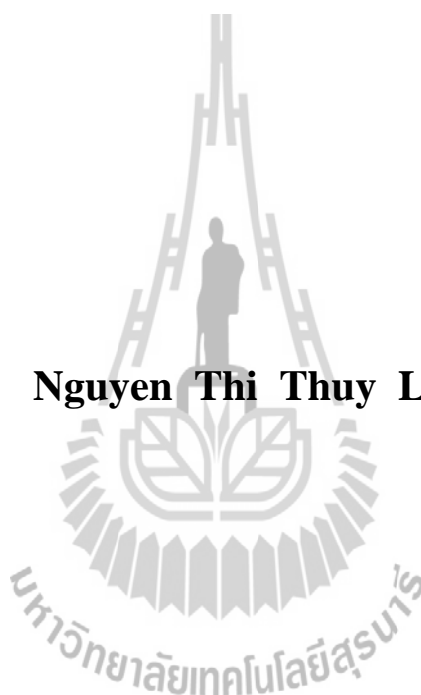


**MOVE-STEP STRUCTURES AND CITATION  
PRACTICE IN ENGLISH TESOL MASTER'S  
THESES BY VIETNAMESE STUDENTS**

**Nguyen Thi Thuy Loan**



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

**Suranaree University of Technology**

**Academic Year 2014**

โครงสร้างอรรถภาคและแบบแผนการอ้างอิงในวิทยานิพนธ์ภาษาอังกฤษ  
ของนักศึกษาเวียดนามระดับปริญญาโทสาขาการสอนภาษาอังกฤษ



นางสาวเหวง เต ทวย โลง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษศึกษา

มหาวิทยาลัยเทคโนโลยีสุรนารี

ปีการศึกษา 2557

**MOVE-STEP STRUCTURES AND CITATION PRACTICE**  
**IN ENGLISH TESOL MASTER’S THESIS BY**  
**VIETNAMESE STUDENTS**

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

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ผู้ช่วยศาสตราจารย์ ดร.อิสรา ประมูลสุข, 334 หน้า.

วิทยานิพนธ์ระดับปริญญาโทจัดได้ว่าเป็นประเภทผลงานที่มีความสำคัญมากและเป็นชิ้นสุดท้ายก่อนที่นักศึกษาจะสำเร็จการศึกษา (Hyland, 2004) และการเขียนวิทยานิพนธ์ภาษาอังกฤษก็เป็นเรื่องยากสำหรับนักศึกษาที่ไม่ใช้ภาษาอังกฤษเป็นภาษาหลัก (Dong, 1998; Paltridge, 2002b; Shaw, 1991) แม้ว่าเรื่องนี้จะสำคัญและเป็นเรื่องยาก แต่งานวิจัยเกี่ยวกับวิทยานิพนธ์ระดับปริญญาโทของนักศึกษาเวียดนาม และแบบแผนการอ้างอิงที่มีประสิทธิภาพในงานเขียนนี้ ยังมีน้อยหรืออาจไม่มีเลย ดังนั้น งานวิจัยชิ้นนี้จึงศึกษาโครงสร้างอรรถภาคและแบบแผนการอ้างอิงในงานเขียนของแต่ละบทจากวิทยานิพนธ์ระดับปริญญาโทสาขาการสอนภาษาอังกฤษที่เขียนโดยนักศึกษาเวียดนามจากมหาวิทยาลัย 3 แห่ง ในเวียดนามได้ งานวิจัยนี้ใช้กรอบโครงสร้างวิทยานิพนธ์ของ Chen และ Kuo (292) มาวิเคราะห์ โครงสร้างอรรถภาค และกรอบแบบแผนการอ้างอิงของ Thompson และ Tribble (2001) มาวิเคราะห์แบบแผนการอ้างอิง ผลการวิจัยแสดงว่า มีสิ่งที่เหมือนและแตกต่างระหว่างโครงสร้างอรรถภาคในแต่ละบทของวิทยานิพนธ์ของนักศึกษาเวียดนาม และวิทยานิพนธ์ที่เขียนโดยนักศึกษานานาชาติในฐานข้อมูลวิทยานิพนธ์ ProQuest ถึงแม้ว่านักศึกษาวietnam เหล่านี้แทบจะไม่ได้รับการสอนการเขียนวิทยานิพนธ์อย่างเป็นทางการมาก่อน ผลการวิจัยนี้จะสะท้อนให้เห็นถึงแนวโน้มของนักศึกษาเหล่านี้ที่เขียนวิทยานิพนธ์สอดคล้องกับโครงสร้างอรรถภาคในส่วนใหญ่ และการปรับแปลงการเขียนของตนให้เหมาะสมกับวัฒนธรรมของชาวเวียดนามเช่นกัน ยิ่งไปกว่านั้น ยังพบว่านักศึกษาเหล่านี้ใช้การอ้างอิงในหน้าที่ต่างกันไปในแต่ละบทของวิทยานิพนธ์เหล่านั้น และน่าจะไม่ได้ตระหนักถึงผลของแบบแผนการอ้างอิงที่เลือกใช้ เช่น การเลือกใช้แผนการอ้างอิงแบบผนวกรวมมากกว่า การใช้การอ้างอิงในหน้าที่จำกัด และการใช้คำกริยารายงานการอ้างอิงโดยไม่มีวัตถุประสงค์ชัดเจน นอกจากผลการวิจัยเหล่านี้แล้ว งานวิจัยได้เสนอข้อแนะนำสำหรับการนำไปใช้เพื่อการเรียนการสอนนักศึกษาปริญญาโทในเวียดนาม และในสถานศึกษาที่มีวัฒนธรรมคล้ายคลึงกับมหาวิทยาลัยที่ศึกษาในงานวิจัยนี้ เพื่อการเขียนวิทยานิพนธ์และใช้แบบแผนการอ้างอิงอย่างมีประสิทธิภาพต่อไป

สาขาวิชาภาษาต่างประเทศ

ปีการศึกษา 2557

ลายมือชื่อนักศึกษา \_\_\_\_\_

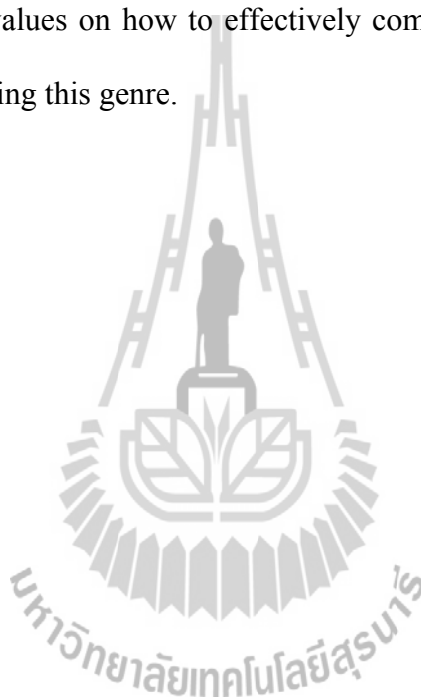
ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

NGUYEN THI THUY LOAN : MOVE-STEP STRUCTURES AND  
CITATION PRACTICE IN ENGLISH TESOL MASTER’S THESES  
BY VIETNAMESE STUDENTS. THESIS ADVISOR :  
ASST. PROF. ISSRA PRAMOOLSOOK, Ph.D., 334 PP.

MASTER’S THESIS/VIETNAMESE WRITERS/CITATION/REPORTING VERBS

A master’s thesis is a high stakes genre at the summit of a student’s academic accomplishment (Hyland, 2004) and writing a thesis in English poses difficulties for non-native English speaking students (Dong, 1998; Paltridge, 2002b; Shaw, 1991). Given the difficulty of writing M.A. theses and their importance in students’ academic achievement, scarce or even non-existent research has been conducted on this specific genre written by Vietnamese students and what constitutes effective citation practices in student writing. This research, therefore, studies on the rhetorical structure and the in-text citations in each chapter of 24 M.A. theses in TESOL produced at three universities in the South of Vietnam. Employing Chen and Kuo’s (2012) and Thompson and Tribble’s (2001) frameworks for the analysis of moves-steps and citation types and functions, respectively and semi-structured interviews with thesis writers and thesis supervisors, the results showed the similarities and differences in the moves and steps of each chapter in these TESOL theses by Vietnamese and those by international writers in ProQuest Dissertations and Theses Database although this group of Vietnamese writers had little or no formal instruction on how to write this genre. This finding is likely to reflect not only these writers’ conformity to the rhetorical norms but also their adaptation to suit their cultural expectations. Moreover,

citations were found to function differently among the chapters and this group of novice writers was likely to be unaware of the rhetorical consequences of their citation choices through their preference for integral citation types, their limited use of citation functions, and their random use of reporting verbs in their M.A. theses. Besides these findings, this study also proposes practical implications for teaching this particular group of novice writers in Vietnam as well as for other educational settings with similar cultural values on how to effectively compose this particular genre and use citation in composing this genre.



School of Foreign Languages

Academic Year 2014

Student's Signature \_\_\_\_\_

Advisor's Signature \_\_\_\_\_

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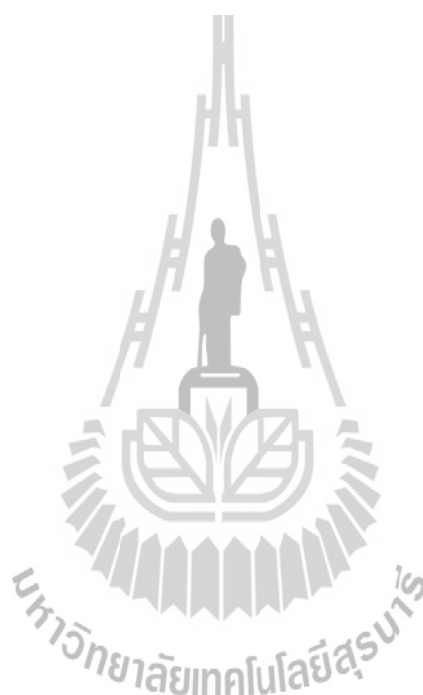
Secondly, I am obliged to all the committee members (Dr. Dhirawit Pinyonattthagarn, Assoc. Prof. Dr. Anchalee Wannaruk, Asst. Prof. Dr. Apisak Pupipat, and Dr. Jitpanat Suwanthep) for their insightful comments and suggestions on my work.

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Nguyen Thi Thuy Loan





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## **LIST OF ABBREVIATIONS**

TESOL: Teaching English to Other Speakers of English

MoET: the Ministry of Education and Training

RV(s): Reporting verb(s)

RA(s): Research article(s)

CEFR: the Common European Framework of Reference for Languages

ProQuest: ProQuest Dissertations and Theses Database

NNEW: Non-native English writers

ESP: English for Specific Purposes

SFL: Systemic Functional Linguistics

IMRDC: Introduction-Methods-Results-Discussions-Conclusions

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

Regex: Regular Expressions

# CHAPTER 1

## INTRODUCTION

The present study aims to investigate the move-step structures and the in-text citations used in the TESOL M.A. theses written by Vietnamese students. This chapter first provides the background information related to the topic under investigation namely, importance of English in Vietnam, TESOL Master's program in Vietnam, and an overview of teaching English writing in Vietnam. This background information is followed by the rationale, research questions, significance, scope and limitations of the study and ends with the thesis structure and definitions of the key terms used in the thesis.

### 1.1 Background

#### 1.1.1 Importance of English in Vietnam

In Vietnam, English has been seen as a key to the regional and global participation and integration since the implementation of the Open Door Policy in 1986. Recently, Vietnam has placed a strong emphasis on English language education at all levels with the aim of ensuring that by 2020 all young Vietnamese people will be able to live and work in the English working environment. In order to achieve this national goal, in 2008 the Ministry of Education and Training (MoET) implemented a project named *Vietnam's National Foreign Languages 2020 Project* with detailed instructions on how to renovate thoroughly the tasks of teaching and learning foreign

languages within the national educational system (Nguyen, 2008; Toan, 2013). According to this project, many reforms in English education have been made. In particular, English is taught as a compulsory subject to elementary pupils. Moreover, English textbooks have also been modified and replaced in order to keep up with the flow of social and economic changes in each period. Recently, high school teachers are required to reach the second-highest skill level (C1) of the Common European Framework of Reference for Languages (CEFR), while elementary school teachers must achieve the fourth-highest level (B1) and middle school educators the third-highest (B2). English curriculum, textbooks and teachers aside, students at specialized schools have also been required to study natural science subjects in English. In the social context where English is considered as the key to regional and global participation and integration, English language teachers in Vietnam have accordingly improved themselves at an incredible speed. As a result, several teacher-training programs (pre-service and in-service alike) and courses in TESOL and Applied Linguistics have been delivered with the aim of updating teachers of English with new and effective teaching methods.

### **1.1.2 TESOL M.A. Programs in Vietnam**

To meet this demand from the MoET, about seven universities in Vietnam are permitted to offer Master's (M.A.) programs in English for English language teachers who may not have the opportunity to pursue their higher education abroad. These three year programs are conducted by Vietnamese teachers whose doctorates were obtained from both overseas and in Vietnam. Although these M.A. programs are for English majors, the Vietnamese language is partly used as a mode of instruction. Every year, about 30 new students are recruited for the programs by each university

based on its selection criteria. While some institutions test their candidates on English knowledge, namely, semantics, syntax, morphology and politics, other universities, especially the universities with newly-provided M.A. programs accept all applications. Students of all these M.A. programs are required to finish 60 credits (including 18 credits for Politics) and a thesis for their graduation.

M.A. theses in Vietnam are the product of a specific discourse community in TESOL which establishes its own goals and conventions. While there are differences among universities providing this M.A. program, students are generally suggested some skeletal structures on which they can rely in composing their own thesis (Appendix A). After having passed the required number of credits, these M.A. students become eligible to select a topic of their interest for their theses. Their theses will be guided by a supervisor, who reads their work and gives advice on how to delimit the work and make it researchable. Their topics, moreover, should require either an experimental or a descriptive investigation into a problem. M.A. theses in Vietnam are usually organized in five chapters; namely, Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion. However, regarding the Results, Discussion and Conclusion chapters, some of these universities allow their students to choose among three models: (1) Results, Discussions, and Conclusions appearing in three separate chapters, resulting in a thesis of six chapters, or (2) Discussion chapter combined with Results, or (3) Discussion combined with Conclusions, making a five-chapter thesis. The minimum period of time for a student to defend his/her thesis would be six months, but it normally takes about one year. After the thesis is sent out for review by committee members, the student is officially

permitted to defend his/her thesis in a viva followed by questions raised by the committees and other audiences in a formal session.

### **1.1.3 An Overview of Teaching English Writing in Vietnam**

Over the past years, foreign language education at secondary level in Vietnam has been criticized for over-emphasizing grammar and reading (Hudson, Nguyen, & Hudson, 2008). This common practice is greatly due to the grammar translation method that has dominated the English language teaching and learning in Vietnam for decades (Pham, 2000). However, recently the teaching of writing is included in the course book, which has caused several difficulties for teachers of English in Vietnam. This is because Vietnamese learners are used to learning English in order to pass the grammatical written test at school and, as a consequence, writing is considered a difficult and unrewarding practice. In order to gradually motivate their students to learn writing, teachers of the English class at secondary and high school have integrated grammar into their writing lessons. Grammar and sentence structures, therefore, have been considered an important component in the teaching of writing. Pham (2000) asserts that Vietnamese learners would be disappointed and confused if there was an absence of the sections on grammatical rules and writing-task outlines in a writing lesson.

At the tertiary level, writing is a component in the English program in all universities providing a Bachelor program in English. These English-major students are required to study general writing in their first two academic years, and academic writing in the last two years. The writing curriculum for the Bachelor English course at these universities follows the university's annual teaching plan for the writing subject. This teaching plan is in turn based on the curriculum standard framework



from the MoET, who has developed policies based on their perceptions of what is best and necessary for students to study. In this context, freshman and sophomore students learn to write sentences and short paragraphs about simple topics e.g. their first day at school or an unforgettable memory while juniors and seniors learn to write short essays (1-2 pages in length) on the daily topics (Tran, 2001). However, due to the class time constraint, writing essays in English is not practiced in classes, but is usually done at home. Additionally, these students are not taught MLA/APA styles. In teaching writing to these students in the classroom, teachers often analyze the model of a particular type of writing, present the main structures and useful vocabulary used in this model, and after that discuss with students what is required for their homework. It seems clear that teaching writing in Vietnam is product-oriented and the written product of a writing class is often evaluated mainly in terms of language knowledge in accordance with a set of conventions largely derived from a model of a certain writing genre.

## **1.2 Rationale of the Study**

### **1.2.1 Statement of the Problem**

Writing a thesis in English poses difficulties for non-native English speaking students (Dong, 1998; Paltridge, 2002b; Shaw, 1991) and it is not an exception for these M.A. students in Vietnam whose major is in English. As Dong (1998) points out, this writing task is challenging because it requires the writers an ability to not only demonstrate knowledge related to the research but also use that knowledge to “argue logically and meaningfully the meaning of the research results” (p. 369). In Vietnam, M.A. students in TESOL have no or little formal instruction on how to write each part

of a thesis, but guidelines (Appendix A). Despite their wording differences, these guidelines on thesis writing provided by each university generally suggest some skeletal structures around which their students assemble their theses. These students, therefore, have to rely on their university's guidelines, published books on thesis writing, or theses written by students in previous courses in their school library in order to format their own theses. However, Paltridge (2002b) states that guidelines and handbooks which focus on thesis writing do not show students the range of thesis options and provide the rationale for the various choices thesis writers make. He also argues that thesis writing is a difficult process, for not only non-native English speaking students but also the native ones because besides level of language proficiency, thesis writers need to have necessary textual, genre, and social knowledge in a particular setting.

Given the difficulty of writing M.A. theses and their importance in students' academic achievement, the master thesis has not received as much attention as the Ph.D. dissertation (Chen & Kuo, 2012; Samraj, 2008). Indeed, few studies have focused on the overall structure of a M.A. thesis although a large number of studies on research articles (RAs) and some on Ph.D. dissertations were conducted (Bunton, 2002, 2005; Dong, 1998; Kwan, 2006; Soler-Monreal, Carbonell-Olivares, & Gil-Salom, 2011; Swales, 2004; Thompson, 1999, 2001, 2005). The problem of accessibility and considerable variations across disciplines aside (Paltridge, 2002b), Swales (2004) indicates that "little was known about this genre from a discursal point of view, largely because of the daunting length of its exemplars" (p.102). Some studies of M.A. theses have explored the organization of certain sections of this genre such as *Introduction* and *Discussion* sections (Dudley-Evans, 1986), *Conclusions*

(Hewings, 1993) and *Acknowledgements* (Zhang, 2012) and the overall organization of the thesis with a focus on the structure of *Introductions* across disciplines (Paltridge, 2002b; Samraj, 2008). The only study of all the chapters of 20 master theses in the field of Applied Linguistics taken from ProQuest Dissertations and Theses Database was carried out by Chen and Kuo (2012). Its findings show that a majority of M.A. theses in this field followed the traditional simple structure (Introduction, Literature Review, Method, Result, Discussion and Conclusion). Moreover, two thirds of these theses consist of a separate section or chapter for pedagogical implications, which characterizes theses in Applied Linguistics. Although these studies have provided us with a preliminary understanding of the generic structure of M.A. theses, they have focused on the texts produced in some British, American, and Australian institutions and by international writers.

One rhetorical feature of academic writing worth investigating in the analysis of theses is how citations were employed by thesis writers. It is because Chen and Kuo (2012) claim that citations in their M.A. Applied Linguistics thesis corpus seem to perform different rhetorical functions in different chapters and that is why they added the independent move of *Referring to other studies* (citations) to the frameworks of each chapter. Moreover, Kwan and Chan (2014) confirm that the generic rhetorical goal of a move or a step is achieved partly through citations used within it.

Citing other works is a distinguishing feature of academic writing, and this practice has a complex communicative purpose with syntactic, semantic, and pragmatic variations (White, 2004). Acquiring the skills for appropriate and effective use of citations thus helps writers to appropriately integrate other people's words and

ideas into their writing and presents their study persuasively (Jalilifar, 2012; Wohlin, 2009). Hyland (1999, 2000, 2002a) also indicates that reference to the works or ideas of others has an important role in the knowledge construction. Moreover, references to previous studies are seen as a key instrument for achieving the rhetorical purposes of writers (Charles, 2006; Kwan & Chan, 2014; Mansourizadeh & Ahmad, 2011; Samraj, 2002b, 2013; Swales, 1986, 1990, 2004). All in all, being “central to the social context of persuasion” (Hyland, 1999, p. 342) aside, citation is described as a rhetorical feature which is used in relation to the communicative purposes of the move-step structures in order to achieve the rhetorical purposes of each chapter in a thesis (Chen & Kuo, 2012; Kwan & Chan, 2014; Samraj, 2013; Swales, 2004).

Despite the important roles of citation in academic writing and of M.A. theses in a student’s academic accomplishment, few studies have been conducted on how citations are used in M.A. theses, especially those written by non-native English writers (NNEW) (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Petrić, 2007). Previous studies have shown various problems that novice NNEW have in citing previous studies, such as a limited type of citation, no synthesis of the information from other sources, being unfamiliar with the functional features of citation (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Mansourizadeh & Ahmad, 2011; Yeh, 2012) and a certain level of language re-use (i.e. passages were pasted from source materials) (Flowerdew & Li, 2007; Li, 2007). Moreover, NNEW often find it difficult to choose appropriate reporting verbs for reporting claims; they do not take an appropriate stance towards a claim and tend to use less assertive devices than native speakers (Hyland, 2002a, 2008). Similarly, Pecorari (2008) finds that NNEW often randomly choose a reporting verb without a consciousness of the subtleties of language necessary for reporting

claims. Hyland (2002a) ascribes this problem to both their deficit of vocabulary and their innocence of how to appropriately acknowledge sources in academic writing.

Besides the problems NNEW have, citation practice is reported to vary between different disciplines, genres and even cultures (Harwood, 2009; Hyland, 1999; Jalilifar, 2012; Jalilifar & Dabbi, 2012; Samraj, 2008; Soler-Monreal & Gil-Salom, 2012). Hyland (2000) finds that soft disciplines have a tendency to employ integral citations while hard disciplines display a preference for non-integral ones to downplay the role of the author. In addition, Hyland (1999, 2000, 2002a) indicates the disciplinary preference for reporting verbs, i.e. a greater use of *Discourse* and *Cognition* reporting verbs in the humanities and social sciences. Petrić (2007), moreover, shows that due to different audiences, writers of research articles (RA) and those of M.A. theses in applied linguistics exhibit distinct citation behaviors. Similarly, two similar studies (Jalilifar, 2012; Jalilifar & Dabbi, 2012) on citations used in the introduction sections of RAs from prestigious journals and in the introduction chapters written by Iranian master's students in applied linguistics shows that different audiences, socially and culturally different contexts, and writers' different purposes of writing lead to different citation behaviors. Furthermore, in their study of the citations used in the literature review chapters of Ph.D. dissertations written by English native speakers and Spanish native counterparts, Soler-Monreal and Gil-Salom (2012) report that citation behaviors reflect the cultural differences. Although these above studies shed light on the citation practice in terms of types, functions and reporting verbs in the literature and especially on the way NNEW cite, there is almost no research which examines all these three citation aspects in M.A. theses written by NNEW students. Moreover, one could argue that such a study was conducted by Jalilifar (2012) and Jalilifar and Dabbi (2012), but

little has been known about how their non-native (Iranian) students use reporting verbs to report on the previous research activities as well as to display their evaluation of cited research. Moreover, the stance of the reporting verbs in their research was studied based on Thompson and Ye's (1991) framework, which separates evaluation from reporting, allowing a considerable overlap between categories (Hyland, 2002a). The current study, therefore, aims to fill these gaps and hopes to shed more lights on how NNEW cite in the literature.

Given its significance and potential challenges in academic writing, citation has not been formally taught to TESOL master's students in Vietnam. In fact, these writers were provided with the list of conventions of the APA citation style and they themselves figured out how to appropriately cite the previous studies in their texts. However, Mansourizadeh and Ahmad (2011) emphasize that due to various purposes of citation use, novice writers cannot fully learn crucial citation practices from their mere reading of the instructions. Moreover, like the situation described in Jalilifar (2012), the ways M.A. students in the TESOL discourse community in Vietnam cite and the types of citation used in their writing would be of their supervisors' secondary concern as they know that in the defense session, their supervisees' deployment of citation is not judged by the thesis examiners. This study, therefore, aims to explore how these Vietnamese M.A. students deployed citations in terms of types, functions and reporting verbs in all chapters of their theses. Such investigations on citation in this study hope to provide an insightful description of citation practice in TESOL M.A. theses in Vietnam and is expected to confirm the claims about the cultural, disciplinary, and genre specific characteristics of citation practices (Harwood, 2009; Hyland, 1999, 2002a; Jalilifar, 2012; Jalilifar & Dabbi, 2012).

### **1.2.2 Purposes of the Study**

With respect to all the problems identified above, the following are the specific objectives of the research:

- To explore the move-step structures of the whole TESOL M.A. theses written by Vietnamese students;
- To find out the similarities and differences of the move-step structures in the theses written by this group of writers in Vietnam and those by the international writers from ProQuest Dissertations and Theses database;
- To identify the types and functions of citations used in each chapter of M.A. theses written by the non-native English writers in Vietnam; and
- To study how the reporting verbs were used to report previous studies and to show the writers' evaluations to the cited messages in these theses.

### **1.3 Research Questions**

By analyzing the move-step structures of the whole thesis and investigating citations employed in each chapter of a thesis, this study attempts to answer the following four questions:

1. What are the move-step structures of each chapter in TESOL M.A. theses written by this group of Vietnamese writers?
2. To what extent are the move-step structures in theses written by Vietnamese graduate students different from or similar to those of international writers in ProQuest Dissertations and Theses database?
3. What are the citation types and their functions used in different chapters of theses written by this group of writers in Vietnam?

4. How are reporting verbs employed to refer to previous studies and to show the writers' evaluations by these Vietnamese graduate writers?

The answers to these questions would provide insightful descriptions of the move-step structures and citations employed in TESOL M.A. theses by Vietnamese writers.

### **1.4 Significance of the Study**

M.A. theses are considered as one of the key genres used by academic communities to disseminate knowledge (Koutsantoni, 2006) and a high stakes genre at the summit of a student's academic achievement (Hyland, 2004a). However, writing a thesis is a challenging task for not only non-native English students but also the native ones (Paltridge, 2002b), and they may write only one thesis in their academic life (Bunton, 2002). Therefore, identifying the structural organization of thesis by a genre-based approach is a productive method for helping such novice writers in Vietnam understand its structure and effectively compose it.

Generally, the ultimate goal of a genre analysis is to closely examine the texts or discourse types and its move-step structures which are recognizable by its discourse community members. Knowing communicative purposes of the texts, therefore, will provide valuable information for those composing them because writers of any discourse communities should not only conform to generic structures, but should also be accepted by their academic communities (Bhatia, 1993). Moreover, as stated in the previous section, there have been relatively few genre analysis investigations into M.A. theses and they tended to focus on specific sections of the



theses. Thus, this study attempts to deal with theses as complete texts in order to add to our knowledge of how such a large text is organized by a specific group of non-native English students who learn English as a foreign language in the specific context in Vietnam.

Studying the move-step structures of M.A. theses in TESOL aside, the types of citations, their functions and reporting verbs employed are also examined in this study. As asserted by Hyland (1999, 2002a), Harwood (2009) and Jalilifar (2012), the practice of citing others varies across genres, disciplines, and cultures, respectively. Therefore, the findings on citation practice in this study may provide not only a valuable description of how these novice thesis writers use citations in their ongoing conversation with their discourse community members but also appropriate suggestions on how to teach this group of writers using citations effectively.

Besides providing some pedagogical implications to direct novice researchers in Vietnam to structure their theses and develop effective use of citation, results of this project may contribute to the literature which has not received much attention on how non-native students who learn English as a foreign language compose and cite within this specific genre in English.

## **1.5 Scope of the Study**

This study aims to explore the move-step structures and the citation use in terms of citation types, functions and reporting verbs in each chapter in the TESOL M.A. theses written by Vietnamese writers. Under the constraints of time and access, the study is confined within the following considerations:

1. Only 24 M.A. theses from all three universities offering TESOL M.A. programs in the South of Vietnam written during the years 2009-2012 by Vietnamese students are selected and examined. This selection would provide a current tendency in thesis writing by this group of writers in the South of Vietnam.
2. The analysis of the move-step structure of the theses are conducted on the basis of the modified framework by Chen and Kuo (2012). The reasons behind this selected framework are discussed in Chapter 3.
3. The analysis of citation used in the theses are conducted on the basis of the categories by Thompson and Tribble (2001) for citation types and their functions and Hyland (2002a) for reporting verbs. The reasons for the selection of these frameworks are also provided in Chapter 3.
4. As move identification is considered subjective (Crookes, 1986), inter-rater analysis is employed in this study. With this systematic coding and reliability, the researcher believes that the results of the analysis in the current study are more valid and sufficiently reliable.
5. Similarly, discourse-based interviews (Hyland, 2000) with only six thesis writers and three supervisors are conducted to ensure the reliability of the analysis and to gain deeper insights about the move-step structures and citations used in these theses.
6. Findings on reporting verbs are presented as they are found in the study, so special consideration should be taken into account if the reporting verbs identified in this study are used.

## 1.6 Definitions of Key Terms

The following terminology will be used regularly in the study in accordance with these definitions.

**Move** is a segment of text that is shaped and constrained by a specific communicative function (Holmes, 1997)

**Step** is a sub-unit of a move.

**Citation** refers to the “attribution of propositional content to another source” (Hyland, 1999, p. 341).

**Citation function** refers to the author’s reason of using a specific citation (Petrić, 2007).

**Citation types** refers to integral and non-integral citations (Swales, 1990)

**Writer(s)** refers to the person citing (Thompson & Ye, 1991)

**Author(s)** refers to the cited person (Thompson & Ye, 1991)

**Novice writers** refers to non-native master’s students who use English for academic writing

## 1.7 Chapter Summary and Thesis Structure

Chapter 1 is an introduction to the study which provides the information on the background of the study, rationale, statement of problems, purposes, research questions, significance of the study, scope and limitations of the study, key term definitions and organization of the thesis. Chapter 2, Literature Review, involves the definitions of the key terms related to genres, master thesis and citations, the theoretical frameworks on the move-step structures of master thesis and the

categorization of citation types, functions and reporting verbs. This chapter ends with the review of previous studies on Vietnamese students' writing in English. Chapter 3 is about research methodology for conducting this project and the pilot study. This chapter aims to provide the methods of data collection in terms of text collection, corpus creation and management, interview data and data analysis. Moreover, the justifications for the frameworks and citation categorizations in terms of citation types, functions and reporting verbs employed for the analysis of the generic patterns of the theses and citations respectively will be provided in this chapter. This chapter ends with the purpose, methods, results, discussion and conclusions of the pilot study. Chapter 4 reports the analysis of move-step structures of Abstracts and Introductions of the current TESOL M.A. theses and the findings on citations used the Introduction chapters. The findings and discussions on move-step structures and citations found in the Literature Review chapters in the current thesis corpus is presented in Chapter 5 and those in the Methodology chapters are reported in Chapter 6. Chapter 7, in addition, is about the analysis of the move-step structures and citations identified in the 13 separate Result and Discussion chapters as well as that found in the 11 combined Result-Discussion chapters of the TESOL M.A. thesis corpus. The findings on the move-step structures and citations in 24 Conclusion chapters of this thesis corpus are presented in Chapter 8. Chapter 9 offers a brief summary of the main findings of this study which aims to answer the four research questions and pedagogical implications and recommendations for further research which are translated from these findings are also provided in this last chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter aims to offer the theoretical background upon which the present research is founded. Firstly, the concepts of genre and discourse community are discussed as to provide the background leading to the genre of texts included in the corpus of this research. The discussion also touches on different genre traditions and their relationships in order for the target genre of the current study, Master's thesis, to be situated. The target genre will then be reviewed in terms of its types, characteristics, communicative purposes, and previous studies. Since another aim of this research is to investigate the in-text citations employed in TESOL Master's theses written by Vietnamese students, the citation definitions, significance, citation systems, and previous studies are other discussion topics in this chapter. Moreover, discourse variations across disciplines and cultures, and previous studies on Vietnamese students' writing in English are also provided.

