hypothesis	28
	synthesis/deduction—hypothesis	28
	review of previous research— prediction/expectation	16
Marketing	review of literature—hypothesis	26.1
	prediction/expectation—synthesis/deduction	17.4
	synthesis/deduction—hypothesis	13

4.2.4 Proposed Model for the Introductory Extensive Section

As described earlier, the move-step structure analysis revealed that the Introductory Extensive Sections in both subdisciplines deviated a great deal from CARS model (2004). Therefore, Swales' model (2004) cannot be applied to describe fully how these Introductory Extensive Sections are structured. However, some elements were identified by reanalyzing all the sections. These identified elements along with the moves and steps identified based on CARS model (2004) may provide a whole picture of the move-step structure of the Introductory Extensive Sections in the

two subdisciplines. In an attempt to propose a model that can explain the move-step structure of these Introductory Extensive Sections, the researcher reexamined all identified elements carefully, and then read and compared them with the literature in the field of genre analysis. Interestingly, the researcher found that the moves and steps in Kwan's model (2006) proposed for thematic units in literature reviews of doctoral theses largely matched the description of functions of the identified elements in the Introductory Extensive Sections in the two subdisciplines. The comparison is made and more explanations are provided below.

Three moves were identified in Kwan's model (2006) for a thematic unit in literature reviews of doctoral theses, which consists of three to five strategies relating to different elements identified in the three moves.

According to Kwan (2006), Establishing one part of the territory of one's own research is a starting move. Move 1 is manifested through three strategies. They are *Strategy A: claiming centrality*, *Strategy B: surveying the non-research-related phenomena/knowledge claims*, and *Strategy C: surveying the research-related phenomena*. *Strategy A: claiming centrality* claims the importance and centrality of the theme and does not correspond to the function of any element identified in the corpus being examined. The propositional content of Strategy B accounts of the state of knowledge, and the propositional content includes definitions or explanations of terminology, constructs and theories, the beliefs and characterizations or non-research practices or phenomenon that are associated with the theme. Interestingly, the element

review of literature that emerged from the present study has the same function with Strategy B. As the definition of *review of literature* in the present study described earlier, this element accounts of non-research practices or phenomenon such as definitions, classifications, theories and knowledge related to the theme.

Strategy C describes different aspects of previous studies including procedures, materials, subjects, and findings. Similarly, this strategy in Kwan's model (2006) corresponds to the element *review of previous research*, which describes mainly the findings in previous studies. Obviously, Strategy C covers various aspects of previous studies, while *review of previous research* mainly focuses on the findings of previous work. It is unsurprising because Kwan's model (2006) is derived from analysis of doctoral theses that are required to present different aspects of previous studies, while in a research article, it is unnecessary to provide everything in a limited space.

In Kwan's model (2006), *Move 2: creating a niche* is accomplished through five strategies. This move provides the evaluation to the reviewed knowledge. Although not all strategies in Move 2 are used to describe the identified elements in the present study, some strategies still correspond to the elements identified. In other words, the functions of some of the identified elements are found to be similar to those of some of the strategies in Kwan's model (2006). The element *gap-indicating* matches Strategy B: gap-indicating, which accounts of a lack of understanding of a particular phenomenon, or the need for research or non-research action (Kwan, 2006).

The element *synthesis/deduction* identified in the present study summarizes, synthesizes, and evaluates the state of knowledge. This element corresponds to *Strategy C: asserting confirmative claims of knowledge or research practices surveyed*, which is realized explicitly in the form of positive appraisals. Definitely, both this element and Strategy C share one common function, i.e. they make confirmative claims after reviewing the existing knowledge.

The element *relevancy to one's research* is similar to *Strategy D: asserting relevancy to one's research* which claims the applicability or relevancy of the surveyed items to one's own research. Both this element and Strategy D connect the reviewed knowledge with one's own work. Therefore, they are correspondent with each other in terms of the function they serve.

The elements of *announcement of purposes* and *hypothesis* are presented very straightforward by the writers generally stating their research aims and hypotheses directly. These two elements match the functions of *Move 3, Strategy A: research aims, focuses, research questions or hypothesis*. According to Strategy A, *announcement of purposes* and *hypothesis* are proposed within Move 3: Occupying the research niche.

In summary, the elements identified in the Introductory Extensive Sections in the two subdisciplines can be explained by the majority of strategies in Kwan's model (2006). That means a particular strategy in three moves in Kwan's model (2006) corresponds to an individual element in the Extensive Section except Strategy A in Move 1 (obligatory), Strategies A and E in Move 2 (obligatory), and Strategies B,C and D in Move 3 (optional). Meanwhile, *prediction/expectation* is the only element that

cannot find a corresponding strategy in Kwan's model (2006). The average frequency of occurrence of this element in the two subdisciplines is above 60% (56.3% in Management and 65.6% in Marketing), which allows this element to be categorized as obligatory in a new proposed model to be discussed later.

The comparison between the identified elements and Kwan's model (2006) described above allows the researcher to draw a conclusion that the Introductory Extensive Sections in the two subdisciplines are not introductions because their move structures are incompatible with Swales' model (2004). However, these Introductory Extensive Sections in this particular dataset can be categorized as Literature Review because Kwan's model (2006) for the thematic units in Literature Review chapters can be applied to describe the elements in these Extensive Sections sufficiently. This is consistent with Yang and Allison (2004) in which this section is categorized as Literature Review.

The results from the analysis of 63 Introductory Extensive Sections in the two subdisciplines using Swales' model (2004), elements searching practice and comparison between the identified elements and Kwan's model (2006) together allow the researcher to develop a new model for the Introductory Extensive Sections. This new model was revised based on Kwan's model (2006), and the major revisions were made from the following aspects. First, the strategies corresponding to specific functions which are not present in the Introductory Extensive Sections were left out. Second, the element corresponding to a specific strategy that does not exist in Kwan's model (2006) was added. Third, the status of Move 3 in Kwan's model was changed

from the optional to obligatory. Lastly, the revised model uses ‘step’ instead of ‘strategy’ to make it consistent with the revised model for Introductions. In short, the revised model can describe the move-step structure and displays the characteristics of structure styles of the Introductory Extensive Sections in the two subdisciplines. Table 4.6 presents the proposed model.

Table 4.6 Kwan’s Model (2006) and Proposed Model for the Introductory

Extensive Sections	
Kwan’s Model	Proposed Model
Move 1: Establish one part of the territory of one’s research <i>by</i> Strategy A: surveying the non-research-related phenomena or knowledge claims Strategy B: claiming centrality Strategy C: surveying the research-related phenomena	Move 1: Establish one part of the territory of one’s research <i>by</i> Step 1: Surveying the non-research-related phenomena/knowledge claims Step 2: Surveying the research-related phenomena
Move 2: Creating a research niche (in response to Move 1) <i>by</i> Strategy A: counter-claiming Strategy B: gap-indicating Strategy C: asserting confirmative claims about knowledge or research practices surveyed Strategy D: asserting the relevancy of the surveyed claims to one’s own research Strategy E: abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework	Move 2: Creating a research niche <i>by</i> Step 1: Gap-indicating Step 2: Synthesizing/Deducing knowledge or research practices surveyed Step 3: Relating claims surveyed to one’s research
Move 3: Occupying the research niche <i>by</i> announcing Strategy A: research aims, focuses, research questions or hypotheses Strategy B: theoretical positions/theoretical frameworks Strategy C: research design/processes Strategy D: interpretations of terminology used in the thesis	Move 3: Occupying the research niche <i>by</i> Step 1: Announcing the research aims or focuses Step 2: Proposing expectations or predictions to a particular research phenomenon Step 3: Presenting research hypotheses

4.3 Summary

This chapter has reported the results from analyzing 64 Management and Marketing RAs Introductory Elements, which consist of two sections—Introductions and Introductory Extensive Sections. The results showed that the majority of Introductions contained three moves in Swales' model (2004). The results also revealed the differences between the two subdisciplines in terms of frequency of some steps, the nature of cyclical pattern and appearance of new steps in Introductions. The results from analyzing 63 Introductory Extensive Sections indicated that the structure of the sections was incompatible to Swales' model (2004). The results from reanalysis suggested that the Introductory Extensive Sections displayed more features of Literature Review than of Introductions. Two revised models have been proposed, one for the Introduction and the other for the Introductory Extensive Sections.

CHAPTER 5

RESULTS AND DISCUSSION OF THE METHODS SECTION

This chapter reports the results from analyzing 64 Management and Marketing RA Methods section. Lim's model (2006) was adopted as the analytical framework for this section. This chapter starts with the description of moves and steps found in the Methods section in the two subdisciplines. Then, differences between the two subdisciplines are discussed from the perspectives of frequency of steps/substeps, move structure pattern, step/substep embedment, move/step cycles and new moves. This chapter ends with the proposal of the revised model for the Methods section in the two subdisciplines.

5.1 The Methods Section

Table 5.1 displays the overall results of move-step analysis of 64 Methods in Management and Marketing RAs. Especially, it presents frequencies of moves and steps/substeps that occurred in the two subdisciplines. Also, it indicates the similarities and differences between the Methods sections in the two subdisciplines in terms of the frequency of occurrence of moves and steps/substeps.

Table 5.1 The Frequency of Occurrence of Moves/Steps in the Methods Section

Move/Step	Mgmt (N=32)		Mkt (N=32)	
	Number	Percent	Number	Percent
Move 1: Describing data collection procedure/s	32	100	32	100
Step 1: Describing the sample	32	100	32	100
(a) Describing the location of the sample	19	59.4	9	28.1
(b) Describing the size of the sample	26	81.3	26	81.3
(c) Describing the characteristics of the sample	23	71.9	18	56.3
(d) Describing the sampling technique or criterion	17	53.1	13	40.6
Step 2: Recounting steps in data collection	21	65.6	24	75
Step 3: Justifying the data collection procedure/s	18	56.3	10	31.3
(a) Highlighting advantages of using the sample	14	43.8	7	21.9
(b) Showing representativity of the sample	8	25	4	12.5
Move 2: Delineating procedure/s for measuring variables	32	100	30	93.8
	4	12.5	11	34.4
Step 1: Presenting an overview of the design	31	96.9	28	87.5
Step 2: Explaining method/s of measuring variables	18	56.3	15	46.9
(a) Specifying items in questionnaires/databases	11	34.4	5	15.6
(b) Defining variables	29	90.6	29	90.6
(c) Describing methods of measuring variables	31	96.9	21	65.6
Step 3: Justifying the method/s of measuring variables	30	93.8	17	53.1
(a) Citing previous research method/s	23	71.9	16	50
(b) Highlighting acceptability of the method/s				
Move 3: Elucidating data analysis procedure/s	10	31.3	11	34.4
Step 1: Relating data analysis procedure/s	10	31.3	8	25
Step 2: Justifying the data analysis procedure/s	7	21.9	5	15.6
Step 3: Previewing results	1	3.1	7	21.9

Table 5.1 shows that all the Management Methods contained Move 1 and Move 2. Also, all the Marketing Methods had Move 1 and about 93.8% Marketing Methods used Move 2. However, the frequencies of occurrence of Move 3 were quite low in the two subdisciplines (only about 31.3% in Management and 34.4% in Marketing). In other words, the majority of the Methods in the two subdisciplines included Move 1 and Move 2 but only the minority of Methods used Move 3. It seems that the move structure of the Methods does not fit Lim's model (2006). The reason for the scarcity of Move 3 is probably that data analysis procedure was moved to the next section—Results to make the presentation of the findings read more smoothly and sound logical and natural. This will be discussed in the next chapter. The following section will describe the moves and steps used in the two subdisciplines by giving examples from the two corpora.

5.1.1 Description of Moves and Steps in the Methods Section

5.1.1.1 Move 1: Describing Data Collection Procedure/s

The functions of Move 1 involve a description of data collection procedure generally concerning specification of the characteristics of a sample while the procedures involved in collecting the sample may be mentioned as a series of steps or actions which are often justified (Lim, 2006). Move 1 is generally manifested through a maximum of three steps: *Step 1: Describing the sample*, *Step 2: Recounting steps in data collection*, and *Step 3: Justifying the data collection procedure/s*.

5.1.1.1.1 Step 1: Describing the sample

According to Lim (2006), describing the sample is a step that includes statements on: a) *the location or source of the sample*, b) *the size of the population*, c) *the characteristics of the sample*, and d) *sampling techniques or criteria*. Among these four substeps, *the size of the population* was most frequently used, accounting for 81.3% of total sample in the two corpora. The reason for this high occurrence rate may be due to the importance of the sample size in research, which determines the reliability and validity of a study. Generally, these four substeps occurred in a flexible order in the majority of the Methods section. The writers did not necessarily follow the order suggested by Lim (2006) if they could arrange these elements in a logical and acceptable way (see Example 1). In many cases, one substep was embedded in one or two of the other three substeps. For example, Step 1a was embedded in Step 1b as shown in Example 2).

1) Hypotheses were tested in a sample of employees from a large global agricultural processing firm./...To avoid problems of common source variance, I obtained information on implementation via supervisor ratings. Finally, background information was obtained from archival records. A human resource management liaison identified all potential participants and their supervisors and provided a list of their names along with basic demographic information./ In total, 531 employees and 111 supervisors were identified. Out of 531 employees invited to participate in the study, a total of 238 completed all sections of the survey, for a respond rate of 45 percent./ In the employee sample, 151 people were men and 87 were women, and 94 percent were white./ (Mgmt 06)

M1 S1a

M1 S1d

M1 S1b

M1 S1c

2) Participants were 62 undergraduate students from a large North American university who participated in exchange for course credit. (Mkt 05)

Example 2) contains two communicative purposes which are describing the size and the location of sample, respectively. That is, Step 1a was embedded in Step 1b

because the more prominent communicative purpose is demonstrated through the main clause, while the less prominent one is manifested through the prepositional phrase.

5.1.1.1.2 Step 2: Recounting steps in data collection

About 62.5% of the Management Methods and 75% of the Marketing texts used Move 1, *Step 2: Recounting steps in data collection*. The description of data collection procedure consists of a series of steps, and normally this description is lengthy. Therefore, excerpts were taken from the corpora to exemplify this step.

3) Participants were assigned to teams upon entering the research lab. After they has completed a consent form, we assessed the participants' cognitive ability...Following this, participants were introduced to ...Teams progressed through eight trials of the simulation over the course of approximately one hour...When they finished, they returned to their disks to the investigator present in the lab and then filled out the a survey. A listing of team names and their performance was then posted... (Mgmt 02)

4) Participants in the main study chose among four smart phones described by either two or eight attributes. We manipulated attribute type depending on the condition. In line with the pretest results, each option was accomplished by all hedonic attributes...After choosing their preferred option, participants completed an unrelated filler task and then complete the 18-item need for cognition scale. (Mkt 07)

The series of steps of data collection were described with adverbs of time (e.g. after, then) and prepositional phrases (e.g. following this, when they finished) to indicate the sequence of data collection process. This finding is confirmed by Lim (2006), who claimed that time-relationship adjuncts and prepositional phrases were used to indicate temporal relationships in recounting steps in data collection.

5.1.1.1.3 Step 3: Justifying the data collection procedure/s

Generally, Step 3: *Justifying the data collection procedure/s* goes with Step 2: *Recounting steps in data collection* because Step 3 provides justification of advantages or acceptability of procedures. That is, Step 3 is accomplished through two substeps of a) Highlighting advantages of using the sample (see Example 5), and b) Showing representativity of the sample (see the underlined sentence in Example 6). In the present study, about 56.3% of the Management texts had this step, and it occurred in 31.3% of the Marketing Methods.

5) To the best of our knowledge, this sample is one of the first of this type to be used in downsizing research. A notable exception is Lewin (2001, 2003), who studies the effects of downsizing in customer firms (where we investigate the effects of downsizing in supplier firms). (Mkt 19)

6) This sampling frame was chosen because these individuals were felt to be representative of the most knowledgeable managers active in new product management and launch. (Mkt 30)

5.1.1.2 Move 2: Delineating Procedure/s for Measuring Variables

After the description of samples in Move 1, the measurements of dependent and independent variables are described. The functions of *Move 2: Delineating procedure/s for measuring variables* involve describing research design, presenting and justifying methods of measuring variables. Therefore, Move 2 is generally accomplished through three steps: *Step 1: Presenting an overview of the design*, *Step 2: Explaining method/s of measuring variables*, and *Step 3: Justifying the method/s of measuring variables*.