#### **2.1 Concepts of Genre and Discourse Community**

##### **2.1.1 Genre**

Genre is defined differently by different researchers from different perspectives. For instance, Miller (1994) defines genre as “a form of social action” while it is considered as “staged, goal-oriented social process through which social subjects in a given culture live their lives” (Martin, 2009, p. 43). Bhatia (1993) states

“genre is an instance of a successful achievement of specific communicative purposes using conventionalized knowledge of linguistic and discoursal resources” (p. 16). Holmes (1997) defines genre as “a class of texts characterized by a specific communicative function that tends to produce distinctive structural patterns” (p. 322). Considered as the “father” of genre studies, especially in the English for Specific Purpose (ESP) approach, the main approach in the current study, Swales (1990) provides a well-known and comprehensive definition of genre in his seminal book.

*“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 constraints choice of content and style.” (p. 58)*

From his definition, a genre is primarily characterized by its communicative purpose(s) that it is intended to achieve. It is the shared set of communicative purposes that constrain and shape an internal structure of the genre. Because of this, differences in the communicative purposes result in different genres. According to Swales (1990), “communicative purpose has been nominated as the privileged property of a genre”, a genre prototype is determined by how closely it corresponds to its communicative purpose (p. 52). He explains that “other properties such as form, structure and audience expectations operate to identify the extent to which an exemplar is prototypical of a particular genre” (Swales, 1990, p. 52). In other words, in order to identify a genre, its communicative purposes, structure, and intended audiences are employed, but it is the communicative purposes that play a key role. Therefore, in producing a genre, writers of that genre have to conform to certain standard and acceptable practices or conventions of the genre in order to avoid failure in recognizing that genre by other members.

### **2.1.2 Discourse Community**

Swales (1990) defines discourse communities as “social-rhetorical networks that form in order to work towards sets of common goals” (p. 9). These common goals are the basis for shared communicative purposes that members of discourse communities achieve and further through the creation and employment of genres. Common goals aside, discourse communities help maintain and extend its knowledge and initiate new members into the communities through the use of language. Language used in discourse communities is thus considered as “mechanism of intercommunication among its members” (Swales, 1990, p. 25) and for these mechanisms, discourse communities have developed discursial expectations including the form, the function, the structure of discourse elements, and the roles texts plays in the operation of the discourse communities. These discursial expectations are created by the genres that sustain the operation of the discourse community. Among these, however, it is the roles of the texts or communicative purposes shared and acknowledged among its members that drive language activities to operate in the discourse communities. These text roles or communicative purposes function as the prototypical criteria for genre identification and creation and operate as indicators of standard conventions for genres. One of characteristics that an established member of a discourse community has is being familiar with the particular genres that are used to communicate among members in various events to achieve sets of that discourse community’s common goals. Consequently, Swales (1990) confirms that genres are the communicative properties of the discourse community, not individuals or other kinds of groupings.

Based on the definitions of genre and discourse community, M.A. thesis is considered as a genre because it is written for proving to advisors, examiners and the committee who are the intended audience of the discourse community the worthiness of a degree. In fact, the advisors, examiners and the committee are members of its discourse community. It is this discourse community that has set the discoursal expectations in terms of communicative purposes, content and structures of the texts for the initiation of its new members of their discourse community through the creation of this genre. Through its own recognizable structure, communicative purposes and content of the genre, the discourse community admits M.A. thesis writers into their community as new members.

## **2.2 Genre Studies**

### **2.2.1 Genre Traditions**

Over the past thirty years, studies on genre across borders, across a variety of disciplines and across grade levels and contexts have illuminated our understanding of the nature of genre and how it has developed and been employed in various texts and contexts. These studies reveal the facts that there exists a difference in the emphasis genre analysts and researchers place on either text or context. While some prefer to focus their study on the roles of texts in social communities, some are interested in investigating the ways the texts are organized to reflect and construct the communities in which they are created and used. Summarized in Hyon (1996), Johns (2002), Hyland (2002b), and Bawarshi and Reiff (2010), these differences have been acknowledged that there are three broad research perspectives on genre studies.



### **2.2.1.1 The Sydney/Australian School**

Influenced significantly by the work of Michael Halliday at the University of Sydney, and applied to genre particularly in the work of Martin, Frances Christie, Bill Cope and Mary Kalantzis, Gunther Kress, Joan Rothery, Eija Ventola, and others, the Sydney/Australian school or Systemic Functional Linguistics (SFL) operates on the assumption that language structure is integrally related to social function and context. Different from its other definitions in ESP, genre definition in SFL states that genre is “staged, goal-oriented social process through which social subjects in a given culture live their lives” (Martin, 2009, p. 43). In other words, genre in SFL is considered to function as “social process” because members of a culture interact with each other to achieve it; as “goal-oriented” because they have evolved to get things done; and as “staged” because it usually takes more than one step for participants to achieve their goals. Martin (2009) indicates the interrelationship between genre (functioning on the level of context of culture), register (functioning on the level of context of situation) and language. In this model, genre connects culture to situation, and register connects situation to language. From his model, genre is understood in the way social purposes are linked to text structures and these structures are realized as situated social and linguistic actions. This way of understanding genre is also the trajectory of how genre is analyzed in SFL. This analytical path moves from the identification of social purposes represented in generic structural elements; to the analysis of a text’s register represented in field, tenor, and mode; to language meta-functions; and finally to micro analyses of semantic, lexico-grammatical, and phonological features.

Summarized in Hyon (1996) and Hyland (2004b), the primary focus of SFL is on primary and secondary school genres and non-professional workplace texts. These texts are called “factual writing” by Martin (1989) and “pre-genres” by Swales because they require writers, who are primary or secondary school students or immigrant adults, to write about various forms of communication in their culture such as Reports, Explanations, Recounts, Description and Exposition.

### **2.2.1.2 The English for Specific Purpose (ESP) approach**

ESP is often used as an umbrella term to refer to the teaching of English for scientific, academic, medical or professional purposes to people whose first language is not English. Although ESP has existed since the 1960s and ESP researchers used genre analysis as a research and pedagogical tool in the 1980s, it is Swales’ (1990) groundbreaking book *Genre Analysis: English in Academic and Research Setting* that provides a comprehensive theory and establishes the methodology for the ESP approach to genre analysis and teaching. It is believed that Swales’ work and the research his work has inspired over the last twenty years have largely influenced the way ESP and genre analysis have become in many ways synonymous (Bawarshi & Reiff, 2010).

Two key characteristics of ESP approaches to genre identified by Swales (1990) are their focus on academic and research English and their use of genre analysis for teaching. These two key features in the ESP approach to genre analysis reveal some similarities and distinctions to SFL genre analysis. They both share the fundamental view of the connection between linguistic features and social context and function. They also aim to make the results of genre analysis visible to “disadvantaged students” in order to help them understand of how target texts are

structured and why they are written the way they are. Hyland (2007) states that such explicit teaching of relevant genres helps demystify the kinds of writing that will enhance learners' career opportunities and provide access to a greater range of life choices.

Despite their similarities in analytical strategies and pedagogical commitments, ESP and SFL genre approaches differ in their applied target audience, genre focus, and their understandings of context. While SFL genre approaches generally target “economically and culturally disadvantaged” school-aged children, ESP genre approaches generally focus on more advanced, graduate-level, international students who are “linguistically disadvantaged” (Bawarshi & Reiff, 2010, p. 43). Their difference has an important implication on the target genres each approach focuses on. SFL genre researchers have focused their attention on texts written by primary and secondary school children for various communicative purposes in their culture. Since applied target audiences in ESP genre approaches are involved in their specific disciplines in a particular professional setting, their written texts are more community-identified genres such as research articles, conference abstracts, research presentations, grant proposals, and job application letters. The distinctions on target audiences and genre focus between SFL and ESP genre approaches shed light on their difference in understandings of context. Since SFL approaches focus on texts written for various communicative purposes in a particular culture, their context is located at the level of “context of culture”. However, ESP approaches locate genre within “discourse communities” where its communicative purposes are specifically defined. This allows ESP scholars to focus their attention on discourse community and communicative or rhetorical purposes in analyzing genres.

This also allows scholars in this tradition to shift their pedagogical purpose from the “more overtly political, empowerment-motivated goals of SFL genre-based teaching to a more pragmatic, acculturation-motivated pedagogy” (Bawarshi & Reiff, 2010, p. 44). In other words, the pedagogy employed in ESP genre traditions aims to help advanced non-native English speaking students acquire “knowledge of relevant genres in order to act effectively in their target contexts” (Hyland, 2003, p. 22).

Since communicative purposes which are specifically defined in relation to a discourse community’s shared goals provide the rationale for a genre and shape its internal structure, they serve as a starting point for ESP genre analyses. In ESP approaches to genre analyses, researchers begin by identifying a genre within a discourse community and defining the communicative purpose the genre is designed to achieve. The researchers then examine the schematic structure or the organization of the genre which is characterized by the rhetorical “moves” or text segments. An examination of the textual and linguistic features such as style, tone, voice, grammar and syntax is followed. This trajectory to genre analyses in ESP traditions proceeds from a genre’s overall structure to its lexico-grammatical features, at the same time attending to the genre’s communicative purpose and the discourse community which defines it. This process to genre analyses has tended to move from context which provides knowledge of communicative purpose and discourse community members’ genre identifications to text (Flowerdew, 2002).

### **2.2.1.3 The New Rhetoric**

Miller (1994) defines genre as “forms of social action” since its dynamic rhetorical forms are developed from responses to recurrent situations and serve to stabilize experience and give it coherence and meaning. In other words,

through the recurrent use of conventional forms and communicative practices, individuals develop relationships, establish communities, and get things done. This genre definition implies that “genres not only embed social realities but also construct them” (Johns et al., 2006, p. 237). Genre in this rhetoric tradition is believed to enable its users to rhetorically and linguistically respond to a recurring type of communicative events that are situated in social contexts. In other words, genre is understood as “sociological concepts mediating textual and social ways of knowing, being, and interacting in particular contexts” (Bawarshi & Reiff, 2010, p. 59). Genre analyses in this tradition, thus, have tended to focus on the role genres play in how individuals perform social actions and relations, enact social roles, and frame social realities. It principally focuses on investigating the social, cultural, and institutional contexts and the way they interact with texts and affect the manifestation of a particular genre.

### **2.2.2 Linguistic and Non-linguistic Approaches**

Flowerdew (2002) categorizes these three traditions to genre analysis into linguistic and non-linguistic approaches because of their different emphasis on text. Since the New Rhetoric focuses more on situational contexts but less on lexicogrammar and rhetorical structures of text, it takes a non-linguistic approach. ESP and Sydney school take a linguistic approach because they concentrate on the lexicogrammatical and rhetorical realization of the communicative purposes embodied in a genre. In other words, while contexts are used to understand texts and communicative purposes in the linguistic genre study, the non-linguistic approach uses texts to study contexts and social actions.

Different emphasis placed on texts aside, these two divisions are different in their pedagogical applications. While the ESP tradition and the Sydney school employ the results of genre analysis for teaching students the “formal, staged qualities of genres so that they can recognize these features in the texts that they read and use them in the texts that they write” (Hyon, 1996, p. 701), the New Rhetoric rejects teaching genres in language classrooms. This is just because classroom is considered as an inauthentic environment that does not have the complex nature of interactions, negotiations and audiences like the actual rhetorical event has. Learning and teaching genre in the classroom, thus, removes it from the context in which it has meanings and genre becomes a study object, not resources for communication between participants. As a result, pedagogical application in this non-linguistic tradition is concerned with “making students aware of the situational characteristics and social functions of the genres in which they are engaged” (Flowerdew, 2002, p. 92).

Because one purpose of this current study is to make some pedagogical suggestions to teaching a group of Vietnamese students how to write their M.A. thesis and use citations effectively, the linguistic tradition to genre analysis is the main approach in my work. Besides, the ESP tradition is chosen over the SFL one as this target group of non-native students in Vietnam are at their advanced level of English. Hyland (2007) emphasizes that the main focus of the ESP genre tradition is to help advanced non-native English speaking students have knowledge of relevant genres in order for them to act effectively in their target contexts.

## **2.3 Master's Thesis**

### **2.3.1 Definition and Communicative Purposes**

Thesis is a research report written by a candidate for an academic degree. In other words, a thesis is written to convince the graduate committee that the thesis's writer has completed an independent study and has been familiar with knowledge of his specialized field and research skills. A completed thesis which meets the expectations of the academic community is also evidence of its writer's being qualified for a degree.

The terms “thesis” and “dissertation” are interchangeably used to refer to the research report written by master students depending on different educational settings. Their detailed distinctions are provided in Swales (2004). In the United Kingdom (UK) and UK-influenced educational settings, the term “dissertation” refers to the report of M.A. or M.Sc. students, and “thesis” refers to the work of doctoral students. In reverse, in the United States (US) and US-influenced settings, the word “thesis” is employed for the reference to master students' written work while “dissertation” is for the work of Ph.D. students. However, in Australia, the word “thesis” is used for the research report written by both master and doctoral students. Since “thesis” and “dissertation” are respectively used to refer to the work written by M.A. and Ph.D. students in the discourse community in Vietnam, my future work will also follow this American way of using these two words.

### **2.3.2 Characteristics of Master's Thesis**

From genre definitions, it is clear that genre is different from a text because it is characterized by three external criteria; namely, its particular communicative purpose, its intended audiences, and its structure, which are recognized by its

members in a particular context. A text, on the other hand, serves as rhetorical modes which share similar internal discourse patterns such as narration, argument and exposition. It is, therefore, a genre may cover more than one text type. A research article abstract, for instance, can be composed of two text types; namely, evaluation and problem-solution (Paltridge, 2002a). Based on this genre-text division, M.A. theses are classified into three different categories by three different scholars due to different purposes they see this genre functions. Bhatia (1993) names M.A. theses “academic genre” since they include texts composed by students for their various academic purposes in their study. Adapting from her previous categorization of “classroom genre” for those whose purpose is essentially learning related (e.g. student assignments), Johns (1997) proposes to categorize M.A. theses as “pedagogical genre”. Hyland (2000) calls those written as part of the curriculum such as first-year essays, final-year projects, theses or dissertations “curriculum genre”.

### **2.3.3 Types of Master's Thesis**

Despite their similar features in terms of communicative purposes, overall rhetorical structures, and intended audiences, theses and dissertations are different in their orientations and scope. Swales (2004) states that dissertations are usually research world-oriented and cover a number of topics in a broader scope while theses often have a strong focus on the real world with a more restricted scope.



**Table 2.1: Typical discourse structures of theses/dissertations (Paltridge, 2002b, pp. 138-141)**

<b>Traditional: simple</b> Introduction Literature review Material & methods Results Discussion Conclusions	<b>Topic-based</b> Introduction Topic 1 Topic 2 Topic 3, etc. Conclusions
<b>Traditional: complex</b> Background to the study & review of the literature (Background theory) (General methods) Study 1: Introduction Methods Results Discussion & conclusions Study 2: Introduction Methods Results Discussion & conclusions (etc.) Discussion Conclusions	<b>Compilation of research articles</b> Introduction Background to the study Research article 1 Introduction Literature review Material & methods Results Discussion Conclusions Research article 2 Introduction Literature review Material & methods Results Discussion Conclusions (etc.) Conclusions

In his study of the overall organizational structure of theses and dissertations from different study areas, Paltridge (2002b) identifies four different types of patterns that writers typically choose from, depending on the focus and the orientation of their theses or dissertations (Table 2.1). The order of items listed in the table is also the typical sequence of the sections in the theses/dissertations.

### 2.3.4 Previous Studies on Master's Thesis

To the researcher's best knowledge, there are very few empirical investigations on the structure of M.A. thesis (Chen & Kuo, 2012; Dudley-Evans,

1986; Samraj, 2008). Swales (1990) attributes this lack of research on this genre to the length of the text. In addition to the length of the text, Dudley-Evans (1999) and Samraj (2008) explain that studies on the overall structure of M.A. thesis have been motivated only by the need to create relevant EAP material for master's students, who will not usually be involved in the writing of research articles. However, due to their similar communicative purposes, rhetorical organizations and intended audiences, studies on the rhetorical organization of Ph.D. dissertation are also reviewed in the following part.

#### **2.3.4.1 Studies Focusing on the Introduction Chapter**

Based on the move structure analysis of research article (RA) Introduction sections by Swales (1990), Dudley-Evans (1986) proposes a six-move structure with two or three possible steps within them in Introductions of seven M.Sc. theses in Plant Biology. In his model, the first three moves express the concentration on establishing the field while it is done by only Move 1 in the Swales' (1990) *Create a Research Space* (CARS) model. Then in Move 4, the authors can define the scope of the topic they are interested in by introducing the parameters of the research or by showing how the research is related to the previous one in the field. Move 5 in Dudley-Evans' model is similar to CARS' Move 2 because it indicates the need for the present one to fill the gap or to extend the research further. The last move is similar to CARS' Move 3 in which the purposes of the research are given. It could be argued that establishing a niche is the central move of all because it is the move where the need for the current research is indicated. It is, therefore, this linking move seems to lose its emphasis in Dudley-Evans' (1996) lengthy model with six moves.

Another study which makes use of Swales' CARS model, but to analyze the move-step structure of the Introduction chapters in 45 Ph.D. dissertations across eight disciplines is Bunton's (2002). His findings show that a three-part structure of the article Introductions suggested by Swales (1990) is applied in the Introductions of these dissertations with a small variation between different disciplines. He also indicates that the moves are used in cyclical patterns similar to those reported in the literature, and the most frequent cycle in his corpus is Move 1-2, rather than Move 1-2-3 when the authors review the previous research before identifying the gap or raising problems, but do not go on to announce their own research. As for the steps, all 14 steps identified by Swales (1990) and Dudley-Evans (1986) are found in his corpus. Although most of the steps in CARS and Dudley-Evans' models are present in his corpus of the Ph.D. Introductions, ten new steps were also distinguished and added to the model that he proposed.

Different from the first two previous studies on the Introduction chapters, Samraj (2008) conducts a contrastive analysis of the generic moves and steps of the Introductions of twenty-four theses across three disciplines; namely, Biology, Philosophy and Linguistics. Employing Swales' CARS (1990, 2004) model and semi-structured interviews with subject specialists, the findings indicate the disciplinary differences in the rhetorical structure of the Introduction chapters among these three disciplines. This study also emphasizes on the intradepartmental variation of the Introductions in Linguistics discipline.

Another contrastive study of the overall structure of twenty Ph.D. dissertation Introduction chapters written in Spanish and English in the computing field is conducted by Soler-Monreal, Carbonell-Olivares, and Gil-Salom (2011).

Followed the Swalesian approach and a model framework for Ph.D. Introductions in Spanish, this study indicates that Move 1 and Move 3 were found obligatory in the Spanish corpus of Ph.D. Introductions while the English counterparts were closely arranged in the M1-M2-M3 order. Differences in the rhetorical organization aside, the complexity of the combinations of moves, steps, and embedding was also found in the English Ph.D. Introductions in this study.

#### **2.3.4.2 Studies Focusing on the Literature Review Chapter**

To date, move-based studies focusing exclusively on the Literature Review chapter of a thesis or dissertation seem to be scarce. The only study of this part of twenty doctoral dissertations produced by native English speaking students of Applied Linguistics is conducted by Kwan (2006). By employing the Revised CARS model (Bunton, 2002), she finds that many of the Literature Review chapters have an Introduction-Body-Conclusion structure with many thematic sections found in the body part. These themes in the body part are organized in recursive move structures which are similar to those found in dissertation Introductions. Although most of the steps in Bunton's Revised CARS Model are present in the move structures of the Literature Review Chapters, Move 3 is reported to appear least frequently and some new steps are also identified.

#### **2.3.4.3 Studies Focusing on the Discussion Chapter**

Dudley-Evans (1986) conducted a study on the Discussion chapter of seven M.Sc. theses in Plant Biology produced by native English speakers. The findings show the common three-part structure of the texts in the corpus; namely, *Introduction*, *Evaluation of Results*, and *Conclusions and Future Work* and the eleven-rhetorical moves. Moreover, of all these eleven moves, Move 2 (*Statement of*

*Result*) is found to be compulsory while Moves 6 and 8 (*Problems with Result* and *Deduction*, respectively) are rare in his data. Move cycling is also present in his data and the cycle starts with Move 2 followed by one or more of the other moves. There are exceptions to Move 1 (*Information move*) and Move 4 (*Reference to Previous Research*) since Move 1 occurs at different places in the cycles of moves and Move 4 sometimes precedes Move 3 (*(Un)expected Outcomes*). Finally, Dudley-Evans confirms that the Discussion chapter exhibits a less predictable organization than that of the Introduction.

Subsequently, Hopkins and Dudley-Evans (1988) provide a slightly modified version of the moves in the Discussion chapter and section in both the dissertation and the research article. This model, which is derived from the findings of their previous studies on the corpora of M.Sc. theses in Plant Biology (Dudley-Evans, 1986) and articles in Irrigation and Drainage in the proceedings of an international conference (Hopkins, 1985), still has eleven moves although some moves are removed and some new moves are added. Similar to the model proposed by Dudley-Evans (1986), the results of this study emphasize the move cycling and the more unpredictable pattern than that of the Introduction. Additionally, Move 2 (*Statement of result*) is always found to occur at the beginning of a cycle.

Another modification to Dudley-Evans' (1986) model for the description of the moves in the Discussion chapter is suggested by himself after he analyzed the Discussion chapter of one single M.Sc. dissertation in-depth (Dudley-Evans, 1994). A three-part framework; namely, *Introduction* (including Move 1, or Move 1 + 5, or Move 2/Move 3), *Evaluation* (including Move 2, Move 3 + Move 5, Move 7 + Move 5, or Move 5 + Move 7) and *Conclusion* (Move 3 + Move 7, or Move

9) is again identified. He also indicates that the *Evaluation* part is the main body where comments on the key results and the author's claims are given in detail. However, different from his original work, his new model consists of only nine moves and among which three moves, *Finding* (Move 3), *Claim* (Move 7) and *Limitation* (Move 8), are newly added to the model. The *Finding* move is similar to the *Statement of Result* move, but without a reference to a graph or table. The *Hypothesis* and *Deduction* moves in the previous model are combined into the *Claim* move while the *Limitation* is added to safeguard the reported research in terms of the findings, and methodology. Besides, although this new model has some new and useful ideas about the move structure of the *Discussion* chapter of a thesis, Dudley-Evans informs that its applicability to other similar corpora should be cautioned because of its unsuitable size of the data.

#### **2.3.4.4 Studies Focusing on the Conclusion Chapter**

As far as this study is concerned, the only study on the rhetorical organization of six MBA thesis Conclusion chapters is conducted by Hewings (1993). This study shows that *Reporting*, *Commenting* and *Suggesting* are the three main functions of an MBA thesis Conclusion. The *Commenting* function includes evaluations, deductions, and speculations made from the findings. Differently, Bunton (2005) finds two different types of Conclusion in his corpus of 44 Ph.D. dissertation Conclusions covering a wide range of disciplines. The majority of his data follow a thesis-oriented organization which focuses mainly on the thesis itself, and only eight are field-oriented because they focus mainly on the field and mention thesis and its contributions in the context of the whole field. This difference affects the rhetorical structure of the chapter.

Besides, Bunton (2005) also indicates that there are disciplinary variations in terms of the move structure in the Conclusion chapters of Ph.D. dissertations between Science and Technology (ST) and Humanities and Social Sciences (HSS) even though they both are thesis-oriented. Although the Conclusions in these two disciplines start with *Introductory Restatement* and *Consolidation of Research Space*, ST Conclusions focus on work carried out while HSS Conclusions are on purpose, research questions, or hypotheses. Similarly, there is a difference in their final moves where ST Conclusions finish with *Future Research*, but *Practical Implications* and *Recommendations* are identified in HSS Conclusions.

#### **2.3.4.5 Studies Focusing on the whole thesis**

The findings of the above studies have provided us with an insightful understanding into the rhetorical organizations of the under-investigated genres, theses and dissertations. However, these studies on theses and dissertations investigated only a single chapter or a couple of chapters.

##### **2.3.4.5.1 Pramoolsook (2008)**

The study of the whole macro-structure of master's theses in a university in Thailand and their changes when being transferred to research articles is conducted by Pramoolsook (2008). His study also finds the traditional simple (IMRD) pattern with some variations in the Result and Discussion chapters in the thesis corpus. Moreover, his study revealed variations across chapters of theses in Biotechnology and Environmental Engineering.

##### **2.3.4.5.2 Chen and Kuo (2012)**

Based on previous studies on RA Abstracts (Lorés, 2004), Ph.D. Introductions (Bunton, 2002), Ph.D. Literature Review (Kwan, 2006), RA Method

(Lim, 2006), RA Results, Discussions and Conclusions (Yang & Allison, 2003), Chen and Kuo (2012) develop the complete move-step framework for analyzing each chapter of a thesis in Applied Linguistics. This framework is integrated and modified from the moves and steps in the previous studies in order to make them “not only consistent across the chapters but also appropriate for the theses in Applied Linguistics” (Chen & Kuo, 2012, p. 27). In addition to the integration and modification of the existing moves and steps, Chen and Kuo (2012) add an independent move of *Referring to other studies* in each chapter because this new move is found to have different rhetorical functions in different chapters. Since this framework is the first to provide the comprehensive move-step structures for each chapter of M.A. theses, it will be chosen as the analytical framework for the present study and it will be carefully reviewed in the following paragraphs.

Their newly modified framework aside, Chen and Kuo (2012) then analyzed 20 complete M.A. Applied Linguistics theses from ProQuest Dissertations and Theses Database using this framework. Their findings show that of 20 theses, 75% (15 theses) were organized in the conventional ILrMRDC pattern (Paltridge, 2002b; Swales, 2004) while 3 followed the article-compilation pattern and 2 in the topic-based pattern. This percentage is much higher than that in Thompson (2001) (7%) and Paltridge (2002b) (40%) whose corpora include Ph.D. dissertations. This difference is accounted for the small scope and length of M.A. theses that make M.A. thesis writers choose to organize their work in the IMRD pattern which is similar to RAs. Types of thesis aside, Chen and Kuo (2012) indicate that most of the theses in their corpus used rhetorical chapter titles, but Discussions were also found to be combined with either Results or Conclusions in the same chapter.



Among three kinds of Abstracts in Lorés (2004), the informative one is chosen for their framework. As indicated in Bhatia (1993), this kind of Abstracts seems to reflect the description of Abstract as “a factual summary of the much longer report” (p. 78). Chen and Kuo’s (2012) analysis of the Abstracts of 15 theses with the conventional pattern show that they all had Move 1 (*Introduction*), Move 2 (*Method*) and Move 3 (*Results*) while Move 4 (*Conclusions*) occurred in 8 theses. This last move, therefore, tended to be optional in their M.A. thesis Abstracts. Move structures aside, Chen and Kuo (2012) also find that there was a linear structure of Move1-Move2-Move3 in these Abstracts and move cycling was found to be rare. Moreover, pedagogic implications of the study were emphasized in the *Conclusion* move of these Abstracts, and this reflects disciplinary distinctiveness as mentioned in Yang and Allison (2003) .

**Table 2.2: Chen and Kuo’s (2012) framework for the Abstracts of M.A. theses in Applied Linguistics (p. 47)**

Move 1	Introduction
Move 2	Method
Move 3	Results
Move 4	Conclusions

Besides the newly added move of *Referring to other studies* with three functions (steps), the framework for analyzing Introductions suggested by Chen and Kuo (2012) (Table 2.3) includes three moves and all the steps indicated as both “often present” and “occasionally present” in Bunton’s (2002) modified CARS model. Although some steps in this framework; namely, *Announcing research work earned out*, *Indicating research method*, *Indicating applications* and *Indicating model proposed* are worded or modified from the original ones (*Work carried out*, *Materials*

or *Subjects*, *Application of product*, and *Product of research/ Model proposed*, respectively), their communicative purposes are identical to those in Bunton's (2002). Renaming and modifying these steps are done to suit the nature of theses in this soft discipline while those steps in Bunton's were found across both soft and hard disciplines. The new step in this framework by Chen and Kuo (2012) is *Indicating scope of research*, which makes the total number of steps in the framework for M.A. Introduction chapters 28.

**Table 2.3: Chen and Kuo's (2012) framework for the Introduction chapter of M.A. theses in Applied Linguistics (pp. 47-48)**

Moves	Steps
Move 1: Establishing a territory (T)	<ul style="list-style-type: none"> <li>• Providing topic generalization background</li> <li>• Indicating centrality importance of topic</li> <li>• Defining terms</li> <li>• Reviewing previous research</li> </ul>
Move 2: Establishing a niche (N)	<ul style="list-style-type: none"> <li>• Indicating gap in previous research</li> <li>• Question-raising</li> <li>• Counter-claiming</li> <li>• Continuing/extending a tradition</li> <li>• Indicating a problem/need</li> </ul>
Move 3: Occupying the niche (O)	<ul style="list-style-type: none"> <li>• Indicating purposes/aims/objectives</li> <li>• Indicating scope of research</li> <li>• Indicating chapter/section structure</li> <li>• Indicating theoretical position</li> <li>• Announcing research work earned out</li> <li>• Describing parameters of research</li> <li>• Stating research questions/hypotheses</li> <li>• Defining terms</li> <li>• Indicating research method</li> <li>• Indicating findings/ results</li> <li>• Indicating models proposed</li> <li>• Indicating applications</li> <li>• Indicating value or significance</li> <li>• Providing justification</li> <li>• Indicating thesis structure</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

Analyzing 20 M.A. theses by using this framework reveals a similar result to those in Bunton (2002), which indicates that a greater number of steps were found than those described in Swales' CARS (1990) model. Frequency of steps aside, this study also shows that there are many step cycles in a single thesis Introduction. The last interesting finding of analyzing this thesis corpus is that M.A. thesis Introduction chapters tend to be less elaborate than those in Ph.D. dissertation due to the absence of many steps in Move 3 identified by Bunton (2002).

Compared with the framework developed for the analysis of the rhetorical structure of Literature Review by Kwan (2006), the framework developed by Chen and Kuo (2012) has a new step (*Concluding a part of literature review and/or indicating transition to review of a different area*) in Move 2 (Creating a research niche) with a high frequency (18 instances in 6 theses). This step often precedes the steps *Surveying the non-research-related phenomena or knowledge claims* and *Surveying research-related phenomena*, making a sequential pattern representing the completeness of the review of a given theme (Table 2.4).

**Table 2.4: Chen and Kuo's (2012) framework for the Literature Review chapter of M.A. theses in Applied Linguistics) (pp. 48-49)**

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed</li> </ul>
<b>Move 1:</b> Establishing one part of the territory of one's own research by	<ul style="list-style-type: none"> <li>• Surveying the non-research-related phenomena or knowledge claims</li> <li>• Claiming centrality</li> <li>• Surveying the research-related phenomena</li> </ul>
<b>Move 2:</b> Creating a research niche	<ul style="list-style-type: none"> <li>• Counter-claiming (weaknesses and problems)</li> <li>• Gap-indicating (paucity or scarcity)</li> <li>• Asserting confirmative claims about knowledge or research practices surveyed</li> <li>• Asserting the relevancy of the surveyed claims to one's own research</li> <li>• Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework</li> <li>• Concluding a part of literature review and/or indicating transition to review of a different area</li> </ul>
<b>Move 3</b>	<ul style="list-style-type: none"> <li>• Indicating research aims, focuses, research questions or hypotheses</li> <li>• Indicating theoretical positions theoretical frameworks</li> <li>• Indicating research design/ processes</li> <li>• Interpreting terminology used in the thesis</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Providing a summary of the review of the themes and relating the review to the present study</li> </ul>

Moreover, Chen and Kuo (2012) also emphasizes that such an elaborate review move in the M.A. theses is different from a more concise review move in the RA Introduction sections. This new step, therefore, is included in their framework for the analysis of Literature Review chapters of M.A. theses.

Due to great variations in the research methodology, few studies on this section (in RAs) or chapters (in M.A. theses and Ph.D. dissertations) have been conducted (Chen & Kuo, 2012). From an elaborate scheme for analyzing the move-step structures of the Method section proposed by Lim (2006), Chen and Kuo (2012) modify and add a new move and a few steps in order to make them suitable for the

Applied Linguistics theses in their corpus. The resulting model consists of four moves and an independent move (*Referring to other studies*) (Table 2.5).

**Table 2.5: Chen and Kuo's (2012) framework for the Methodology (Method) chapter of M.A. theses in Applied Linguistics) (pp. 49-50)**

Move 1: Introducing the Method chapter	<ul style="list-style-type: none"> <li>• Indicating chapter/section structure</li> <li>• Providing an overview of the study</li> <li>• Indicating theory/approach</li> </ul>
Move 2: Describing data collection method and procedure(s)	<ul style="list-style-type: none"> <li>• Describing the sample (participants, location, time, etc.)</li> <li>• Describing methods and steps in data collection</li> <li>• Justifying data collection procedure(s)</li> </ul>
Move 3: Delineating methods of data analysis	<ul style="list-style-type: none"> <li>• Presenting an overview of the (data analysis) design</li> <li>• Explaining specific method(s) of data analysis</li> <li>• Explaining variables and variable measurement</li> <li>• Justifying the methods of measuring variables or data analysis</li> </ul>
Move 4: Elucidating data analysis procedure(s)	<ul style="list-style-type: none"> <li>• Relating(or recounting) data procedure(s)</li> <li>• Justifying the data analysis procedure(s)</li> <li>• Previewing results</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

The newly added move, *Introducing the Method chapter*, with three steps gives a brief overview of the method chapter, representing Move 1 in Chen and Kuo's (2012) model. Moves 1, 2 and 3 in Lim's (2006) become Move 2, 3 and 4 respectively in this new model. However, the step "*Explaining variables and variable measurements*" is added under the move of *Delineating methods of data analysis* (Move 3) of the new model.

The analysis of the Method chapters of 20 M.A. theses in their corpus reveals that two steps (*Describing the sample* and *Describing methods and steps in data collection*) in Move 2 were obligatory. In addition to this, *Justifying data collection*

*procedure* in Move 2, *Providing background information* and *Providing support or justification* in the independent move of Referring to other studies are considered as quasi-obligatory steps (Chen & Kuo, 2012, p. 35) because they occurred in more than 70% of the theses. Moreover, their findings also indicate that there was a great variation in the way to organize relevant information about research methodology in theses of Applied Linguistics and a low occurrence of the three-step sequence patterns was found to be rare. Finally, Move 4 (*Elucidating data analysis procedure*) was found to occur less often than the other first three moves. Chen and Kuo (2012) attribute this to the combination and inclusion of this move in the Result chapter.

**Table 2.6: Chen and Kuo's (2012) framework for the Result chapter of M.A. theses in Applied Linguistics) (pp. 50-51)**

<b>Move 1:</b> Introducing the Results chapter	<ul style="list-style-type: none"> <li>• Providing background information or how results are presented</li> <li>• Indicating methods used or statistical procedure applied</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Locating graphics</li> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Evaluating results (including strengths, limitations, generalizations, etc. of results)</li> <li>• Accounting for results (giving reasons)</li> </ul>
<b>Move 4:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 5:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations of the study</li> <li>• Indicating significance/advantage of the study</li> </ul>
<b>Move 6:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

Besides an independent move (*Referring to other studies*) with three steps that they add to the move-step framework of every chapter of a thesis, the framework for the Result chapter developed by Chen and Kuo (2012) has 6 moves of Yang and Allison's (2003). However, their framework provides an elaborate description of the steps in Moves 1, 2, 3 and 6 (Table 2.6 above).

The results of their analyzing of 20 M.A. theses in Applied Linguistics indicate the step of *Reporting major findings*, and *Providing background information or how results are presented* were present in all theses in their corpus, making them the obligatory steps in the Result chapter. In addition to the obligatory steps, a high frequency (more than 80%) of steps *Interpreting results*, *Indicating methods used or statistical procedure applied*, and *Locating graphics* was found in this corpus of M.A. theses. This tends to suggest that thesis writers provide more relevant information when presenting the results of their studies than RA writers although they all emphasize reporting and commenting on research results. Moreover, a sequential pattern of six steps, two of which belong to Move 1 (*Providing background information or how results are presented*, *Indicating methods used or statistical procedure applied*), Move 2 (*Locating graphics*, *Reporting major findings*) and Move 3 (*Interpreting results*, *Comparing results with literature*) was also identified, forming several sequential patterns with a high frequency. This finding seems to suggest that the results in M.A. theses are often reported one by one and each followed by adequate interpretation. Besides, the first three moves could represent the primary communicative purpose of the Result chapter. Chen and Kuo (2012) also find that Moves 4, 5 and 6 were optional in the Result chapter of the theses in their corpus, and this may be due to the overlapping of moves and steps in the Discussion or Conclusion chapters.

Except for the new name for Move 1, *Introducing the Discussions chapter*, instead of a general name *Background Information*, the framework for the move-step analysis of the Discussion chapter of M.A. theses developed by Chen and Kuo (2012) is exactly the same as the one by Yang and Allison (2003). This new framework also consists of seven moves but with more details described for the steps in Moves 1, 2 and 3 (Table 2.7).

**Table 2.7: Chen and Kuo's (2012) framework for the Discussion chapter of M.A. theses in Applied Linguistics (p. 51)**

<b>Move 1:</b> Introducing the Discussion chapter	<ul style="list-style-type: none"> <li>• Providing background information (such as purpose, design, research questions/hypotheses, etc.) or how discussions are presented</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 4:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Accounting for results (giving reasons)</li> <li>• Evaluating results (including strengths, limitations, etc. of results)</li> </ul>
<b>Move 5:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 6:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations</li> <li>• Indicating significance/advantage</li> <li>• Evaluating methodology</li> </ul>
<b>Move 7:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> </ul>
Reference to other studies	<ul style="list-style-type: none"> <li>• Providing support or justification</li> </ul>

Their analysis of 10 out of 20 M.A. theses in Applied Linguistics which contained Discussions shows that only the step of *Reporting major findings* was obligatory while *Interpreting results*, *Accounting for results*, *Providing background information*, and *Referring to other studies for support or justification* were quasi-obligatory steps because they occurred in 8 theses (80%). Moreover, the first four



moves (*Introducing the Discussion chapter, Reporting Results, Summarizing Results and Commenting on Results*) were found to occur more frequently and in more theses than the other moves (Moves 5, 6 and 7). This tends to demonstrate the rhetorical functions of summarizing, evaluating, and deducing from the study of the Discussion chapter. Besides, Chen and Kuo (2012) also emphasize that the communicative purposes of Discussions are not only to report results but also to summarize results, comment on results, and compare them with other studies in the field because of the sequence of *Reporting major findings, Interpreting results, Accounting for results* and *Comparing results with literature* found in their corpus. Finally, Chen and Kuo (2012) also confirm that Discussion chapter proceeds from the specific findings to a more general view of discussing and examining research findings in a larger research context.

Combining the moves and steps in the framework of Conclusion and Pedagogical sections in Yang and Allison (2003), Chen and Kuo (2012) form a framework with four main moves and an independent move of *Referring to other studies* for analyzing the Conclusion chapter of M.A. theses (Table 2.8). The first move in Chen and Kuo's (2012) model is different from that of Yang and Allison (2003) because it has a communicative purpose of introducing the chapter in terms of the purpose, design, questions or hypothesis of the current study and the structure of the Conclusion chapter.

**Table 2.8: Chen and Kuo's (2012) framework for the Conclusion chapter of M.A. theses in Applied Linguistics (pp. 51-52)**

<b>Move 1:</b> Introducing the Conclusions chapter	<ul style="list-style-type: none"> <li>• Restating purpose, design, research questions/hypotheses, results, or indicating how conclusions are presented</li> </ul>
<b>Move 2:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 3:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating significance/advantage</li> <li>• Indicating limitations</li> <li>• Evaluating methodology</li> </ul>
<b>Move 4:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing support or justification</li> </ul>

Only 10 out of 20 theses in Chen and Kuo's (2012) corpus had a separate Conclusion chapter. Their analysis of those 10 theses reveals that there was a linear structure of *Summarizing the study briefly*, *Drawing pedagogical implications* and *Recommending further research*. This finding also confirms Yang and Allison's (2003) that Conclusions concentrate more on highlighting overall results than commenting on specific results, leading to a low-frequency in steps compared with those in other sections. *Summarizing the study briefly* was found to be the obligatory step in their corpus while *Drawing pedagogical implications*, *Recommending further research* and *Indicating limitations* were quasi-obligatory. Moreover, Move 2 to Move 4 (summarizing, evaluating and deducing from the study) were confirmed to characterize the communicative purposes of Conclusion chapters in these theses. Finally, their findings of no clear sequential relationships of moves and steps suggest that there is no fixed order of presenting the various moves and steps in the Conclusion chapters of M.A. thesis.

In summary, to the researcher's best knowledge, the move-step framework by Chen and Kuo (2012) is the complete model for analyzing each chapter of a thesis so far. Actually, this framework is integrated and modified from various previous move-step investigations: Lorés (2004) for the Abstracts, Bunton (2002) for Introductions, Kwan (2006) for Literature Review, Lim (2006) for Methods, Yang and Allison (2003) for Results, Discussions and Conclusions. As emphasized by Chen and Kuo (2012), this framework is integrated and modified in order to make them "not only consistent across the chapters but also appropriate for the theses in Applied Linguistics" (p. 27). Additionally, the framework by Chen and Kuo (2012) has a new independent move of *Referring to other studies* in each chapter, which is absent from all previous move-step studies. Its completeness and being the result of the investigation of the whole M.A. thesis in Applied Linguistics, which is very close to TESOL, the field of this current study, this framework is chosen for the move-step identification of the corpus of 24 M.A. theses in TESOL in Vietnam.

## 2.4 Citation Practice

### 2.4.1 Definition and Significance of Citation

Citation is defined as the act of citing or quoting a reference to an authority or a precedent. It is also used to refer to words or lines taken from a book or a speech, which is synonymous to the word "quotation". It is embedded in the body of an intellectual work that denotes an entry in the bibliographic reference section of the work for the purpose of acknowledging the relevance of the works of others to the topic of discussion at the spot where the citation appears. Hyland (1999) describes citation as "the attribution of propositional content to other sources" and as a

rhetorical feature which is “central to the social context of persuasion” and has an important role in the construction of knowledge (p. 341). White (2004) states that citing other works is a distinguishing feature of academic writing, and this practice has a complex communicative purpose with syntactic, semantic, and pragmatic variations. Acquiring the skills of appropriate and effective citation practices thus not only helps academic writers to appropriately integrate other people’s words and ideas into their writing but also presents their study persuasively. Hyland (2000) also states that reference to the works or ideas of others can show the novelty of one’s work. In fact, crucial rhetorical functions of citing previous studies are to allow writers to get their research grounded in the current state of disciplinary knowledge, to show the significance and relevance of their research, to demonstrate their competence in the field, to provide justification for their arguments and findings, to persuade readers to accept their new claims as scientific facts in their specialized field, and to position themselves in relation to other disciplinary members. These rhetorical functions of citations aside, the accurate employment of citations can be considered as a protection for writers against plagiarism.

#### **2.4.2 Citation Systems**

There are many generally accepted citation systems such as Oxford, Harvard, Chicago Manual of Style (CMS), Modern Language Association (MLA), American Sociological Association (ASA), and American Psychological Association (APA) as their syntactic conventions are easily interpreted by their readers. As each citation system has its own conventions, choosing which citation styles to follow depends on the requirement of publication journals, the fields, and the organization to which writers submit their papers. Because social sciences, which TESOL belongs to,

subscribe to the APA style, this paper just reviews the APA citation. It is also important to mention that universities with an M.A. program in Vietnam require their students to follow the APA format in writing their thesis and citing the sources. In fact, the students are provided with a detailed guideline on how to quote direct sources, how to cite within the text and even how to list the references in the References page.

While the CMS and MLA styles provide methods for documenting sources in history courses and the liberal arts and humanities, respectively, the APA citation is most commonly used to cite sources within the social sciences. Different from both CMS, where footnotes and endnotes are used, and MLA, where “Works Cited” appears at the end of the paper, APA employs “References” at the end of the paper to give readers information and to pursue a source further. Due to its significance in demonstrating the relevance or newness of the work being cited, the date when a work was created is emphasized in social sciences. APA, therefore, adds to MLA style by including an author’s name(s), page number(s), and a date in the physical text. The date is generally provided parenthetically whenever the author’s name is given while page numbers always appear at the end of the sentence. Moreover, the date is usually placed immediately after the author’s name in the “References” page at the end of the paper.

### **2.4.3 Previous Studies on Citation Practice**

#### **2.4.3.1 Studies Focusing on Citation Types**

Swales (1986, 1990), who has pioneered the study of citation analysis from an applied linguistic perspective, creates clear formal distinctions between integral and non-integral citation forms as well as reporting and non-reporting (Appendix B, Table 2.9). These distinctions are based on the syntactic position of the

name of the cited author. An integral form is where the name of the cited author appears in the citing sentence with an explicit grammatical role while the non-integral form is where the author appears in parentheses, or is referred to elsewhere by a superscript number. Hyland (2000) states that the use of integral or non-integral citations reflects the emphasis given to either the reported author or the reported message. Under the integral and non-integral citation conventions, Swales (1990) identifies the system known as “reporting” (+R) and “non-reporting” (-R). According to him, in the reporting style (+R) the writers use a reporting verb to introduce previous works and their outcomes while in the non-reporting cases, only previous research is mentioned.

Pickard (1995) was a preliminary study on citation practices in Applied Linguistics research articles. Using concordance software, she identified the preferences of integral forms (a ratio of roughly 60:40 for integral and non-integral citations) by expert writers of eleven RAs. However, little discussion of why the writers decided to choose one form rather than any other was given because her study focused on syntactic rather than functional distinctions. Furthermore, her discoveries about the citation practice of this small group of applied linguistics writers cannot be generalized to expert writers across all the disciplines and especially M.A. novice writers in TESOL in Vietnam.

In his textual analysis of 80 articles from hard disciplines and soft disciplines and his interview with “experienced and well-published researchers” from each discipline about their own citation behaviors and thoughts on disciplinary practices, Hyland (1999) indicates that non-integral citations are used more frequently in hard disciplines to give prominence to the research and less emphasis on the

researchers and to show objectivity and impersonality of scientific experiments. In contrast, writers in soft disciplines tend to employ integral citations to show their stance and to make evaluations. Hyland's (2002a) findings in his study of 80 research articles in 10 leading journals across eight disciplines confirm this tendency in citing previous studies in academic writing. Yeh's corpus study (2009) on first year TESOL Taiwanese graduate students' citations are in line with these findings in terms of the preferred integral citation forms. In addition to this, her results also indicate that summary/paraphrase was the most preferred way of incorporating cited sources by these non-native English speakers. However, Yeh (2009) also notes that students used a much greater number of direct quotes than published writers in Hyland's (1999, 2002a). Students in Shi's study (2010) reported choosing quoting over paraphrasing when they did not know how to paraphrase or think of another way to say. These findings from previous studies are likely to support the researcher's contention in the practice of referring to previous studies by TESOL M.A. novice writers in Vietnam.

#### **2.4.3.2 Studies Focusing on Citation Functions**

Although the distinctions on citation types provide useful information about citation practice in academic writing, they do not provide insights into which types of citation can be used in which contexts. In her text analysis and interviews with RA writers, Okamura (2007) finds that although the use of citation types is a relatively simply syntactic choice, there is a close link between citation forms used and the writers' intention or their functions in the texts. Drawing on contextual functions of citations, Thompson and Tribble (2001) divide integral and non-integral citations into subdivisions (Table 2.10). Almost the same framework as proposed by Thompson and Tribble (2001), the framework for citation types and functions by

Thompson (2001) consists of an additional category, “Example”, in the non-integral citations. However, his findings show the absence of this category in his corpus of 16 Ph.D. dissertations. Because of this, the current study will employ Thompson and Tribble’s (2001) framework for the analysis of citation types and functions in the M.A. theses written by Vietnamese students.

**Table 2.9: Citation functions (Thompson & Tribble, 2001, pp. 95-96)**

<b>Thompson &amp; Tribble, 2001</b>	
<b>Functions</b>	<b>Description and examples</b>
<b>Integral</b>	
Verb controlling	- Acting as the agent that controls a lexical verb, in active or passive voice. <i>Davis and Olson (1985) define a management information system more precisely as...</i>
Naming	- A noun phrase or part of a noun phrase used to signify a method, formulation or someone’s work instead of a human agent. <i>Typical price elasticities of demand for poultry products in Canada, Germany and the UK are shown in Harling and Thompson (1983).</i>
Non-citation	- A reference to another writer but the name is given without a year reference because the reference has been supplied earlier in the text and the writer avoids repeating it. <i>The "classical" form of the disease, described by Marek, causes significant mortality losses.</i>
<b>Non-integral</b>	
Source	- Indicating where the idea or information is taken from <i>Citation is central...because it can provide justification for arguments (Gilbert, 1976).</i>
Identification	- Identifying an agent within the sentence it refers to. <i>A simulation model has therefore been developed to incorporate all the important features in the population dynamics (Potts, 1980).</i>
Reference	- Usually signaled by the inclusion of the directive “see”. <i>DFID has changed its policy recently with regard to ELT (see DFID, 1998).</i>
Origin	- Indicating the originator of a concept, technique, or product. <i>The software package used was Wordsmith Tools (Scott, 1996).</i>



Jalilifar (2012) employed Thompson and Tribble's (2001) framework in studying the practice of citations in the introduction sections of RAs from prestigious journals and the introduction chapters of M.A. theses written by Iranian students in Applied Linguistics (65 in each corpus). His findings show that these M.A. students preferred integral citations to non-integral ones with greater emphasis on *Verb controlling* while RA writers showed an almost equal employment of integral and non-integral citations. The *Naming* type of citation ranks the second of the most frequent citation used in these theses while non-citation was comparatively low. This suggests that these Iranian M.A. students are familiar with the formal features and explicit grammatical roles of citations but not with their functional features, whereas RA writers make use of the functional features of citations in appropriately signposting for readers throughout the text with the purpose of engaging them. Jalilifar (2012) accounts their difference for their different audiences, socially and culturally different contexts, and writers' different purposes of writing. Since the writers of his study are almost identical to those in this current study in Vietnam in terms of being non-native English speakers and using citations in the same genre, their M.A. theses, it is expected that the citation practice of this group partly provide the preliminary picture of how Vietnamese M.A. students in TESOL cite in their theses.

Based on categories of rhetorical functions of citation proposed by Thompson (2001), Petrić (2007) examined the intentions writers of low-graded and high-graded M.A. theses in gender studies realized by using citations. However, in order to identify the purposes for which these writers used citations, she proposed a specific typology for citation practices used in this particular field (Appendix B, Table 2.11).

Her new category consists of nine rhetorical functions; namely, *Attribution*, *Exemplification*, *Further reference*, *Statement of use*, *Application*, *Evaluation*, *Establishing links between sources*, *Comparison of one's own findings or Interpretation with other sources* and *Other*. Besides this study, Petrić (2012) studied the use of direct quotations between low-rated and high-rated M.A. theses written by L2 students from Central and Eastern Europe through her textual analysis and in-depth semi-structured interviews. Her textual analysis, which employed Borg's (2000) taxonomy (*quotation fragments, clause-based quotations and extended quotations*), reveals that writers of high-rated theses quoted directly almost three times more frequently than low-rated thesis writers. This finding contradicts the common belief in the literature in which overuse of direct quotations is commonly associated with less successful writing. This is, however, because while the writers of low-rated theses relied on clause-based quotations that can be easily incorporated into their texts, high-rated theses used quotation fragments, showing the greater effort exerted on the incorporation of the borrowed materials. It is clear that her findings tend to add more information to how non-native English students cite in their M.A. theses. However, her study is conducted in the field of Gender studies while the current study is on TESOL theses in Vietnam. Therefore, variations on the citation practice are expected because different disciplines can lead to different citational conventions (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Hyland, 2002a).

Adding to this line of studies, Harwood (2009) conducted an interview-based study of citation functions employed by computer scientists and sociologists and found that the computer scientists used citations more for signposting while the sociologists employed citations more for engaging the readers. As a result of his

interviews with twelve informants, eleven citations derived from the informants were identified (Appendix B, Table 2.12). His study also reveals that there were intra-disciplinary variations in the employment of citations. The type of text the author is writing and the place where the author plans to get his/her paper published are provided as two possible reasons for these differences. This aside, informants in his study revealed that they tended to acknowledge the strength of the source before they criticized its weaknesses.

Mansourizadeh and Ahmad (2011) conducted a case study on the types and functions of citations in fourteen research papers written by non-native experts and novice writers who belong to the same discipline of chemical engineering in Malaysia. Besides the four functional typologies of citations proposed by Thompson and Tribble (2001), these researchers employed three categories in Petrić (2007) (*attribution, comparison of one's own findings with other sources and establishing links between sources*) and added “*support*” type which is similar to *supporting* type in Harwood's (2009) that are applicable and prevalent in their corpus. As a result, six different citation functions were used in describing the citation functions (Appendix B, Table 2.13). Their findings show that novice writers used citations in isolation and mainly to attribute while expert writers synthesized various sources and made greater use of non-integral citations to strategically provide support and justify their claims. They also indicate that such complex citation skills demand in-depth and sophisticated knowledge of the field and this is accumulatively acquired through years of experience. In addition, there were almost equal quantities of integral *Verb controlling* and *Naming* citations in expert writers' papers while *Verb controlling* citations were used five times more than *Naming* citations in the novices'. This is

ascribed to the novices' lack of skill in constructing nominalization or complex noun phrases. In terms of citation functions, the highest percentage of *Attribution* functions were used by the novice writers in their study while more complex citation functions such as *Support* or *Establishing links* accounted for a small percentage. An explanation for this is because *Attribution* functions do not demand advanced rhetorical skills (Petrić, 2007), but the existing knowledge of the field and awareness of the literature while other citations need more awareness of the rhetorical functions and advanced disciplinary knowledge.

Two very recent studies employing a move-related approach to examine citation functions in 16 Discussion sections of Biology RAs and M.A. theses (8 each) and in Result and Discussion sections of 40 RAs in the field of Information System, were conducted by Samraj (2013) and Kwan and Chan (2014), respectively. However, unlike Mansourizadeh and Ahmad's (2011) claim on a less sophisticated and complex use of citations by Malaysian students than RA writers, Samraj finds a similar way of using citations in terms of their rhetorical functions between M.A. theses and RAs, and she accounts this disconformity for the different disciplines and length of the texts in her corpus and those in the counterpart. Samraj (2013) and Kwan and Chan (2014), moreover, show how citations are involved in the construction of the move-step structures in order to achieve the rhetorical purposes of each section/chapter of a RA/thesis. As a result, their frameworks for citation functions which overlap with the rhetorical moves used in the Result and Discussion sections are developed (Appendix B, Tables 2.14 & 2.15, respectively). However, because these frameworks are specifically used in the closing sections, they are not chosen as the framework for the present study.

In summary, these studies on citations have shed lights on how the practice of citing other works in terms of citation types and functions in the literature. Moreover, they have especially provided us with the way native and non-native writers of English in Iran, Malaysia and in Eastern and Western Europe cited in their writing of research articles and M.A. theses. However, there tends to be no research conducted on how Vietnamese students cite in their M.A. theses. This current study, therefore, aims to fill this gap and hopes to shed more lights on how non-native students cite in the literature.

### **2.4.3.3 Studies Focusing on Reporting Verbs**

#### **2.4.3.3.1 Denotative/Process Categorizations**

Emphasis given to the reported author or the reported message through the citation types and the citation functions aside, reporting verbs (RVs) are known as one of the explicit ways of attributing content to another source and allow writers to convey both the kind of activity reported and whether the claims are to be taken as accepted or not (Hyland, 2002a; Hawes & Thomas, 1994; Thompson & Ye, 1991). Thompson and Ye (1991) propose three different categories of RVs according to the process they perform. First, textual verbs are those that have an obligatory component of verbal expression (e.g. *state*, *write*). The second group is categorized as mental verbs because they refer to mental processes expressed in the author's text (e.g. *believe*, *think*). The last group of reporting verbs is named "research verbs", which refer to the research activity or experimental procedures (e.g. *find*, *demonstrate*). Hawes and Thomas (1994), in a separate study, also employed a similar taxonomy for identifying the functions of different RVs in medical RAs. However, their categories referred to activities (experimental activities, discourse activities, and cognition

activities) rather than to verbs. Since Hawes and Thomas' (1994) study of RVs is in a single research area; namely, Psychosomatic Medicine, their classification of RVs does not seem to be apposite to that of RVs in more openly argumentative writing in TESOL theses.

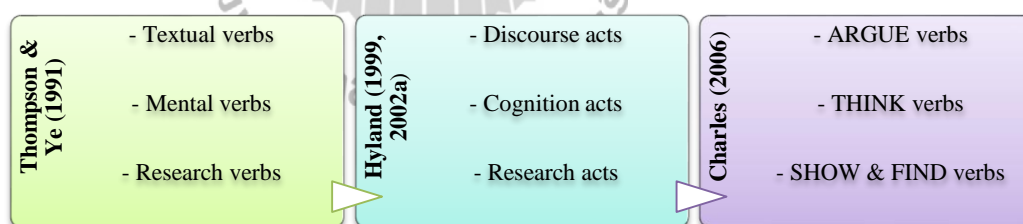
Hyland (1999) also classifies RVs according to the type of activity they refer to. He uses the terms “discourse” and “cognition” for “textual” and “mental” verb categories in Thompson and Ye's (1991) classification, respectively. Hyland's (1999) description comprises three groups of RVs. Besides, his finding also shows that writers in humanities and social sciences employ more cognition and discourse RVs than those in the hard disciplines.

Charles (2006) studied the structures of the reporting clauses (V-that) used in sixteen doctoral dissertations written by English native speakers in Politics/International Relations (social sciences) and Materials (natural sciences). Besides three types of reporting clauses (Human subject, Non-human subject, and IT subject with passive), her findings also show that “human subject” patterns were used more in the soft discipline (Politics) than in the hard field (Materials) while “non-human” and IT subject structures were dominant in Materials. This confirms Hyland's (1999) in the ways each discipline constructs knowledge .i.e. the social sciences is “personal” and the natural sciences is “impersonal” and “objective”. Furthermore, her study also reveals that in both disciplines there was a predominance (about three times more frequently) to use “that-clause” to make integral citations with a human subject. This finding is in contrast with the results of Hyland (1999) and Thompson (2001) in which non-integral citations were preferred. Charles (2006) also suggests that the

choice of integral/non-integral citation may be influenced by citation conventions, genre, disciplines, and individual study types.

As the most frequently used pattern in integral citation with a human subject, the RV with “that-complement” was investigated in her study. Charles (2006) adopted the verb groups distinguished by *Collins COBUILD grammar patterns 1 Verbs* and four verb groups were found in her corpus of theses (p. 319). There are similarities in RVs between Thompson and Ye’s (1991), Hyland’s (1999, 2002a) and those found in her study, as illustrated in Figure 2.1. ARGUE verbs and THINK verbs are parallel to the textual group/discourse acts and the mental group/cognition acts respectively while SHOW and FIND verbs are similar to the research group/research acts.

1. **ARGUE verbs** are concerned with writing and other forms of communication, *e.g., argue, suggest, assert.*
2. **THINK verbs** are concerned with thinking, including having a belief; knowing, understanding, hoping, fearing, *e.g., think, assume, feel.*
3. **SHOW verbs** are concerned with indicating a fact or situation, *e.g., show, demonstrate.*
4. **FIND verbs** are concerned with coming to know or think something, *e.g., find, observe, discover, establish*

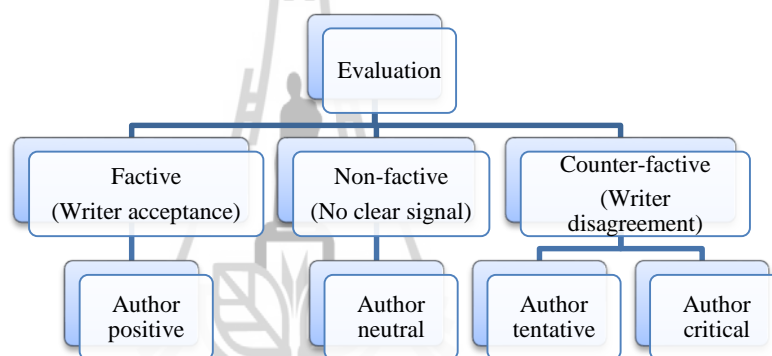


**Figure 2.1: Development of reporting verb categorizations**

#### 2.4.3.3.2 Evaluative Categorizations

In addition to the taxonomy of RVs denoting the process of the reported information, Thompson and Ye (1991) provide the evaluative potentials of RVs by stating that the choice of RVs enables writers to position their work in

relation to that of other members of the discipline. In other words, by employing RVs, writers can either explicitly indicate their personal stance towards the cited research or ascribe a stance to the cited author. According to Thompson and Ye (1991), some RVs construct writers' stance of acceptance, neutrality, or rejection to the cited research through **factive**, **non-factive**, and **counter-factive** options, respectively. A number of RVs allow writers to show the author's stance to the report, which may be **positive** (e.g. *advocate, hold, see*), **neutral** (e.g. *address, comment, look at*) or **negative** (e.g. *object, refute, condemn*).