5.1.1.2.1 Step 1: Presenting an overview of the design

Step 1: Presenting an overview of the design aims to state the type of design that is normally described in terms of its components of independent variables included in the study (Lim, 2006). The frequencies of occurrence of this step were very low in the two subdisciplines (12.5% in Management and 34.4% in Marketing).

7) A retrospective methodology was employed in this study, as has been successfully done in several previous studies of NPD and product launch (C). A mail survey instrument was developed for data collection, based on the NPD literature... (Mkt 30)

8) All the independent and mediating variables as well as the attitudinal outcome variables (i.e., organizational inducements, resilience, state positive affect, social exchange, and both normative and affective commitment) were assessed via employee self-reports. (Mgmt 03)

5.1.1.2.2 Step 2: Explaining method/s of measuring variables

Step 2: Explaining method/s of measuring variables informs the readers of how dependent and independent variables are measured. This step consists of three substeps: *a) Specifying items in questionnaires/databases, b) Defining variables, and c) Describing methods of measuring variables.* Examples 9), 10) and 11) illustrate the three substeps, respectively.

9) Twenty items comprised this scale, which assessed the leader's use of the following behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Sample items include, "talks about their most important values and beliefs," and "gets me to look at problems from different angles." (Mgmt 16)

10) We define the dependent variable (RATING) as a reviewer's online rating of the hotel. (Mkt 23)

11) To test the first three hypotheses, three strategic patterns of internationalization by an MNC were examined and corresponding variables were constructed. The first pattern captures the aggregate level of geographic dispersion of companies within an industry. This construct was

measured using the Herfindahl index of employment in the industry by country or region for each year. The Herfindahl index has commonly been used to measure the level of concentration across industry categories in the diversification literature. By using the fraction of employment by country or region, this index can be adapted to measure geographic concentration for an industry. (Mgmt 18)

The majority of Methods used Step 2 in the two subdisciplines (96.9% in Management and 87.5% in Marketing). Such high frequency of occurrence indicates the importance of presenting the methods/s of measuring variables in both subdisciplines.

5.1.1.2.3 Step 3: Justifying the method/s of measuring variables

Step 3: Justifying the method/s of measuring variables only occurs only when methods of measuring variables have been described. The major function of this step is to confirm the degree of acceptability of the methods of measuring variables. Step 3 is manifested through two substeps: *a) Citing previous research method/s*, and *b) highlighting acceptability of the method/s*. Examples 12) and 13) below demonstrate the two substeps, respectively.

12) We use the well-known Hodrick and Prescott (1997) filter to extract the cyclical component from each marketing-mix series. The HP filter decomposes a time series in (1) a gradually evolving trend component and (2) cyclical fluctuations around it (C). (Mkt 17)

13) The purpose of these variables is to verify how headquarters decentralize innovation activities and what the performance of these activities in the subsidiaries is. Oliveira et al. (2009) and Boehe (2007, 2008) state that the decentralization of innovation alone does not measure strategic orientation. Therefore, the variable does not simply verify that the subsidiary possesses product innovation, process innovation or market share; it also measures the intensity of the subsidiary's innovation. (Mgmt 14)

Frequent occurrence of cyclical patterns and embedded steps/susteps was an eminent feature in Move 2, which will be further discussed later in this chapter.

5.1.1.3 Move 3: Elucidating Data Analysis Procedure/s

Move 3: Elucidating Data Analysis Procedure/s aims to analyze data, test the hypotheses and seek answers to the research questions formulated in the preceding Introductions (Lim, 2006). Move 3 is generally accomplished through a maximum of three steps: *Step 1: Relating/Recounting data analysis procedure/s*, *Step 2: Justifying the data analysis procedure/s*, and *Step 3: Previewing results*.

5.1.1.3.1 Step 1: Relating/Recounting data analysis procedure/s

Step 1: Relating/Recounting data analysis procedure/s describes some statistical techniques of analyzing data. Step 1 was found to be infrequently used in the Methods in both of the subdisciplines (31.3% in Management and 25% in Marketing). Example 14 illustrates this step.

14) Several analyses required simultaneous estimation of regression models at three distinct levels of analysis to predict the study outcomes at the first level of analysis. Because our hypotheses concern comparisons among groups both within and between hierarchical levels, we grand-mean-centered the independent variables at each level. (Mgmt 05)

5.1.1.3.2 Step 2: Justifying the data analysis procedure/s

Step 2: Justifying the data analysis procedure/s normally co-occurs with describing data analysis. This step provides a rationale for selecting certain analysis procedures. Similarly, Step 2 occurred infrequently in the two subdisciplines

(21.9% in Management and 15.6% in Marketing). For example:

15) The models in this second (-stage) analysis incorporate heteroscedastic errors (C), so we use a generalized least squares estimation procedure to account for heteroscedastic errors (C). (Mkt 31)

Step 2 was found to be embedded in Step 1 in the dataset. For example:

16) To assess whether multi-level analysis was the appropriate statistical technique for the current study, an intercept-only model was compared with a model with a fixed random part for level 2, which is similar to an ordinary least squares regression analysis (C). (Mgmt 28)

5.1.1.3.3 Step 3: Previewing results

Step 3: Previewing results was found in the subsequent Results section in that the data reported appear as preliminary results that can be further interpreted to produce specific findings (Lim, 2006). Similarly, very low frequency of this step was found in the two subdisciplines (3.13% in Management and 21.9% in Marketing). Step 3 is elucidated through the example below.

17) Results of the Hausman test were not significant, indicating that the choice of a random-effects model was appropriate. (Mgmt 07)

Sometimes, Step 3 was found to be embedded in Step 1. For example:

18) Finally, a multidimensional scaling analysis (C) using the Euclidean distances among variables as dissimilarity measures showed that a structure of brand concepts as representing human values can be reasonably arranged according to the higher-order dimensions of self-enhancement, self-transcendence, openness, and conservation. (Mkt 22)

5.1.2 Differences between Management and Marketing Methods

This section describes the differences between the Methods section in Management and Marketing in terms of frequency of occurrence, move structure pattern, move/step embedment, and move/step cycles.

5.1.2.1 Frequency of Occurrence of Steps and Move Structure

Patterns

As described earlier in this chapter, the frequencies of the corresponding moves in the Management and Marketing Methods were similar. In other words, Move 1 and Move 2 were used frequently and Move 3 was infrequently used in both of the two subdisciplines. Despite the similarity they shared in terms of frequency of occurrence at move level, they were still different from each other at the substep level between the two subdisciplines.

Move 1, *Step 1a: Describing the location of the sample* occurred in 59.4% and 28.1% Management and Marketing Methods. This means Step 1a was moderately frequently used in Management but infrequently used in Marketing. Such difference lies in the nature of embedment in the two subdisciplines. In Management, there were only five instances that Step 1a was embedded in other steps, while 19 cases happened in Marketing. In the present study, move/step identification of a sentence with embedment is assigned to one move/step, which conveys the main communicative purposes. That is, if Step 1a is embedded in Step 1b in a sentence, the sentence will be recognized as Step 1b. Therefore, much more embedment of Step 1a in Marketing than in Management may lead to the distinct difference in frequency of Step 1a.

About 12.5% of Management and 34.4% of Marketing Methods used Move 1, *Step 2: Recounting steps in data collection*. Although this step occurred infrequently in both subdisciplines, the difference was distinct and worth noting. Much

more Marketing texts described data collection process than Management Methods did. The assumption is that a number of substudies included in a research study in Marketing leads to such difference. Nearly half Marketing RAs contained substudies ranging from 2 to 6 and each of them has different data collection procedures which need to be described one by one.

The difference in frequency of occurrence of Move 2, *Step 3: Justifying the method/s of measuring variables* is striking between the two Methods. This difference was demonstrated through the frequency of the two substeps subordinated to this step. Move 2: *Step 3a: Citing previous research method/s* was striking. Almost all Management Methods (93.8%) contained this substep, while only 51.3% Marketing texts had this. Similarly, Move 2, Step 3b was used in 71.9% of the Management Methods but only in 50% of the Marketing texts. Much more Management than Marketing Methods containing Step 3 indicated that the techniques of justifying method/s of measuring variables were more important in Management than in Marketing. The Management writers tended to provide justifications to indicate the reliability and acceptability of their own research design. The two informants interviewed explained that in both Management and Marketing fields, researchers try to measure variables and understand what variables mean. However, variables in Management are more subjective than in Marketing. Therefore, it is more difficult to measure the variables and hence more justifications are needed to support the methods of measuring variables used in Management. This explanation is made based on the

nature of variables in the two subdisciplines, which could be convincingly valid since it comes from the insiders' perspective.

As for the move structure pattern, the Management Methods displayed fewer patterns than Marketing texts did. In total, five different move structure patterns were identified in Management. Among them, M1-M2 and M1-M2-M3 were the most prominent patterns, which occurred in 54.9% and 28.1% of RA Method sections, respectively. The pattern M1-M2 without Move 3 occurred in more than half of the Management Methods. The scarcity of Move 3 is probably due to the organization of RAs in this subdiscipline, in which the description of data analysis process has been moved to the next section—Results. In other words, data analysis process was described in the Results sections rather than in Methods in some Management Methods. Such arrangement may be more convenient and easier for readers to follow because statistical technique will consequently point to the results, and the simultaneous presentation of data analysis and results allows writers to make their text reader-friendly.

The results suggest that 28.1% of Methods follow Lim's model (2006), displaying the pattern M1-M2-M3. The majority of Management Methods (87.5%) opened with M1. This finding is confirmed by Nwogu (1997), Kanasilapatham (2005) and Lim (2006), who found that it was a universal practice to begin with Move 1. Also, only four Methods (12.5%) started with M2, either presenting the research design or describing method/s of measuring variables. Most of Methods (65.6%) ended with M2, about 31.3% with M3, and 3.2% with M1.

Compared to Management, the Marketing Methods presented more variations in move structure pattern. Fifteen different patterns were identified, and the most dominant one was M1-M2, occurring in 37.5% of the Marketing texts. Only one text displayed the pattern M1-M2-M3, which fits Lim's model (2006). The Marketing Methods contained more move units than the Management texts did. The former had 1 to 10 move units, and the latter contained 2 to 4.

5.1.2.2 Step/Substep Embedment

Step/Substep embedment is a prominent feature in the Methods section in the two subdisciplines. A substantial number of embedment was identified in the both of the subdisciplines. Step/Substep embedment mainly occurred in Move 1 and Move 2. In total, thirty step/substep embedments were identified in the Management Methods. Move 2-Step 3a was embedded in Move 2-Step 2c, which was recognized as the most dominant embedment in the Management Methods, making up 43.3% of all instances. That is, after describing the methods of measuring variables, writers tended to provide evidence to justify the methods concerned to increase the credibility of both the research methods and the results (see Example 19). The second dominant one was Move 1-Step 1a embedded in Move 1-Step 1b, accounting for 17.2% of all embedment.

19) Finally, we identify all subsidiaries established by a parts in a host country and compute the sum of years that each subsidiary was in operation before the year of observation, to control for the parts manufacturer's host country experience, which facilitates the accumulation of market knowledge, contributes to the development of local networks, and promotes subsequent investment in host countries (C). (Mgmt 23)

In the Marketing Methods, however, embedment occurred heavily in Move 1. Forty-five cases of embedment were identified altogether in the Marketing Methods. Among them, the embedment of Move 1-Step 1a in Move 1-Step 1b occurred 19 times, comprising about 42.2% of all instances. That is, the descriptions of the size and the location of the sample were included in one sentence (Example 20). The second dominant embedment occurred between Move 2-Step 3a and Move 2-Step 2c in which the former was found to be embedded in the latter, which making up 22.2% of total embedment.

20) Eighty-nine shoppers in New York City were recruited to participate in this experiment in return for \$ 1. (Mkt 01)

Two same embedment patterns occurred but constituted different frequency of occurrence in the two subdisciplines. The co-occurrence of the Move 1, Step 1a and Move 1, Step 1b may elude the presentation of two simple, short sentences which describe the locations and size of sample, respectively, thus avoid the skepticism from readers of the quality of the writing. This assumption is supported by the two informants who stated that the two communicative purposes can be conveyed with one combined sentence instead of two simple and boring sentences. Similarly, the embedment of Move 2-Step 2c and Move 2-Step 3a creates a bond between the description of methods of measuring variables and justifying the methods, which would provide a sense of the unity of the writing. Both of the two informants explained the reason for such embedment. In deductive research, researchers try to confirm that the

previous studies are right or wrong and inform the readers about the methods of measuring variables adapted or adopted from the previous research. In this way, the validity and reliability of the methods of measuring variables used in their own research are ensured. Additionally, the researchers may think it is unnecessary to give a detailed description of the methods and the justifications of the methods of measuring variables. The two communicative functions are demonstrated roughly and briefly through such embedment.

The findings in terms of step/substep embedment in the present study differ from Nwogu (1997), Kanoksilapatham (2005), Lim (2006), and Peacock (2011) in the sense that these researchers did not mention the finding of it in their studies.

5.1.2.3 Move/Substep Cycle

In addition to step/substep embedment, cyclical patterns were very common in both of Methods in the two subdisciplines. However, cyclical patterns occurred at different levels of units in the two corpora. They are summarized in Table 5.2.

Table 5.2 Cyclical Pattern in Management and Marketing Methods

Subdiscipline	Cyclical Pattern	Frequency (%)
Management	M1—M2	54.3
	M1—M2—M1—M3—M2	5.7
Marketing	M2, Step 2c—M2, Step 3a	40.7
	M2, Step 3a—M2, Step 2a	30.5

In the Marketing Methods, fifty-nine substep cycles were identified in total, and they were found to occur only in Move 2. There were six types of cycles. Among

them, Step 2c—Step 3a was the most frequently used one, accounting for 40.7% of all cycles identified in the Marketing Methods. Step 3a—Step 2a was the second most frequently used type, comprising 30.5% of all instances. The occurrence of cycles at substep level in Move 2 may be due to the number of variables in the study. Generally, there were several variables in one study, and these writers need to describe how these variables were measured and provide justification to the methods of measuring them. Thus, researchers had to repeat the procedures for such measurements. The repeated statements of research procedures depended on the number of variables in the study. So, it is likely that the more variables are included in the study, the more frequent occurrence of cycle patterns would present.

Comparatively, the distinct feature of cyclical pattern in the Management Methods was that some moves were repeated despite the infrequent occurrence of step/substeps. The repeated patterns mainly occurred at the move level. Four types and 35 move cycles were found. The dominant move cycle was M1—M2, making up 54.3% of all cycles in the Marketing Methods. The least frequent one was M1—M2—M1—M3—M2, only accounting for 5.7% of all instances. This finding contradicts to Nwogu (1997), Kanoksilapatham (2005) and Lim (2006), who did not report move cycles in their studies. Although Lim (2006) investigated Management RA Methods, his corpus size was too small with only 20 RAs. While Nwogu (1997) and Kanoksilapatham (2005) respectively focused on Medicine and Biochemistry, which are different from the discipline in the present study. However, it is consistent with Peacock (2011), who

claimed that move cycles were very common in his study. The possible reason is that Peacock's (2011) corpora are big enough and Business is one of the discipline he examined.

5.1.2.4 New Moves

In addition to embedment and cyclical patterns, existence of new moves were identified in the Methods in the two subdisciplines. Identifying new move was a unique phenomenon in the present study because no previous studies on the Methods mentioned their existence. A limited number of new moves that served different communicative purposes occurred in the Management Methods. In total, five new moves were identified in the five Methods. Due to the very low frequency of all new moves identified in the Management Methods, the researcher just list them and will not describe them one by one here, namely, *Reference*, *Justification of methods*, *Procedure of conducting the research*, *Drawbacks of the dataset*, and *Limitations of the methods*.

In contrast to the limited number and the lack of focus of the new moves in the Management Methods, much more new moves were identified in Marketing, some of which share communicative purposes. In other words, all these new moves can fall into different categorizations, and each category had a specific communicative purpose which realized a particular new move. In total, six categories of new moves were identified in Marketing Methods. The functions of these new moves were to announce research aims, describe research methods, present predictions of research phenomenon, review or comment on previous research, refer information to tables or

appendices, and present hypotheses. All these new moves will be discussed in order of frequency as follows.