**Figure 2.2: Categories of reporting verbs in showing Evaluation (Hyland, 1999, p. 350)**

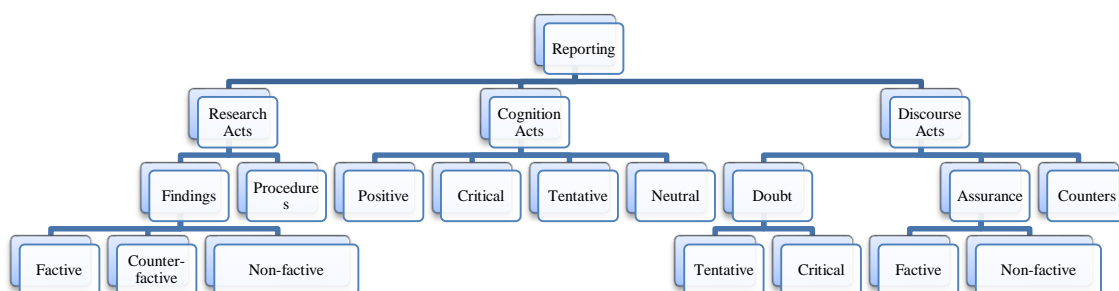
Their insight was adopted and modified by Hyland (1999) (Figure 2.2 above) who claims that by using RVs, writers can present the reported information as true (**factive**) (e.g. *acknowledge, point out, establish*), as false (**counter-factive**) (e.g. *fail, overlook, exaggerate, ignore*) and **non-factive**, giving no clear signal. However, Hyland (1999) divides Thompson and Ye's (1991) evaluative option of "negative" into **tentative** (e.g. *allude to, believe, hypothesize, suggest*) and **critical** (e.g. *attack, condemn, object, refute*). Moreover, Hyland (1999) adds the last option which allows writers to attribute a view to the cited author, but he does not provide detailed



schemes for writers to ascribe the evaluation to the cited author. The results of his study (1999) also indicate that **factive** verbs exceeded **non-factive** ones in all disciplines, and **counter-factive** verbs were found only in humanities and social science papers. This is attributed to the “more disputational style of argument” in the soft knowledge fields (p. 362).

Departing from his previous work, Hyland (2002a) elaborates and provides a more insightful scheme of options which includes both the original author’s academic activity and the reporting writer’s evaluative judgments. Each of the process categories, therefore, has a subset of evaluative options (Figure 2.3). Although his new scheme still retains Thompson and Ye’s (1999) important insight, it allows the writer to vary their commitment by using verbs which either imply a personal stance (*show, demonstrate, fail, ignore*) or attribute a position to the original author (*accuse, believe, dispute, urge*).

In the Finding category of Research Acts, writers can (1) show their acceptance of the authors’ results or conclusions with **factive** verbs (*demonstrate, establish, show, solve, confirm*), (2) portray the authors’ judgments as false or incorrect by adopting a **counter-factive** stance (*fail, misunderstand, ignore, overlook*) and (3) comment on research findings **non-factively** (*find, identify, observe, obtain*). Verbs referring to procedural aspects of the author’s investigation are found to carry no evaluation in themselves but simply report the research procedures neutrally (Hyland, 2002a).



**Figure 2.3: Categories of reporting verbs in showing Activity and Evaluation (Hyland, 2002a, p. 119)**

RVs in Cognition Acts, which portray the cited work in terms of mental process, are found to handle evaluation rather differently (Hyland, 2002a). Instead of explicitly taking a personal stance on the reported information, writers can attribute a particular attitude to the cited author. There are four options for writers to portray the author's attitude towards the reported proposition: (1) the author having a **positive** attitude and accepting the reported information as true or correct with verbs such as *agree, concur, hold, know, think, or understand*, (2) the author having a **tentative** view (*believe, doubt, speculate, suppose, suspect*), (3) the author taking a **critical** stance (*disagree, dispute, not think*), and (4) the author holding a **neutral** attitude (*picture, conceive, anticipate, reflect*).

Finally, Discourse verbs in Hyland's (2002a) framework allow writers to convey an evaluation of the cited material by either (1) taking responsibility for his/her interpretation by conveying their uncertainty or assurance of the correctness of the claims reported, or (2) attributing a qualification to the author. Discourse verbs which express writers' view directly are divided into doubt and assurance categories.

Those expressing doubt about the reported claims can be further divided into **tentative** verbs (*postulate, hypothesize, indicate, intimate, suggest*) and **critical** ones (*evade, exaggerate, not account, not make point*). Assurance verbs can be used to (1) neutrally inform readers of the author's position (**non-factive**) (*state, describe, discuss, report, answer, define, summarize*) or (2) support writers' own view (**factive**) (*argue, affirm, explain, note, point out, claim*). The last subcategory of Discourse verbs, Counters, allows writers to attribute the objections or reservations to the original author instead of taking responsibility for the evaluation as in Doubt verbs. The examples of these verbs in Hyland's (2002a) are *deny, critique, challenge, attack, question, warn, and rule out*. Thompson and Ye (1991) also explain that such author refutations are used to either support writers' opposition to a proposition or to demolish an opposing argument. Since this framework provides the comprehensive categories of RVs in terms of their activity and evaluation, it will be chosen as a framework for analyzing the RVs in this current study.

Besides the framework for the process categories and evaluative possibilities of RVs, Hyland (2002a) also shows that there are disciplinary preferences for RVs. In particular, the RVs are found to be far more prevalent in the humanity and social science articles in his corpus. He accounts this discipline-based preference for mitigating the explicit role of reference to previous studies in these disciplines. Another interesting finding in his study is the high frequency of use of some Discourse verbs; namely, *argue, suggest, study, report, describe, and show* and Cognitive verbs by writers in the social science and humanity articles. The prevalence of these two process verb categories tends to reflect the disputational and discursive

nature and a great role for personal interpretation in knowledge negotiation in these soft disciplines as mentioned in his previous study (Hyland, 1999).

With regard to the evaluative potentials of RVs, Jalilifar (2012) reports that writers of both M.A. theses and RAs showed their neutral stand toward the cited text since non-factive verbs received the highest frequency in his two corpora. This finding is similar to that of Dontcheva-Navratilova (2008) which investigated RVs as stance markers in unpublished Bachelor's and M.A. theses written by Czech students. The explanation for this is that the introduction sections of M.A. theses and articles are not the place where writers argue in order to position their results in relation to the works of others or to reflect their evaluation. Another explanation for this is it is the use of adjectives or adverbs that shows these writers' attitude to the cited information.

Soler-Monreal and Gil-Salom (2012) employed Swales' (1990) classification of citation types and the taxonomy of RVs proposed by Thompson and Ye (1991) to conduct a contrastive analysis of citations used in the Literature Review chapters of 20 doctoral dissertations written by English native speakers and Spanish native speakers in the field of computing (ten each). Their findings show that English writers tended to use authors' original wordings and made authors prominent through integral active verb forms while Spanish writers downplayed the role of the cited authors in non-integral citations and in passive and impersonal constructions. The most common RVs used in both sets of theses belong to textual and research process categories with higher occurrence in the English corpus. The types of citations and RVs aside, this study also reports on the way these writers revealed their personal commitment to the cited information. It shows that evaluation in both corpora was mainly positive and factive. Negative and counter-factive stances were employed in order to validate the

claims made in these theses. However, in these cases, English writers indicated the weaknesses in previous studies in order to justify the validity of their work whereas Spanish writers seemed to avoid “personal confrontation and mitigate the strength of their arguments” (p. 72). This difference is accounted for their different cultures in which English writers are expected to be more assertive than Spanish writers, who are likely to be conscious of their lower position than the discipline gatekeepers and examiners. From their findings on the way the Spanish writers cited in their Literature Review chapters, the researcher of this current study suspects that this citation practice may reflect the way Vietnamese students cited the previous studies in their TESOL M.A. theses.

#### **2.4.3.3.3 Tense and Voice**

Denotative and evaluative loads of RVs aside, tenses and voice deployed in the use of RVs also indicate the writer’s stance towards the research reported (Swales, 1990). For example, the use of present perfect might imply the writer’s closeness to the quoted study while past tense would distance the writer from the cited work. Sakita (2002) also confirms that tense alteration in RVs in academic writing reflects how the writer perceives the past scenes in his memory and are now being recollected. In his study of the RV tenses used in dissertation Literature Review chapters, Chen (2009) finds that the tense uses of RVs were individual and particular to each situation because writers chose the time according to their interpretation of a topic and their purposes in writing their dissertation. Oster (1981), Hanania and Akhtar (1985), Malcolm (1987), Salager-Meyer (1992) and Biber, Conrad, and Reppen (1998) also claim that tense choice in scientific writing is determined by rhetorical concerns rather than by time lines (as in narrative). In particular, Oster

(1981) proposes that the past tense is used to claim the non-generality or non-supportive quantitative results of past literature while the present perfect is used for generality and continued discussion of the same information later in the paper, and the present for quantitative results that are supportive of the present work. Thompson and Ye (1991), in addition, claim that the contents of the cited works can be reported using the present tense no matter what the tense used in the original texts and the research process is described using the past tense. In her study of 20 experimental reports from the *Journal of Pediatrics*, Malcolm (1987) finds that (1) generalizations tend to be in the present tenses, (2) references to specific experiments are in the past simple, and (3) references to areas of enquiry are in the present perfect. However, Malcolm (1987) also informs that cautions are needed in using these findings because they were based on statistical frequency counts which indicate tendencies not rules. Moreover, she also accounts the possible variability in the use of tenses for the fact that writers are sometimes subject to obligatory constraint (like the use of temporal adverbial, “In 1995”) while in other contexts they make strategic choices regarding the deployment of the tense. This tends to suggest that tense choice is sometimes non-temporal, but it is also sometimes temporal. In addition to these conventions, a number of studies (Biber et al., 1998; Hanania & Akhtar, 1985) have looked at how the shifts in rhetorical functions across the major sections of RAs, namely, Introduction (Literature Review), Methods, Results and Discussions affect the tense use. According to these studies, the present tense preponderates in Introductions and Discussions, which reflects the emphasis on the current state of knowledge and the present implications of research findings. The past in Methods, in contrast, reflects the functions of reporting procedures used and experiments performed while tenses used

in Results vary from study to study and perfect and progressive forms are infrequently used. Regarding voice, active exceeds passive except in Methods due to the experimental works conducted.

Shaw (1992) emphasizes the role of organizational factors, i.e., the theme-rheme choices within a sentence, which provide coherence in writing, in the choice of tense. In examining RVs in six Introduction chapters of Ph.D dissertations in Agricultural Biology and Biochemistry, he finds the correlations between tense, voice and sentence types. Sentences with the researchers' names included as part of the sentence structure are usually past active; sentences without the names of researchers are usually present perfect passive. He also indicates that present perfect passive verbs in non-integral citations are often used to introduce generalizations that will consequently be elaborated on.

Thompson (2001) finds the disciplinary difference in terms of the preferred use of tense and voice between Agricultural Botany and Agricultural and Food Economics Ph.D. dissertations. While the most frequently used RVs in Agricultural Botany dissertations were in past/active, the present simple with active voice was prominent in Agricultural and Food Economics works. Moreover, he claims that "the use of present tense can be seen to animate the discussion, to create the impression that the ideas are alive" and he also emphasizes that dissertations with more uses of present/active better reflect the discursive tone with extended discussions of different perspectives on the topic under investigation (p. 124). The preferred use of tense and voice aside, passive was found to be more common in Agricultural Botany dissertations although in all cases of RVs found in dissertations of these two disciplines, the preference was for active voice. Finally, Thompson (2001)

notes that passive was found to be used with perfective aspect. His explanation for this is that perfect tense is often used to refer to general areas of inquiry rather than the cited researcher.

Charles (2006) also shows the tendency for writers' selections of tenses used in a certain reporting clause and verb. For example, an integral citation with a human subject and a present tense ARGUE verb which was used to comment on the cited author's text and to create a context for thesis writers situate their own work in the field was the most prominent pattern in her corpus. She also suggests that this pattern functions as a face-threatening act in comments on other researchers. Since these thesis writers are "candidate members of the community" (p. 323), they need to deal with controversial issues or problems arising from previous studies with care. In contrast, an integral citation with a human subject and a past tense FIND/SHOW verb was considerably used in materials sciences but with a very low frequency in politics. This is because this structure refers to the research activity like experiments, findings, and explanations which are important in natural sciences.

To sum up, although these studies focus on tenses and voice of RVs used in different genres (RAs, theses and PhD. dissertations), their findings over the years have provided us with a fuller understanding of tense and voice uses in academic writing. Besides the influencing factors, namely the organizational factors, the degree of generality and the relevance of the data to the present work, the citation types employed, the rhetorical functions served by each sections/chapters, and the disciplines to which the field of studies belong govern the choice of tenses and voices of RVs.



## 2.5 Discourse Variations across Disciplines and Cultures

According to Becher (1989, 1994) and Becher and Trowler (2001), the massive growth of disciplines has caused the fragmentation of many fields into sub-disciplines and each discipline might be seen as an academic tribe with its own norms, nomenclature, bodies of knowledge, sets of conventions, and mode of inquiry, and all of these constitute a separate practice and culture. The ways in which each particular group of academics organize their professional lives are intimately related to the intellectual tasks in which they are engaged (Becher, 1989). Hyland (2000) states that disciplines are human institutions where actions and understandings are influenced by the personal, interpersonal, institutional and social-cultural practice. In other words, academics in a discipline interact and communicate among themselves within the frameworks of their disciplines and they normally have little difficulty in identifying knowledge sources of their fields. It is within each disciplinary culture that the community members acquire specialized discourse competencies that allow them to perform the tasks, communicate with each other, and participate as literate members of the community.

Discourse is a rhetorical product of social interactions of the members in a discipline. As socially situated, discourse helps to identify and clarify what writers and readers mean in a text. This means that assumptions about the other are always emphasized in composing and interpreting a text. It is, therefore, disciplinary discourse involves language users in constructing and displaying their roles, identities, and beliefs as members of social groups. The notion of discourse community is useful here as it helps to locate writers in particular contexts and to identify how their rhetorical strategies are dependent on the purposes, setting, and anticipated audience.

In order to achieve their personal and professional goals, writers have to locate their writing in a particular discipline that they wish to belong to, and follow particular recognizable discourses approved by members of that discipline. Thus, it is acknowledged that disciplinary discourse is a rich source of information about the social and rhetorical practices of academics and the understanding of the disciplines can be achieved through understanding their discourses. This is because texts embody in the social interactions and negotiations of disciplinary inquiry, which displays how disciplinary knowledge is constructed, negotiated, made persuasive and disseminated (Hyland, 2000).

While genres are considered as a means for routine information representation that reflects the social contexts of their construction and the conventional practices of the writers, studying them can provide insightful information about what is implicit in an academic discipline and its rhetorical conventions which reflect the collective disciplinary beliefs and values. As disciplines evolve, genres are also constantly developed because the members respond to professional exigencies in new and innovative ways. In other words, in a discipline, texts are written to be used and understood among its members.

Hyland (2000) regards texts as the outcome of interactions, so his study aims to explore “why members of specific disciplines use language the ways they do” (p. 1). By comparing texts that are categorized as the same genre but from different disciplines, his study (2000) sheds light on the distinctions between textual characteristics that are due to disciplinary norms of the genre to which the text belongs. Employing the move framework of Introduction-Purpose-Method-Product-Conclusion for the analysis of RA Abstracts, his study (2000) reveals the disciplinary

variations across eight disciplines (i.e. philosophy, sociology, marketing, applied linguistics, biology, physics, electronic engineering and mechanical engineering). For example, while the Abstracts in the soft domain contain more Introduction moves to situate their work in the existing realm of knowledge, the writers in the hard disciplines tend to omit this move but favor the Method move in order to highlight the description of the experiment processes. Another interesting disciplinary variation also found in his study (2000) is citation practices across eight disciplines. In fact, Hyland (2000) indicates that softer disciplines tend to employ more citations, whereas a less-than-average number of citations are found in engineering and physics. Moreover, the soft disciplines have a tendency to employ integral citations which play the author in the subject position while the science and engineering disciplines display a preference for non-integral ones to downplay the role of the author. Furthermore, Hyland's (1999, 2000, 2002a) also reveal the disciplinary preference for RVs. For instance, there is a greater use of Discourse and Cognition RVs in the humanities and social sciences. He accounts this for the discursive characteristics and a greater role for personal interpretation in knowledge negotiation in these soft disciplines. Denotative loads of RVs aside, Hyland (2002a) emphasizes that RVs in the humanities and social sciences carry writers' evaluative stance, which reflects "the more disputational and discursive rhetorical style of these disciplines" (p. 129). Hyland (2000) suggests these disciplinary differences are "bound to the social activities, cognitive styles, and epistemological beliefs of specific disciplinary communities" (p. 30).

Besides Hyland's studies (1999, 2000, 2002a), other previous studies on rhetorical organizations of texts with the focus on both a particular discipline and a

wide range of disciplines have shown the distinctive and conventional rhetorical practice of a particular discipline. For example, the studies focusing on a single discipline include Brett (1994) in Sociology, Nwogu (1997) in Medicine, Santos (1996) and Yang and Allison (2003, 2004), Pho (2009) and Chen and Kuo (2012) in Applied Linguistics, and Kanoksilapatham (2005) in Biochemistry. Those studies on textual structures across disciplines are Bunton (2005), Peacock (2002, 2011) and Samraj (2002a, 2005, 2008). Soler-Monreal et al. (2011) studied the Introduction sections of Ph.D. dissertations written in Spanish and English. Their findings showed that these two academic discourses have different conventions in constructing the Introduction chapters. While Move 1 (Establishing the Territory) and Move 3 (Occupying the Niche) were obligatory moves in Ph.D. dissertation Introductions in Spanish and Move 2 (Establishing the Niche) was optional, the structure of English thesis Introductions conformed more closely to the M1–M2–M3 arrangement. Moreover, although the step analysis suggests that Introductions in both languages relied mainly on the presentation of background information and the work carried out, the English Introductions tended to stress the writer's own work, its originality and its contribution to the field of study and there were more embedding and overlapping of steps and sub-steps than the Spanish texts.

Similar to the studies on the rhetorical organizations of texts, studies on citations have also indicated the variations among different disciplines and different groups of writers. Soler-Monreal and Gil-Salom's (2012) study on the citations used in the Literature Review sections of Ph.D. dissertations written by English native speakers and Spanish native counterparts reveals that English writers preferred previous authors' original words and integral active verb forms to make the authors

prominent. In contrast, the Spanish counterparts downplayed the role of cited authors in non-integral citations and in passive and impersonal structures. Jalilifar (2012) also indicates the preference for the citation types by Iranian M.A. students in writing their M.A. theses while RA writers employed an almost equal numbers of integral and non-integral ones. Similarly, Mansourizadeh and Ahmad's (2011) investigation on the citation types and functions employed by non-native experts and novice writers in the same discipline in Malaysia reveals that novice writers preferred integral citations and mainly used citations to attribute while expert writers made greater use of non-integral ones to strategically provide support and justify their claims.

The chosen discipline in the present study is TESOL and it belongs to the field of Applied Linguistics due to its nature. In other words, this discipline in the discourse community in Vietnam deals with the real-world problems encountered by students and teachers in their learning and teaching of English and this practice tends to fit into the problem-based nature of Applied Linguistics as defined by Grabe (2002). In fact, it is required that the research topics for M.A. theses in this discourse community should be an experimental or a descriptive investigation into practical problems that teachers (M.A. students) and their students are having at their schools. Moreover, the field of Applied Linguistics is classified as a soft-applied discipline by Becher and Trowler (2001). According to Becher's (1989) view, academic work in soft disciplines often traverses ground and it is already explored by others for continuation of knowledge while work in hard disciplines tends to break new ground for knowledge discovery. The nature of the knowledge domain to which a discipline belongs naturally has an impact on the discourses produced and used in the discipline. The texts produced by new members of the discourse community of TESOL in

Vietnam are the reports of their investigations on how they have applied particular teaching methods or technology to improve their particular English teaching contexts. By employing teaching principles, theories and knowledge in the literature, the thesis writers in the TESOL discourse community in Vietnam have modified and applied them in their teaching situations with their own characteristics. It is likely to conclude that these writers in the field of TESOL in Vietnam followed the tradition of the soft-applied disciplines in the way they have applied the established knowledge in the field into the new situations with the purpose of shedding more light into the body knowledge of the field. Although TESOL has been developed for years in Vietnam, few studies have been conducted on how their texts were composed. The present study, therefore, hopes to enrich the existing knowledge about non-native speakers writing theses.

## **2.6 Previous studies on Vietnamese Students' Writing in English**

With a strong emphasis on teaching all four skills of English to Vietnamese students by MoET, teachers of English in Vietnam have confronted with many challenges, among which teaching writing seems to be the most (Hudson et al., 2008). However, very few studies on how to effectively teach this skill to Vietnamese students have been conducted. In her reflections on the difference on the way of writing in Vietnam and in America, Tran (2001) confirms Kaplan's (1966) findings by stating that in America, an essay is "thesis-driven" and linear while it is circular in Vietnam (p. 1). Nguyen (2009) also reports that Vietnamese students tend to present their ideas inductively and indirectly in their writing of English because of the interference of Vietnamese writing discourse habits in which inductive and indirect

presentation is considered as a popular culture practice. In addition to this, she suggests language teachers in Vietnam need to take this cultural writing habit into account in order to instruct their students to effectively compose their writing in English. Moreover, Tran (2001) also indicates that invention is not stressed as much in Vietnam as in America. In fact, instructors in Vietnam usually pay more attention to the linguistic features of the written work than its content. When grading, they often would underline mistakes in spelling and ambiguous sentences or redundancies, cross out in-cohesive or contradictory sentences, and write their comments at the beginning of these sentences.

Acknowledging these differences, some researchers have conducted investigations into the attitudes and needs of teachers of English in Vietnam and students' problems, their solutions to these problems, and kinds of motivation these students need in learning writing in English. Nguyen and Hudson (2010) examined the attitudes, needs, and experiences about learning to teach writing of 97 English as a Foreign Language (EFL) teachers before their practicum in Vietnamese high schools. Their data indicate that these teachers were interested in learning to teach writing but required their mentors to model effective teaching practices and share their experiences in teaching this skill. This finding tends to suggest that teaching writing in English in Vietnam poses a challenge for these teachers so that they seek for effective models and practical experiences in teaching this skill to their students in this particular setting.

Recognizing the teachers' and students' difficulties in teaching and learning writing in English, Nguyen (2009) suggests solutions to (1) How to make EFL students aware of why they should write in English, (2) How to teach students write in

English and (3) How to assess students' writing skill. Her suggestions seem to be useful, especially for teachers to tackle their problems in teaching writing in the social context in Vietnam. Moreover, she asserts that various methods such as psycholinguistics, SLA, Syntax, sociolinguistics, and pragmatics can be used to address these problems. Teachers' needs, problems, and solutions aside, Luong and Nguyen (2008)'s study on the difficulties and strategies employed by a Vietnamese student in his academic writing when he studied in Australia indicates that this student found it hard to write an essay as he was not sure about what to write, or kept translating from his language to the target language and copying words from books that he read. This student also admitted that during the process of writing, he got stuck and needed to get more energy by doing other things not related to the essay.

With a given challenge of teaching writing to students with their culturally-specific learning habits in Vietnam, Tran (2007) conducted a survey with 30 English-major students at a university in Vietnam in order to gain insights into their needs and motivation in a EFL writing course. Her findings reveal that besides extrinsic motivations related to institutional needs, linguistic and social needs, these students were more concerned with their intrinsic motivations such as their interest, passion and inspiration, which are linked to their personal and cultural needs in learning EFL writing. This finding appears to be contrary to a commonly-held belief in the examination-driven setting in Vietnam that Vietnamese students' motivation in writing is mainly derived from their desire to get good grades. In contrast, Vietnamese students have a potential to "write independently, creatively and passionately" if they are really motivated (Tran, 2007, p. 161). Similarly, in her development of activities used to motivate students in TOEFL iBT and IELTS writing classes at a foreign



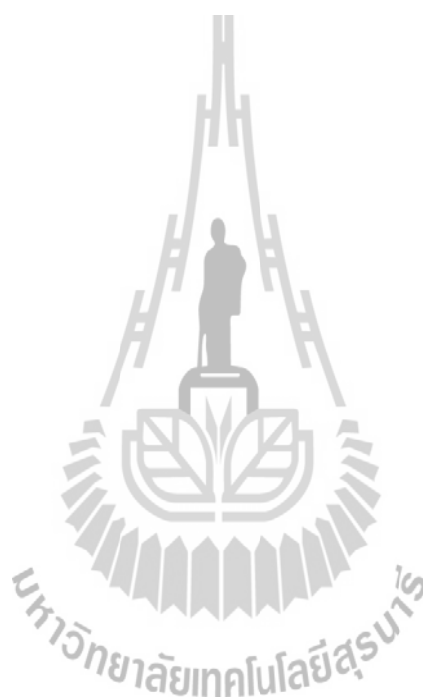
language center in Vietnam, Nguyen (2012) finds that her students were motivated when their cultural expectations were met. In fact, besides teachers' expertise and interactive activities based on Communicative Language Teaching (CLT) approach, Vietnamese students seem to expect their teachers to care about their studies and to show that they are always available with academic support.

Despite a limited number of studies on writing in English by Vietnamese students, these studies tend to give us a general understanding of how students in Vietnam write in English and how they are motivated in learning this skill. However, they tend to focus the writing of students in high school, at university or at a foreign language center. In fact, to the researcher's best knowledge so far, a study of how Vietnamese agricultural researchers write the RA Abstracts conducted by Zhang, Bui and Pramoolsook (2012) tends to be the single investigation on how Vietnamese write for publications. Moreover, there seem no studies on how this group of non-native speakers writes a longer text, e.g. a thesis. This present research plans to serve as the first study on the writing of this specific genre produced by Vietnamese students.

## **2.7 Chapter Summary**

In an attempt to situate the present research into the existing knowledge and academic development, the theoretical foundations on the main topics have been provided. The present research explores the move-step structures of the whole M.A. theses and the use of the citation types, functions and the RVs in terms of their denotative and evaluative potentials by this group of non-native writers in Vietnam. The investigation was conducted by making use of the findings reported in the

literature. Moreover, the relatively less known case of Vietnamese writers of English is also mentioned in this chapter.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology of the present study. The text collection and corpus creation and management, interview data collection and analysis, frameworks for analyzing moves, citation types, functions, and reporting verbs, the inter-coder reliability, and the analysis procedures of moves, citation types and functions and reporting verbs are described in detail. This description is followed by the pilot study. This chapter ends with the chapter summary and suggestions for the main study.

### **3.1 Data Collection**

#### **3.1.1 Corpus of the Master's Thesis**

##### **3.1.1.1 Text Collection**

The data consist of 24 complete M.A. theses written during the years 2009–2012 by Vietnamese students in TESOL. They are in electronic forms and were randomly obtained from the libraries of three universities providing this M.A. program (eight from each) in the South of Vietnam. Only the theses produced during this period of time in the South of Vietnam were selected since generic structures are subject to variation across time and this selection of theses is expected to reflect the current practice of thesis writing by this group of M.A. students in this part of Vietnam. After permissions were obtained from the heads of the English departments,

the librarians of each of these universities or the TESOL M.A. program coordinators were contacted for the thesis writers' emails and phone numbers. The researcher then contacted the thesis writers for their permission for the use of their theses. After receiving the thesis writers' permission, the researcher informs the librarians and their electronic theses were sent to the researcher.

### **3.1.1.2 Corpus Creation and Management**

To create a corpus, each thesis was also randomly coded from number T1 to T24 for the ease of reference and the anonymity of thesis writers. Since the focus of this study was on the language used within the body of the text, and not on the visual representation of data or ideas, all figures, tables, references and covers including thesis titles, student names, degree confirmation sheets were removed. The resulting corpus of 24 theses (Appendix C) has 1839 pages of text (an average of 77 pages each) and 490,666 words. Then, each chapter of these theses was copied and pasted onto a separate file and further-coded for the ease of the analysis of individual chapters (for example, A1-A24 for Abstracts and I1-I24 for Introductions).

There are three reasons to explain the selected number of this M.A. thesis corpus. First, it is the inaccessibility to the resources in the libraries of other universities with this M.A. program in the North and the Center of Vietnam. The second reason comes from the corpus size suggested by Kennedy (1998) and Ghadessy, Henry, and Roseberry (2001). In particular, they suggested that a small corpus between 100,000 and 500,000 words may be effective for studying specific research questions, such as the overall thesis structure and citation practice discussed in this study. The last reason for the selection of 24 thesis corpus comes from the researcher's review of literature. In particular, in studying the move-step structures of a single chapter or a

couple of chapters of M.A. theses and Ph.D. dissertations as well as citations and reporting verbs, previous scholars studied an average number of five to ten theses per a discipline (Bunton, 2002; Dontcheva-Navratilova, 2008; Dudley-Evans, 1986; Jalilifar & Dabbi, 2012; Petrić, 2007; Samraj, 2008, 2013; Shaw, 1992). Besides this, in the field of Applied Linguistics, which is very close to my TESOL thesis corpus, Kwan (2006) analyzed 20 Ph.D. Literature Review chapters and very recently Chen and Kuo (2012) studied only 20 M.A. theses. Compared with the previous studies in terms of move-step structures and in-text citations in the literature, the analysis of each chapter of 24 M.A. theses in this current study is likely to be the biggest number. Moreover, the current study focuses on only one discipline i.e. TESOL, and it is conducted by a single researcher in an allotted time. It is, therefore, this chosen number of theses is likely to be manageable and big enough to provide a comprehensive picture of how non-native English students in Vietnam compose their very first academic work.

### **3.1.2 Interview Data**

Apart from the genre-based analysis on these texts, another set of data is also included to enrich the findings of this research. The interview process follows the tradition of validation and providing clarifications of writing practice in genre analysis ((Biber, Connor, & Upton, 2007) Dong, 1998; Flowerdew, 1999a, 1999b; Hyland, 2000; Okamura, 2006; Shaw, 1991; Thompson, 2005). Moreover, the strengths of interview-based approach are also mentioned in Harwood's (2009) study of citation functions. First, citation functions cannot always be straightforwardly read off by text analysts. Second, interviews with actual writers can sidestep the major problem with relying on the surrounding text and researchers' specialized knowledge. Similarly, since citation behaviors are "individual and subjective", "complex and

multi-dimensional” and “dynamic and situational” (Borgman & Furner, 2002, p. 20), it is important for analysts to question authors.

It is clear that the interview should be employed in this study in order to probe deeper understanding of the practice of writing TESOL M.A. theses and the employment of citations by non-native English writers in Vietnam. In this research, semi-structured interviews of open-ended prompts which focus on the findings from the text analysis were conducted with supervisors and thesis writers (Nunan, 1992). This semi-structured interview format allows the researcher to probe and prompt where further clarifications or explanations are needed. Moreover, this “discourse-based interview” (Hyland, 2000) requires the selected informants to respond to specific features of the corpus, allowing them to recount their experiences as thesis supervisors and composers, while also discussing their own knowledge of or decisions in writing the M.A. theses in their own community. Moreover, this interview method with thesis writers and supervisors allow the researcher to not only learn about the actual writing practice of their discourse community but also triangulate the results of the text analysis (Yeh, 2012). For the latter purpose, the interview questions in this study were generated from the existing points such as unconventional practice and problematic areas of thesis writing and using in-text citations that arise from the text analysis results. The interview questions, therefore, were specific rather than general ones.

### **3.1.2.1 Supervisors**

In order to acquire the desired data, three supervisors of these M.A. theses from three universities in the South of Vietnam (one from each) were key informants for the interview. They were selected on the ground of their availability. Since the supervisors realized most their students’ needs to write in English and saw

the development of the theses in supervising them, they provided answers and comments on the writing practices of these M.A. theses at their discourse community. The interview was conducted in Vietnamese as it encourages them to express what they really think about the questions. This way also makes both the interviewer and the interviewees have some sense of unity in their experience of learning English. Okamura (2006) also indicates that the use of the native language is helpful when the interviewees have difficulties in expressing themselves in English. All interviews were recorded and subsequently checked with participants where clarification was needed. However, only the information that helped clarify the issues related to the thesis writing process and the citation practice in this genre was translated into English by the researcher immediately after the sessions.

#### **3.1.2.2 Thesis Writers**

As for student informants, based on their availability, six thesis writers from these three universities with this M.A. program (two from each) were selected for the interview. It is expected that two student informants, together with one supervisor from each university with the TESOL M.A. program, provide a more comprehensive picture of the practice of writing M.A. theses and the use of in-text citations in their own discourse community. Similar to the interviews with supervisors, the semi-structured interviews with student informants were also conducted in Vietnamese on separate occasions. In addition to this, all interviews were recorded and subsequently checked with participants where clarification was needed. However, only the information that helped clarify the issues related to the thesis writing process and the citation practice in this genre was translated into English by the researcher immediately after the sessions.

## 3.2 Data Analysis

### 3.2.1 Master's Thesis

#### 3.2.1.1 Framework for Move-Step Analysis

Move identification in this present research was based on the model revised by Chen and Kuo (2012) for analyzing the whole thesis in Applied Linguistics. The reasons for choosing this framework are as follows. Firstly, this is the complete move-step framework for analyzing each chapter of a thesis. In addition to its completeness, this framework is the direct result of the investigation of the whole M.A. thesis in Applied Linguistics, which is very close to TESOL, the field of this current study. Therefore, this framework is expected to be applicable for the move-step identification of the corpus of 24 M.A. theses in TESOL in Vietnam. The appropriateness to the field of study aside, the framework by Chen and Kuo (2012) has a new independent move of *Referring to other studies* in each chapter, which is absent from all previous move-step studies. It is obvious that this framework tends to be the most complete model for analyzing the moves and steps of the M.A. theses in the literature. Finally, since there has been a lack of frameworks for analyzing each chapter of an M.A. thesis in the literature, this framework serves as a model for analyzing the move-step structures of each chapter of M.A. theses.

#### 3.2.1.2 Procedures for Move-Step Analysis

Since this study focuses on the texts written by advanced-level students in Vietnam, the ESP approach to genre analysis was adopted. Analyzing a genre in this tradition, the researcher begins by 1) identifying the moves and steps, either compulsory or optional, in relation to the overall communicative purpose, and 2) investigating how these moves and steps are ordered. However, there are cases where



the communicative purpose of a unit of text is not self-evident or where multiple functions are served in the context or even where two moves are found in one sentence. As suggested by Holmes (1997) and Ozturk (2007), the texts in these cases were analyzed according to the most salient function.

After the moves and steps are identified, their frequency in each chapter of theses was recorded in order to verify the extent to which a particular move or step is used. The criteria suggested by Kanoksilapatham (2005) were employed for classifying the frequency of the moves and steps found in this TESOL M.A. thesis corpus. According to her, if a particular move or step occurs in every thesis (100%), it is classified as “obligatory”. If a move or step is found below 60% in the corpus, it is regarded as “optional” and if the occurrence of a certain move or step ranges from 60-99%, it is “conventional”. Move-step structures and their frequency aside, it is possible to find new moves and steps. However, they are not be considered as new move(s)-step(s) unless they are found with about 50% in the corpus (Nwogu, 1997). Finally, the findings of moves and steps from this corpus were then compared with Chen and Kuo’s framework (2012) in order to see to what extent the moves and steps constructed by a group of non-native English writers in Vietnam are different from or similar to those produced by international writers.

### **3.2.2 Citations**

#### **3.2.2.1 Framework for Citation Types and Functions**

In this study, Thompson and Tribble’s (2001) framework was used as the instrument to analyze the types and functions of citations employed in this corpus of TESOL M.A. theses. Due to its comprehensiveness in terms of the combination of both the syntactic position of a citation within a clause (integral or non-integral

citation) and its semantic function (which types of citations can be used in which contexts), this framework was chosen over the initial framework for citation types by Swales (1990). Moreover, despite the similarities in the target genre (M.A. thesis) and the target group of writers (non-native English students) between Petrić's (2007) and those of the current study, Thompson and Tribble was chosen over Petrić's (2007) revised model for citation functions in M.A. theses in the field of Gender. This is because the focus of this current study is on how this group of Vietnamese writers employ both the explicit grammatical roles of citations and their functions in their M.A. theses while Petrić's (2007) framework mainly focuses on the citation functions employed in low- and high-graded theses. Furthermore, Thompson and Tribble's (2001) framework was chosen because it has been extensively applied in analyzing the citation types and functions employed in different text types and different disciplines. In particular, this framework was modified and employed in studying the citation functions used in M.A. theses in Gender studies (Petrić, 2007), and then in RAs in Chemical Engineering (Mansourizadeh & Ahmad, 2011). Furthermore, this categorization by Thompson and Tribble (2001) has recently adopted in the study of the citation types and functions in some parts of RAs or M.A. theses in Applied Linguistics; namely, RA discussion sections (Shooshtari & Jalilifar, 2010), M.A. Introduction chapters (Jalilifar & Dabbi, 2012) and RA Introduction sections and M.A. Introduction chapters (Jalilifar, 2012). This framework is, therefore, expected to be applicable in the investigation of the types and functions of the citations used by Vietnamese writers in their M.A. theses in the field of TESOL, which is close to the field of Applied Linguistics.

### **3.2.2.2 Framework for Reporting Verb Analysis**

In order to study the types of reporting activities and the attitude of these M.A. thesis students in Vietnam toward the validity of propositions from the original author through their use of RVs in citing sentences, the classification framework by Hyland (2002a) was selected. There are many reasons for choosing this framework. First, this framework is a revision of his own modified framework (1999) from Thompson and Ye's (1991), a widely-known and extensively-applied one in the literature, for analyzing RVs. Moreover, Hyland's (2002a) is comprehensive in terms of its simplicity in delineating the various denotative categories and evaluative potentials of RVs whereas Thompson and Ye (1991) separate evaluation from reporting, allowing a considerable overlap between categories. Resulting from the studies of various disciplines and its being comprehensive aside, Hyland's (2002a) framework maintains a clear distinction between reporting and reported writer in identifying the source of the evaluative load, which is absent in Hawes and Thomas (1994). Finally, Hyland (2002a) provides a list of RVs for each group in relation to their denotative and evaluative loads (Appendix E).

### **3.2.2.3 Procedures for Citation and Reporting Verb Analysis**

First, each chapter of the theses in the corpus was converted from .doc format into .txt format, using the Plain text. These text files were then loaded into Antconc Concordance to search for the citations. In order for the concordance to search for the citation types, the Regular Expressions (Regex) for each citation type (Integral or Non-integral) were created. The Regex for the conventional ways of citing (e.g. citations starting with one or many authors' surnames, followed by the year and page in round brackets) were created. However, it has been found that this

group of Vietnamese writers have their own ways of referring to others' work, especially in citing Vietnamese scholars (e.g. (*Huu Hanh Nguyen*, 2007) or (*Huynh, Thi Bich Van*, 2007)) because the authors' surnames were put in different positions and with different punctuations (the bold words in the examples above are the surnames of the authors). In order to capture all citations included in the corpus, the researcher scanned through all the texts, noted their "invented" citing ways, and then new Regex were subsequently invented if new citing ways have been found in the corpus (see Appendix D). The accuracy of the Regex for the citation types aside, the key work "cited" was also employed in searching for the citation types. This is because a number of secondary citations were noticed and they were cited in many different ways. Finally, after the lines of "cited" were shown, the researcher checked and classified them into the integral or non-integral types and their occurrences were counted together with those in the concordance lines identified by the Regex.

Based on Thompson and Tribble's (2001) framework and with a careful investigation on the context of each citation shown in the concordance lines, the citation types and functions were classified. However, the citations identified followed Hyland's (2000) criteria. That is after the first citation is counted, each occurrence of another author's name is counted as one citation, regardless of whether it is followed by the year of publication or not. In addition, in cases where more than one work is cited for a particular statement, only one instance is counted because the count indicates that a citation has been made, but not whether it is a single or a multiple reference citation (Mansourizadeh & Ahmad, 2011). Moreover, expressions which do not point to a specific author or source, such as "some authors" or "Marxists" were ignored (Hyland, 2002a).

After the classifications of citation types and functions, the verbs in the reporting clauses of citing sentences and those in the further discussions of a previously mentioned author in expressions like “this theory” or “their definition”, or he/she” or “they” referring to previously cited authors were investigated. Drawing on Hyland (2002a), the RVs were classified according to the type of activity referred to and to the evaluative potentials of the verbs. For the evaluative possibility of each RV, its specific context in the concordance lines was also studied. Since the tense and voice of the RVs are reported to reflect the writer’s stance towards to the reported research (Chen, 2009; Malcolm, 1987; Sakita, 2002; Salager-Meyer, 1992; Swales, 1990), they were also examined. Finally, the occurrences of citation types, their functions and RVs in terms of denotative and evaluative loads, their forms, tense and voice were first classified, calculated (per chapter and per 1,000 words), and then compared with those in the literature. These findings are expected to reflect the general picture of how this group of non-native English writers in Vietnam cite in their academic texts.

### **3.2.3 Interview Data**

Once the interview data are collected, they were used to clarify and understand the variety of aspects of writing and using in-text citations in M.A. theses in TESOL by Vietnamese students in the South of Vietnam. In particular, they were employed to learn about their existing practice of writing these TESOL M.A. theses, their problems as well as their difficulties when they composed their own work and the employment of in-text citations in their theses. However, only the information that helped clarify the issues related to their thesis writing process and their in-text citation practice was translated and included as excerpts throughout the text with the aim of

shedding more light on how these non-native writers in Vietnam composed their first academic work in their specific discourse community.

### **3.3 Reliability of Move-Step and Citation Analysis**

#### **3.3.1 Reliability of Move-Step Analysis**

Since move-step analysis involves a certain degree of subjectivity (Crookes, 1986), inter-raters were employed in this study in order to ensure the reliability of the findings. An invited coder is a Ph. D. student and she has been a lecturer in English at a tertiary level for nearly ten years. Furthermore, she is also interested in corpus-based analysis, so she is well-qualified for this task.

The invited coder was trained before conducting the move-step analysis in order for him to have a clear picture of the framework and the process of move-step identification. After training, both the coder and the researcher independently analyzed one thesis randomly selected from the corpus. Their findings on move-step structures of this thesis were compared. Discussions between the coder and the researcher on coding disagreements were then conducted until the agreement can be reached. After that practice stage, the invited coder and the researcher independently analyzed three more theses randomly selected from the corpus and their results were also counted (the total number of theses for checking the reliability is 4, accounting for 16.67%). Although there are a variety of methods to measure the index of inter-rater reliability, the percentage agreement rate was used in this study because it is relatively simple to interpret. In fact, it can be computed by using the formula  $A/(A+D) \times 100$ , where A = the number of agreements and D = the number of disagreements. For example, if the total coded units are 90, and the agreement

between the researcher and the coder is 86, the agreement percentage is 96%. In this study, the accepted level of the agreement percentage between the researcher and the invited coder is higher than 90% (Kanoksilapatham, 2005).

### **3.3.2 Reliability of Citation Analysis**

First, the Regular Expressions were checked by an expert to ensure the accuracy of the search patterns and structures. For the citation types, the researcher manually counted the citations in each chapter and the counted number was compared with the results shown in the concordance lines in Antconc. This validating way helps not only to check accuracy of the syntaxes, but also to identify the possible discrepancy between the actual number of citations and those shown in the concordance lines. In terms of citation functions and RVs, the same invited coder was also trained. She was first explained about Thompson and Tribble's (2001) and Hyland (2002a)'s frameworks with illustrated examples. She, then, practised identifying the citation functions and RVs of one thesis on concordance lines. Similar to the move-step reliability, the researcher and the invited coder worked out the coding disagreements until a satisfactory level of coder agreement was attained. After the training session, the invited coder started the citation analysis on the other three theses. Finally, the same process of ensuring the reliability of move-step analysis was applied on their findings on citation functions and reporting verbs of three theses between the researcher and the invited coder by using the formula  $A/(A+D) \times 100$ . The accepted percentage of agreement should also be higher than 90% (Kanoksilapatham, 2005).

### 3.4 Pilot Study

A pilot study was conducted in order to examine the workability of the frameworks chosen for move-step and citation analyses. First, the overall structures of these TESOL M.A. theses were examined and compared with those in Chen and Kuo (2012). Regarding the move-step structures, Abstracts and Introduction chapters of 24 theses in the corpus were analyzed using Chen and Kuo's (2012) framework. Since citations are not conventionally included in Abstracts, only citations in the Introduction chapters were investigated for this pilot study.

#### 3.4.1 Findings on the Overall Structure of Thesis

The preliminary findings of the pilot study on the overall structures of thesis revealed more differences than similarities to those in Chen and Kuo (2012) (Table 3.1). First, there is a wider range in the total number of running words in Chen and Kuo's corpus than those in the current corpus of M.A. theses. Moreover, while only 15 theses in Chen and Kuo were organized in the conventional ILrMRDC pattern (Paltridge, 2002a; Swales, 2004), all 24 theses in the current corpus followed this pattern. Similarly, the headings were found to be present in only 13 theses in Chen and Kuo while 24 theses in the present study had separate headings for each chapter and sections. Moreover, the Literature Review chapters in their corpus were found to be embedded in four out of 15 theses with an ILrMRDC pattern and 13 out of these 24 theses had a separate chapter for Results, Discussions and Conclusions, resulting in a six-chapter thesis. These may be due to their compliance to the university guidelines provided. It is also interesting to note that two thirds of Chen and Kuo's thesis corpus in Applied Linguistics had a separate section for teaching recommendations in either Discussion or Conclusion chapters while all but one



TESOL theses in the current corpus contained this section and all were in the Conclusion chapters. However, this communicative purpose was identified in the section headed “Recommendations” in six theses while the other 17 theses employed “Pedagogical Implications” for this communicative purpose. It is clear that although guidelines were provided, variations still exist in the overall structures of theses composed by this group of writers in Vietnam.

**Table 3.1: Text divisions between Chen and Kuo’s (2012) and TESOL M.A. theses in Vietnam**

Corpus	Running words	Average	Range	ILrMRDC	Chapter & Section headings	Pedagogical implications
Chen & Kuo’s (ProQuest)	374,289	24,953	7,627 - 44,775	15	13	10
TESOL M.A. (Vietnam)	490,666	20,444	8,118 – 33,466	24	24	23

### 3.4.2 Summary of Findings on Move-Step Analysis of Abstracts and Introductions

This section summarizes the findings on move-step structures of the Abstracts and Introductions of the current thesis corpus, which aim to answer the first two research questions. In particular, Tables 3.2 and 3.3 show the move structures of the Abstracts and Introductions written by Vietnamese TESOL M.A. students, respectively (Research Question 1) while Tables 3.4 and 3.5 display the similarities and differences in the move-step structures of these two analysis units with those from ProQuest Dissertations and Theses Database (Research Question 2). However, more details regarding these findings are presented in the following chapter (Chapter 4).

**Table 3.2: Move frequency in the Abstracts of TESOL M.A. theses in Vietnam**

Abstracts	Total	Average length	Introduction	Method	Result	Conclusion
	24	162-416 (265)	24 (100%)	24 (100%)	23 (95.8%)	20 (84.3%)

**Table 3.3: Move frequency in the Introductions of TESOL M.A. theses in Vietnam**

Introductions	Total	Average length	Move 1	Move 2	Move 3	Referring to previous studies
	24	911-3,190 (1,670)	24 (100%)	24 (100%)	24 (100%)	23 (95.8%)

**Table 3.4: Similarities between TESOL M.A. theses (Vietnam) and Chen and Kuo (2012) (ProQuest)**

Similarities	
<b>Abstracts:</b> <ul style="list-style-type: none"> <li>✓ A linear structure of I-M-R-C</li> <li>✓ Scarcity of move cycling</li> <li>✓ Introduction &amp; Method moves: obligatory</li> <li>✓ Conclusion move: conventional</li> <li>✓ Promising step of providing pedagogical implications</li> </ul>	<b>Introductions:</b> <ul style="list-style-type: none"> <li>✓ Move1(T) - Move2 (N) - Move3 (O)</li> <li>✓ Topic generalization &amp; background (highest percentage)</li> <li>✓ Gap/Need indicating (most frequent)</li> <li>✓ No counter claiming</li> <li>✓ Referring to previous studies (4 functions)</li> </ul>

**Table 3.5: Differences between TESOL M.A. theses (Vietnam) & Chen and Kuo (2012) (ProQuest)**

TESOL M.A. (Vietnam)	Chen & Kuo's (ProQuest)
<b>Abstracts</b>	
<ul style="list-style-type: none"> <li>✓ Twice longer (265 words)</li> <li>✓ Result move: conventional</li> <li>✓ Gap indicating</li> <li>✓ Presence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>	<ul style="list-style-type: none"> <li>✓ 164 words</li> <li>✓ Result move: obligatory</li> <li>✓ No gap indicating</li> <li>✓ Absence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>
<b>Introductions</b>	
<ul style="list-style-type: none"> <li>✓ T-N-O (45.8%)</li> <li>✓ 19 steps</li> <li>✓ Presence of chapter introduction &amp; summary and next chapter introduction</li> </ul>	<ul style="list-style-type: none"> <li>✓ T-N-O (82%)</li> <li>✓ 28 steps</li> <li>✓ Absence of chapter introduction and summary and next chapter introduction</li> </ul>

### 3.4.3 Summary of Findings on Citation Analysis of Introduction Chapters

Citation types and functions identified in 24 Introductions of the current corpus, which give the answer to the Research Question 3, are given in Table 3.6 and Table 3.7, respectively. The last three tables (3.8, 3.9 and 3.10) answer the final Research Question on the types of reporting verbs, their denotative and evaluative potentials, and their tense and voice employed in these chapters by this group of non-native writers in Vietnam. Their detailed information, however, is also given in Chapter 4.

**Table 3.6: Citation types in the Introductions of TESOL M.A. theses in Vietnam**

	Integral	Non-integral	Total	
			M.A. in TESOL (Vietnam)	Jalilifar & Dabbi (2012)
Introduction chapters	122	109	231	1134
Percentage	52.8	47.2	100	100
Average per chapter	5.1	4.54	9.63	17.44
Average per 1000 words	3	2.7	5.76	14.19

**Table 3.7: Citation functions in the Introductions of TESOL M.A. theses in Vietnam**

Integral	Total	Percentage	Non-integral	Total	Percentage
Verb controlling	100	82	Source	109	100
Naming	18	15	Identification	0	0
Non-citation	4	3	Reference	0	0
			Origin	0	0
<b>Total</b>	122	100	<b>Total</b>	109	100

**Table 3.8: Distribution of Verbs in Process Categories**

Categories	Occurrences (M.A. in TESOL, Vietnam)		
	Frequency counts	Average per chapter	Average per 1,000 words
Research Acts	30	1.25	0.75
Cognition Acts	7	0.29	0.17
Discourse Acts	74	3.08	1.85
Total	111	4.63	2.77

**Table 3.9: Classification of Reporting Verbs according to Denotation and Evaluation**

Research Acts 30 (27.03 %)	Findings 16 (14.41%)	Factive 6 (5.41%)
		Counter-factive 1 (0.9%)
		Non-factive 9 (8.11%)
Cognition Acts 7 (6.3%)	Procedures 14 (12.61%)	
	Positive 1 (0.9%)	
	Critical	
	Tentative 3 (2.7%)	
	Neutral 3 (2.7%)	
Discourse Acts 74 (66.67%)	Doubt 13 (11.72%)	Tentative 13 (11.72%)
		Critical
	Assurance 59 (53.75%)	Factive 35 (31.53%)
		Non-factive 25 (22.52%)
	Counters 1 (0.9%)	

**Table 3.10: Tense and Voice of reporting verbs in TESOL M.A. theses in Vietnam**

Tense				Total	Voice	
Present (%)	Past (%)	Perfect (%)	Participle (%)		Active (%)	Passive (%)
34 (30.63)	59 (53)	4 (3.6)	14 (12.61)	111	95 (85.6)	16 (14.4)

### 3.5 Chapter Summary and Suggestions for the Main Study

In this chapter, the fundamental details about the methodology of the present research have been outlined and the results of the pilot study which employed the suggested methods have also been briefly reported. Although these findings indicated the workability of the chosen frameworks in analyzing the move-step structures and citations used in these theses, some undocumented items were also identified. This suggests the employment of discourse-based interviews with the actual thesis writers and their supervisors to shed more light on the practice of writing theses and using citations in the TESOL discourse community in Vietnam. Moreover, pedagogical implications which will be translated from the findings of the proposed study should be provided to benefit this future group of M.A. students in Vietnam.

## **CHAPTER 4**

### **ANALYSIS OF MOVES-STEPS AND CITATIONS IN ABSTRACTS AND INTRODUCTION CHAPTERS**

This chapter reports the findings and discussions on move-step structures of 24 Abstracts and Introductions of the current TESOL M.A. thesis corpus by Vietnamese writers. Due to the absence of citations in Abstracts, only the findings and discussions of citations including citation types, functions and reporting verbs found in the Introduction chapters are reported.

#### **4.1 Findings on Move-Step Structures**

##### **4.1.1 Abstracts**

As can be seen in Table 4.1, the Abstracts in TESOL M.A. corpus in Vietnam were almost twice longer than those from ProQuest Digital Dissertation Database. This is accounted for one-paragraph allocation for each move found in 15 theses in this corpus. In fact, five out of these 15 Abstracts consist of five paragraphs, of which two or even three paragraphs are for establishing the significance of their studies (Introduction move). This tends to reflect the disciplinary distinctiveness of the soft discipline that these TESOL M.A theses belong to. As indicated in Hyland (2000, p. 97), due to “the absence of well-defined sets of problems”, these novice writers in this soft discipline had to work harder to acquaint readers with the background of their

research or to situate their study into the field in their Abstracts. Although the long Introduction move identified in the current Abstract corpus reflects the disciplinary nature, one paragraph allocated for each move indicates these writers' assumption of the abstract functions. As stated by a thesis writer informant (T17), the abstract is the summary of the whole thesis; the content of each chapter was summarized in a paragraph. In addition, he also admitted that despite the guidelines provided by the university, he formatted the abstract himself based on his viewing abstracts of previous theses. However, because of no negative feedback or comments from his supervisor or the committee given, he, therefore, assumed that a one paragraph allocation for each move in an abstract is a good model.

**Table 4.1: Abstract structures between Chen and Kuo's (2012) and TESOL M.A. theses in Vietnam**

Corpus	Total	Ave. length	Introduction	Method	Result	Conclusion
Chen & Kuo's	15	164	15 (100%)	15 (100%)	15 (100%)	8 (53.3%)
TESOL M.A.	24	265	24 (100%)	24 (100%)	23 (95.8%)	20 (84.3%)

Similar to Chen and Kuo's (2012) findings, Introduction and Method moves are obligatory in this Abstract corpus while Conclusion move is conventional. However, this Conclusion move occurs with a higher percentage, 84.3% of the 24 theses in the TESOL M.A. corpus while this move was present in 53.3% of the 15 theses in their corpus. Different from their finding which indicates that the Result move is obligatory, it is conventional in this current corpus because one Abstract (A23) does not have this move and this Abstract tends to be less effective in terms of its promotional purpose. The interview with this thesis writer (T23) shows that she intentionally omitted it because the abstract was her last part to write, so it seemed to

repeat what she had mentioned in the conclusions if the results were included in the abstract. Moreover, she admitted that since her supervisor and the committee members did not comment or criticize the exclusion of the results in her abstract, she kept it as it is after the thesis defense. Move structures aside, similar findings to those of Chen and Kuo's (2012) are a linear structure of Introduction-Method-Result-Conclusion and an infrequent occurrence of move cycling in the corpus of TESOL M.A. theses. In addition to these, a couple of citations were seen in three of these 24 Abstracts and this is likely to suggest that these non-native writers of the M.A. theses in TESOL follow the convention of not including citations in the Abstracts in the literature.

As indicated in Hyland (2000), the Abstract is a selective rather than exact presentation. The researcher found that almost all Abstracts (22 out of 24) in the TESOL M.A. corpus focus on the purpose of the thesis research and claiming the importance of their research topic in the Introduction move. Chen and Kuo (2012) also found the presence of this communicative purpose in their corpus of 15 theses. It is interesting to mention that six Abstracts in the current corpus (25%) indicate the gap in Introduction move and this step is followed by the purpose step. However, as revealed in the interview with the thesis writer (T1), he simply copied the structure of the abstract he chose as a model for his abstract composition. Another interesting finding that tends to show these Vietnamese writers' inexperience in writing their abstracts is the presence of Hypothesis, Research questions and Scope in three abstracts (12.5% of the corpus). Given a limited number of words in an abstract as a synopsis (Bhatia, 1993) and an advance indicator of the content and structure of the accompanying text (Swales, 1990), the presence of these elements seems to be

inappropriate. This finding is, however, illuminated through the explanation of the writer (T1) whose abstract had all three main research questions, as illustrated in the following text (Excerpt 4.1). From the interview information with this writer, it can be seen that he was not fully aware of the conventions in composing Abstracts.

(E4.1) “...the research questions were used as a way to state my research aims and without them, my abstract would be very short....Anything wrong with this? ...From my reading previous theses, I have seen some abstracts with research questions...” (T1)

In contrast, in the interview with his thesis supervisor, it is learnt that the inclusion of long research questions is not common in his discourse community and his supervisee was advised to make changes to the way he wrote his abstract. The mistake still existed, however, because due to his trust on his supervisee, he did not check that abstract after it was revised. This information from the interviews with both thesis writer and his supervisor suggests that formal and explicit instructions should be provided to novice thesis writers with the aim of familiarizing them with the rhetorical functions of abstracts and rationale for writers’ various choices in constructing the Abstract. With such knowledge, as indicated in Paltridge (2002b), these novice thesis writers can follow appropriate conventions among the range of options for writing the Abstract according to their own purposes.

Similar to the findings in Chen and Kuo (2012), Method move in these TESOL M.A. theses tends to describe the research process, especially the participants and data collection and analysis. In Move 3 (Result), not all Abstracts highlight the results of their thesis research because in seven Abstracts, this move was found in one sentence and was presented in the same paragraph with either Method or Conclusion move. Another similar finding to Chen and Kuo was found in the Conclusion move where “Promising step” of providing pedagogical implications were given in 13



theses (more than 50% of the theses in the corpus). However, the significance of the thesis research, recommendations for further study, and summary of the results were also found in this Conclusion move in seven Abstracts (more than 25%). This seems to reflect the lack of knowledge in composing this text genre by this group of novice writers in Vietnam.

## **4.1.2 Introductions**

### **4.1.2.1 Section Headings**

Table 4.2 shows the section headings that occurred in more than one Introduction with the number of occurrences indicated in the last column. Although nearly 50% (10 Introductions) of the theses in the corpus have Introductions describing the structure of the Introduction chapter (*Chapter structure*), of which three gave some general information about the topic under research, two with the research purposes, research subjects and instruments at the very beginning of the chapter, they did not have the heading for this section. The headings are sequenced in the table in approximately the order they appeared in their Introductions. The bold section headings are those required in the guidelines provided by these universities. This table also displays the number of the sections that each Introduction had with the number given in the last row.

Section headings are of interest because they tell the readers how the authors see the structure of their text. However, one of these 24 Introductions (T9) was not divided into sections, i.e. it had no section headings and was found to be the shortest Introduction of all, with only 642 words in 2 pages. Almost all of the section headings in the other 23 Introductions were “generic” (Bunton, 2002), i.e. they could

be used in an Introduction on any topic, and all of these 23 Introduction chapters had more than three sections (Table 4.2).

Two Introductions contained topic-specific headings, which are related to a particular topic of the research e.g. *The context of English grammar teaching in Vietnamese high school* (T21) and *Learner Autonomy in Vietnam* (T18) (instead of *Background of the study*). No partially generic section headings were found in this corpus although the heading “*Theoretical framework*” found in two Introductions may belong to this group because they were the framework for the specific research topic.

**Table 4.2: Generic section headings in 24 TESOL M.A. thesis Introductions**

No	Section headings	Total	%	No	Section headings	Total	%
1	<b>Background of the study</b>	14	58.3	9	<b>Significance/ Importance of the study</b>	19	79
2	<b>Rationale of the study</b>	12	50	10	Theoretical framework	2	8.3
3	<b>Statement of the problem</b>	4	16.7	11	Overview of methodology	2	8.3
4	<b>Purposes/ Aims/ Objectives</b>	20	83.3	12	Scope/ Focus of the study	5	20.8
5	<b>Aims &amp; Research questions</b>	2	8.3	13	Definitions of key terms	3	12.5
6	<b>Research questions</b>	11	45.8	14	Limitations of the study	5	20.8
7	<b>Research questions and hypothesis</b>	1	4.17	15	<b>Organization/ Overview/ Structure/Outline of the thesis</b>	21	87.5
8	<b>Hypotheses</b>	3	12.5				

\* The bold section headings are those suggested in the guidelines provided by the universities with the TESOL M.A. program.