New Move 1 whose function is to announce the research aims or objectives is called 'Aim' in the present study. Normally, Aim is located at the beginning of a study and initiates the description of the study to inform readers what objectives to be achieved. This new move occurred 30 times in 10 texts, accounting for 34.5% of the total new moves identified in the Marketing Methods. The new move Aim is illustrated by Example 21).

21) The objective of Study 2 was to provide insight into the underlying processes involved with different consumption pattern. In particular, we wanted to test our hypothesis that functional attributes in a health claim result in higher levels of health-goal activation than hedonic attributes, while having no differential effects on indulgence-goal activation. (Mkt 08)

The second most frequent new move is named 'Research Methods' in the present study because the main function of this move is to describe research activities and the research methods used in the study being reported. Research Methods occurred in 9 texts and made up about 24.1% of all new moves. Generally, the move Research Methods followed Aim in the sense that after the announcement of the research aims, the research methods or research activities to achieve the stated research objectives are described. For example:

22) We specifically invited female students who wanted to lose weight to participate in a one-week program. They received an eating diary in which they were to note after every occasion of food consumption (i.e., breakfast, lunch, dinner, and all snacks) exactly what they ate. Half of the participants received a diary with a cover picture of a thin model (treatment); the other half used diaries with a neutral, dieting-related image of a measuring tape on the cover (control). To avoid any potential bias that might arise if only the control condition saw a process-related cue, we

included the picture of the measuring tape within the diary provided to the treatment condition participants. (Mkt 16)

The next new move found is called ‘Prediction’ in the present study, whose function is to predict or expect that particular research outcomes would be obtained.

The new move Prediction was used in 7 texts, comprising about 17.2% of all new moves.

Predictions mainly followed Research Methods move. The example below demonstrates the new move Prediction.

23) We expect that, as in the previous studies, choosing from a larger fund assortment will reduce the tendency to invest in all available funds, reduce the proportion of funds invested in, and increase the absolute number of funds chosen. More important, we expect the cognitive load manipulation to affect investors’ dollar allocation strategies in a manner similar to that of choosing from larger fund assortments. Specifically, we expect that in the small fund assortment condition, investors under a high (vs. low) cognitive load will be more likely to evenly allocate their dollars across their chosen funds, conditional on choosing an easy divisor number of funds. (Mkt 04)

A new move called ‘Reference to graphic presentation’ was identified in 7 Marketing Methods and comprised about 10.3% of all new moves. This finding is similar to the new move found by Pramoolsook (2008) in his study on Biotechnology and Environmental Engineering. This new move serves as a reference to direct readers to the location of particular information in tables, graphs or appendices. For example:

24) Appendix B reports the sample composition and Table 2 presents summary statistics of all variables. (Mkt 32)

Another new move that provides a summary to the studies previously discussed was identified. This new move is named ‘Summary’ due to the function it serves. It occurred 8 times in 4 texts, accounting for about 9.2% of all instances. As

mentioned earlier, thirteen Marketing RAs consisted of 2 to 6 studies. The new move Summary was generally located between two substudies, reviewing the previous study/s and leading in the next study to be discussed. For example:

25) The studies thus far have relied on testing the self-signaling account by considering consumer intuitions about the utility of an item they were asked to imagine having chosen from different opportunity sets. Because respondents did not actively make these choices, we also need to demonstrate that evaluations of their actual choices correspond to their intuitions. (Mkt 01)

The least frequently found new move is called 'Hypothesis' that presents hypothesis of a study. Hypothesis occurred only 4 times in 3 texts, comprising 4.6% of all new moves. This new move may come after Prediction, Aim or Summary. Example 26 illustrates this new move.

26) Thus, we predict the following for consumers in a mating mind-set:
H3: For the direct brand, male consumers report more favorable brand extension responses than female consumers. For the subbrand, male and female consumers do not vary in their brand extension responses. (Mkt 03)

It is worth noting that all the new moves described above except Reference to presentation were included in an introductory paragraph. Generally, this paragraph gives a brief introduction to the research aims, summarizes or reviews the studies previously discussed, describes research methods or research activities, proposes predictions to research outcomes, and developed hypotheses. The functions and the organization of this introductory paragraph is similar to Move 3 in Swales' CARS model (2004). However, the elements in this introductory paragraph were recognized as new moves in the Methods because of its physical location in this particular section.

This introductory paragraph was between the subtitle *Study N* (N=1-6) and *Method*. The occurrence of this introductory paragraph lies in the nature of the Marketing RAs in the present study. As mentioned earlier in this chapter, nearly half of Marketing RAs consist of several substudies. Therefore, a paragraph is needed to give an overview of the study to be investigated.

5.1.3 Revised Model for the Methods Section

This section proposes a revised model for the Methods in Management and Marketing RAs. The revised model was derived from analyzing 64 RA Methods based on Lim's model (2006). The main modifications were made to Lim's model (2006) based on the considerations as follows. First, steps or substeps that occurred infrequently (below average 20% occurrence in the two subdisciplines) were removed from the original model. Second, a move that occurred in or more than 80%, and a step in or more than 60% of the corpus can be recognized as a conventional move and step in the model. Otherwise, they were regarded as optional. Third, all new moves have been added to the original model except Reference graphic presentation move whose location is very flexible. Finally, the revised model can reflect the main features of move-step structure of the Management and Marketing RA Methods based on the analysis of data.

The results from move-step analysis of 64 Management and Marketing RA Methods showed that Move 1 and Move 2 occurred very frequently and can be regarded as conventional. While Move 3 is considered as optional due to the low frequency of

occurrence in both subdisciplines. The status of Move 3 in Lim's model (2006) has been changed from obligatory to optional. The findings indicate that the move structures of Methods in the two subdisciplines do not fit sufficiently to Lim's model (2006), because the majority of the Methods contained only the first two moves without Move 3.

Some changes have been made at step/substep level, Move 1, *Step 3b: Showing representativity of the sample*, Move 3, *Step 2: Justifying the data analysis procedures*, and Move 3, *Step 3: Previewing results* have been removed from Lim's model (2006) because their infrequent occurrences (18.8%, 18.8% and 12.5% respectively). New moves Aim, Research Methods, Prediction and Summary have been added to the revised model. All these new moves have been taken under an umbrella term—*Introduction: Introducing the present study* due to their locations and functions.

5.2 Summary

This chapter has reported the results from analyzing 64 Management and Marketing RA Methods. The results revealed that the majority of Methods did not follow Lim's model (2006). Also, the results showed variations existed in frequency of steps/substeps, move structure pattern, step/substep embedment, step/substep cycle and new moves between the two subdisciplines. Discussion was provided by interpreting results, accounting for findings, comparing with previous studies, and providing the researcher's assumptions. A revised model for the Management and Marketing Methods has been proposed at the end of this chapter (See Table 5.3).

Table 5.3 Lim's Model (2006) and Revised Model for the Methods Section

Lim's Model (2006)	Revised Model
	Introduction: Introducing the present study (a) Announcing the research aims or objectives (b) Summarizing the studies previously discussed (c) Describing research activities or methods (d) Predicting/Expecting particular research outcomes (e) Presenting Hypotheses
Move 1: Describing data collection procedure/s Step 1: Describing the sample (a) Describing the location of the sample (b) Describing the size of the sample/population (c) Describing the characteristics of the sample (d) Describing the sampling technique or criterion Step 2: Recounting steps in data collection Step 3: Justifying the data collection procedure/s (a) Highlighting advantages of using the sample (b) Showing representativity of the sample	Move 1: Describing data collection procedure/s Step 1: Describing the sample (a) Describing the location of the sample (b) Describing the size of the sample (c) Describing the characteristics of the sample (d) Describing the sampling technique or criterion Step 2: Recounting steps in data collection Step 3: Justifying the data collection procedure/s via Highlighting advantages of using the sample
Move 2: Delineating procedure/s for measuring variables Step 1: Presenting an overview of the design Step 2: Explaining method/s of measuring variables (a) Specifying items in questionnaires/databases (b) Defining variables (c) Describing methods of measuring variables Step 3: Justifying the method/s of measuring variables (a) Citing previous research method/s (b) Highlighting acceptability of the method/s	Move 2: Delineating procedure/s for measuring variables Step 1: Presenting an overview of the design Step 2: Explaining method/s of measuring variables (a) Specifying items in questionnaires/databases (b) Defining variables (c) Describing methods of measuring variables Step 3: Justifying the method/s of measuring variables (a) Citing previous research method/s (b) Highlighting acceptability of the method/s
Move 3: Elucidating data analysis procedure/s Step 1: Relating (or 'recounting') data analysis procedure/s Step 2: Justifying the data analysis procedure/s Step 3: Previewing results	Move 3: Elucidating data analysis procedure/s Relating data analysis procedure/s

CHAPTER 6

RESULTS AND DISSCUSSION OF THE RESULTS SECTION

This chapter presents the results from analyzing 64 Management and Marketing RA Results sections. Yang and Allison's model (2003) for the Results section was adopted as the analytical framework. This chapter opens with reporting results and providing discussion to the findings. The second section discusses the variations between the Results sections in the two subdisciplines from the aspects of the frequency of moves and steps, move embedment, move cycles, and new moves. This chapter ends with proposing a revised model for RA Results section in the two subdisciplines based on the selected model.

6.1 The Results Section

Table 6.1 presents the results of move-step analysis of 64 Management and Marketing RA Results section. Particularly, it displays frequencies of occurrence of moves and steps of the Results section in the two subdisciplines. Additionally, it suggests the similarities and differences in the frequency of occurrence of moves and steps between Management and Marketing Results sections.

Table 6.1 The Frequency of Occurrence of Moves/steps in the Results Section

Moves/Steps	Mgmt		Mkt	
	Number	%	Number	%
Move 1: Preparatory information	31	96.9	31	96.9
Move 2: Reporting results	32	100	32	100
Move 3: Commenting on results	25	78.1	31	96.9
Step 1: Interpreting results	22	68.8	31	96.9
Step 2: Comparing results with literature	11	34.4	11	34.4
Step 3: Evaluating results	1	3.1	1	3.1
Step 4: Accounting for results	6	18.8	10	31.3
Move 4: Summarizing results	0	0	5	15.6
Move 5: Evaluating results	0	0	3	9.4
Step 1: Indicating limitations	0	0	2	6.3
Step 2: Indicating significance/advantage	0	0	1	3.1
Move 6: Deductions from the research	1	3.1	2	6.3

6.1.1 Description of Moves and Steps in the Results Section

6.1.1.1 Move 1: Preparatory information

Move 1: Preparatory information provides relevant information for the presentation of results. It functions as a connector between sections. It can be a general preview of the section, or a description of methodological instruments leading to a particular set of results, or a statistical procedure applied to a particular set of data, as well as the location of tables and graphs where the results are presented (Yang and Allison, 2003). Almost all the Results sections used this move in both of the subdisciplines. The high frequency of this move indicates that the preparatory

information is necessary because it avoids the abrupt appearance of results, and it makes the appearance of results more cohesive to the preceding text, thus resulting in a coherent piece of text and coherent because preparation information and results are well-integrated and logically-connected. Move 1 is elucidated by the examples below.

- 1) Hypothesis 1a states that implementation instrumentality and networking ability jointly moderate the relation between creativity and implementation in such a way that, relative to individuals who lacked both implementation instrumentality and the requisite networking skills, the relation is less negative for those who are either motivated or skilled networkers, and least negative for those who are both motivated and skilled at crafting effective social relationships. (Mgmt 06)
- 2) We examined the results using a deliberation (constrained vs. unconstrained) attribute quantity (two vs. five vs. ten) logistic regression analysis. (Mkt 07)

Example 1) introduces what Hypothesis 1a is about, preparing for the subsequent presentation of results, which tests Hypothesis 1a. Example 2) presents the statistical method used in data analysis.

6.1.1.2 Move 2: Reporting results

Move 2: Reporting results is the core element. The function of Move 2 is to describe findings, normally with relevance such as statistics and examples (Yang and Allison, 2003). All Results in the two subdisciplines contained this move. Move 2 is demonstrated by the following examples.

- 3) The results indicate that the average firm in the sample established 1.74 subsidiaries per year and expanded to 2.82 different countries per year; the average kurtosis in the sample was 2.61. (Mgmt 09)
- 4) As Regression 1 shows, risk preference was significantly and positively by both online community participation As Regression 1 shows, risk preference was significantly and positively affected by both online community participation (dummy coded as “yes” = 1 or “no” = 0; $\beta = .4980$, $p < .05$), and the number of postings (as indicative of the amount of participation in the online community; $\beta = .5457$, $p < .05$), after controlling for other predictors of risk preference such as the amount invested, the recent number of bids, and the lender’s tenure on Prosper. After controlling

for other predictors of risk preference such as the amount invested, the recent number of bids, and the lender's tenure on Prosper. (Mkt 02)

6.1.1.3 Move 3: Commenting on results

Move 3: Commenting on results provides explanations to the research findings through 1) Interpreting results, 2) Comparing results with literature, 3) Evaluating results, and 4) Accounting for results. That is, Move 3 is realized by these four steps. *Step 1: Interpreting results* was the most frequently used step of the four, accounting for 68.8% and 96.9% of Management and Marketing Methods, respectively. This finding is contradictory to Yang and Allison (2003), who found that *Step 2: Comparing the literature* occurred most frequently in their study. In contrast, *Step 3: Evaluating results* was the least frequently used one. With only one instance of occurrence in each subdiscipline (Mgmt 26 and Mkt 16). This supports the low occurrence found in previous research by Yang and Allison (2003). The realization of Move 3 is illustrated through four steps above from 1) to 4) in Examples 5)-8).

5) This indicates that a high level of POS is associated with a higher level of OC than a low level of POS, at the point where ESEC is lowest. As the level of ESEC becomes higher, the OC score gap between High POS and Low POS narrows and disappears altogether at a point signifying the highest level of ESEC on the lower right of the diagram. This indicates that the POS attenuation effect is limited when the ESEC level is extremely high. In other words, perceived support from the organization's leadership will only go so far to ameliorate the negative impact on OC of high levels of employee sensitivity to ethnopolitical conflict. (Mgmt 17)

6) However, Model 2 confirmed Swait and Erdem's (2007) finding that a brand's credibility leads to more consistent choices, that is, for four of the six categories, there was a significant and positive impact of a brand's credibility rank on scale whereas in the remaining two categories, the impact of credibility on scale was not significant. (Mkt 13)

7) These results serve to alleviate concerns as to the general nature of the measurement of ingratiation. (Mgmt 26)

8) This difference is likely due to the fact that, as discussed earlier, marketing tends to have greater

influence in CPG companies, such as those studied here, which suggests that they likely receive more resources under conditions of distributive injustice. (Mkt 29)

6.1.1.4 Move 4: Summarizing results

Move 4: Summarizing results was considered as optional in Yang and Allison (2003) for its low frequency of occurrence. Similarly, Move 4 occurred only in five Marketing Results sections (15.6% of the total samples) and was not found at all in the Management texts.

9) We present the estimation results in Table 2. Key findings are summarized below.

1. The estimate of the parameter representing the impact of brand-to-brand IPC, β_4 , is positive and significant. This result implies that the direct effects of brand-level IPC on brand-level sales growth are significant.
2. The inclusive value coefficient (γ), representing the collective impact of brand-level activities (that includes brand-level IPC) on category sales, is positive and significant.
3. The estimated value of γ is 0.3372 and the estimated standard error is 0.0064. Therefore, the estimate of γ is significantly different both from 1 and from 0. (Mkt 14)

6.1.1.5 Move 5: Evaluating the study

Move 5: Evaluating the study is realized by 1) Indicating limitations and 2) Indicating significance/advantage. None of the Management Results contained this move, and this move occurred only in 9.4% of the Marketing texts. The low frequency of Move 5 is perhaps because limitations and significance indicating are moved to the subsequent section—Final Elements. This finding is consistent with Yang and Allison (2003), who claimed that there was only two cases of this move in their corpus. The examples below demonstrate the use of Move 5.

10) Although these results support our hypotheses, a potential limitation of the within-subjects design of Study 1 was that it might have encouraged participants to explicitly compare the outcome

of choosing from the mixed versus the homogeneous opportunity sets, thus highlighting the difference between the two sets. (Mkt 01)

11) These results are particularly encouraging given that the forecast of the first five years after launch is probably the most crucial for managers when they plan to launch a new product on the market. (Mkt 09)

6.1.1.6 Move 6: Deductions from the research

Move 6: Deductions from the research is manifested through recommending further research. Similarly, only one case in Management Results section (Mgmt 16) and two instances in Marketing (Mkt 11 and Mkt 14) used Move 6. This move was regarded as optional in Yang and Allison (2003) and the possible explanation for the scarcity of this move may be that suggestions for further studies are located in the subsequent Discussion section. Move 6 is illustrated through the example below.

12) This finding was not predicted and could be an anomaly of the data, or could warrant further investigation as will be discussed below. (Mgmt 16)

6.1.2 Differences between Management and Marketing Results

This section presents the differences between the Management and Marketing Results from the following perspectives: frequency of occurrence, move structure pattern, move embedment, and move cycles.

6.1.2.1 Frequency of Occurrence of Moves/Steps

Table 6.1 suggests the variations between the Management and Marketing Results sections in frequency of occurrence of Moves 3-5. Move 3 occurred in 78.1% of total Management Results but it was frequently used in the Marketing

corpus (96.9%). More Management than Marketing Results sections contained this move that provides comments on results. The difference in the frequency of Move 3 mainly lies in the different frequencies of *Step 1: Interpreting results*. Thirty-one out of 32 Management RAs or 96.9% of Management corpus interpreted the results being reported, while only 22 (68.8%) Marketing Results used this step. In other words, Step 1 determines the difference in the frequency of Move 3 between the two subdisciplines. As mentioned earlier in Chapter 4, Management is a complicated field that covers knowledge from a wide range of disciplines, including managerial talent and labor, capital used by the organization to finance operations, production facilities and equipment, usable data needed to make effective decisions (Griffin, 2012). Thus, the results may need to be interpreted to make them more understandable for readers.

Table 6.1 shows that no Management Results used Move 4, and this move occurred in only 5 out of 32 (15.6%) Marketing Results. Despite the infrequency of Move 4 in Marketing, the difference is still worth noting. It is assumed that the difference will be more marked in larger corpora. Some Marketing Results contained *Move 4, summarizing results* being reported and that may be due to a series of substudies included in 13 Marketing RAs. Each substudy tested one or two hypotheses and generated specific results. To remind readers of overall results of the research, Marketing writers need to summarize the results from all studies and provide an overall picture of the entire research.

Similarly, Move 5 did not occur at all in Management Results, but was found infrequently in 3 out of 32 (9.4%) Marketing texts. The difference may not be noticeable. Again, it is predicted that the difference may be distinct when corpus size is larger.

6.1.2.2 Move Embedment

Move embedment is rather unique in Business RA Results sections because it was not reported in studies in other disciplines (e.g., Social Science: Brett, 1994; Medical Science: Nwogu, 1997; Williams, 1999; Computer Science: Posteguillo, 1999; Applied Linguistics: Yang and Allison, 2003; and Biochemistry: Kanoksilapatham, 2005). Two types of move embedment were identified in the Management Results. The more dominant type was Move 3 embedded in Move 2, which occurred 13 times in 8 Management Results, accounting for 92.9% of all move embedment in the corpus. The other type, Move 2 embedded in Move 1, occurred only once in one Results section, comprising 7.1% of all instances.

In Marketing, four types of move embedment were recognized. Move 3 was found to be embedded in Move 2, which was the most dominant type. Such instance occurred 8 times in 4 Marketing Results, making up 61.5% of all move embedment. The other three types of move embedment were Move 1 embedded in Move 2, Move 2 embedded in Move 1, and Move 3 embedded in Move 4, which constituted 15.4%, 15.4% and 7.7% of all move embedment, respectively.

Obviously, the Management Results are different from the Marketing texts regarding the number of types and their proportion of the total number of move embedment identified in each subdiscipline. The move embedment is illustrated through the following examples which present Move 3 embedded in Move 2, and Move 1 embedded in Move 2, respectively.

13) Similar to Cheng (2008), we find a negative effect of board size on performance variability, which matches our expectations according to the diversification of opinions effect. (Mgmt 30)

14) An analysis of variance (ANOVA) using the fault and complaint conditions as the independent variables and the evaluation index as the dependent variable revealed no significant main effects for either the fault ($F(1,56) < 1$) or complaint ($F(1,56) < 1$) conditions. (Mkt 05)

In Example 13), the result was reported that there was a negative effect of board size on performance variability, which is categorized as Move 2. Also, the phrase ‘Similar to Cheng (2008)’, assigned to *Move 3, Step 2: Comparing results with literature*, was embedded in the main sentence. Similarly, in Example 14), the segment from ‘An analysis of variance’ to ‘as the dependent variable’ expresses the less prominent communicative purpose of statistic techniques employed in the study. This segment was embedded in the sentence that conveys the more prominent communicative purpose of reporting results.

6.1.2.3 Move Cycles

Cyclical pattern of moves was a prominent feature in the Results sections and described in previous studies by (Brett, 1994; Nwogu, 1997; Posteguillo, 1999; Williams, 1999; Yang and Allison, 2003; Kanoksilapatham, 2005). Similarly, move cycles were common in the two subdisciplines in the present study. They are summarized in Table 6.2.

Table 6.2 Cyclical Patterns in Management and Marketing Results

Subdisciplines	Cyclical Pattern	Frequency (%)
Management	M1—M2	54.1
	M2—M3	32.7
	M1—M2—M3	11.2
Marketing	M1—M2	72
	M2—M3	14
	M1—M2—M3	8.4

In total, ninety-eight move cycles that fell into four categories were identified in the Management Results. These four categories of move cycles were: M1—M2, M2—M3, M1—M2—M3 and M1—M3. Among the four categories, the move cycle M1—M2 was considered as the most dominant one, making up 54.1% of all move cycles in the corpus. M2—M3 was the second most dominant category, accounting for 32.7% of all instances. M1—M2—M3 occurred 11 times in 5 Management Results, comprising 11.2% of all move cycles.

The Marketing Results contained more move cycles than the Management texts. One hundred and seventy-nine move cycles were identified, which were categorized into four patterns: M1—M2, M2—M3, M1—M2—M3, and M2—M1. The most dominant move cycle was M1—M2, making up 72% of all move cycles identified in the Marketing Results. The second dominant category was M2—M3, accounting for 14% of all samples. The move cycle M1—M2—M3 occurred 15 times in 3 texts, comprising 8.4% of all instances in the Marketing Results. These findings

are inconsistent with Brett (1994) who proposed that Pointer—Statement of findings—Substantiation of findings was the most frequent cyclical pattern in his study. *Pointer, indicating which data are to be discussed*, is roughly equivalent to *Move 1: Preparatory information*. *Statement of findings, in which the writer comments on whether the result is expected or not*, is roughly equivalent to *Move 2: Reporting results*. Whereas it is difficult to find a move in Yang and Allison's model (2003) which is equivalent to *Substantiation of findings, additional discussion of the results produced by other variables*. However, these findings support Yang and Allison (2003), who found that the sequence of moves and steps in each cycle follows the order suggested in their model. If Move 1 is absent, then Move 2 is the initial element in a cycle.

Despite the same number of categories of move cycles and the same dominant move cycles found in the two subdisciplines, differences existed in terms of the total number of move cycles and the proportion of each category. More move cycles were included in the Marketing than in the Management Results sections. The most dominant move cycle was M1—M2 in the two subdisciplines, but the proportions of move cycle were different (54.1% in Management and 72% in Marketing). Move cycle M1—M2 indicated the co-occurrence of preparatory information and reporting results. The results were reported after the description of a statistic procedure or methodological instruments, or indication of the location of tables or graphs, or a general preview of the section. A series of independent substudies included in 13 Marketing RAs may lead to a higher number of such move cycles in the Marketing than in the Management Results sections.

On the contrary, regarding the second most dominant move cycle, M2—M3, in both of the subdisciplines, more Management than Marketing Results contained this pattern (32.7% and 14%, respectively), which indicated that more Management than Marketing writers tended to provide more explanations to the results reported. The possible reason may be due to the nature of complexity of Management subdiscipline. As mentioned earlier in previous chapters, Management involves various resources, such as human, physical and information resources, which engage a series of managerial activities including planning and decision making, organizing, leading and controlling (Griffin, 2012). The results reported may be concerned about different field knowledge that needs to be explained more so as to be understandable to readers.

6.1.2.4 New Moves

New moves were only identified in the Marketing Results which employed two new moves. The first one is named ‘Implication’, which proposes managerial implication for the study. The Implication move occurred only three times in two texts (Mkt 01 and Mkt 14). The occurrence of this new move is quite new to the two informants because they expected that implications should be in the Discussion section. It is difficult even for insiders to account for this new move, and they could only assume that implications would exist in the Final Elements in the two RAs. This new move is demonstrated by the example below.

15) Simulations such as these can inform brand-managers on potentially substantive IPC effects in terms of stimulating additional sales for their brands at the expense of their competitors. (Mkt 14)

The other new move identified in the Marketing Results sections is called ‘Metatextual’ in the present study. The function of this move was to outline the structure of the Results section or to introduce the next substudy. This new move is equivalent to the rhetorical move of *Structure of Section* under Metatextual category in Brett (1994), which guides the reader to other parts of the writing. The name ‘Metatextual’ for this new move was borrowed from Brett (1994) for the reason stated above. Twelve ‘Metatextual’ moves were identified in 11 out of 32 Marketing Results (34.4%). Generally, this new move occurred at the beginning of the Results section, outlining the structure of this section or it was between two substudies, briefly introducing what comes next or what the next substudy is about. For examples:

16) In this section, we first present the results of the dynamic segmentation model applied to the aforementioned set of new product categories. Next, we demonstrate the superior fit and forecasting accuracy of the dynamic segmentation method as compared with the benchmark methods introduced above. (Mkt 09)

17) Next, we present the relationships between the building blocks of our research framework, represented by the arrows in Figure 1. (Mkt 17)

The new move *Metatextual* only occurred in the Marketing Results. It is probably because the series of substudies included in one study need to be connected coherently. Metatextual functions as a link between substudies to form these independent substudies as a unified main study. This assumption is supported by one marketing expert, who explained that Marketing research has several objectives and all findings from each have to be presented. Therefore, the substudies containing these findings should be connected by using Metatextual. Meanwhile, Management research normally has only one objective.

6.1.3 Revised Model for the Results Section

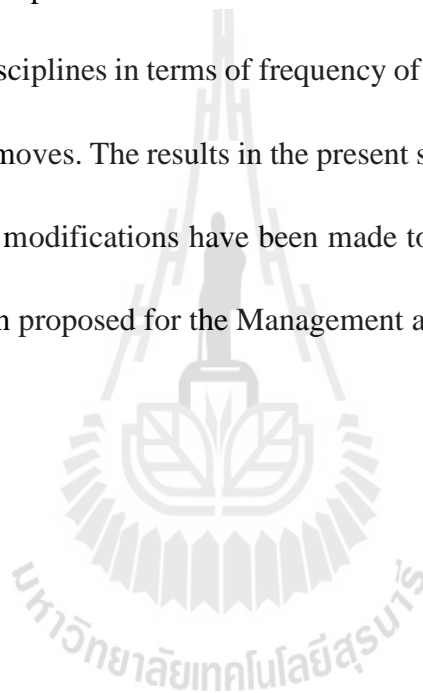
A revised model for the Management and Marketing Results was proposed based on the move-step analysis of 64 RAs Results from the two subdisciplines with Yang and Allison's model (2003) for the same section. To make the revised model reflect the main features of move-step structure of the Management and Marketing Results sections, three main changes were made to Yang and Allison's model (2003) as follows. First, Moves 4-6 have been removed from the original model due to their infrequency or their absence from the present corpus. Second, Move 3, Step 3 has been taken out from the selected model for the same reason stated above. Third, the new move Metatextual has been added to the original model. Table 6.3 therefore displays the revised model.

Table 6.3 Yang and Allison's Model (2003) and Revised Model for the Results

Section	Yang and Allison's Model (2003)	Revised Model
	Move 1: Preparatory information	Move 1: Metatextual Outlining the structure of the study Indicating what come next
	Move 2: Reporting results	Move 2: Preparatory information
	Move 3: Commenting on results Interpreting results Comparing results with literature Evaluating results Accounting for results	Move 3: Reporting results
	Move 4: Summarizing results	Move 4: Commenting on results Interpreting results Comparing results with literature Evaluating results Accounting for results
	Move 5: Evaluating the study Indicating limitations Indicating significance/advantage	
	Move 6: Deductions from the research Recommending further research	

6.2 Summary

This chapter has reported results from analyzing 64 Business RA Results section in Management and Marketing. The results showed that the majority of Results contained the first three moves in Yang and Allison (2003), indicating that the move-step structure of Results in the two subdisciplines is congruent with the selected model because Moves 4-6 are optional in it. The results also revealed that differences existed between the two subdisciplines in terms of frequency of occurrence, move embedment, move cycles and new moves. The results in the present study have been compared with previous research that modifications have been made to the selected model. Finally, a revised model has been proposed for the Management and Marketing Results section.



CHAPTER 7

RESULTS AND DISCUSSION OF THE FINAL ELEMENTS

This chapter presents the results from both move-step analysis and hedging analysis of 64 Management and Marketing RA Final Elements. Yang and Allison's model (2003) for the Discussion section was adopted as the analytical framework for the move-step analysis of the Final Elements. Hedging analysis was conducted by using Wordsmith Tool. The first section of this chapter opens with reporting results and providing discussion to the findings from move-step analysis, including the variations between the Final Elements in the two subdisciplines from different aspects and a proposed revised model for RA Final Elements in the two subdisciplines based on the selected model. The second section of this chapter reports the results from hedging analysis, including the type, frequency and variations of hedging use in the Final Elements between the two corpora.

7.1 Results and Discussion from Move-Step Analysis

Table 7.1 presents the results of move-step analysis of 64 Management and Marketing RA Final Elements. It displays frequencies of occurrence of moves and steps of the Final Elements in the two subdisciplines, and it also shows the similarities and

differences in the frequency of occurrence of moves and steps between the Management and Marketing Final Elements.

Table 7.1 The Frequency of Occurrence of Moves/steps in the Final Elements

Moves/Steps	Mgmt		Mkt	
	Final Elements	%	Final Elements	%
Move 1: Background information	28	87.5	26	81.3
Move 2: Reporting results	22	68.8	30	93.8
Move 3: Summarizing results	14	43.8	10	31.3
Move 4: Commenting on results	28	87.5	27	84.4
Step 1: Interpreting results	24	75	26	81.3
Step 2: Comparing results with literature	20	62.5	15	46.9
Step 3: Accounting for results	18	56.3	11	34.4
Step 4: Evaluating results	7	21.9	5	15.6
Move 5: Summarizing the study	10	31.3	4	12.5
Move 6: Evaluating the study	31	96.9	28	87.5
Step 1: Indicating limitations	26	81.3	22	68.8
Step 2: Indicating significance/advantage	24	75	20	62.5
Step 3: Evaluating results	4	12.5	3	9.4
Move 7: Deductions from the research	32	100	32	100
Step 1: Making suggestions	13	40.6	4	12.5
Step 2: Recommending further research	26	81.3	32	100
Step 3: Drawing pedagogical implication	25	78.1	26	81.3

Table 7.1 reveals that both Management and Marketing Final Elements used Move 1, Move 4, Move 6 and Move 7 at a very high rate of frequency (above 80%). On the other hand, Move 3 and Move 5 occurred infrequently in the two corpora. However, the frequency of Move 5 (31.3% in Management and 12.5% in Marketing)

indicates the difference that exists between the two subdisciplines. Regarding Move 2, the majority of the Marketing Final Elements (93.8%) contained this move, while it occurred moderately frequently in Management (68.8%). On the whole, despite the difference in frequency of some moves, the move-step structure of the Final Elements in the two subdisciplines follows Yang and Allison's model (2003) for the Discussion section. The next section will describe the moves and steps used in the two subdisciplines by providing examples.