Despite some variations of these section headings due to the wording difference in the guidelines provided by each university, the headings in these Introductions included all suggested parts of the Introduction chapter (e.g. *Background to the study*, *Rationale of the study*, *Statement of purpose*, *Research questions/ Hypotheses*, *Significance of the study* and *Overview of thesis chapters*) with a high frequency (more than 75%). One interesting point is that the majority of

Introductions (83, 3%) had the section headed either *Background of the study* or the *Rationale* section. In other words, only 4 out of 24 theses had both *Background of the study* and *Rationale*.

The generic section headings in these Introduction chapters indicate the field, the niche their study would occupy, and the announcement of their current study. However, the overall focus of these generic section headings is on introducing the present study (13 out of 15 sections; except *Background of the study* and *Rationale of the study*) and this tends to show the similarity to Bunton's (2002) findings in Ph.D. dissertation Introductions, where section headings present many aspects of the current research.

#### 4.1.2.2 Moves

Table 4.3 shows the moves and steps found in this corpus of the Introduction chapter. Each check (✓) indicates one occurrence of a certain step in each Introduction, and the last column shows the total number of Introductions in which a particular step was found. The bold numbers indicate the numbers of Introductions with the moves or steps suggested in the guidelines provided by these universities. Two final steps with (\*) are the newly identified ones in the M.A. Introduction chapters of this corpus. However, none of these steps are considered as new. However, none of these steps are considered as new steps because they were found in less than 50% of the corpus (Nwogu, 1997).

Twenty four Introductions(100%) had all the three moves as suggested in Chen and Kuo's (2012) framework: *Establishing a Territory* (T), *Establishing a Niche* (N), and *Occupying the Niche* (O). This can be explained by the fact that these writers simply followed the guidelines for thesis writing provided by their universities.

In these guidelines, Move 1 is expected to be completed in the section headed “*Background to the study*”. “*Rationale of the study*” is where the niche for their current study is expected to be established while “*Statement of purpose, Research questions/Hypotheses, Significance of the study and Overview of thesis chapters*” are Move 3’s components. This conformity to the model is likely to reflect the way Vietnamese have been trained at school where conforming to the norms, formula or patterns have been employed. Furthermore, the presence of Move 2 in 24 Introductions of TESOL M.A. theses in Vietnam conforms to the characteristic of those in Samraj’s (2008), which found that of the three disciplines (Philosophy, Biology and Linguistics), only the Linguistics Introductions consistently had the second move.

On the other hand, while 82% of Chen and Kuo’s thesis Introductions had a single progression (T-N-O), only 11 Introductions (45.8%) in the present corpus followed this move pattern, where the writers previewed previous research, and then pointed out gaps or problems, and finally went on to announce their own research in the following sections labeled *Statement of Purposes/Aims & Objectives of the study, Research questions/Hypotheses, Significance of the study and Overview of thesis chapters*”. Furthermore, the sequence of moves T-N, followed by either T-O or T-N-O was identified in the other 13 Introductions in the corpus. This practice of move cycles corresponds to the literature which states that the moves in the Introduction chapters are cyclical (Bunton, 2002; Crookes, 1986). Closer examinations of these 13 Introductions revealed that the cycles of *providing topic generalization/background* (T) in a single thesis Introduction were because the writers divided the thesis topic into several sub-topics and made topic generalization one by one. This step was

followed by either *indicating a research problem/need* (N), or *indicating research purpose* (O).

All these aside, the way to introduce the field of study and the background information related to the topic in the first Move in these Introduction chapters is similar to the three-move progression described by Dudley-Evans (1986) because the authors of these Introductions seemed to lead their readers from the general to specific topics in a narrative style, as in Example (1), which made the first move in these Introductions the longest. In fact, the length of the first Move in 18 of these Introductions is more than half that of the whole chapter. The possible reason for the Introductions in these student theses to be generally long is due to the well-established convention of including reviewing previous studies (Bhatia, 1993).

(1) *“Approximately 400 million people speak English as their first language nowadays and about the same number use it as a second language ... Languages taught in Vietnam... The development of the country as well as the change of the English textbook for the period from 1986 up till now can be divided into two stages:...(M1). However, to do this, it is necessary to establish clear-cut criteria, as Nguyen (2008) puts it, “Can we evaluate textbooks when we do not have any standardized criteria? (M2) (T20)*



**Table 4.3: Moves and steps in 24 TESOL M.A. thesis Introductions**

<b>Moves &amp; Steps</b>	<b>Total</b>	<b>%</b>
<b>Move 1: Establishing a Territory</b>		<b>100</b>
Providing topic generalization/background	22	92
Indicating centrality/ importance of topic	19	79
Defining terms	0	0
Reviewing previous research	2	8
<b>Move 2: Establishing a Niche</b>		<b>100</b>
Indicating gaps in previous research	12	50
Question-raising	3	13
Counter-claiming	0	0
Continuing/extending a tradition	0	0
Indicating a problem/need	22	92
<b>Move 3: Occupying the Niche</b>		<b>100</b>
Indicating purposes/aims/objectives	24	100
Indicating scope of research	11	46
Indicating chapter /section structure	12	5
Indicating theoretical position	2	8
Announcing research work earned out	0	0
Describing parameters of research	0	0
Stating research questions/hypotheses	15	63
Defining terms	3	13
Indicating research method	3	13
Indicating findings results	0	0
Indicating models proposed	0	0
Indicating applications	9	38
Indicating value or significance	16	67
Providing justification	0	0
Indicating thesis structure	20	84
<b>Refer to other studies</b>	23	<b>96</b>
Providing background information	9	38
Providing definition of terms	0	0
Providing support or justification	21	88
* Summarizing the chapter	2	8
* Introducing the next chapter content	1	42

*The (\*) are the newly identified steps in the Introduction chapter corpus*

Although Kaplan's (1966) former description of the circular pattern of Asians' written discourse has caused controversial arguments, it seems to be another explanation for this style of writing by these Vietnamese writers. Finally, despite the presence of the independent move of referring to previous studies in 23 Introductions, almost all Introductions (21 out of 23) cited the previous studies in order to support their chosen frameworks, to provide term definitions, or to establish the niche for their study.

This finding is almost identical to that in Chen and Kuo's (2012) which identified four functions of referring to other studies in M.A. Introduction chapters; namely, reviewing previous research, providing background information, providing definitions of terms, and providing support or justification. Finally, despite the presence of the independent move of referring to previous studies in 23 Introductions, almost all Introductions (21 out of 23) cited the previous studies in order to support their chosen frameworks, to provide term definitions, or to establish the niche for their study. However, their narrative writing styles in reference to other previous works in these M.A. thesis Introductions in Vietnam tend to reflect the characteristic of student writing since their references to previous studies only help to show that they are familiar with the knowledge of the topic in the literature while in published writing, any mention of sources is related to the writer's own argumentation (Petrić, 2007). Moreover, nine Introductions in this corpus were found to provide a background for their reported study in citing previous studies. This tends to indicate the ineffectiveness of this group of novice and non-native writers in Vietnam in situating their current research into the body of knowledge in the literature.

#### **4.1.2.3 Steps**

Nineteen out of 28 steps described in Chen and Kuo's (2012) framework for M.A. thesis Introductions (Table 4.3 above) were identified in this corpus. The highly frequently used steps (almost 100%) are those with the headings suggested in the guidelines by the universities and they tended to be the obligatory steps in this corpus of M.A thesis Introduction chapters. Similar to Chen and Kuo (2012), *providing topic generalization/background* had the highest frequency (35 occurrences) in 22 Introductions, followed by *referring to other studies*. Another

similar finding to Chen and Kuo's (2012) found in the current thesis corpus was the frequent use of the steps *indicating a gap in previous research*, and *indicating a problem or need for research* for establishing the niche (Move 2) and no writers used *counter-claiming*. This seems to indicate that these steps in Move 2 were most favored by these Vietnamese writers. Their preference tends to suggest that these steps are likely to be the easiest way for these writers to argue for the relevance of their current study and a direct confrontation to previous authors was avoided by this group of novice writers in Vietnam. This practice was confirmed in the interviews with thesis writers as can be seen in Excerpt 4.2 below. Besides the differences in relation to power among thesis writers and examiners as indicated in Koutsantoni (2006), their avoidance of refuting or criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

(E4.2) "... I think criticizing previous studies requires expert knowledge and strong arguments. I don't think I have enough ability to do that...and I think it is not good for me..." (T11)

However, some variations in the steps from the guidelines provided by universities were found in these Introductions. First, the steps *indicating scope of research*, which was not indicated in the guidelines provided by their universities, but was in accordance with that in Chen and Kuo's (2012) framework, was found in 11 Introductions (*indicating scope of research*). The step, *Chapter summary*, which is not included in Chen and Kuo's (2012), but found in two Introductions (I15 and I19) was the other variation in steps in this corpus. This *Chapter summary* step summarized the content of the Introduction chapter. While one concluded the chapter with the summary and the thesis structure, the other restated the main content of the chapter.



The presence of this new step headed *Chapter Summary* in two Introductions, altogether with a text introducing the chapter (*Chapter structure*), may reflect the tendency for the three-part structure of an academic essay (Introduction-Body-Conclusion) that these writers used to follow at their university study. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. In fact, almost all of these thesis writers (T6, T11, T14, and T17) revealed that they were advised to add the opening and closing sections at the beginning and the end of each chapter and even of each sub-section of chapters. Due to the step of *indicating thesis structure*, where the summary of the Introductions was given, they explained, the chapter summary was not restated. Finally, the step of *introducing the content of the next chapter*, which was neither indicated in the guidelines nor in Chen and Kuo (2012), was found in one Introduction (T15) and this is also considered as an exception in this corpus.

## 4.2 Findings on Citations

### 4.2.1 Citation Types

With a total of 231 citations in the corpus of 40,080 words, an average of almost 9.63 references each (Table 4.4), it is clear that there is a relative number of citations used in these M.A. thesis introduction chapters. This seems to confirm the relatively low frequency of citations in Linguistics introduction chapters, as compared to Biology and Philosophy, in Samraj's study (2008). However, in comparison with the study on citations in applied linguistics introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012), there is a great disparity in the average

number of citations per chapter and per 1,000 words between these two corpora. The ways of counting citations between these two studies could be attributed for this difference. In particular, in their study, each occurrence of a researcher's name was counted as a citation while the current study recorded multiple references as one instance in cases where they were cited for a particular statement. However, the insufficiency of reference resources would be another possible explanation for this finding. In fact, besides 22 instances (9.5%) of secondary sources, previous M.A. theses and quite-dated books were found to be the main sources of almost all of references used in these chapters. Moreover, in the interviews with six thesis writers and all three supervisors, they all confirm that the resources of references at the libraries of their universities are limited to old books. Indeed, only one out of the three universities with this M.A. TESOL program in the South of Vietnam has recently had subscribed to databases which provide access to newspapers and scholarly journals outside Vietnam.

**Table 4.4: Citation types in Introduction chapters**

	Integral		Non-integral		Total	
	TESOL	Jalilifar & Dabbi (2012)	TESOL	Jalilifar & Dabbi (2012)	TESOL	Jalilifar & Dabbi (2012)
Introductions	122	699	109	435	231	1134
Percentage	52.8	61.6	47.2	38.4	100	100
Ave. per chapter	5.1	43.6	4.54	27.2	9.63	17.44
Ave. per 1000 words	3	8.8	2.7	5.5	5.76	14.19

Besides few citations, the number of citations used among these introductions varied greatly, and almost half of these introductions contained a couple of citations (Table 4.5). Moreover, the citations were mainly found in Move 1, *Establishing a territory*, of the introductions. These findings may reflect these writers' unawareness of the various rhetorical functions of citing previous research in introductions. As

indicated in Samraj (2002b) and Swales (1990, 2004), the review of literature is obligatory and present throughout the introduction because a discussion of previous research provides a topic generalization (Move 1), justifies the research gap being created (Move 2) and specifies the goal of the study (Move 3).

**Table 4.5: Distribution of citations in each Introduction chapter**

Intro	Integral	Non-integral	Intro	Integral	Non-integral	Intro	Integral	Non-integral
<b>I1</b>	11	8	<b>I9</b>	0	3	<b>I17</b>	5	2
<b>I2</b>	2	1	<b>I10</b>	4	1	<b>I18</b>	13	3
<b>I3</b>	7	1	<b>I11</b>	9	7	<b>I19</b>	11	6
<b>I4</b>	4	15	<b>I12</b>	5	4	<b>I20</b>	2	1
<b>I5</b>	1	7	<b>I13</b>	8	3	<b>I21</b>	5	3
<b>I6</b>	1	1	<b>I14</b>	17	16	<b>I22</b>	3	7
<b>I7</b>	3	5	<b>I15</b>	0	0	<b>I23</b>	0	1
<b>I8</b>	8	7	<b>I16</b>	2	6	<b>I24</b>	1	1

As also shown in Table 4.4, these Vietnamese writers employed a relatively equal proportion of the two citation types (52.8% and 47.2 %, respectively). Iranian counterparts, in contrast, used almost twice more integral citations than non-integral ones in their introduction chapters. Charles (2006) claims that the use of integral/non-integral citations is partly influenced by citation convention, genre, discipline, and individual style. Iranian M.A. students' citation practice is thus genre-specific as this citation type is reported to be sufficient for them to show their familiarity with the knowledge in their field (Jalilifar & Dabbi, 2012; Petrić, 2007). The relatively equal use of two citation types by these Vietnamese M.A. students, on the other hand, tends to suggest that they were skilled writers because they drew on information, concepts and authors equally. However, a closer look at the texts in which two citation types were equally employed revealed that they were inexperienced in reviewing the literature. As shown in Example 2 below, integral and non-integral citations were separately used in different paragraphs reviewing different aspects of the research

topic. Moreover, the writer simply summarized and integrated previous studies into his writing as a list of findings, without any subjective interpretation. Such a separate and descriptive nature of citing previous studies identified in a majority of current introductions by these Vietnamese students could indicate that they were aware of using these two citation types in their texts, but they were inadequately familiar with functions that the different citation forms serve. This finding tends to confirm the claim by Mansourizadeh and Ahmad (2011) that NNEW cannot fully learn crucial citation practices through their mere reading of instructions.

*(2) The main objective of English language education... to teach students to read English books (Wei, 2005). However, reading involves a variety of factors, which.... Some of these factors are: learners' lack of target language proficiency and vocabulary (Kasper, 1993), unfamiliarity with the content and/or formal schemata of the texts to be read (Carrell and Floyd, 1987) and inefficient reading strategies (Carrell, 1989)... (I11)*

*In a review of the developments in second language reading research, Grabe (1991) pointed out that..... Levine, Ferenz and Reves (2000, p.1) stated that..... Shuyun and Munby (1996) noted that .... (I11)*

#### 4.2.2 Citation Functions

As shown in Table 4.6, the proportions of integral citation functions in the current corpus are similar to those in Jalilifar and Dabbi (2012) in which *Verb controlling* was the most frequent function (85%), followed by *Naming* (15%), and *Non-citation* (3%). For the *Verb controlling* type, all started with the name(s) of the author(s), followed by a reporting verb. This citing practice tends to be the easiest for this group of Vietnamese writers to incorporate others' works into their texts. To provide a strong support for the propositions within the cited texts is likely to be the single communicative purpose that these Vietnamese writers pursued in placing the previous researchers' names at the beginning of the sentence.

**Table 4.6: Function distribution in integral citations**

Integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Verb controlling	100	453	82%	64.8%
Naming	18	189	15%	27.04%
Non-citation	4	57	3%	8.16%
Total	122	699	100	100

Close inspection of *Naming* citations in these introductions in the concordance lines revealed a limited number of structures used to place the emphasis on the work of previous researchers. In fact, among 18 instances, eleven followed the pattern “*According to X (year)*”, and the other seven instances were expressed in “*in X’s (year) study/ theory*”, (Example 3), and in “*by X (year)*” (Example 4). Moreover, mistakes were found in the use of this citing function, (Examples 3 and 5) and this could be due to these thesis writers’ linguistic deficiency.

(3) *In Nguyen’s (2010) study, she indicates that....* (I14) (**Correction:** In her study, Nguyen (2010) indicates that ...)

(4) *Up to now, there have been many studies on using games in ... such as those by Huynh (2007), Leman (1998), Nguyen (2006), Nguyen and Khuat (2003), and Uberman (1998)* (I4)

(5) *According to Wilkins (1972), he emphasized ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’....* (I10) (**Correction:** According to Wilkins (1972), vocabulary plays an important role in learning a foreign language)

“*Non-citation*” is still far less than *Verb controlling*, and this gap indicates that very few further discussions on the previously mentioned author/work were provided by this group of writers. As shown in Table 4.7, attributing information to an author (*Source*) is these writers’ single purpose in the employment of non-integral citations in their introduction chapters (100%). This finding confirms previous studies (Jalilifar & Dabbi, 2012; Petrić, 2007), and Petrić (2007) accounts the most frequent use of this citation in student writing for its simplicity and its sufficient potential in helping students to display their knowledge and their familiarity with the literature. As shown

in Example 6, however, the research problems/gaps were indicated after the topics of previous research were listed. This writing practice in academic texts by these M.A. students is referred to as “patch-writing” by Howard (1995, p. 233) and he suggests that this should be seen as a common developmental strategy in learning academic writing.

**Table 4.7: Function distribution in non-integral citations**

Non-integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Source	109	369	100	84.82
Identification	0	42	0	9.82
Reference	0	8	0	1.83
Origin	0	16	0	3.67
Total	109	435	100	100

(6) *In Vietnam, it is known that there have been many studies done on teaching and learning vocabulary recently, for instance the use of games in teaching vocabulary (Nguyen, Vu Thuy Tien, 2006 & Huynh, Huu Hanh Nguyen, 2007), the effectiveness of applying computer aids in teaching vocabulary (Pham, Thi Thuy Van, 2006), an investigation on vocabulary learning strategies of English majors (Huynh, Thi Bich Van, 2007), effective strategies for teaching and learning vocabulary (Tran, Van Duong, 2008), difficulties in teaching vocabulary to students of information technology at Thanh Hoa Teachers' Training school (Vo, Mai Do Quyen, 2008).* (T8)

The intensive use of *Source* function aside, the way these Vietnamese writers cited in non-integral citations tends to be ignored because four instances were found to include a long web link (Example 7). The inclusion of a web link, their inconsistency in citing Vietnamese authors, and their grammatical mistakes (Examples 3 and 5) suggest that an increased amount of form-based instruction on citing practice is needed to help this group of writers in Vietnam. Moreover, the existence of these non-conventions of citation patterns in these theses is likely to reflect the lack of due attention given to the citation practice in the Vietnamese TESOL discourse community. As can be seen in Excerpts 4.3 and 4.4, both the thesis

supervisor 2 (S2) and thesis writer (T23) admitted that citations are not the focus in his supervision.

(7) *English is the most widely used international language all over the world (Crystal, 1997 & [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language)),...* (I16)

(E4.3) “...I rarely check on the technical things like thesis format or citation uses...Thesis writers are supposed to know these things by themselves. If not, it could be the university’s fault. As a supervisor, I mainly focus on how my supervisees form research questions derived from their research purposes, then their conceptual frameworks, research design, subjects, statistics...” (S2)

(E4.4) “...we were not taught about how to use citations, we just checked the use of citations in theses written by previous students in the library and followed....My supervisor rarely commented on my citations, except for the grammatical mistakes. Most of the time, she gave feedback on the research design, methods, subjects...in general research-related aspects...” (T23)

### 4.2.3 Reporting Verbs

#### 4.2.3.1 Denotative/Process Categories

Table 4.8 below shows reporting verbs (RVs) according to their denotative/process categories used in the introduction chapters of TESOL M.A. theses in Vietnam.

**Table 4.8: Distribution of reporting verbs in process categories**

Categories	Occurrences (M.A. in TESOL, Vietnam)			Percentage comparisons with previous studies		
	Frequency counts	Average per chapter	Average per 1,000 words	M.A. in TESOL (Vietnam)	Dontcheva-Navratilova (2008)	Hyland (2002a) Applied Linguistics
Research Acts	30	1.25	0.75	27.03 %	16.9 %	30.5 %
Cognition Acts	7	0.29	0.17	6.3 %	20.4 %	10.5 %
Discourse Acts	74	3.08	1.85	66.67 %	62.7 %	59 %
<b>Total</b>	111	4.63	2.77	100 %	100 %	100 %

The findings of this study are in accordance with those in Dontcheva-Navratilova (2008) and Hyland (2002a) in which *Discourse* RVs were the preferred ones (66.67 %) of a total of 111 RVs found in this corpus. The greater use of *Discourse* verbs, as explained in Hyland (2002a), characterizes the discursive nature

of soft disciplines to which the field of this target corpus, TESOL, belongs. These *Discourse* verbs used in integral citations with the name(s) of scientist(s)/researcher(s) at the subject position as the departure of the message, thus, help these Vietnamese writers raise their voice through the voice of a precedent authority in the field. Paltridge (2006) indicates that this textual structure gives the prominence to the subjects or themes of the sentences and it is, therefore, likely that this preferred referencing style helps the writers in this academic community in Vietnam strengthen and establish the niche for their current study.

The infrequent use of RVs in the groups of *Research* and *Cognition* acts (27.03 % and 6.3 %, respectively) found in this introduction corpus also accords with the distribution of these two groups of reporting verbs in applied linguistics by Hyland (2002a). However, this finding is different from that of Dontcheva-Navratilova (2008), in which more *Cognition* than *Research* RVs were found due to the absence of the Method sections in their theses. Unlike Dontcheva-Navratilova's (2008) thesis corpus, TESOL M.A. theses in Vietnam are experimental; it is not surprising to see the higher percentage of *Research* verb occurrences in this corpus. Moreover, the result about the process categories of RVs in the current corpus was also found to be different from that of Jirapanakorn (2012) in her study of medical RA introductions written by Thai writers in which *Experimental/Research* verbs were most frequently used, followed by *Discourse* and *Cognition* verbs. This disparity is due to the disciplinary differences in citing conventions. In fact, since most medical RAs are experiment-based (Nwogu, 1997), it is not surprising that her finding confirmed that of Hawes and Thomas (1994) in their study of medical RAs.



#### 4.2.3.2 Evaluative Categories

It can be seen in Table 4.9 that these Vietnamese writers tended to take an explicit stance towards the cited sources through their preferred use of factive RVs in both describing the findings and supporting their own argument by attributing a high degree of confidence to the proposition by the original author (36.94 %). In other words, by employing factive RVs, the writers signaled their acceptance of prior cited research and directly bolstered their own views on the reported topic. The non-factive RVs, which comment on the research findings and inform readers of the authors' positions to the cited claim neutrally, accounted for 29.73 % of the RVs in this introduction corpus. However, this finding contradicts with those of previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012) in which non-factive RVs were found to prevail. Jalilifar (2012) also attributes the prominent use of non-factive RVs in the introduction sections of M.A. theses and RAs to the communicative purposes of these sections where writers are less likely to reflect their evaluation in order to situate their research results in relation with the works of others. The factive-reporting-verb preference by this group of Vietnamese writers may be due to their being unaware of this subtle aspect of RVs as stated by Bloch (2010) or their not being taught about the use of this "occluded" citation feature (Pecorari, 2006).

**Table 4.9: Classification of reporting verbs according to denotation and evaluation**

<b>Research Acts</b> 30 (27.03 %)	Findings 16 (14.41%)	Factive 6 (5.41%)
		Counter-factive 1 (0.9%)
		Non-factive 9 (8.11%)
	Procedures 14 (12.61%)	
<b>Cognition Acts</b> 7 (6.3%)	Positive 1 (0.9%)	
	Critical	
	Tentative 3 (2.7%)	
	Neutral 3 (2.7%)	
<b>Discourse Acts</b> 74 (66.67%)	Doubt 13 (11.72%)	Tentative 13 (11.72%)
		Critical
	Assurance 59 (53.75%)	Factive 35 (31.53%)
		Non-factive 25 (22.52%)
	Counters 1 (0.9%)	

Besides their preference for factive RVs, these Vietnamese writers avoided explicit rebuttal of other researchers through their avoidance of using counter-factive and critical verbs. In addition to the differences in relation to power among thesis writers and examiners as indicated in Koutsantoni (2006), their avoidance of refuting and criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002). In fact, only two instances of negation RVs, “*not study*” and “*oppose*”, were found in this introduction corpus and they were used to portray the previous research gap (Example 8a) and to ascribe the cited author as holding a negative stance to the reported information (Example 8b). Hyland (2002a) states that explicit refutation of other researchers is “a serious face-threatening act” in academic writing; it is used with a great consideration of the rhetorical value to accomplish (p. 124). In Example 8b, the writer drew on McCarthy’s refutation on the benefits that learners can receive from their *schooling* in order to support her view on the importance of *learner autonomy*. It is clear that the rhetorical strategy employed in using the *Discourse-Counter* RV (*oppose*) by this writer aimed to support her own

view on the reported topic (*learner autonomy*), but she attributed the objection to the correctness of the reported message (*benefits of schooling itself*) to McCarthy, instead of taking responsibility for her own evaluation. Because “*not study*” and “*oppose*” are not included in Hyland’s (2002a) classification of RVs, they are added into their respective groups in his framework (Appendix E).

(8a) *Up to now, there have been many studies on using games in teaching and learning vocabulary such as those by.... However, these researchers have **not studied** and emphasized the use of games to enhance students’ motivation in vocabulary learning yet.* (I4) (Research acts: Finding, counter-factive)

(8b) *McCarthy (1998) also **opposed** this relying too much on schooling because “no school, or even university, can provide its pupils with all the knowledge and the skills they will need in their active adult lives.”* (I18) (Discourse acts: Counters)

#### 4.2.3.3 Verb Forms

Unlike Pickard’s (1995) assumption about the overuse of the RV “*say*” by ESL writers, the most common verb in the current introduction corpus written by Vietnamese M.A. students is “*state*”, followed by “*find*”, “*develop*”, “*suggest*”, “*point out*”, “*assert*”, “*confirm*”, and “*indicate*” (Table 4.10). This finding does not confirm Hyland’s (2002a), where “*argue*”, and “*suggest*” were found to be present in 100%, and 82% of all cases, respectively, in the social sciences and humanities.

**Table 4.10: Reporting verbs in 24 Introduction chapters**

1. state (14)	12. comment (3)	23. prove (1)	34. agree (1)
2. find (8)	13. mention (3)	24. conclude (1)	35. consider (1)
3. suggest (7)	14. emphasize (3)	25. argue (1)	36. uncover (1)
4. develop (7)	15. support (2)	26. oppose (1)	37. address (1)
5. point out (6)	16. examine (2)	27. proclaim (1)	38. define (1)
6. assert (5)	17. affirm (2)	28. use (1)	39. write (1)
7. confirm (5)	18. stress (2)	29. mean (1)	40. postulate (1)
8. indicate (4)	19. say (2)	30. report (1)	41. discover (1)
9. claim (3)	20. put (2)	31. imply (1)	42. carry out (1)
10. show (3)	21. note (2)	32. present (1)	43. not study (1)
11. discuss (3)	22. notice (2)	33. conduct (1)	44. figure out (1)

\* *The number in brackets indicates the times of verb occurrences in the introduction chapters of TESOL M.A. theses in Vietnam*

Moreover, it is surprising to see a very small number of RVs used in the corpus (44 verbs) and half of them occurred only once. This could be due to these writers' vocabulary shortage and they tended to randomly choose a RV without being aware of the rhetorical strategies needed for weaving the reported claims with their own perspectives through their use of reporting verbs.

In fact, instead of commenting on the reported information through the employment of RVs, a majority of these Vietnamese writers were likely to objectively report the information by using one different RV for one prior study and this seems to be their strategy of avoiding the repetition of RVs, as illustrated in Example 2, page 129. In fact, in the interview with thesis writers, it is known that they selected various RVs from the RV list provided in their academic writing courses in order to avoid repeating them in their writing and used them according to their denotative meanings. Although this way of using RVs by this group of Vietnamese writers helps them to display their sufficient knowledge in their field, it does not help to establish the credibility of their claim, which is considered as ineffective in writing for publication.

Since some RVs found in this corpus have not been included in Hyland's (2002) classifications, they are added into his category, depending on their denotative and evaluative loads identified in this introduction corpus (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. In terms of *Research* acts, besides the verbs with clear semantic denotations; namely, "*prove*", "*present*" or "*investigate*", the verb "*uncover*" is classified into non-factive *Finding* research verbs because the writer did not indicate a clear attitudinal stance to the reported research finding (Example 8).

(9) *That failure of schooling was addressed by Illich (1971), who **uncovered** "a major illusion on which the school system rests is that most learning as a result of teaching" (p. 12). (I18)*

For the *Cognition* acts, the verbs “*consider*” and “*mean*” are added to the tentative group (9a) while “*notice*” is grouped into the neutral one (9b), and “*figure out*” is put into the positive group (9c) due to writers’ attributing a tentative view, a neutral attitude and an acceptance of the truth to the reported claims to the cited authors, respectively.

(10a) *The emotional uneasiness may increase more and more with oral presentation test in the target language. Likewise, Day (1991) **meant** this emotional barrier would occur to both successful and unsuccessful EFL learners.* (I14) (tentative)

(10b) *David Nunan (2000) also **noticed** a mismatch between the knowledge teachers wanted to transmit to learners and that learners actually wanted to achieve, which resulted in learners bad learning outcomes.* (I18) (neutral)

(10c) *Ngoc Dung (2011) **figured out** the main reason for learners’ failures in study which was at learners’ lack of autonomy in learning.* (I18) (positive)

In terms of *Discourse* verbs, 17 newly identified verbs in the corpus are added to Hyland’s (2002). Under the *Doubt* RV group in *Discourse* acts, the verbs “*imply*”, “*comment*”, and “*mention*” are added since the writers conveyed a certain level of uncertainty in their interpretation of the reported message, as in (11a), (11b) and (11c).

(11a) *Likewise, Jiang (2000) **implies** that it is impossible to teach the target language without teaching the target culture.* (I1)

(11b) *Moreover, Wang (2005, p.1) **comments** in a language course, success depends less on materials, teaching techniques and linguistic analysis but more on what goes on inside and between the people in the classroom.* (I14)

(11c) *Similarly, Jeon (2005) **mentioned** oral presentation is one of the important academic skills required in university contexts.* (I14)

Regarding *Discourse* acts, besides the verbs with clear semantic denotations such as, “*assert*”, “*support*”, “*emphasize*”, “*insist*”, “*advocate*”, “*proclaim*” and “*stress*” (Discourse acts: Assurance, factive), and “*say*”, “*address*”, “*write*” and “*conclude*” (Discourse acts: Assurance, non-factive), illustrations below are on the verbs found to have their own specific meanings in the given contexts. First, the verb “*confirm*” was firstly used as a factive *Finding Research* act as indicated in Hyland

(2002), but it was later employed as a factive *Assurance Discourse* verb, as in (12a). This verb is, therefore, newly added into Hyland's (2002) factive *Assurance* group of *Discourse* acts. Moreover, it is interesting to see how the action verb "put" was used as a RV by these Vietnamese M.A. students. In (12b), "put" was used as a factive *Assurance Discourse* verb, which the writers used to support their own views with a high degree of confidence given to the proposition by the original authors (Ellis and Nguyen).