7.1.1 Description of Moves and Steps in the Final Elements

7.1.1.1 Move 1: Background information

Move 1: Background information provides relevant background information on the study being reported. It can be a description of drawbacks of previous research which motivates the study being reported, or a general introduction to the reported study as well as the importance of a particular topic being investigated. Move 1 occurred frequently in both of the subdisciplines, and about 87.5% of the Management and 81.3% of the Marketing Final Elements contained this move. The high frequency of this move indicates that the presentation of background information is important before the results are presented. Move 1 is employed by writers when they wish to strengthen their discussion by recapitulating main points, by highlighting theoretical information, or by reminding the reader of technical information (Swales, 1990). This move can be considered as obligatory in the present study, which is contradictory to the previous research by Hopkins and Dudley-Evans, (1988); Swales,

(1990); and Yang and Allison, (2003), who regarded this move as optional. The possible reason for the difference in the status of Move 1 between the present study and the literature is that the previous studies focused on different genres and disciplines and they involved as small size of corpus (Hopkins and Dudley-Evans: MSc dissertations in Biology, and international conference paper on irrigation; Yang and Allison: 20 RAs in Applied Linguistics). This move is elucidated through the example below.

1) Increasingly, researchers are recognizing the important roles that employees play in the successful implementation of organizational change. Yet to date, little attention has been given to employee resources as a critical determinant of these effects. Drawing on conservation of resources theory (C), our study investigated the importance of two particular resources in enhancing employee contributions to the implementation of organizational change: (1) organizational inducements and (2) psychological resilience. (Mgmt 03)

Example 1) starts with the increasing interests in implementation of organization change, and then it indicates the research gap related to the topic being investigated. The last sentence provides a general introduction to the study being reported. Each sentence in Example 1 has its own communicative purposes, but all can be categorized as Move 1.

7.1.1.2 Move 2: Reporting results

Move 2: Reporting results provides the statement of (un)expected results, in which the writer may comment on whether the result is expected or not (Yang and Allison, 2003). About 68.8% of the Management Final Elements and 93.8% of the Marketing texts used Move 2, which can be illustrated through the following examples.

2) Our study demonstrates that market mavens offer more referrals than non-mavens and achieve a considerably higher conversion rate. Also, mavens buy more, and the average order value and cash

contributions of new customers acquired through the referrals of market mavens are higher than the cash contributions of new customers acquired through non-mavens. (Mgmt 10)

3) As expected, a main effect of mind-set emerged for brand extension evaluation ($F(1, 55) = 7.07$, $p < .05$) and fit perceptions ($F(1, 55) = 6.1$, $p < .05$), with participants reporting more favorable evaluations and fit perceptions in the long-term mating than the nonmating mind-set. Importantly, for brand extension fit perceptions, no gender differences emerged in the nonmating ($M_{\text{female}} = 2.8$, $M_{\text{male}} = 2.60$) and long-term mating ($M_{\text{female}} = 4.00$, $M_{\text{male}} = 4.07$) mind - set conditions.... As expected, both male and female consumers boost their brand extension fit perceptions and evaluations in a long- term mating mind -set, thus eliminating gender differences. (Mkt 03)

7.1.1.3 Move 3: Summarizing results

Move 3: Summarizing results provides a summary of the results found in the study being reported. This move occurred infrequently in the two subdisciplines at the rate of 43.8% and 31.3% in the Management and Marketing Final Elements, respectively. The possible explanation for such low frequency of occurrence of Move 3 is that the main results have been reported earlier in Move 2. Some of the writers may think it is unnecessary to restate the results. Move 3 is demonstrated through the examples below.

4) The empirical results offer several broad contributions: (1) they demonstrate that in an online context, the advertising quality of new ICT products reduces perceived product complexity; (2) they confirm that in an online context, quality claims increase trust; (3) and they shed light on the different effects that advertising new products quality has on consumer behaviour, depending on the buying situation (offline or on-line). In this sense, product complexity and risk are perceived as higher in the offline context than in the online environment, while trust is higher online than offline. Finally, (4) our results demonstrate that in an offline context, using quality claims in advertising new products neither reduces the products perceived complexity and risk nor increases its trustworthiness. (Mgmt 15)

5) In support of this account, increasing the number of product attributes increased the choice share of hedonic options, such as fun apps (Experiment 1a), laptops (Experiments 1b and 4), smartphones made for gaming (Experiment 2), and media players (Experiment 3). Furthermore, in support of the heuristic nature of the underlying process, this effect was particularly pronounced among respondents who tended to process information more heuristically (Experiment 2) as well as in situations that constrained people's ability to deliberate (Experiment 3). Consistent with our hypothesized process, these effects were driven by the effect of attribute quantity on the perceived usefulness of hedonic options (Experiments 1b and 4). (Mkt 07)

7.1.1.4 Move 4: Commenting on results

Move 4: Commenting on results provides critical evaluation to the results by making a more general claim arising from the results, referring to previous research, and suggesting reasons for the results. The majority of the Final Elements in the two subdisciplines used this move, accounting for 87.5% and 84.4% of the total texts in Management and Marketing, respectively. The high frequency of this move indicates that simply reporting results is not enough for the in-depth understanding of the results. The writers are expected to provide their critical insights into the results. Move 4 is manifested through the four steps: (1) Interpreting results, (2) Comparing results with literature, (3) Accounting for results, and (4) Evaluating results. These four steps occurred in a flexible order, and co-occurrence between or among them was very common in the two corpora. For example:

6) We also find an explanation for implementation in similarly fragmented environments. Consistent implementation of CSR policy is associated with managerial consensus about the social responsibilities of business. Conceivably, decoupling does not happen when the dynamics of identity overtake the dynamics of problemistic search and imperfect learning, because shared beliefs resolve uncertainty and facilitate coordination and the replication of practices (C). Shared beliefs can sustain behaviors that are not motivated by apparent self-interest (C), leading to convergence in behaviors within a firm./ Our identification of an emergent form of decoupling and of an internally driven form of implementation does not supersede strategic explanations. Rather, it specifies information asymmetry as a condition under which responses are likely to be strategically motivated./ Further, our behavioral interpretation contrasts with the depiction of decoupling in Meyer and Rowan's (1977) seminal article because our finding does not depend on complicit stakeholders who turn a blind eye to firms' actual practices./ However, the coverage score of our solution (0.58) implies that our framework does not explain all instances of decoupling. Other forms and drivers of decoupling may exist./

M4 S3

M4 S4

M4 S2

M4 S1

7.1.1.5 Move 5: Summarizing the study

Move 5: Summarizing the study provides a broader scope than *Summarizing results* (Yang and Allison, 2003). Move 5 occurred infrequently in the both corpora (31.3% in Management and 12.5% in Marketing). This finding is consistent with Yang and Allison (2003) who found only 3 out 20 (15%) RAs in their corpus contained this move. They observed that Move 5 only occurred in the Discussion sections when they are the final RA sections, but this move did not occur in the Discussion sections which were followed by a Conclusion or a Pedagogical Implication. This could probably explain the low occurrence of Move 5 in the present study. Almost all RAs Final Elements were labelled as Discussion which consist of several sections. The final sections could be Implication, Conclusion, or Limitations and Future Research, and Conclusions. This may be the reason for the scarcity of Move 5. This move is demonstrated through the following examples.

7) In spite of these shortcomings, which leaves plenty of scope for additional research, the paper does reach some important conclusions from the first large scale empirical analysis of MNC headquarters. Notable among those findings is that MNC headquarters are primarily involved with so-called “obligatory” functions and some value creating and control functions, but much less so with operational activities. Nevertheless, a single, although wide-ranging, set of factors determine the size of headquarters in both MNCs and domestic firms. (Mgmt 22)

8) In summary, our model provides insights into the roles of lean launch execution and launch timing on new product success. Many managers are integrating logistics with marketing, manufacturing, and production in order to gain manufacturing flexibility and improve efficiency. They also are increasingly using the time to revenue realization (cash-to-cash) as an important success metric. (Mkt 30)

7.1.1.6 Move 6: Evaluating the study

Move 6: Evaluating the study justifies the need for the future work recommended. This move is realized by three steps: (1) Indicating limitations, (2) Indicating significance/advantage, and (3) Evaluating methodology. About 96.9% of Management Final Elements used this move, and this move occurred in 87.5% of Marketing texts. That is, the majority of Final Elements indicated limitations of the study, or claimed the significance, or evaluated the methodology used in the study. In some cases, co-occurrence between the three steps was found but only in Management. For example.

9) We first outline limitations and then enumerate the specific contributions of this paper. One limitation is the fact that, as described in the Methodology section, individual company data is aggregated at the industry level in the dataset that was used.... A second limitation is the use of only one measure for the dependent variable, variability of performance, and for each of the independent variables, geographic dispersion, global integration, and outsourcing, all of which were based on secondary data collection....A third limitation is the measurement of the outsourcing variable which is not by direct metrics, but rather by obtaining an estimate of value-added created outside the firm.../

M6 S1

This paper offers several contributions to the international business literature. First, the general research methodology and the framework of examining strategic patterns of internationalization as a construct that includes geographic dispersion, cross-border integration, and outsourcing, three important variables that have not yet been considered together to empirically examine variability of firm performance. Three additional contributions of the paper are the empirical substantiation of the three hypotheses tested regarding the relationships of cross-border geographic dispersion, integration, and outsourcing, on variability of firm performance./ (Mgmt 18)

M6 S3

7.1.1.7 Move 7: Deductions from the research

Move 7: Deductions from the research states what can be obtained from the study being reported after evaluating the research. The writer advocates the

need for further research or makes suggestions about possible directions for further investigation (Swales, 1990). The 100% of occurrence of this move in the two subdisciplines indicates the extreme importance of what can be derived from the research being reported. This move is accomplished through a maximum of three steps: (1) Making suggestions, (2) Recommending further research, and (3) Drawing pedagogical implication. Any two of the three steps were found to co-occur in the both subdisciplines. For example:

10) From the perspective of these managers, the new product is similar to the product they currently manage and thus should be under their control. However, because the new product is going to a new market and will involve a different selling arrangement, a different department may be created to manage it. Thus, the new product might be viewed as disrupting the importance or power of these senior managers. Such managers may create hurdles for the project either directly or through their functional representatives on the review committee (C)./ However, this is a post hoc explanation of an unexpected effect and thus needs to be examined more carefully in further research./ (Mkt 18).

M7 S3

M7 S2

One thing worth noting is that *Step 3: Drawing pedagogical implication* cannot accurately describe the implication proposed in the Final Elements in the present study. Since Yang and Allison's model (2003) for Discussion was derived from analyzing RAs in Applied Linguistics, normally pedagogical implications are proposed. In the present study, three types of implications were made: theoretical implications, managerial implications and practical implications. In order to capture the distinct features of Business RAs, it is proposed that Step 3 need to be changed into *Drawing theoretical/managerial/practical implication*.

7.1.2 Differences between Management and Marketing Final Elements

This section presents the different features of the Final Elements between the two subdisciplines. These differences are described from the perspectives below; namely, the frequency of occurrence, move embedment, move/step cycles, and new moves.

7.1.2.1 Frequency of Occurrence of Moves/Steps

As mentioned earlier, almost all the frequencies of moves in the two corpora are similar except Move 2 and Move 5. Although the five moves are similar in terms of frequency of occurrence at the move level, differences exist at step level between the two subdisciplines. The differences will be described firstly at the move level and then at the step level.

Move 2: Reporting results occurred moderately frequently in the Management Final Elements (68.8%), whereas it was used very frequently in the Marketing texts (93.8%). This difference lies in the organization of RAs in the two subdisciplines. As mentioned occasionally, thirteen Marketing RAs contained a series of substudies. Different results are obtained from each substudy. At the last section of RAs—the Final Element, it is likely that the writers are expected to report the results again to remind the readers what the main results in the study being reported are. This may explain why more Management writers than Marketing counterparts used Move 2. This move can be considered as obligatory for their average occurrence of 81.3% in the two corpora. This claim is confirmed by Hopkins and Dudley-Evans (1988), who found

the equivalent move 'Statement of results' was the only obligatory move in their study. However, this finding is contradictory to Holmes (1997), who claimed that there is no completely obligatory move in Discussion sections in Social Science. Meanwhile 'Statement of results' was regarded as quasi-obligatory move in Discussion sections by Swales (1990) and Yang and Allison (2003).

Regarding *Move 5: Summarizing results*, both subdisciplines used this move infrequently. However, there is still difference in the frequency of occurrence. Ten out of 32 (31.3%) Management Final Elements contained this move, while only 4 out of 32 (12.5%) Marketing texts were found to use it. The reason for the infrequency of Move 5 in the two corpora has been given earlier in this chapter. Such difference between the two subdisciplines could be explained based on what discussed above. The difference in frequency of occurrence of Move 2 suggests that reporting results is more common in Marketing than in Management. It is assumed that more Marketing writers have reported results in the Final Elements section. Therefore, they do not necessarily provide a summary of results in the same section.

At the step level, *Move 4, Step 2: Comparing results with literature* and *Move 7, Step 1: Making suggestions* show notable differences between the two subdisciplines. About 62.5% of the Management Final Elements used Move 4, Step 2, while this step only occurred in 46.9% of the Marketing texts. Management writers tend to compare their results with those reported in the literature more than their Marketing counterparts.

The difference in the frequency of occurrence of Move 7, Step 1 is distinct between the two subdisciplines despite their infrequency of occurrence. Thirteen out of 32 (40.6%) the Final Elements included this step, while only 4 out of 32 (12.5%) the Marketing texts contained it. Such difference may result from the nature of the two subdisciplines. The Management subdiscipline involves the interlocking functions of formulating corporate policy and planning, organizing, staffing, motivating, and controlling an organization's resource to achieve the policy's objectives. (Lorenzana, 1993). That is, Management aims to achieve objectives at an organization's policy level through a series of implementation of functions. Therefore, Management writers tend to make suggestions for policy makers based on the results from their studies. In contrast, Marketing aims to consider customers' needs and to satisfy those needs by producing and marketing products and services (Burrow, 2008). In this sense, Marketing is to establish relationship with customers. From the description above, these two subdisciplines focus on different levels of targets. Therefore, Management writers are more likely to make suggestions through the employment of Move 7, Step 1.

7.1.2.2 Move Embedment

In the Final Elements, move embedment occurred only in the Management Final Elements. Despite only six cases identified, it is a unique feature in Management and therefore it is worth noting. In total, two types of embedment were found. One type is that Move 4 was embedded in Move 2, and the other is that Move 7 was embedded in Move 6. Moreover, move embedment in the Final Elements is a

unique feature in the present study because it was not reported in any previous research on the corresponding section. The following two sentences exemplify the two types of embedment, respectively.

11) The first major finding of this study is that an efficiency-centered business model design has, overall, a positive relationship with firm performance, which is in line with prior research (C). (Mgmt 11)

12) What has emerged from the study is the absence of attention to the older workers in terms of their work-life balance concerns and this group in particular are therefore deserving of renewed consideration. (Mgmt 12)

Example 11) consists of a main clause and a non-restrictive attributive clause. The former conveys the communicative purpose of reporting results, while the communicative function of the latter is to compare the results with a previous study. This sentence is assigned to Move 2 and Move 4, and the latter is embedded in the former. Similarly, the more prominent communicative purpose of Example 12) is to indicate a limitation of the study. However, this sentence also conveys a less prominent communicative purpose of recommending further research. Thus, Move 7 is embedded in Move 6.

7.1.2.3 Move Cycles

Cyclical patterns are prominent features in the two subdisciplines. However, the frequencies of occurrence of move cycles in the two corpora are different, and the numbers of the cyclical patterns identified in the two subdisciplines are not the same. They are illustrated in Table 7.2.

Table 7.2 Cyclical patterns in Management and Marketing Final Elements

Subdiscipline	Cyclical Pattern	Frequency (%)
Management	M6—M7	66
	M2—M4	29.2
	M1—M2	4.8
Marketing	M6—M7	52
	M2—M4	48

In the Management Final Elements, one-hundred and six move cycles were identified in total. All these move cycles fell into three cyclical patterns, which were M6—M7, M2—M4, and M1—M2. Among them, M6—M7 was the most dominant cyclical pattern, accounting for 66% of all move cycles, whereas M1—M2 was the least dominant one, which made up about 4.8% of all instances. Generally, after the study is evaluated from the perspectives of limitations, significance and research methodology, deductions such as making suggestions, recommending further research and drawing pedagogical implication can be drawn from the research. This process is repeated especially between ‘*Indicating limitations*’ and ‘*Recommending further research*’, which constituted the largest proportion of the cyclical pattern M6—M7. In other words, more than one limitations were indicated in a particular study, and each could potentially suggest a direction of further research. This may lead to the dominance of the cyclical pattern M6—M7, which was identified in 16 Management Final Elements, whereas the least dominant cyclical pattern M1—M2 occurred very infrequently in only one text (Mgmt 18).