(12a) *Anxiety stands out as an important factor for effective learning. This factor has been **confirmed** by Krashen's (1982) well-known theory of Affective Filter". He **confirms** that such emotional barriers like apprehension, nervousness and worry hinder language learners' acquisition.* (I14)

(12b) *As Ellis (1985) **put** it, a complete account of second language acquisition (SLA) involves both showing how the input is shaped to make it learnable (an inter organism perspective) and how the learner works on the input to turn it into intake (an intra – organism perspective)* (p.163) (I11)

#### 4.2.3.4 Tense and Voice

As shown in Table 4.11, the past simple is by far the most frequent choice of tenses, accounting for almost two thirds of the RVs used in these introductions (61.3%). It is followed by the present simple (35.1%) and present perfect (3.6%). Actually, it is the introduction where the writers provide general information about their topics, make claims about their topic importance and establish the niche for their current research to be situated by reviewing previous studies. The employment of the present simple and present perfect is, therefore, expected to be prominent in the introduction chapters in order to situate the cited works within the field and to position the reported study in relation to it (Hanania & Akhtar, 1985; Swales, 1990). In other words, the predominant use of the past simple in the introduction chapters of these theses in Vietnam tend to suggest that these writers distanced themselves from the cited work (Swales, 1990) and what they cited is

simply reports on past studies. Moreover, this preferred use of past tense RVs in these introduction chapters is not likely to demonstrate the discursive rhetorical style of the field in social sciences (Hyland, 2002a).

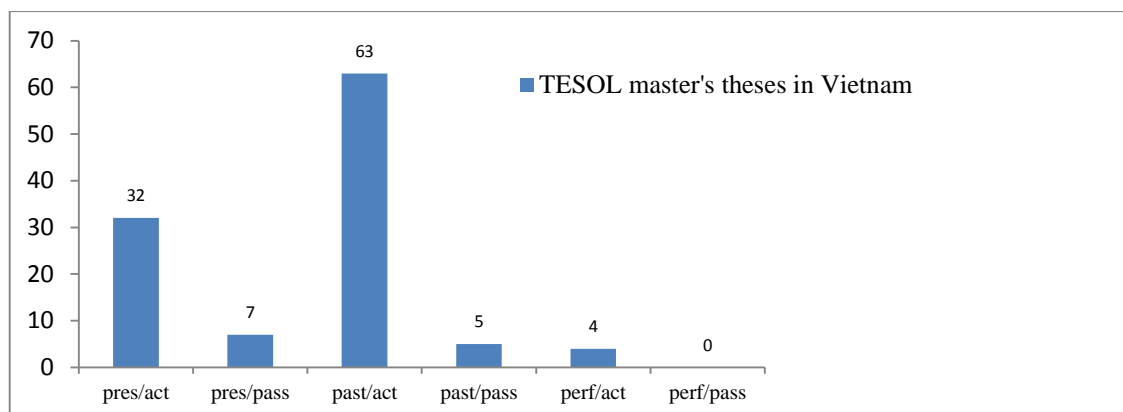
**Table 4.11: Tense and voice of reporting verbs in TESOL M.A. theses in Vietnam**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
39 (35.1%)	68 (61.3%)	4 (3.6%)	111	95 (85.6%)	16 (14.4%)

In the interviews with the thesis writers, it is not surprising to know that some of them were not aware of the rhetorical functions of their tense uses (Excerpt 4.5). Furthermore, some of them admitted that they were confused between the uses of the present and past tenses in writing their theses, and they chose to consistently use either tense in a certain chapter as they were advised by their supervisor to be consistent in tense uses. Through their random but consistent uses of tenses across chapters, however, they mentioned that they expected the feedback from their supervisors (Excerpt 4.5). Since no comments from their supervisors were given, they thought the way they used tenses is appropriate. These findings tend to suggest that the non-native thesis writers rely much on their supervisors for not only their research-related aspects but the rhetorically linguistic devices.

(E4.5) “...I used past tense in the Introductions because I think there are no differences between the present and past simple tenses and these two tenses are interchangeably used and accepted in academic writing.” (T17)

(E4.6) “...honestly, which tense to use in which chapters has been my big question so far. When I wrote my thesis, my supervisor advised me to be consistent in using tenses and from that I decided to use one tense for one chapter like past for Introduction, present for Literature review, etc...and I waited for my supervisor’s comments on that. But he did not give any comments on that, so I thought it was correct.” (T11)



**Figure 4.1: Numbers of instances of tense + voice combination in TESOL M.A. theses in Vietnam**

In terms of voice, it can be clearly seen in Table 4.11 and Figure 4.1 that the preferred voice is active and it is not surprising to see active voice was most commonly combined with past aspect (63 past/act), followed by its combination with the present simple (32 pres/act). The active preference for reporting verbs by this group of non-native writers in Vietnam was used to emphasize the researchers/authors by placing them in the theme position of the sentence. However, it could be argued that the emphasis given to the researchers/authors by these Vietnamese writers through their preferred use of *Discourse*, active-voice RVs combined with the past tense in integral citations is not effective in providing their persuasive arguments in order for their reported research niche to be established in the introduction chapters.



## CHAPTER 5

### ANALYSIS OF MOVES-STEPS AND CITATIONS IN LITERATURE REVIEW CHAPTERS

This chapter presents the analysis of move-step structures and citations found in the Literature Review chapters. The presentation of the results and discussions starts with the findings on the overall structures of the Literature Chapters, followed by Introductory and Concluding texts, and the Body texts with all three moves as suggested by Kwan (2006). The following sections are findings and discussions on citations presented with separate sections for citation types, functions and reporting verbs.

#### 5.1 Overall structures of Literature Review Chapters

Except a new step (*Concluding a part of literature review and/or indicating transition to review of a different area*) in Move 2 (Creating a research niche), the framework for the analysis of the rhetorical structure of Literature Review (LR) revised by Chen and Kuo (2012) is identical to the original one by Kwan (2006). Therefore, the results of move-step analysis in the LR chapters of this study will be compared to these two previous studies of the same genre. Based on the revised framework by Chen and Kuo (2012), the findings on move-step analysis of the LR chapters of the TESOL M.A. theses in Vietnam revealed both differences and

similarities to those in these two previous studies. Different from Chen and Kuo's (2012) study on M.A. theses from ProQuest, all TESOL M.A. theses in the current corpus had a separate LR chapter while 11 out of 15 theses with an ILrMRDC pattern in their corpus separated this chapter from the introduction (Table 5.1). The presence of this separate LR chapter in these theses written by Vietnamese students, which is in line with that of international and Ph.D. writers in Chen and Kuo (2012) and Kwan (2006), respectively could be due to their compliance to the guidelines for thesis writing provided by their universities. In fact, an M.A. thesis in the TESOL community in Vietnam is required to have chapters separated, except for the Discussion chapters which can be either separate or combined with the Result or Conclusion chapters. However, although the guidelines do not indicate the inclusion of an Introduction-Body-Conclusion structure and several thematic sections in the body part of the LR chapters, this structure and these sections were found in this TESOL M.A. thesis corpus with a high frequency.

**Table 5.1: Comparison of the LR chapters between Chen and Kuo's (2012) and TESOL M.A. corpus**

	Chen and Kuo (2012)		TESOL M.A. corpus	
Theses in corpus	20		24	
Theses with ILrMRDC	15	75%	24	100%
Separate LR chapters	11	55%	24	100%
Embedded LR chapters	4	20%	0	0%
Introduction	10	50%	23	95.83%
Conclusion	8	40%	19	79.16%

## 5.2 Introductory and concluding texts

Besides the overall structure of the LR chapters, this study also found a short text at the beginning of 23 (out of 24) LR chapters which informs the reader of the purposes, structures, themes and justifications for the themes to be reviewed in the following sections, but 19 do not have the heading “*Introductions*”. This finding is different from Kwan’s (2006), which identified the section headings for all the introductory texts. This difference could be because of the differently assumed requirements in which Ph.D. dissertations are expected to be more elaborately presented. Moreover, this is also likely to account for the up-to-two page length of the introduction of some LR chapters of Kwan’s (2006) Ph.D. dissertation corpus while the introduction of the LR chapters in this M.A. thesis corpus is only a few lines long, as can be seen in Example 1 below. The information from the interviews with the thesis writers (T1, T6, T11, T14 and T17) also confirms that the absence of the headings for the chapter introduction sections in their LR chapters was due to the small number of words.

(1) *“This Chapter of the thesis presents a review of relevant literature, through which a knowledge gap would be discovered to serve as the lodestar for the thesis’ implementation. The Chapter contains five main parts: motivation and its types, the relation between ‘motivation’ and ‘interest’ in the thesis, a review of the discovered factors in the previous studies, a review of the factors that have yet to be mentioned in the previous studies, delimitation of the thesis and the recent teaching and learning of American/British Literature in DELL-USSH.” (LR3)*

In contrast with the introductions in terms of the heading and length, the majority of the concluding texts (15 out of 19 LR chapters with a conclusion) in this thesis corpus were entitled with either “*Summary*” or “*Conclusion*” and the longest one occupies three whole pages. Although all of concluding texts in 19 LR chapters provided the summary of the chapter, 10 have at least one count of Move 3; namely, the gap, aim, and theoretical framework, and seven texts (almost one third) even

provided an advance indicator of the next chapter (Example 2). The presence of Move 3 at some LR chapter endings in this thesis corpus suggests the presence of two modes of theme arrangements: “modular and nested move structures” in the LR chapters of theses written by Vietnamese (Kwan, 2006, p. 51).

(2) “2.9. SUMMARY

*To construct a base for the study, this chapter has discussed briefly the two basic notions: CLT and communicative competence. Some practical problems in the application of CLT are included in the chapter as well. The chapter then provides a model of CLT synthesized from the theories of Richards & Rodgers (2001) and Larsen-Freeman (2004). On that ground, the conceptual framework of the study has been refined.*

*A detailed discussion of the research instruments, the participants, the research methodology as well as data analysis methods, as employed in the study, are presented in the next chapter.”*  
(LR7)

### 5.3 Thematic units in the body texts

In the body parts of these LR chapters, 118 thematic units were identified and many of them displayed the CARS three move structure as indicated by Kwan (2006) and found in Chen and Kuo (2012). However, none of these three moves are obligatory, but conventional (Moves 1 and 2) and optional (Move 3) in this LR chapter corpus while Move 1 was found to be obligatory in all 11 LR chapters with an ILrMRDC pattern in Chen and Kuo’s (2012) corpus.

**Table 5.2: Frequency counts of the three moves in the LR chapters**

	Kwan’s (2006) Ph.D. corpus			TESOL M.A. corpus		
Themes	127			118		
	Counts within the move		Individual counts	Individual counts	Counts within the move	
M1	124	97.64%	665	138	116	98.3%
M2	121	95.28%	513	172	93	78.8%
M3	70	55.12%	160	58	41	34.75%

Moreover, it is interesting to see that this finding is similar to Kwan’s (2006), which also found no obligatory moves in her Ph.D. LR chapters, but the predominant occurrence of Move 1 and Move 2 in the corpus (Table 5.2). Another similar finding between Kwan (2006) and this study is the same pattern of the move

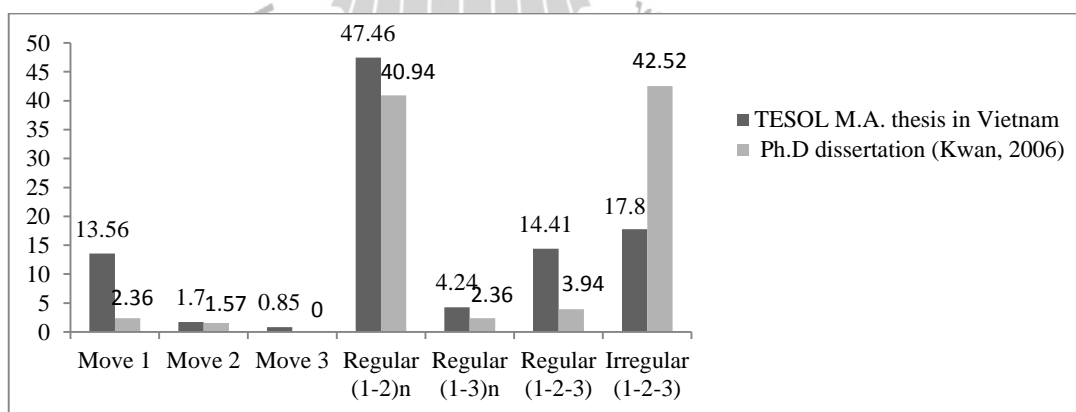
frequency distribution identified in the body parts of these LR chapters. A closer look at the move combinations in the thematic units reveals various schematic patterns. As can be seen in Table 5.3 and Figure 5.1 below, the schematic patterns of the three moves combined by these Vietnamese M.A. students tend to conform to those by native writers in Kwan (2006) in the way three moves are paired or combined, but with a little higher percentages, except for the irregular combination of three moves, which is more than twice lower. In fact, similar to that in Kwan's (2006) study, Move 1 and Move 2 occur in a regular 1-2 pattern in nearly 50% of the units and this is likely to be the most frequent order employed by both groups of native Ph.D. and Vietnamese M.A. writers. Moreover, the more frequent occurrences of Move 1 alone, about five times higher than those in Ph.D. dissertations (13.56% and 2.36%, respectively), and the far lower percentage of irregular combinations of the three moves tend to show that these Vietnamese M.A. students are trying to display their familiarity with the knowledge in their field, but not arguing for situating their studies into the body of knowledge. In other words, by just referring to previous research (Move 1) without synthesizing or indicating the relevancy of the reviewed literature (Move 2) for establishing the niche and occupying the niche (Move 3), their literature reviewed tended to be less effective. It is, therefore, necessary for this group of writers to be made aware of how this chapter should be effectively written. In the interviews with six thesis writers, five of them (T1, T6, T14, T17, and T23) confessed that they simply reported what they read, and though criticized by their supervisors, they found it difficult to combine previous studies and write about them in their own words. Moreover, such a difficulty was also affirmed in the interview with thesis supervisor 1 (S1), as illustrated in Excerpt 5.1 below. Specific courses which aim to

help these non-native thesis writers with critical thinking, summarizing and synthesizing skills are, therefore, necessary.

(E5.1) “... different from overseas M.A. students, these Vietnamese writers are less capable of paraphrasing, synthesizing and thinking critically, so they tend to copy previous studies and they rarely compare, contrast or synthesize what they have read. Due to the time constraint, we seldom check their revised versions after the feedback is given....” (S1)

**Table 5.3: The configurations of moves in the LR chapters of the TESOL M.A. theses in Vietnam**

Observed patterns	Examples	Counts	%
Move 1	Move 1 alone	16	13.56
Move 2	Move 2 alone	2	1.70
Move 3	Move 3 alone	1	0.85
Regular (1-2)n	1-2 1-2-1-2-1-2	56	47.46
Regular (1-3)n	1-3 1-3-1-3	5	4.24
Regular (1-2-3)	1-2-3-1-2-3	17	14.41
Irregular (1-2-3)	1-3-2 1-3-1-2-3 1-3-2-3 3-1-2-3	21	17.80



**Figure 5.1: Frequency distribution of the move configurations (number of thematic units = 118)**

### 5.3.1 Move 1

Besides the move configurations, the findings on the body parts of the LR chapters in this TESOL M.A. corpus revealed some interesting information. First, twenty two thematic units (18.64%) begin their parts with an advance introduction of the subthemes and their organization (Example 3 below). This opening part at the beginning of these themes is similar to the introductory section at the very beginning of a LR chapter because it provides a justification and subthemes to be reviewed in the accompanying texts. This special feature in writing the body part of the LR chapters is likely to make these chapters recursive, but in sub-levels and it is not indicated by either Kwan (2006) or Chen and Kuo (2012). This could attribute to the three-part structures in composing an essay (Introduction-Body-Conclusion) that these Vietnamese English major students have been trained at university. Indeed, four out of six thesis writers (T6, T14, T14, and T23) asserted that their supervisors required them to add small texts to introduce the themes to be reviewed and to summarize them after reviewing at the beginning and the end of each theme, respectively.

(3) “2.3. *Reading strategies*

*In order to see through the aspects of reading strategies as the fundamentals of the study, there are necessary considerations to be taken into account. In this section, therefore, the researcher mentions the definitions of reading strategies, reading strategies of high-proficiency and low-proficiency readers, the instruction of reading strategies, and the classification of reading strategies*

2.3.1. *Definitions of reading strategies*” (LR17)

Second, as displayed in Table 5.4 below, the Strategy *Surveying the non-research-related phenomena* (1A) is the most predominant in the corpus (73.91%), followed by *surveying the research-related phenomena* (1C) (23.91%) and *claiming centrality* (1B) (2.17%).

**Table 5.4: Frequency counts of Move 1 strategies (Total counts of Move 1 = 138)**

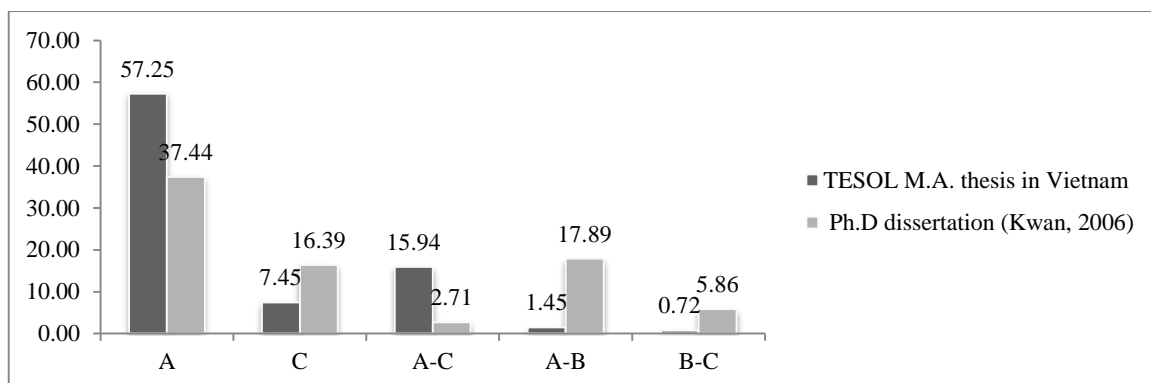
	Kwan's (2006) corpus		TESOL M.A. corpus	
Total counts of Move 1	665		138	
Number of instances of Move 1 with the strategy				
Non-related research reviewing (1A)	439	66.02%	102	73.91%
Centrality claiming (1B)	234	35.19%	3	2.17%
Research-related reviewing (1C)	219	32.93%	33	23.91%

Although this finding is in accordance with Kwan's (2006) in which Strategy 1A had the highest count, it is not in line with Chen and Kuo (2012) which found Strategy 1A and 1B to be present in all LR chapters of 11 theses with an ILrMRDC pattern. In addition, as can also be seen in Table 5.5, Strategy 1B outnumbered 1C in Kwan's (2006) corpus while Strategy 1C was preferred by these Vietnamese M.A. students and Strategy 1B presented a very small percentage of occurrences (2.17%) in this corpus. Although Hyland (1999, 2000) confirms the weak presence of Strategy 1C in the humanities and social sciences, its preference over strategy 1B in the TESOL M.A. theses could be due to the different communicative purposes that Ph.D. dissertations and M.A. theses have. In fact, despite their similar features in terms of intended audiences and textual structures, the Ph.D. dissertations are research-world oriented in a broader scope while M.A. theses focus on the real world with a restricted scope (Swales, 2004). Therefore, works written by Ph.D. students need to reflect their critical thinking and their analytical ability in order to indicate the importance of their reviewed topics in relation to their reported research while M.A. students are expected to show that they are familiar with the literature in their reference to previous studies (Petrić, 2007). Indeed, as indicated in Kwan (2006), Strategy 1B is used to claim the importance or the need to review the themes related to the writer's own work "thesis-



internal claims”, and to assert the centrality of the themes “thesis-external claims” (p. 40). Despite these differences between Kwan (2006) and the Vietnamese TESOL M.A. thesis corpus, the predominant occurrence of strategies 1A and 1C in the current corpus conforms to Chen and Kuo’s (2012) finding in their ProQuest M.A. thesis corpus. This can be accounted for the same genre, i.e. M.A. that these two text corpora belong to.

Despite their similarity in the preference for Strategies 1A and 1C, the presence of these two strategies in all instances of Move 1, making recursive structures in terms of moves in their ProQuest M.A. thesis corpus is not found in the corpus of theses written by Vietnamese students. As can be seen in Figure 5.2 below, the pairing of Strategy 1A with 1C is accounted for only 15.94% and its pairing with strategy 1B is also at a very low percentage. However, the highest frequencies of Strategy 1A in the corpus (57.25%) show that a majority of Move 1 in these LR chapters just provided a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, procedures and findings. This strategy, in addition, was followed by either Strategy 2C (*asserting confirmative claims about knowledge or research practices surveyed*) in order to establish the niche for a theme review and/or Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*). Although these strategy combinations help these students display their familiarity with the knowledge in the field, they cannot help them avoid possible duplications of what has already been done before and possible flaws in previous studies that Strategy 1C provides.



**Figure 5.2: Distribution of Move 1 configurations (Total counts of Move 1 = 138)**

### 5.3.2 Move 2

Table 5.5 below shows the total of 172 instances of Move 2 and the frequency count of each strategy type. As can be seen in this table, Strategies 2C and 2F accounted for more than half of Move 2 instances. As mentioned earlier, these two strategies, preceded by strategy 1A, were used to affirm the correctness of the reviewed literature and to conclude a part of literature review (Example 4) and/or indicate transition to reviewing a different area (Example 5).

**Table 5.5: Frequency counts of Move 2 strategies (total counts of Move 2 = 172)**

	Kwan's (2006) Ph.D. corpus		TESOL M.A. corpus	
Total counts of Move 2	513		172	
Number of instances of Move 2 with the strategy				
Counter-claiming (2A)	356	69.39%	5	2.91%
Gap-indicating (2B)	78	15.20%	17	9.88%
Asserting confirmative claims (2C)	128	24.95%	48	27.91%
Asserting the relevancy (2D)	74	14.42%	9	5.23%
Establishing theoretical positions and framework (2E)	8	1.56%	33	19.19%
Concluding a part of literature review (2F)	0	0%	60	34.88%

It is interesting to note here that although Strategy 2F was newly identified and added by Chen and Kuo (2012), this strategy, which is just a few lines long, is the

most frequently used strategy (34.88%) in Move 2 of these LR chapters of Vietnamese M.A. theses. The prominent presence of this concluding step and the introductory text given at the beginning of a new theme, tended to reflect the established practice of following an Introduction-Body-Conclusion pattern in composing an academic text by these Vietnamese students.

(4) “2.5. *Advantages of using e-lesson plans*

*In brief, e-lesson plans benefit teachers in many ways. They not only save them a lot of time writing..., etc but also make....Furthermore, they provide teachers a combination of....Last but not least, e-lesson plans are easy to create, modify and update.” (LR5)*

(5) “*In summary, it is difficult to define exactly what reading is because this definition depends on each individual’s purposes in reading. However, a general definition accepted by various educational researchers is that reading is the connectivity of a reader, a text, and the interaction between the two. In the next section, I will present the definitions of reading comprehension.” (LR11)*

Different from Kwan’s (2006) finding in which Strategy 2A (Counter-claiming) was the most frequently used in her Ph.D. LR chapter corpus, the finding in this study shows that this strategy is used the least in Move 2 of the LR chapters of this TESOL M.A. corpus. Indeed, Chen and Kuo (2012) also identified few occurrences of this strategy in the LR chapters of their M.A. thesis corpus written by international writers. This difference is, as also stated earlier, due to the different orientations and scopes between Ph.D. dissertations and M.A. theses. In other words, works at the doctoral level require students to demonstrate not only their critical thinking but also their ability to identify the flaws in the existing knowledge in their field in order to establish the novelty of their works. M.A. students, in contrast, are only expected to show their familiarity with the knowledge of their disciplines. As confirmed by thesis supervisor 1 (S1), these M.A. thesis writers lacked critical thinking (E5.1, page 143), and due to the awareness of their inferior status to the

examiners and previous scholars (Koutsantoni, 2006), their avoidance of claiming the weaknesses of previous studies is predictable.

The third frequently used strategy in Move 2 of this current thesis corpus is Strategy 2E (*abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework*), (19.19%) and it is usually followed by Strategy 2F (5.13%) as can be seen in Example 6 and Figure 3 below. However, worth mentioning here is how this strategy was employed by these thesis writers. From Example 6, it can be seen that this strategy is found in the concluding text of a reviewed theme where the writer summarized the previously discussed literature and abstracted it in order to indicate her theoretical position.

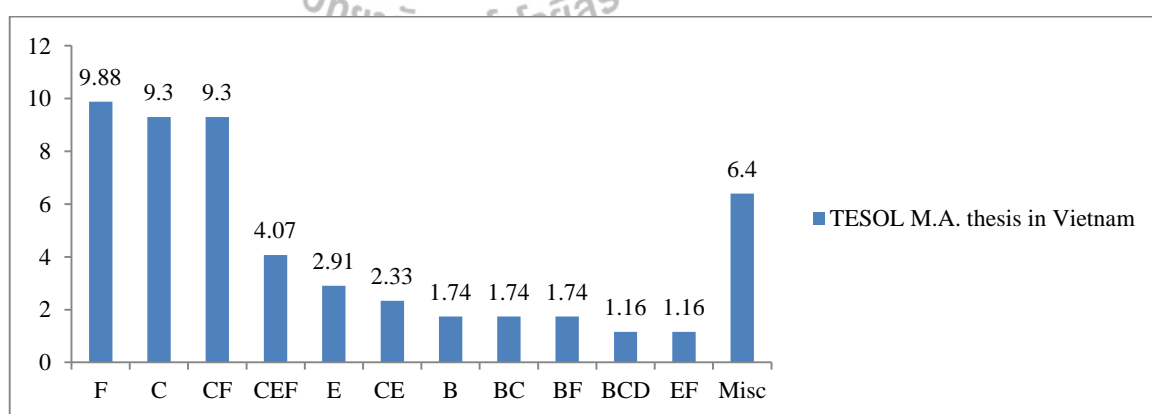
(6) *"The discussion above indicates that there are many ways to approach discourse. In the light of linguistics and language learning study, discourse is much in relation to...Also, under the perspectives of the social scientists, discourse can....". To the extent of the present study, discourse is much concerned with...Under the lenses of this study, discourse is found to be....First of all, it is....Simultaneously, it is necessary that discourse is....Since discourse is taken into consideration, it is obvious that components of such an issue are also drawn into light. Regarding this, the next discussion will be devoted to elucidate two concepts – written and spoken discourse, the two elements that construct the so-called discourse."* (LR15)

Similarly, Strategy 2B (*gap-indicating*) also frequently appeared in the concluding text of the theme reviewed as in Example 7. The way Strategies 2B and 2E were presented tends to reveal that Move 2 in these LR chapters occupied at the very end of the reviewed themes and in a few lines long. Moreover, this is also likely to indicate that the rest of the long LR texts was occupied with Move 1.

(7) *In short, both of the two vocabulary learning strategies "guess-from-context" and "word cards" were useful for learners to develop their vocabulary. However, some contradictions between the two strategies could be found in the following aspects: First,....Second,....Third,....As a result, these contradictions gave rise to the need of conducting this research on comparing the effectiveness of these two vocabulary learning strategies.* (LR13)

Due to various combinations of strategies in Move 2 and their infrequent occurrences, Figure 3 shows only the configurations of Move 2 in the Vietnamese

TESOL M.A. theses. In Figure 5.3, a majority of Strategies (2F, 2C, 2E and 2B) were separately used with a high percentage (23.83%). As indicated in the previous sections, Strategy 2C tended to immediately follow Strategy 1A or 1C in order to confirm the correctness of the reviewed literature while Strategies 2E and 2B appeared at the very end of the reviewed theme and was frequently preceded by strategy 2F (*concluding a part of literature review and/or indicating transition to review a different area* (Example 5). This sequence is common when the body part contains Strategy 2F in combination with any of Strategies 2B, 2C, or 2E; otherwise, the body part ended with Strategy 2C or 2F. This sequence accounted for the most frequent occurrence of these two strategies as a separate strategy in this M.A. thesis corpus. In fact, a closer look at Figure 3 indicates that the separately used Strategy 2F with the highest percentage (9.88%) aside, a majority of strategy combinations in Move 2 ended with Strategy 2F (CF, CEF, BF, and EF), accounting for 9.3%. Chen and Kuo (2012) also found the high frequency of Strategy 2F in their M.A. thesis corpus.



**Figure 5.3: Distribution of Move 2 configurations (Total counts of Move 2 = 172)**

### 5.3.3 Move 3

Similar to Kwan's (2006) findings on Move 3 of the body part of the Ph.D. LR chapters, this study also finds Strategy 3A (*indicating research aims, focuses, questions, or hypotheses*) the most common of the four (Table 5.6 below). It should be noted here that instances of Move 3 were found both at the end of some themes (Example 8) and at the concluding texts of some literature review chapters as in Example 2 above and Example 9 below.