As for the second most dominant pattern M2—M4, it comprised about 29.2% of all move cycles in Management and it was found in 10 texts. Normally, comments on results are provided by interpreting, accounting for, evaluating and comparing results with literature after the results are reported. More than one results are derived from one study, which leads to the cyclical pattern of M2—M4.

In Marketing, two types of cyclical patterns were identified and 100 move cycles were found in the Final Elements. The most dominant cyclical pattern M6—M7 was found in 18 texts, accounting for 52% of all move cycles; and the least dominant one M2—M4 occurred in 13 texts, comprising 48% of all instances. Obviously, these two cyclical patterns shared similar proportion of all move cycles.

Compared with Management, only two types of cyclical patterns were identified in Marketing. Despite the same dominant cyclical patterns both subdisciplines had, the frequencies of occurrence of the dominant cyclical pattern were different between the two subdisciplines. The pattern M6—M7 made up 66% of all move cycles in Management, while it comprised 52% of all instances in Marketing. On the contrary, cyclical pattern M2—M4 occurred more frequently in Marketing (48%) than in Management (29.2%). It is assumed that Marketing writers tend to report results followed by making comments on the results because the results were reported in individual substudies, each of which contained the Methods, Results, and Discussion sections of its own. Due to the limited space for each individual substudy, the Discussion section mainly involved Move 2 and Move 4, which may lead to more cyclical pattern M2—M4 in Marketing.

Swales (1990) pointed out the cyclical nature of Discussion sections, which is confirmed by the present study. The occurrence of move cycles in the Final Elements in the two corpus is consistent with the findings of previous studies (Peng, 1987; Hopkins and Dudley-Evans, 1988; Holmes, 1997; and Yang and Allison, 2003).

7.1.2.4 New Moves

New moves were only found in the Marketing Final Elements. Two types of new moves were identified in the corpus. One type was called '*Introducing the next section*' in the present study, whose function is to introduce what comes next in the RA. Twelve *Introducing the next section* were found in 8 texts. That is, twenty-five percent of Marketing Final Elements used this new move, which was generally located between the two substudies. This new move is illustrated through the example below.

13) In the next section, we further explore self-threat as the fundamental causal factor that provokes people to exhibit the complaining patterns we study. (Mkt 05)

The other type of new move occurred 5 times in each of the 5 Marketing Final Elements. It was named '*Leading in the section*' because it serves as an introduction function in the present study. Also, this new move was found to occur between two substudies. The example below demonstrates this new move.

14) Combined together, Studies 1 and 2 provide consistent support for our hypotheses. Study 3 was designed to further evaluate the robustness of our findings by ruling out additional alternative explanations. First, in Studies 1 and 2, more information and more benefits were provided in the present-focus condition than in the future-focus condition. This is especially true for Study 2, in which participants were knowledgeable about the product, and the future benefit was presented clearly in both conditions. To rule this out as an alternative explanation, in Study 3 we provide more information in the future-focus condition. (Mkt 12)

The two new moves occurred in the Marketing RA Final Elements alone, which include a series of substudies. Both of them were located between the two substudies, introducing and leading in the coming substudy. Therefore, it is not difficult to explain why the new moves were only identified in Marketing. The informants confirmed the researcher's explanation above by pointing out that the nature of Marketing RAs that includes a collection of substudies leads to the occurrence of the two new moves. The new moves are not included in the revised model because of their mere occurrence in Marketing as well as their low infrequency.

7.1.3 Revised Model for the Final Elements

A revised model for Management and Marketing Final Elements was proposed based on the move-step analysis of 64 RAs Final Elements from the two subdisciplines with Yang and Allison's model (2003) for the Discussion section. To ensure the revised model to be applied to describe the move-step structure of Management and Marketing Final Elements, three main modifications have been made to Yang and Allison' model (2003) for this section as follows. First, Move 4, Step 4 and Move 6, Step 3 have been taken out from the selected model for their infrequency of occurrence in the both corpora. Second, the status of Move 1, Move 6 and Move 7 has been changed from 'optional' into 'obligatory'. Third, *Move 7, Step 3: Drawing pedagogical implication* has been changed into *Drawing theoretical/managerial/practical implication* to suit more the nature of disciplines of the two Business subdisciplines . Table 7.3 displays the revised model.

Table 7.3 Yang and Allison's Model (2003) and Revised Model for the Final**Elements**

Yang and Allison's Model (2003)	Revised Model
Move 1: Background information	Move 1: Background information
Move 2: Reporting results	Move 2: Reporting results
Move 3: Summarizing results	Move 3: Summarizing results
Move 4: Commenting on results Interpreting results Comparing results with literature Accounting for results Evaluating results	Move 4: Commenting on results Interpreting results Comparing results with literature Accounting for results
Move 5: Summarizing the study	Move 5: Summarizing the study
Move 6: Evaluating the study Indicating limitations Indicating significance/advantage Evaluating methodology	Move 6: Evaluating the study Indicating limitations Indicating significance/advantage
Move 7: Deductions from the research Making suggestions Recommending further research Drawing pedagogic implication	Move 7: Deductions from the research Making suggestions Recommending further research Drawing theoretical/managerial/practical implication

7.2 Results and Discussion from Hedging Analysis

The results from hedging analysis are reported on the type and frequency of and variations between Management and Marketing subdisciplines. In addition, this section will illustrate the functions of the hedging used in the two subdisciplines through exemplifying excerpts taken from the two corpora.

7.2.1 Types and Frequencies of Hedging

Table 7.3 displays the types and their percentages of hedging used in the Management and Marketing Final Elements. All five types of hedging (modal auxiliaries, epistemic lexical verbs, epistemic adverbs, epistemic adjectives, and

epistemic nouns) described in Table 3.8 in Chapter 3 were used in the two corpora. The total raw number of hedging used in Management Final Elements was 1,686 within 60,500 running words, and it was 1,542 within 59,500 running words in Marketing. The modal auxiliaries were the most heavily used type among the five in the two corpora, comprising about 42.2% and 40.3% of the total hedging used in Management and Marketing texts, respectively. This finding is supported by Mirzapour and Mahand (2012), who reported that modal verbs were the most used category in their corpus, accounting for 31.32% and 27.41% of all instances in Library & Information and Computer Science RAs, respectively. But this finding is inconsistent with the previous studies by Salager-Meyer (1994); Hyland (1996a); and Hyland (1996c), who found that lexical verbs were the most heavily used type in their corpora. The least used type were the epistemic nouns, making up 6.2% and 8% in Mgmt and Mkt corpora, respectively.

Table 7.4 Types and Percentages of Hedging of Mgmt and Mkt Final Elements

Hedging	Mgmt		Mkt	
	Raw Number	%	Raw Number	%
Modal auxiliaries	712	42.2	622	40.3
Epistemic lexical verbs	472	28	439	28.5
Epistemic adverbs	188	11.2	198	12.8
Epistemic adjectives	209	12.4	160	10.4
Epistemic nouns	105	6.2	123	8
Total	1686	100	1542	100

Figure 7.1 presents the frequencies of occurrence of hedging in the Final Elements in the two corpora per 1,000 words. On the whole, both Management and Marketing Final Elements are not as heavily-hedged sections as reported in previous

studies by Salager-Meyer (1994) and Hyland (1996a). Salager-Meyer (1994) found that 13% of the total number of words making up the Discussion sections are hedging, and Hyland (1996a) pointed out that hedging occurred more than once in every 50 words in his corpus. The Management Final Elements contained about 27.9 per 1,000 words, and 25.9 per 1,000 words were used in the Marketing texts. Despite the relatively low frequency of occurrence of hedging in the two corpora, variations occurred between the two subdisciplines. Management writers tend to use more hedging than Marketing ones in the RA Final Elements. Management is a growing applied science and one of the main target of this subdiscipline is to satisfy the needs and desires of markets with whatever resources are available (Venon, 2002). This indicates that the data included in the RAs of this subdiscipline may not be very mathematically verifiable, but rather based on opinions. On the other hand, Marketing is an interface between the provider and their customer needs (Drummond and Ensor, 2005). The data contained in RAs in this subdiscipline could be more numerical because the concrete data can determine what marketing activities and services are effective and efficient to achieve certain business objectives.

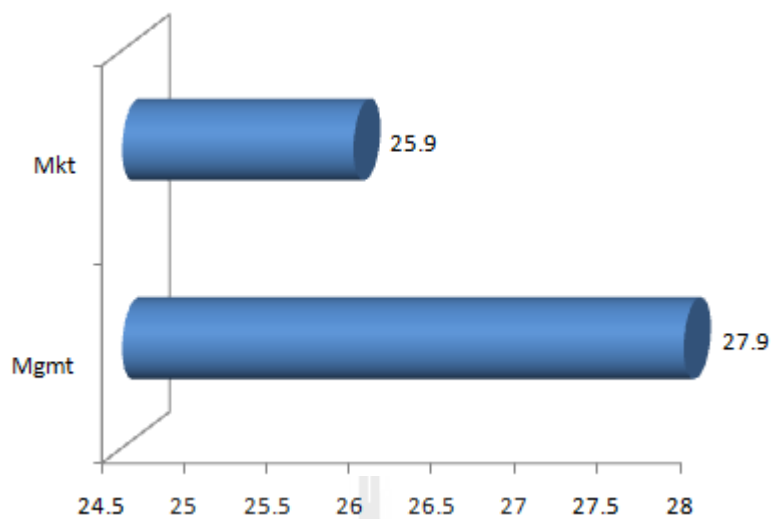


Figure 7.1 Frequencies of Hedging in Mgmt and Mkt Final Elements per 1,000 words

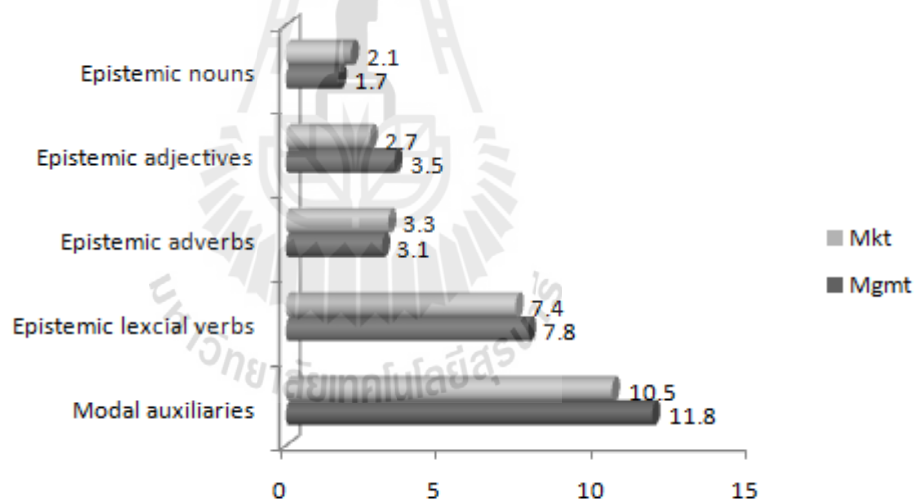


Figure 7.2 Frequencies of Each Type of Hedging in the Two Corpora per 1,000

Figure 7.2 displays the frequencies of each type of hedging found in the two corpora. Also, it shows the similarities and differences between the two subdisciplines. Modal auxiliaries were the most frequently used type in both of the two corpora (11.8 and 10.5 per 1,000 words in Management and Marketing, respectively). Also, the

frequency of the epistemic nouns were 1.7 and 2.1 per 1,000 words in Mgmt and Mkt corpora, respectively, indicating that they were the least used type in both corpora. According to one informant, people are more familiar with modal auxiliaries than epistemic nouns. They are likely to employ modal auxiliaries which are more simple and easier to use rather than epistemic nouns with which they are not very familiar. However, the other informant just gave a simple reason why Management and Marketing people use hedging in their writing that their findings may not support the literature and may not be one completely applied to the real situation. This finding is consistent with Mirzapour and Hahand (2012), who found that epistemic nouns were the least frequently used in the articles by both native and non-native writers. Also, Figure 7.2 suggests that more modal auxiliaries and epistemic lexical verbs were used in Management Final Elements than in Marketing ones. In contrast, more epistemic adverbs and epistemic nouns were used in Marketing than in Management.

The next sections provide examples of hedging from the two corpora as well as explanations of their functions to manifest the hedging use. Since the findings described above suggested that the Final Elements in the two corpora were not heavily-hedged as expected, hedges might not occur together within one or two sentences. The examples are mostly provided based on the type and frequency of occurrence of hedges.

7.2.2 Hedging in Management

Examples [1] concerning modal auxiliaries consist of three tokens. Both of the epistemic 'might' indicate an assessment of possibility. Also, the writer lacks

confidence in the truth of the statement. ‘Should’ normally refers to the future, expressing an assumption of probability based on known facts (Hyland, 1996a). Taken together, the writers attempted to tone down the propositions and avoid personal accountability.

[1] These findings contribute to the work unit climate literature (C) and HR-practice literature (C) by not only showing that some unit work climates *might* be more important for soft I-deals than for hard I-deals, but also by showing that (an accommodative) work climate *might* actually transform HR-practices which normally *should* have positive effects, such as developmental I-deals, into HR-practices with negative outcomes. (Mgmt 28)

Examples [2] and [3] refer to epistemic lexical verbs, which are ‘assume’ and ‘indicate’. The use of ‘assume’ was to presuppose a particular phenomenon and avoid responsibility for the certainty of a proposition (Hyland, 1998b, 2005a, 2008). By using ‘indicate’, the writer was trying to provide the interpretation of results and express the true state of his/her understanding.

[2] First, despite the literature on absorptive capacity, adoption of diffused knowledge in local firms has not been fully explored. It is often *assumed* that firms will assimilate all the available advanced foreign knowledge as long as they have the absorptive capacity. Evidence from this paper has demonstrated that domestic firms are selective in their adoption of HPMPs diffused from MNEs. In other words, new practice adoption is not blind. As a result, we observe significant spillover effects for some HPMPs but not for all of them. (Mgmt 32)

[3] This study provides empirical support for that proposition; our results *indicate* an indirect means for managers to address the psychological effects of violent conflict through supportive leadership. (Mgmt 17)

Examples [4] and [5] are concerned with epistemic adjectives of ‘plausible’ and ‘unlikely’. The writer aimed to present the proper explanation for a particular research phenomena by using ‘plausible’, while the use of ‘unlikely’ tended to decrease

responsibility for truth (Hyland, 2005a).

[4] Another *plausible* explanation for the influence of the pervasiveness of divestiture activity on investor response may be limits on investor information processing capacity. (Mgmt 07)

[5] However, these traits (such as self-monitoring and proactive personality) are highly correlated with networks (C), and due to their inborn and static nature, are *unlikely* to be activated to systematically influence the dynamic process of network resource development. (Mgmt 27)

The two examples below involve epistemic adverbs of ‘theoretically’ and ‘relatively’. The use of ‘theoretically’ indicates that the writer attempted to reduce force of statement and avoid a risk of possible negotiation. Recognizably, ‘relatively’ implies purposive vagueness of statement and reduces the force of statement to make sentence more acceptable to the reader (Salager-Meyer, 1994; Hyland, 2005a).

[6] *Theoretically*, we took an integrative approach in which we merged an institutional perspective with the two dominant firm-centered approaches to strategy: a transaction cost perspective and a resource-based approach. (Mgmt 19)

[7] Looking at the correlation matrix in Appendix 1, we identify *relatively* high correlations between cultural differences and opportunism ($r = .39$), and between cultural differences and perceived volatility ($r = .36$). (Mgmt 21)

Examples [8] and [9] demonstrate the use of epistemic nouns of ‘implication’ and ‘possibility’. A statement can be true in a certain context and false in another context (Lakoff, 1973). The writer derived the inference from the findings in his/her particular research context and made his/her own interpretation of the knowledge. The use of ‘possibility’ indicates the vagueness to propose an open room for possible interpretation. In addition, the two tokens show the writer’s modesty or politeness to readers to soften his tone (Crompton, 1997).

[8] Perhaps the most important *implication* of our findings is that individual differences and situational factors play important roles in helping individuals capitalize on the potential benefits of team diversity for their creativity. (Mgmt 01)

[9] Since our measure did not allow us to make inferences of whether the formal or informal types of network contribute more to firm growth, this may be an interesting *possibility* for future research. (Mgmt 20)

7.2.3 Hedging in Marketing

Examples [10] and [11] contain epistemic lexical verbs of ‘suggest’ and ‘tend’. ‘Suggest’ refers to discursive presentation of evidence (Hyland, 2000a), reducing the risk of negation. The writer toned down his/her proposition by using ‘tend’ which involves consumers’ psychological activities of a certain inclination.

[10] Furthermore, our findings *suggest* that female consumers are less amenable to the effects of short-term mating mind-sets. (Mkt 03)

[11] However, recent research has revealed a backfire effect of presenting inherently unhealthy food as more healthful, as consumers *tend* to overgeneralize the benefits associated with such foods, leading them to consume significantly more of the healthful indulgence than they would of the conventional version. (Mgmt 08)

Three tokens were found in Example [12], and modal auxiliaries ‘may’ occurred twice to express possibility. It allows the writer to express uncertain propositions with appropriate caution (Hyland, 1996c), thus decreasing responsibility for truth or certainty (Vázquez and Giner, 2008). The epistemic lexical verb ‘seem’, involving mental states, allows the writer to anticipate possible negative consequences of being proved inaccurate.

[12] Multiple attributes *may* increase the perceived usefulness of media players for example, but multiple ingredients in certain food products *may* serve as a cue of artificial ingredients and therefore make the product *seem* less palatable or healthful (and usefulness may not be relevant for such a product). (Mkt 07)

Epistemic adverbs of ‘approximately’ and ‘frequently’ are included in the following two examples of [13] and [14]. ‘Approximately’ here was used to reduce force of statement. The writer attempted to make statements indefinite by using the frequent adverb ‘frequently’.

[13] Our results show that online use affects customer revenue positively, on average, as other authors have found (C). Online use also decreases cost to serve, in contrast with the findings of Campbell and Frei (2010). The revenue effect of online use is *approximately* 50% greater than the effect on cost to serve (0.18 versus 0.12 EUR per month); in other words, increased revenue accounts for approximately 60% of the profitability effect. (Mkt 11)

[14] However, variations in value priorities across cultures (C) make such localization decisions challenging, yet *frequently* encountered. (Mkt 22)

Examples [15] and [16] contain epistemic adjectives of ‘consistent’ and ‘rare’. The former here was used when the writer presented the findings with the support of his/her reasoning or conceptualization to avoid criticism from other researchers who had different results. ‘Rare’ was utilized to express vagueness of statement to make it indefinite (Hyland, 2005a). Moreover, the writer tried to protect him/herself from potential anger or criticism by using the downtoner ‘rare’ (Markkannen and Schröder, 1989).

[15] These findings may seem surprising. However, they are *consistent* with our reasoning that consumption is higher when the product message is congruent with individual goals (in this case, long-term focus for participants with high self-control). (Mkt 12)

[16] Third, we measured legitimacy pressure as a unidimensional construct for two reasons: (1) The focus groups indicated that channel managers understood the concept as a whole rather than in parts, and (2) although there is much theorizing on the topic of legitimacy, empirical measures of the construct are *rare* in marketing channels. (Mkt 20)

Examples [17] and [18] involve epistemic nouns of ‘prediction’ and ‘tendency’. The use of ‘prediction’ here allowed more precision in claiming results and

presented the true state of the writer's understanding (Salager-Meyer, 1994). The writer tried to describe a trend or possibility by using 'tendency', indicating his/her lack of complete commitment to the truth of the proposition (Hyland, 1998b).

[17] In this study, we find support for our *prediction* that the tendency to invest in all available funds abates when choosing from a larger fund assortment. (Mkt 04)

[18] There was also a *tendency* among participants to dislike brand concepts with meanings opposing those consistent with their value priorities, in line with the structure of brand concepts uncovered in Study 1. (Mkt 22)

As can be seen, the use of hedging allows the writers to modulate their statements in proper ways to meet the expectations of their particular discourse community. Additionally, the claims of propositions can cautiously and humbly avoid confrontation and the writers can anticipate criticism from unacceptable overconfidence. Moreover, hedging use gives the readers a sense of politeness (Crompton, 1997; Geyer, 2008; Vázquez and Giner, 2008), thus establishing rapport relationship between the writers and the readers.

In brief, the comparison of the RA Final Elements between Management and Marketing reveals similarities and differences in hedging use in terms of the type and frequency. All five types of hedging were used in the two subdisciplines. Despite the relevance of the two subdisciplines within the field of Business, differences were found in the use of hedging in the two corpora. Overall, hedges were used more frequently in the Management Final Elements than in the Marketing texts. Variations occurred in individual type of hedges between the two subdisciplines as well. Modal auxiliaries was the most heavily used type in Management, while Marketing writers

seemed to employ epistemic lexical verbs the most in the Final Elements. Teachers should keep in mind the similarities and differences between the two corpora, which could provide pedagogical implications in teaching the hedges to suit different rhetorical requirements from different subdisciplines.

7.3 Summary

This chapter has reported the results from two levels of genre analysis of the Final Elements in the two subdisciplines: move-step analysis and hedging analysis. The results revealed that Yang and Allison's model (2003) for Discussions is applicable to describe the move-step structure of the RA Final Elements of Management and Marketing. Variations were found in the frequency of occurrence, move embedment, move cycles and new moves between the two corpora. A revised model has been proposed for the Management and Marketing RA Final Elements. The results from hedging analysis showed that all five types of hedging were identified in the two subdisciplines. The overall and individual type of hedging frequencies indicated that differences existed between the two corpora.

CHAPTER 8

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This chapter concludes the current investigation by reviewing the present study through restating the purposes, research design and principal findings of the present study. This is followed by summarizing the principal findings of the present study in response to Research Questions 1 to 4 stated earlier in Chapter 1. Subsequently, pedagogical implications arising from the current research are proposed. Finally, the limitations of the study and the directions for future research are discussed.

8.1 Overview

The main purpose of the present study is to investigate the move-step structure of business RAs as well as the linguistics features of hedging used in this particular genre. Specifically, the present study aims to 1) investigate the move-step structures of Abstract, the Introductory Elements, Methods, Results and the Final Elements in Management and Marketing RAs; 2) find out the similarities and differences of the move-step structures of Abstract, the Introductory Elements, Methods, Results and the Final Elements between Management and Marketing RAs; 3) examine the type and frequency of hedging used in the Abstract and the Final Elements sections in Management and Marketing RAs; and 4) find out the variations of the use of hedging

in terms of the type and frequency in Abstracts and the Final Elements in Management and Marketing. To achieve the purposes of the present study, the total number of 64 RAs published in 2012 were selected from 8 journals in Management and Marketing fields. Among the 64 RAs and 8 journals, half of them were selected from Management journals, and the other half from Marketing journals. Move-step analysis was conducted on five units of analysis: Abstracts, the Introductory Elements, Methods, Results and the Final Elements, and hedging analysis only focused on Abstracts and the Final Elements. The findings from the two levels of analysis were compared between the two corpora to explore the similarities and differences. The findings revealed that the move-step structures of almost all sections fit the selected models at the move level except the Extensive Sections in the two subdisciplines. The findings also suggested the variations in both move-step structure and hedging use between the two subdisciplines.

The present study contributes to the existing achievements of genre studies by providing an insight into the move-step structure of RAs in the two subdisciplines of Business that have not been explored thoroughly in previous studies. The move-step analysis of 64 RAs from Management and Marketing derives two sets of principal outcomes. One set of outcomes is concerned with the proposed model for Business RAs in general, and for Management and Marketing RAs in particular. The other set of outcomes is related to subdisciplinary variations in the move-step structure. Both the organization of the RAs and the nature embedded in the two subdisciplines can explain the differences. Another contribution of the present investigation lies in the integration

of move-step analysis and hedging analysis which provides a better understanding of how Business RAs are organized and presented at both the macro and micro levels. One of the major contributions of this study is the identification of nature of the Extensive Sections in the two subdisciplines. This is the first attempt to analyze RAs that deviates from traditional IMRD pattern in Business discipline as well as in the literature of genre analysis. Another contribution of this study is that a selected model for the Discussion section was used to analyze all elements in the final sections, which is also the first attempt in the literature. In addition, the present study goes one step further and provides a full picture of the move-step structure of a whole Business RA. Also, the present investigation contributes to the understanding of how Business writers modulate their statements and express uncertainty and vagueness intentionally in order to reduce or avoid a risk of negation or criticism by using hedging.

8.2 Summary of the Research Findings

The present study analyzes a corpus of 64 Management and Marketing RAs which may provide a representative sample of Business discourse domain. The present investigation provides a better understanding of the move-step structure of an academic genre— RAs and subdisciplinary variations between Management and Marketing of Business discipline. The present study reports findings from move-step analysis and hedging analysis that are answers to the research questions described in Chapter 1 and are summarized below.

8.2.1 Research Question 1): What are the move-step structures of Abstract, the Introductory Elements, Methods, Results and the Final Elements in Management and Marketing RAs?

In response to Research Question 1), move-step analysis was carried out on these five components of Management and Marketing RAs by employing the selected models for each section. The findings revealed that the five sections of a RA in the two subdisciplines have their particular move-step structure. The move structure of Abstracts in the two corpora generally follows Hyland's model (2000a) for abstracts, which contains five moves of *Introduction, Purpose, Methods, Product* and *Conclusion*. The move-step structure of the Introductory Elements was discussed in two aspects: Introductions and the Extensive Sections. Introductions consist of three moves as proposed in Swales' CARS model (2004), and Move 3 has five steps. Table 4.2 in Chapter 4 describes the move-step structure of Introductions in the two subdisciplines. Next, the move-step structure of the Extensive Sections can be described by Kwan's model (2006) for thematic units in literature reviews of doctoral theses. The proposed model in this study consists of three moves, and each of which contains 2 to 3 steps as Table 4.5 in Chapter 4 suggests. Lim's model (2006) for the Methods of Management RAs can be applied to describe the move-step structure of the same section of Management and Marketing RAs. That is, the RA Methods sections in the current corpora have three moves and each of the first two moves consists of several steps/substeps, which were presented in Table 5.2 of Chapter 5. Regarding the move-

step structure of the Results sections, it is congruent with Yang and Allison's model (2003) for Results. The revised model presented in Table 6. 2 of Chapter 6 demonstrates the move-step structure the Results section in the two subdisciplines, which contains four moves. Move 1 and Move 3 consist of two and three steps, respectively. As for the Final Elements, the move-step structure is consistent with Yang and Allison's model (2003) for Discussion. The move-step structure is manifested through 7 moves, and Moves 4, 6 and 7 consist of 2 to 3 step each. In conclusion, a Management or Marketing RA consists of 26 moves (5 moves in Abstracts, 6 moves in Introductory Elements, 4 moves in Methods, 4 moves in Results, and 7 moves in the Final Elements). These moves of each section occur relatively in a particular sequence. In addition, certain moves occur more frequently than the others.

8.2.2 Research Question 2): What are the similarities and differences of the move-step structures of Abstract, Introductory Elements, Methods, Results and Final Elements between Management and Marketing RAs?

In general, the findings from move-step analysis have demonstrated the notable similarity they have. That is, each corresponding section shares the similar move-step structure as described above. Thus, the selected models can reflect the move-step structure of each corresponding section except the Extensive Section. In addition, the frequency of moves and steps were similar in the two corpora.

Regarding the differences of the move-step structure of the five sections, the findings also have pointed to the existence of distinctive features of all five sections

between the two subdisciplines of Business. The most distinct difference in Abstracts is the use of *Move 1: Introduction*. More Marketing Abstracts tend to include the Introduction move than the Management ones due to the subdisciplinary boundary which is supported by previous studies (Hyland, 2000a; Samraj, 2002, 2005; Ozturk, 2007). Variations exist in the frequency of some steps in Introductions. *Move 2, Step 2: Presenting positive justification* occurred more in Management Introductions than in Marketing ones, while Marketing Introductions tended to include more *Move 3, Step 2: Presenting RQs or hypotheses* than Management texts. The plausible explanation for this difference is that this step occurred in 100% of Management Extensive Sections, while only in 65.5% of Marketing ones. Therefore, it is reasonable that this step occurred more in the Management Introductions than in the Marketing ones. As for the Methods sections, Lim's model (2006) seems to be more applicable to describe the move-step structure of Management Methods than Marketing texts because more variations in move structure pattern in the latter lead to this noticeable difference. Moreover, more step/substep embeddings were found in Marketing than in Management. In addition to the variations in the frequency of occurrence of Moves 3-5, the notable difference in the Results sections between the two subdisciplines should be the occurrence of new moves. New moves of *Implication* and *Metatextual* were only found in the Marketing Results. The occurrence of new move *Metatextual* lies in the organization of Marketing RAs which normally contains a series of substudies, and these substudies need to be connected to form a unified main study. Regarding the Final

Elements, variations existed in the frequency and the type of move cycles between the two corpora. The move cycle M6—M7 occurred more frequently in the Management Final Elements, and one more type of move cycles M1—M2 was only found in Management.

In summary, the findings from move-step analysis of 64 Business RAs have confirmed the existence of similarities and differences between the two subdisciplines. The similarities lie in the resembling move-step structure and frequencies of some moves and steps in each section. On the other hand, the differences occurred in the frequency of occurrence of some moves and step, move structure pattern, move embedment, move cycles, and new moves between the two subdisciplines.

The answers to Research Questions 1 and 2 have generated a comprehensive rhetorical model for Management and Marketing RAs, which includes 26 moves with a number of steps or substeps. Before conducting this study, the researcher hypothesized that distinct variations exist in the move-step structure of the Management and Marketing RAs, and two different models would be proposed for the two subdisciplines. However, the results from move-step analysis suggested that there was no distinguishing differences between the two subdisciplines as expected, so this present investigation would like to propose that they can share the same model. A confirmation is given in the discourse-based interviews with the specialist informants, who shed light that Management and Marketing subdisciplines are quite similar. They may use similar research methodology which probably leads to outcomes in a similar

nature. Additionally, business organizations have different functions such as operations, human resources, finance, accounting, management and marketing. Management function is more closely related to marketing one than the other functions. In academic setting, the theories and concepts of Management are applied in Marketing. This may be a supporting reason why RAs in the two subdisciplines are not markedly different in terms of the move-step structure. Therefore, it is proposed that both of these subdisciplines of Business can share one model.

Table 8.1 Rhetorical Model for Management and Marketing Research Articles

Sections		Moves/Steps
Introductory Elements	Introduction	<p>Move 6: Establishing a territory (citations required) <i>via</i> Topic generalizations of increasing specificity</p> <p>Move 7: Establishing a niche (citations possibly) <i>via</i> Indicating a gap</p> <p>Move 8: Presenting the present work (citation possible) <i>via</i> Step 1: Announcing present research descriptively and/or purposively Step 2: Summarizing methods Step 3: Announcing principle outcomes Step 4: Stating the value of present research Step 5: Outlining the structure of the paper</p>
	Extensive Section	<p>Move 9: Establishing one part of the territory of one's research <i>via</i> Step 1: Surveying the non-research-related phenomena/knowledge claims Step 2: Surveying the research-related phenomena</p> <p>Move 10: Creating a research niche <i>via</i> Step 1: Gap-indicating Step 2: Synthesizing/Deducing knowledge or research practices surveyed Step 3: Relating claims surveyed to one's research</p> <p>Move 11: Occupying the research niche <i>via</i> Step 1: Announcing the research aims or focuses Step 2: Proposing expectations or predictions to a particular research phenomenon Step 3: Presenting research hypotheses</p>

Table 8.1 Rhetorical Model for Management and Marketing Research Articles**(Cont.)**

Sections	Moves/Steps
Methods	<p>Move 12: Introducing the present study <i>via</i> Step 1: Announcing the research aims or objectives Step 2: Summarizing the studies previously discussed Step 3: Describing research activities or research methods Step 4: Predicting/Expecting particular research outcomes Step 5: Presenting Hypotheses</p> <p>Move 13: Describing data collection procedure/s <i>via</i> Step 1: Describing the sample (a) Describing the location of the sample (b) Describing the size of the sample (c) Describing the characteristics of the sample (d) describing the sampling technique or criterion Step 2: Recounting steps in data collection Step 3: Justifying the data collection procedure/s <i>via</i> Highlighting advantages of using the sample</p> <p>Move 14: Delineating procedure/s for measuring variables <i>via</i> Step 1: Presenting an overview of the design Step 2: Explaining method/s of measuring variables (a) Specifying items in questionnaires/databases (b) Defining variables (c) Describing methods of measuring variables Step 3: Justifying the method/s of measuring variables (a) Citing previous research method/s (b) Highlighting acceptability of the method/s</p> <p>Move 15: Elucidating data analysis procedure/s <i>via</i> Relating data analysis procedure/s</p>
Results	<p>Move 16: Metatextual <i>via</i> Step 1: Outlining the structure of the study Step 2: Indicating what come next</p> <p>Move 17: Preparatory information</p> <p>Move 18: Reporting results</p> <p>Move 19: Commenting results <i>via</i> Step 1: Interpreting results Step 2: Comparing results with literature Step 3: Accounting for results</p>

Table 8.1 Rhetorical Model for Management and Marketing Research Articles**(Cont.)**

Sections	Moves/Steps
Final Elements	<p>Move 20: Background information</p> <p>Move 21: Reporting results</p> <p>Move 22: Summarizing results</p> <p>Move 23: Commenting on results <i>via</i></p> <p>Step 1: Interpreting results</p> <p>Step 2: Comparing results with literature</p> <p>Step 3: Accounting for results</p> <p>Move 24: Summarizing the study</p> <p>Move 25: Evaluating the study <i>via</i></p> <p>Step 1: Interpreting limitations</p> <p>Step 2: Indicating significance/advantage</p> <p>Move 26: Deductions from the research <i>via</i></p> <p>Step 1: Making suggestions</p> <p>Step 2: Recommending further research</p> <p>Step 3: Drawing theoretical/managerial/practical implication</p>

8.2.3 Research Question 3): What are the type and frequency of the use of hedging in Abstract and Final Elements in Management and Marketing RAs?

Findings from hedging analysis of Abstracts and the Final Elements showed that five types of hedging were used in the two subdisciplines; namely, modal auxiliaries, epistemic lexical verbs, epistemic adjectives, epistemic adverbs and epistemic nouns. The overall frequency of hedging used in Abstracts were 19.2 and 21.3 per 1,000 words in Management and Marketing, respectively. And the overall frequency of hedging employed in the Final Elements were 27.9 and 25.9 per 1,000 words in the Management and Marketing corpora, respectively.

8.2.4 Research Question 4): What are the variations of the use of hedging in terms of type and frequency in Abstracts and Final Elements between the Management and Marketing RAs?

There is no difference in the type of hedging used in the two subdisciplines.

All five types of hedging were found in both Abstracts and the Final Elements in the two corpora. However, the findings suggested the existence of variations in frequency of overall sections and individual type in the two target sections. The overall frequency of hedging used in Management Abstracts is lower than that in Marketing ones. Marketing subdiscipline deals with the enhancement of relationship with customers, and it is assumed that Marketing writers know how to establish the relationship with readers and hope to be accepted by them by including more hedging in their writing. Although the epistemic lexical verbs were the most used type in the Abstracts in the two subdisciplines, it occurred more frequently in Marketing than in Management. The least used types in Marketing Abstracts were epistemic adjectives and nouns, while epistemic adverbs was least employed in Management ones.

Similarly, the variations occurred in overall frequency and individual type between the Management and Marketing Final Elements. Hedging was more heavily used in the Management Final Elements than in the Marketing ones. More modal auxiliaries and epistemic adjectives were employed in Management than in Marketing, while epistemic nouns was less used in Management than in Marketing.

8.3 Pedagogical Implications

Swales (1981, 1990, 2004) pioneered move analysis to particularly assist non-native speaking writers and ESP/EAP practitioners to be able to understand and construct RAs in English. From the research findings summarized in Section 8.2 in response to the research questions, it was found that: 1) In general, the move-step structures of all sections follow the selected models except the Extensive Sections, which was found finally to fit to a certain extent Kwan' model (2006) for thematic units of literature reviews in doctoral theses. However, these selected models cannot sufficiently describe the move-step structures of the five RA sections. The combination of all revised models constitutes a complete model for both Management and Marketing RAs; and 2) the findings indicate the existence of variations both in the move-step structure and hedging use between the two subdisciplines. Taken together, Swales theories on move analysis and the research findings from this particular study draw certain pedagogical implications in a number of ways as follows:

First, at the macro level, to better prepare learners for academic writing needs and to meet the requirements from their particular discourse communities, RAs writing should be included in the curriculum. The integration of teaching writing RAs with the curriculum is very important for learners who need to read and write RAs for their academic purposes because the relevant academic programs and courses will be provided under the guidance of the curriculum.

Second, a global understanding of the text characteristics yielded by this study can provide references to the development of teaching materials. The teaching materials should address the text structure and some co-occurrence language features identified in this study that realize the particular communicative functions. It is suggested that teaching materials should be designed to include authentic models of language use and to focus on hedging explicitly.

Third, as mentioned earlier, a revised model for Management and Marketing RAs has been proposed based on the analysis of 64 RAs in the two subdisciplines. The delineation of the move-step structure in this model provides a sample for learners and ESP/EAP practitioners to follow. This model presents the writing conventions of RAs in Business and assists the writers to organize their papers in a proper form which will be more likely to be accepted by target Business journals.

Fourth, learners should be taught how to use hedging properly to suit rhetorical requirements of different subdisciplines. Hedging plays a critical role in both the social ratification of knowledge and the system of professional rewards and recognition which emanate from publication (Hyland, 1996a). Therefore, an inability to hedge statements appropriately could lead to the failure of participation in specific subdiscipline in a research world. Moreover, all types of hedging should be taught to learners to increase their input together with differences in findings between Management and Marketing, which enables them to use a wide variety of hedges in their academic writing to succeed in their particular discourse communities.

Fifth, explicit instructions should integrate the macro and micro levels. That is, teaching should focus on both the move-step structure and linguistic features, particularly, hedging use which is the focus in this study. The instruction on RAs not only presents move-step structure, taking it as an isolated element, but also integrates linguistic features that characterize this genre as discourse units. Instructing the move-step structure can start with the display of good samples of Management and Marketing RAs so that learners are aware of what rhetorical structures contribute to a good RA in terms of overall organization of texts. Next, learners are encouraged to analyze RAs in their specific subdisciplines to familiarize themselves with the move-step structure of the texts in their own fields. Lastly, learners are encouraged to construct their own RAs based on their knowledge about the move-step structure of RAs in their subdisciplines. As for the instruction of hedging, instructors should first display the five types of hedging with examples to learners. Then, the functions of hedging in each type are explained in the examples in particular contexts. Next, learners are exposed to excerpts with or without hedging and they are required to compare these two types of excerpts to discuss the advantages of using hedging. Lastly, learners are encouraged to compose short academic writing to achieve particular semantic functions by using hedging. Additionally, instructing the move-step structure of the Extensive Section should receive more attention from instructors and learners. Learners should be encouraged to familiarize themselves with the move-step structure of this untouched new section in Business RAs.

Sixth, the variations that exist in both the move-step structure and hedging use between the two subdisciplines have a significant pedagogical implications with regard to instruction of RAs in the Business field. The comparison allows both instructors and learners to be aware of the differences due to different subdisciplinary cultures and rhetorical requirements. Therefore, instructors should teach students from different subdisciplines in different and specific ways. Learners should not only pay attention to the variations in the wider discipline, but also to the distinct features in a particular subdiscipline. Studying authentic, subdiscipline-specific texts is an effective means to enable students to appreciate the flexibility they may enjoy when structuring their RAs (Lin and Evans, 2012).

Seventh, the preliminary examination suggested that the Management and Marketing RAs in the selected journals display the deviation from the conventional IMRD pattern as traditional RAs do in other disciplines. The existence of the Extensive Section indicates the trend of organizational pattern of Business RAs. Given this unique feature of RAs, more emphasis should be put on the instruction in this Extensive Section. Sensitivity to and awareness of the structure proposed in the revised model for this particular section are required for both instructors and learners. Learners should be made aware of specific subdisciplinary conventions and expectations of a genre in their own discipline (Kanoksilapatham, 2012).

Lastly, the revised model proposed in this study along with the findings on hedging use provide guideline for RA writing assessment. The description of move-

step structure of Management and Marketing RAs and the use of hedging set the baseline for formulating rubrics for evaluation and assessing ESL writers' proficiency when instructors attempt to grade learners' RA writing and learners are monitoring their process of constructing this particular academic genre.

8.4 Limitations of the Study

The present study has a number of limitations which may impact the generalization of and in-depth insights into the results. First, the comparative analysis is conducted between Management and Marketing, two important subdisciplines in Business discipline. Therefore, the results from this study are restricted to the two subdisciplines and the generalization to other subdisciplines in this particular discipline should be cautioned.

Second, coding requires background knowledge qualified for this time-consuming task. Due to the practical reasons of time constraint and unavailability of experts devoting to this long period of energy-consuming work, only one expert was included as a coder in the inter-coder procedure. Involving multiple coders was suggested by Kanosilapatham (2003) because it would definitely ensure the greater reliability of results from this study.

Third, the RAs in this study were selected from international journals and hence the writers may represent business researchers from a variety of cultural and linguistic background from all over the world. Therefore, it is impossible to interview

the actual writers of these articles for geographical constraints. The absence of the interview with the RA writers would lead to the lack of voices from the writers themselves on the move-step structure and hedging use. The writers' insights into the similarities and differences in the move-step structure and hedging use between the two corpora would deepen our understanding of how the subdisciplinary variations occur. However, the researcher tried to compensate this limitation by interviewing the two Business experts from a local university in Thailand, trying to obtain more information from experts' perspective on the move-step structure, hedging use, and the variations between the two subdisciplines. The interview data are useful for this research because they provide in-depth knowledgeable information which outsiders do not know, remove the researcher's uncertainty about some issues, confirm or reject the researcher's assumptions about the findings, and strengthen the discussion of the findings. Therefore, this discourse-based interview helps alleviate this limitation as expected.

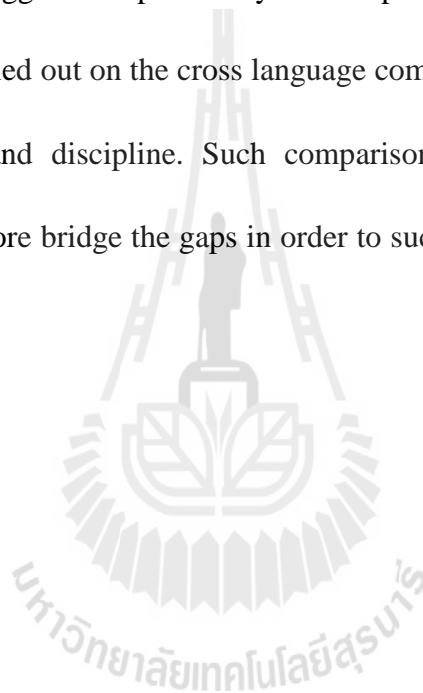
8.5 Directions for Future Research

The results of the present study also pose a number of interesting directions for future research. First, to obtain a complete picture of move-step structure of Business RAs, future research should investigate other subdisciplines of Business so as to generalize the findings to this discipline.

Second, the examination of linguistic features in the present study focused on hedging alone. Future research could cover more aspects of linguistic features which

realize the communicative function of each rhetorical move. In addition, hedging analysis was conducted only in Abstracts and the Final Elements. The comparison was made only to the corresponding sections between the two subdisciplines. Therefore, future research can investigate hedging use in other sections.

Third, this study has investigated the subdisciplinary variations in Business RAs. The findings suggest the possibility of comparison across languages. Future research could be carried out on the cross language comparison in move-step structure of the same genre and discipline. Such comparison will uncover the linguistic differences and therefore bridge the gaps in order to succeed in a particular but global discourse community.





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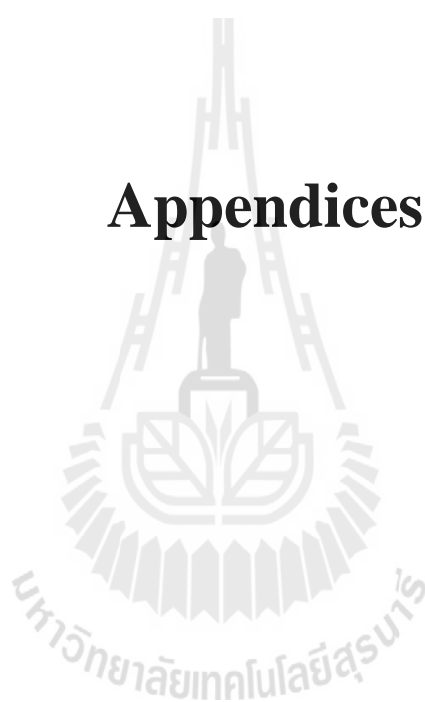
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Appendices



APPENDIX A

Orientation Interview Questions for Business Experts

1. What are major subdisciplines of Business?
2. What are Management and Marketing mainly about?
3. What are five top journals in Management and Marketing? Are they available in SUT database?
4. Do you have any experience of getting your paper published in international journal?
5. Do you have any problems when writing a paper to be published? If yes, what problems do you have?
6. How do you solve such problems?

APPENDIX B

Discourse-Based Interview Questions

Introductory Elements

1. The new step ‘Accounting for outcomes’ occurred in the Introduction which normally appears in the Results or Discussion sections. Why did it occur here?
2. Why *Move 3, Step 2: Presenting research questions or hypotheses* occurred more in the Marketing Introductions than in the Management ones?
3. What are the typical organizations of Management and Marketing RAs? Is it a trend that RAs include an ‘extensive section’ in Business discipline?
4. Do you think which section in the IMRD structure does the Extensive Section belong to? Why?

Methods Section

5. Why did more Management Methods contain *Step 3: Justifying the methods of measuring variables* (including S3a and S3b) than the Marketing methods do?
6. What are possible reasons for the following two types of step/substep embedment in the Methods section?
 - a. M2-S3a embedded in M2-S2c;
 - b. M1-S1a embedded in M1-S1b.

Results Section

7. Why is move embedment of M2/M3 (M3 is embedded in M2) more common in Management Results than in Marketing ones?
8. The new moves of 'Implication' and 'Metatextual' only occurred in the Marketing Results section, why?

Final Elements

9. The new moves of 'Introducing the next section' and 'Leading in the section' only occurred in the Marketing Final Elements, why?
10. Modal auxiliaries are the most frequently used type of hedging and epistemic nouns are the least used one in the two corpora, why?
11. Why did hedging occur more in Marketing Abstracts whereas less in the Marketing Final Elements?
12. The findings from this study indicate that RAs from the two subdisciplines can share one model, what do you think about it?

APPENDIX C

Sources of Data

Thirty-two RAs from Journals of Management

1. Shin, S. J., Kim, T. Y. and Bian, L. (2012). Cognitive team diversity and individual team member creativity: A cross-level interaction. *Academy of Management Journal*, 55(1), 197–212.
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APPENDIX D

Hyland' Hedging Items

about	around	I/we claim	admittedly
assume	conceivab(ly)	almost	assumption
conjecture	(not) always	basically	consistent with
apparently	my/our belief	contention	appear
I believe	could	approximately	a certain X
deduce	argue	certain extent	discern
doubt	occasionally	seemingly	essentially
often	seldom	estimate	ostensibly
(general) sense	evidently	partly	should
formally	partially	shouldn't	frequently
perceive	somewhat	(in) general	perhaps
sometimes	generally	plausible	speculate
guess	possibility	suggest	hypothesise
possible(ly)	superficially	hypothetically	postulate
suppose	ideally	predict	surmise
(we) imagine	prediction	suspect	implication
predominantly	technically	imply	presume
tendency	infer	probable(ly)	in theory
interpret	probability	theoretically	largely
provided that	typically	likely	propose
uncertain	mainly	open to question	unclear
maybe	quite	unsure	might
rare(ly)	usually	more or less	rather
virtually	most	relatively	would
not necessarily	seen (as)	normally	seem

CURRICULUM VITAE

Qian Li, born on April 28, 1971, is currently an associate professor in School of Foreign Languages, Tongren University, Guizhou, China. She received her Bachelor of Arts in English from Central China Normal University in 1997. She obtained her Master of Arts and Degree of Doctor of Philosophy in English Language Studies from Suranaree University of Technology, Nakhon Rachasima, Thailand in 2011 and 2015 respectively. Her research interests include second language writing, disciplinary discourse analysis, genre analysis and genre-based approach to teaching writing.