**Table 5.6: Frequency counts of Move 3 strategies (total counts of Move 3 = 58)**

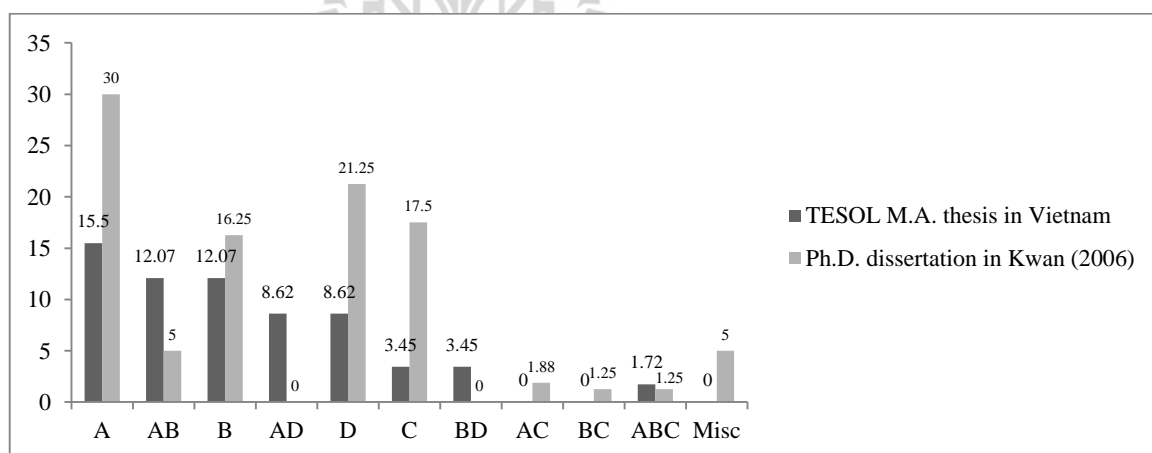
	Kwan's (2006) Ph.D. corpus		TESOL M.A. corpus	
Total counts of Move 3	160		58	
Number of instances of Move 3 with the strategy				
Research aims, focuses, questions or hypotheses (3A)	67	41.88%	24	41.38%
Theoretical positions/frameworks (3B)	44	27.50%	19	32.76%
Research design/process (3C)	36	22.50%	4	6.9%
Terminology used (3D)	36	22.50%	11	18.97%

(8) ...Judging from these studies, it can be said that female students employ a wider range of LLS than their counterparts. This study therefore aims to see whether these results can be applied for grade 12 students in the context of learning EFL at a high school in X school. (LR9)

(9) In conclusion, the literature has revealed that most of the studies investigate the effectiveness of VLSs. The theoretical background related to vocabulary learning and teaching to second language learners was also mentioned. However, not much empirical research on the use of VLSs in English classes in Vietnamese context has been documented. It is true that the results of the above studies provide much information and support for my decision in doing this research: using pictures and context in teaching vocabulary to non-English majored students at Y University. Which one can help the learners remember and maintain vocabulary better? I conduct this research to gain more insights into the addressed matter in the context of a University in the Mekong Delta. I also hope to offer learners an effective and fruitful instructional method to improve their vocabulary in learning English. (LR10)

The most frequently used strategy aside, the finding on Move 3 of this study revealed the recurrence of some instances of Move 3. This is just because of the presence of Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*) where writers summarized the reviewed part as in Example 8, then synthesized the claims made, and finally indicated some

instances of Move 3 such as aims, terminology used or theoretical frameworks. This finding is not in line with that in Chen and Kuo (2012) and Kwan (2006) because there were no recurrences or co-occurrences of the Move 3 strategies in their corpus. In contrast, as can be seen in Figure 5.4 below, the reoccurrences of Strategies 3A (*indicating research aims, focuses, questions, or hypotheses*) and 3B (*gap-indicating*) were found in almost all Move 3 strategy combinations despite the fact that they were separately used with the highest frequency (15.5 and 12.07, respectively). Finally, it was found that there was the presence of the significance or contribution of the reported research in three literature review chapters. As can be seen in Example 9 above, the significance was asserted in combination with Move 3. Kwan (2006) indicates that such justification strategy does not stand alone, but is “sub-strategies of the respective Move 3 strategies” (p. 50).



**Figure 5.4: Distribution of Move 3 configurations (Total counts of Move 3 = 58)**

## 5.4 Findings on Citations

### 5.4.1 Citation Types

Since there are few studies on the LR chapters and especially on citations used in these chapters, the findings on citations in the LR chapters of the current corpus will be compared with those of Jalilifar and Dabbi (2012) and others in the literature (if relevant) in order to have a deeper understanding about the citation practice of Vietnamese M.A. students’.

It is found that the LR chapter contains the largest number of citations (an average of 81.66 citations each) (Table 5.7 below) in comparison with the other chapters in this TESOL M.A. thesis corpus. This could be due to the communicative function of this chapter where thesis writers review what has been done in the literature and locate the research gap for their study (Kwan, 2006). However, in the interviews with thesis writers, it is interesting to know that they all did not know rhetorical functions of citations in the LR chapters as they explained that several more references were used in their LR chapters than in the others is because the LR ones are where citations should be. Moreover, it is surprising to know from two thesis writers (T17 and T23) who stated that citations are not required in the other chapters of a thesis. As can be seen in Excerpt 5.2, this writer was unaware of the rhetorical functions of citations, but relied on previous theses which they considered as good models.

(E5.2) “...I think references to previous studies should be present in LR chapters, not in the others as from my observation, few citations were found in the other chapters of previous theses...” (T23)

Such misunderstanding tends to suggest that it is difficult for non-native writers to implicitly acquire citation conventions and explicit instruction of citations should, therefore, be provided.



With a total of 1,960 citations in the LR chapter sub-corpus of 164,344 words, it can be concluded that the number of citations in these LR chapters is relatively small. As shown in Table 5.8, for every 1,000 words, nearly 12 citations are found while in the thesis Introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012) 14 citations were found per 1,000 words (Table 4.4). It could be argued that the lower average number of references in these LR chapters could be due to the way citations are counted in this study. Unlike Jalilifar and Dabbi (2012) which counted each occurrence of another author's name as one citation, the current study recorded multiple references as one citation if they were cited for a particular statement. This is because the count indicates that a citation has been made, but not whether it is a single or a multiple reference citation (Mansourizadeh & Ahmad, 2011). However, the findings on citation types shown on the concordance lines reveal that there are a few instances of multiple references employed by this group of Vietnamese writers. The low number of references to previous studies identified in these LR chapters where citations are supposed to be dense may reflect the insufficiency of reference resources in the TESOL discourse community in Vietnam. This speculation has been made since the majority of references identified in this LR chapter corpus are from previous M.A. theses of Vietnamese students and old books and almost none are from international journals. Moreover, the interviews with thesis writers and their supervisors confirm this as reported in Chapter 4 (4.2.1, page 112).

**Table 5.7: Citation types in LR chapters**

LR chapters	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
	1263	697	1960
Percentage	64.44	35.56	100
Average per chapter	52.63	16.73	81.66
Average per 1000 words	7.69	4.24	11.93

Besides the total number of citations in the LR chapters of this TESOL M.A. thesis corpus, Table 5.7 also shows the types of citations used. Different from the findings on citation types in the Introduction chapters of this thesis corpus where there is an approximately equal number of integral and non-integral citations used, the findings on citations in these LR chapters show that these thesis writers employed almost twice more integral citations than non-integral ones (66.44% and 35.56%, respectively) (Table 5.7). Although the findings on citation-type preferences in these current LR chapters are in line with those in the thesis Introduction chapters written by Iranian students (Jalilifar & Dabbi, 2012), they are different from Hyland's (1999, 2000) in which more non-integral citation were found. This difference can be accounted by the disciplinary preferences. In fact, Jalilifar and Dabbi's (2012) and the current thesis corpora are in the soft disciplines (Applied Linguistics and TESOL, respectively) where emphasis is mostly placed on the cited authors with the persuasive and argumentative purposes while impersonality is required in the hard disciplines in which human interest and intervention in knowledge discovery is avoided.

As can be seen in Table 5.8 below, there are variations in the number of citation types used among each LR chapter in the corpus. While some writers overused integral citations (LR2, LR7), others preferred non-integral ones (LR4, LR20). Besides the writers' personal preferences over the citation types, the number of citations used among these LR chapters varies. The highest number of 147 references in a LR chapter (LR18) was found while another LR chapter (LR13) contained only 36 citations.

**Table 5.8: Distribution of citations in 24 LR chapters**

LR	Integral	Non-integral	LR	Integral	Non-integral	LR	Integral	Non-integral
LR1	77	32	LR9	52	23	LR17	44	17
LR2	65	1	LR10	61	13	LR18	110	37
LR3	42	33	LR11	47	16	LR19	54	70
LR4	25	44	LR12	27	15	LR20	5	48
LR5	36	21	LR13	27	9	LR21	47	76
LR6	76	29	LR14	103	34	LR22	61	44
LR7	76	10	LR15	48	16	LR23	64	47
LR8	36	23	LR16	49	20	LR24	31	19

Although the topics under investigations were found to attribute to such a difference identified in the Introduction chapters of the current corpus, they are unlikely to explain for the same phenomenon found in these current LR chapters, but the research variables. In other words, while the latter (LR13) compared the effectiveness of using word card and guess-in-context techniques on high school students' retention of vocabulary, the former focused on the effects of strategic content-learning instruction on non-English majors' oral presentation ability within the setting of learner autonomy. It is clear from the title of the former thesis that its LR chapter (LR18) should focus on reviewing the literature on "strategic content-learning instruction", "Vietnamese' non-English major students", "their oral presentation ability" and "learner autonomy" whereas the literature on "techniques of teaching vocabulary by using word cards and by guessing its meaning from contexts and Vietnamese high school students" were reviewed in the latter LR chapter.

Among 1,960 citations employed in these LR chapters, 175 instances (8.93%) made use of secondary sources for both integral and non-integral citations (63 and 112, respectively). Similar to the findings on secondary citations in the Introductions of this M.A. thesis corpus, the more secondary sources were found if the LR chapter contained more citations. This incident could be due to the limited resources provided

by these universities with the M.A. programs in Vietnam. In addition to this, “invented” secondary citation ways were employed in these LR chapters as can be seen in Examples 10a, b and c below. In Examples 10a and b, the primary sources of the cited propositions are not clearly indicated while the key word “cited” for the secondary source was not used in Example 10c. These examples tend to suggest that students’ in-text citations in their M.A. theses might not be paid due attention to. As stated by all three supervisors, their supervision is mainly on the research matters, but not the technical aspects like citations or thesis format (Excerpt 4.3, page 127). Moreover, they added that their supervisees are supposed to know how to cite as they are given the APA guidelines for references and due to the insufficiency of resources in their universities, secondary citations are acceptable in this particular TESOL discourse community in Vietnam.

(10a) *Strategies such as self-monitoring, self-evaluation, advance organizers, self- management, and selective attention can be placed among the main metacognitive strategies. (Tabanlıoglu, 2003 cited in p. 25) (LR9)*

(10b) *Lynne Hand (cited on [www. learnenglish.de](http://www.learnenglish.de)) gives some advantages as below: .... (LR6)*

(10c) *What is important is to provide learners with meaningful (comprehensible) input and opportunities to interact with each other in a language they understand so that they can use the target language in various situations (Krashen, 1983 in Brown, 2000, p.277-80) (LR7)*

Besides the citation types and the over-employment of secondary sources, it is interesting to see “invented” citing ways by this group of Vietnamese M.A. students. First, both integral and non-integral citations were occasionally found in the same statement (Example 11). Furthermore, as shown in Examples (12a, b & c), the integral citation was used but the names of the cited authors were not properly emphasized as they were listed as examples. This finding tends to indicate that these writers are not aware of the rhetorical functions of each citation type. Second, similar to the findings on citations in the Introduction chapters, long web links and inconsistency of citing

Vietnamese scholars were found in almost half of this LR chapter corpus (11 out of 24 LR chapters). In fact, while 13 thesis writers employed the surnames of Vietnamese scholars, followed by a year and/or page in their citations, full names (Example 13) or surnames, followed by a comma, middle and given names of Vietnamese scholars and a year (Example 14) were found in 11 LR chapters. Finally, a few instances of foreign scholars' full names were also found (Example 15).

(11) *Hoffman & Holden, (1997) pinpointed that the major advantage of the holistic scoring scheme over the analytic scoring one is that the scheme is relatively economical; raters can assign a global rating quickly (Hoffman & Holden, 1997, p. 2).* (LR19)

(12a) *Some researchers such as Cumming, Eouanzoui, Kantor, Baba, Erdosy, and James (2005) reported important differences in the discourse characteristics of written texts related to the level of language proficiency as well as task types.* (LR2)

(12b) *Other researchers such as Nation (1990), Waring (1997), Melka (1997) and Clark & Meara (1990) examine the receptive and productive vocabulary system to find out the gap between them in order to help the learners acquire the words intelligently.* (LR10)

(12c) *For Maley (1983, as cited in Nguyen et al., 2006, p. 5), teachers represent the ultimate, the one and the only source of knowledge for students to obtain.* (LR21)

(13) *"The next disadvantage of e-lesson plans is the matter of time. There is the fact that an effective and impressive lesson plan on Power Point often takes teachers much time to prepare (Vu Van Khanh, 2009)."* (LR5)

(14) *"Likewise, Nguyen, Thi Nhu Quynh (2007) also supported that learners always have a great sense of not understanding any word unit without its translation into L1."* (LR8)

(15) *While researchers suggested that L2 learners should apply guess-from-context to learn the vocabulary as it seemed vital for their vocabulary development, the learners on the other hand made frequent use of L1 translations in understanding meanings of unknown words (Larrotta Monsalve, 1999).* (LR13)

These findings are likely to confirm Paltridge's (2002b) claim about the difficulties that thesis writers have in composing their own theses when they are provided with only the guidelines and handbooks without formal instructions. In fact, although these Vietnamese thesis writers were provided with the APA citing style with illustrated examples, variations and unconventional citing ways existed. The existence of these problems could result from their unawareness of citation functions and citation conventions. Furthermore, the absence of how to cite Vietnamese or some

Asian authors and the source taken from the websites in the guidelines provided by these universities with TESOL M.A. programs could also account for these existing problems.

Besides these “invented” citing ways by this group of Vietnamese writers, it is surprising to find some citations without being followed by a year of publication but three question marks (???) (Example 16). In the interview with this thesis writer who used the question marks instead of a year of publication, it is known that it is because he could not find the year of that reference. With the findings on this “invented” citing practice by these Vietnamese writers, it is suggested that the way this group of M.A. students in Vietnam cite previous works may not be paid due care and attention to. However, a similar situation was also described in Jalilifar (2012) and Jalilifar and Dabbi (2012) in their studies on the way Iranian M.A. students cite in their theses. From these studies on how non-native English writers cite in their M.A. theses, it could be suggested that they should be formally instructed on how to use this important textual feature in their thesis composition.

(16) *According to these hypotheses, Duenas (???) states that by excluding references to real domains of language use in ELT practices and materials, we will do the learners a disservice, as their knowledge of the actual dimension of the English language and its speakers in the world is distorted.* (LR1)

## 5.4.2 Citation Functions

### 5.4.2.1 Integral citations

As shown in Table 5.9, *Verb controlling* was the most frequently used in these LR chapters (66%), followed by *Naming* (29%) and *Non-citation* (5%). This tendency of using citation functions was also found in the Introduction chapters of

this M.A. thesis corpus. Moreover, this distribution of citation functions was identified in the M.A. Introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012). Such commonalities in citation functions between these two groups of non-native English writers tend to suggest that placing the name(s) of cited authors at the subject position followed by a verb tends to be the easiest way in integrating citations into texts. However, unlike the findings on citation functions in the current Introduction chapters and those from Mansourizadeh and Ahmad (2011), which revealed that *Verb controlling* was employed five times more than *Naming*. In these LR chapters, the former was twice more frequent than the latter. A possible explanation for this difference between the Introduction and LR chapters in the current corpus could be due to their different communicative purposes. In fact, while citations are employed in the Introductions in order to establish the territory and the niche of the reported studies (Samraj, 2002b; Swales, 1990, 2004), they serve as a justification of the value of the research in the LR chapters (Kwan, 2006). In showing what is distinct from what has been done in the literature, previous related studies are supposed to be reviewed in detail in the LR chapters. In other words, besides identifying the previously-researched relevant work, the LR chapters review not only the findings but also the research methods and designs in order to inform writers' own research design and avoid possible flaws in previous studies. Because of these specific communicative purposes of the LR chapter, *Naming* was more frequently used in comparison to its use in the Introduction chapters of this M.A. thesis corpus. With regard to the different finding in terms of the use of the *Naming* function from Mansourizadeh and Ahmad (2011), however, it could be explained by the fact that

their results showed the frequency counts of the citation functions identified in the whole RAs written by Malaysians.

**Table 5.9: Function distribution in integral citations in 24 LR chapters**

Integral	Total	Percentage
Verb controlling	829	66%
Naming	370	29%
Non-citation	64	5%
Total	1263	100

The *Non-citation* function, which aims to provide further discussion on the previously cited research by employing the name of the earlier cited authors without a year of reference since it has been supplied earlier (Thompson, 2001; Thompson & Tribble, 2001), accounted for only 5% of integral citation functions. Like the finding on this integral citation function in the Introduction chapters of this M.A. thesis corpus, its infrequent occurrence tends to suggest that very few further discussions on cited references were provided by this group of Vietnamese writers.

Besides the overall distribution of integral citation functions, a closer inspection of the *Naming* citation in these LR chapters revealed some interesting findings about the employment of this citation function by this group of Vietnamese M.A. students. First, among 370 *Naming* citation functions, 189 (51.1%) were found in the pattern *According to X(year)*, followed by *by X (year)* in (28.83%), *in X (year)* (8.1%), *of X (year)* (4.32%), *for X (year)* (3.51%), *from X (year)* (1.1%) and *within X (year)* (0.8%). This finding indicates that *According to X(year)* is their preferred pattern in *Naming* and noun normalization, which refers to the research methods, techniques or findings of other researchers is less commonly used in these LR chapters. The other interesting result identified in these LR chapters is the presence of



careless mistakes in punctuations and non-idiomatic citing ways in the *Naming* citation function.

Similar to the findings on citations in the Introductions, citations in these LR chapters were found to contain grammatical mistakes. Such mistakes in citing previous studies by this group of Vietnamese M.A. students do not only reflect their linguistic insufficiency but also reduce the rhetorical effect of integral citations which place their emphasis on cited authors. More importantly, these findings indicate that it is difficult for English foreign language learners to acquire citation conventions through the provided guidelines. Therefore, an appropriate amount of explicit, form-based instruction with a clear focus on the lexical grammatical aspects of citations in terms of accurate structures and appropriate reporting verbs should be introduced into the classroom to help these thesis writers.

#### **5.4.2.2 Non-integral citations**

Table 5.10 shows the non-integral citation functions identified in the LR chapters of the TESOL M.A. theses written by Vietnamese students. Besides the functions categorized by Thompson and Tribble (2001), only two instances of the *Example* category mentioned in Thompson (2001) were also found in these LR chapters (LR7 & LR17) (Examples 19a & b). A closer look at these two instances, however, reveals that one was not properly used as Thompson (2001) defined “this citation is prefaced by either ‘e.g.’ or “for example” and “provides a number of examples of studies referred to in the sentence” (p.105). In particular, while this citational function was used as defined by Thompson (2001) in (17a), it is ambiguous in (17b). Such a mistake is likely to suggest that guidelines on citation conventions

are not sufficient but explicit instructions with illustrated examples should be provided, especially to non-native English speaking students.

**Table 5.10: Function distribution in non-integral citations in 24 LR chapters**

Non-integral	Total	Percentage
Source	671	96.3
Identification	0	0
Reference	3	0.4
<b>Example</b>	<b>2</b>	<b>0.3</b>
Origin	21	3
Total	697	100

(17a) *Studies on reading (e.g., Cohen, 1990; Aebersold & Field, 1997) have shown that predictable words are fixated on for shorter periods of time.* (LR17)

(17b) *In formal evaluation, a teacher is likely to use a communicative test, which is an integrative and has a real communicative function* (e.g., Madsen, 1983; Hughes, 1989). (LR7)

As also shown in Table 5.10, attributing the sources of the cited propositions to cited authors (*Source*) was predominantly present, accounting for 96.3% of the non-integral citations used in these LR chapters. This finding confirms previous studies on citation functions on M.A. theses written by non-native English students (Jalilifar & Dabbi, 2012; Petrić, 2007), and this citation function is claimed to be sufficient in displaying M.A. students' knowledge and their familiarity with the literature (Petrić, 2007). However, unlike the extreme employment of this citation function in the Introduction chapters of this M.A. thesis corpus, *Origin* and *Reference* and *Example* functions were identified in these LR chapters with relatively small percentages (3%, 0.4% and 0.3%, respectively). *Origin* was mainly used to indicate the originator of a concept or a term as can be seen in Example 18. Like the use of *Example*, *Reference* was ambiguously employed as can be seen in Example 19. In fact, “Cohen, 2005” was directed to as a source for further details about the cited proposition, but this “directive” function tends to be less certain as it is a secondary

source through the employment of another non-integral secondary citation “*cited in Cohen & Upton, 2006*”. Therefore, instructions on citations should explicitly be taught to this group of writers in Vietnam in order to raise their awareness of various rhetorical functions of citations because if they use them properly, the citations will help them acculturate into their disciplinary discourse.

(18) *The relationship between language and culture has been widely investigated and confirmed by many researchers. This is proved by the fact that many new words have been coined to reflect this strong relationship: linguaculture (Kramsch, 1989; Fantini, 1995), languaculture (Agar 1994), language-culture (Galisson, 1991), language-and-culture (Byram & Morgan, 1993) (LR1)*

(19) *While processes are general, subconscious or unconscious, and more automatic, strategies are subject to control, more intentional, and used to act upon the processes (see Cohen, 2005) (cited in Cohen & Upton, 2006). (LR11)*

### 5.4.3 Reporting verbs

#### 5.4.3.1 Denotative/Process Categories

Table 5.11 below shows the division of reporting verbs (RVs) used in the LR chapters of the TESOL M.A. theses according to their denotative classification. Discourse acts were found to be prominent, accounting for almost two thirds (63%) of the reporting verbs in these LR chapters. Ranked second was Research acts, followed by Cognition acts (28.42% and 8.68%, respectively). This finding confirms the trend of using RVs in Applied Linguistics by Hyland (2002a) and he claims that the greater use of Discourse act verbs characterizes the discursive nature of soft disciplines in which explicit interpretation, speculation and arguments are considered as “accepted aspects of knowledge” (p. 126).

**Table 5.11: Distribution of verbs in process categories in 24 LR chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	249	10.38	1.52	28.42%
Cognition Acts	76	3.16	0.46	8.68%
Discourse Acts	551	13.22	3.35	62.90%
<b>Total</b>	876	36.5	5.33	100%

#### 5.4.3.2 Evaluative Categories

As shown in Table 5.12, *Procedure* and *Finding* verbs were almost equally used in these LR chapters of the TESOL M.A. theses in Vietnam (14.61% and 13.81%, respectively). This tends to indicate that procedural aspects of previous studies were reviewed as much as their findings. A similar result regarding the employment of Research verbs was also identified in the Introduction chapters of these theses. However, it is interesting to find the prominent use of *non-factive* verbs in these LR chapters, which is in contrast with the finding in the Introduction chapters. In other words, while these thesis writers preferred *factive* RVs in the Introduction chapters, *non-factive* RVs, which neutrally report on the research findings and inform readers of the authors' positions to the cited claims, were found to be dominant in these LR chapters (30.37% and 37.67%, respectively). This finding could be better understood in relation to the communicative functions of these chapters that these writers had in mind when composing them. In fact, in the Introduction chapters of this thesis corpus, more *factive* RVs were used because Move 1, in which the importance of their research topics was claimed and their reported studies were situated into the knowledge body, was found to occupy more than half of the whole chapter length. In their accompanying LR chapters, on the other hand, almost three fourths of Step 2A of Move 1, *Reviewing non-related research*, which provided a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, was found. In addition, this step was combined with only 47.1% of Strategy 2C (*asserting confirmative claims about knowledge or research practices surveyed*) and/or Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*) (Table 5.6).

**Table 5.12: Classification of reporting verbs according to denotation and evaluation in 24 LR chapters**

<b>Research Acts</b> 249 (28.42%)	Finding 128 (14.61%)	Factive 31 (3.54%)
		Counter-factive
		Non-factive 97 (11.07%)
	Procedure 121 (13.81%)	
<b>Cognition Acts</b> 76 (8.68%)	Positive 18 (2.05%)	
	Critical	
	Tentative 51 (5.82%)	
	Neutral 7 (0.80%)	
<b>Discourse Acts</b> 551(62.90%)	Doubt 80 (9.13%)	Tentative 80 (9.13%)
		Critical
	Assurance 468 (53.42%)	Factive 235 (26.83%)
		Non-factive 233 (26.60%)
	Counters 3 (0.34%)	

As discussed earlier, although this strategy combination helps these Vietnamese writers display their familiarity with their field knowledge, it does not help them to establish the credibility of their studies. In summary, the *non-factive* RV preference by these Vietnamese M.A. thesis writers in the LR chapters could be due to these writers' assumptions about the communicative functions of the LR chapters, which simply review previous research without arguing for the need for their studies to be conducted. However, the information from the interviews with all six actual thesis writers showed that they were not aware of the evaluative value of RVs, but randomly used them according to their personal judgment on the semantic appropriateness to the cited claims and for the purpose of avoiding the repetition of the RVs.

Like the findings on the Introduction chapters, these writers avoid explicit rebuttal or direct confrontation with previous researchers through the absence of *Critical* verbs (in Cognition acts and Discourse acts) and few instances of *Counter* verbs (Discourse acts). In fact, among 876 verbs there were only three instances of

two Counter verbs (*warn* and *attack*) found in two LR chapters (LR15 and LR19) (Table 5.12). In other words, the Counter verb “*warn*” occurred two times in LR19 (Examples 20a & b below). As mentioned in the previous chapters, the avoidance of Counter verb use in these thesis corpus could be due to these thesis writers’ awareness of the power inequality between themselves and examiners (Koutsantoni, 2006) and partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002). As shown in Example 20c below, on the other hand, the Counter verb “*deny*”, which belongs to the *Counter* Discourse acts by Hyland (2002a), was classified into the *factive Assurance* Discourse acts in this study of RVs in the LR chapters. It is because this *Counter* verb was employed with a negation (*not*), making the writer’s evaluation positive and directly supporting her argument.

(20a) *In addition, some other linguists also claim that whereas spoken discourse is context-bound, written discourse seems to be freestanding and independent from context. McCarthy attacks the idea by exemplifying the use of the sign “NO BICYCLES”.* (LR15)

(20b) *Hughes (2003) warned that in scoring analytically, the criterion scored first may affect on subsequent criteria which are scored later, making the overall effect of a writing papers diverted to an individual criterion (as cited in Weir, 2005, p. 191).* (LR19)

(20c) *Although acknowledging the harmful side of anxiety, Albert & Haber (1960), Kleinmann (1977), Scovel (1978) and Hembree (1988) did not deny its positive effect on learner performance.* (LR14)

As can be seen in Table 5.12, about 15% of *tentative* RVs, which report both the authors’ tentative views (Cognition *tentative*) (Example 21a) and the writers’ tentative uncertainty (Discourse *tentative*) towards the reported messages (Examples 21b & c). Moreover, a small percentage of Cognition *positive* and *neutral* RVs were also found in these LR chapters (3% and 1%, respectively) (Examples 22 and 23, respectively). It is interesting to find that *positive*, *tentative* and *neutral* RVs were employed in the LR chapters at almost the same percentage as they were in the

Introductions (18%). This tendency of using these RVs by these Vietnamese thesis writers is likely to indicate their preference for ascribing a tentative view to the cited authors or characterizing themselves holding a tentative stance when they were uncertain about the cited materials.

(21a) Richards *et al* (1993) **supposes** long-term memory is a part of the retention system where information is stored more permanently. (LR10) (Cognition tentative)

(21b) Bulik and Hanor (2000) **suggest** that the Web supports self-directed learning by both increasing learner control and providing mechanisms for learners to determine what information is good to them. (LR12) (Discourse Doubt tentative)

(21c) Wenden (1987, p.6) **indicates** that it is very important to consider different aspects of the language learning process to know exactly what LLS should be used to reach to the effective learning. (LR10) (Discourse Doubt tentative)

(22) For this reason, Hill and Flynn (2006) **think** that interaction is the most important component of cooperative group work that helps to build new knowledge. (LR16) (Cognition positive)

(23) Moreover, Liu (2006) **noticed** that the more proficient in English students were, the less anxious they seemed to be. (LR14) (Cognition neutral)

#### 5.4.3.3 Verb forms

Like the findings on the RVs in the Introductions, the most common verb in the accompanying LR chapters is “state” (a Discourse Assurance *non-factive*) (57 times). It is followed by three other Discourse verbs, “define” (Assurance *non-factive*) (46 times), “suggest” (Doubt tentative) (34 times) and “claim” (Assurance *factive*) (33 times) (Table 5.13)

This finding is different from Pickard’s (1995) claim about the non-native English writers’ overuse of the RV “say”. In fact, 32 instances of “say” (a Discourse Assurance *non-factive*) were found in these LR chapters, being equally ranked the fifth with the Research Finding *non-factive* verb “find”, followed by Research Procedure “conduct” (31 times) and Discourse Assurance *factive* “argue” (29 times). Besides these eight most common RVs, the other 130 (among 138 verbs)

had a low frequency of occurrences and almost half occurred once or twice in the corpus of 24 LR chapters.

**Table 5.13: Reporting Verbs in 24 LR chapters**

1. state (57)	33. prove (8)	65. agree (3)	97. associate (1)
2. define (46)	34. investigate (8)	66. recognize (3)	98. (not) deny (1)
3. suggest (34)	35. list (7)	67. apply (3)	99. predict (1)
4. claim (33)	36. assume (7)	68. have (2)	100. realize (1)
5. find (32)	37. discuss (7)	69. warn (2)	111. interview (1)
6. say (32)	38. refer (7)	70. design (2)	112. declare (1)
7. conduct (31)	39. compare (6)	71. base (2)	113. demonstrate (1)
8. argue (29)	40. remark (6)	72. offer (2)	114. tackle (1)
9. believe (25)	41. carry out (6)	73. notice (2)	115. uncover (1)
10. describe (22)	42. do (6)	74. give (2) (out)	116. comment (1)
11. report (20)	43. support (6)	75. establish (2)	117. speak (1)
12. add (19)	44. stress (5)	76. analyze (2)	118. name (1)
13. propose (18)	45. consider (5)	77. mean (2)	119. stipulate (1)
14. assert (18)	46. study (5)	78. postulate (2)	120. address (1)
15. conclude (18)	47. admit (5)	79. underline (2)	121. estimate (1)
16. point out (17)	48. introduce (5)	80. acknowledge (2)	122. attack (1)
17. use (17)	49. summarize (5)	81. confess (2)	123. invent (1)
18. develop (15)	50. see (5)	82. observe (2)	124. reconfirm (1)
19. confirm (15)	51. divide (4)	83. put (2)	125. survey (1)
20. explain (15)	52. make (4)	84. imagine (2)	126. denote (1)
21. affirm (14)	53. suppose (4)	85. convince (2)	127. assess (1)
22. identify (14)	54. treat (4)	86. distinguish (2)	128. speculate (1)
23. indicate (12)	55. view (4)	87. work (2)	129. designate (1)
24. show (11)	56. express (3)	88. call (1)	130. attest (1)
25. examine (11)	57. pinpoint (3)	89. pose (1)	131. judge (1)
26. mention (10)	58. maintain (3)	90. contend (1)	132. write (1)
27. discover (9)	59. reveal (3)	91. advance (1)	133. illustrate (1)
28. present (8)	60. determine (3)	92. provide (1)	134. repeat (1)
29. note (8)	61. explore (3)	93. accept (1)	135. reaffirm (1)
30. emphasize (8)	62. coin (3)	94. draw (1)	136. ensure (1)
31. think (8)	63. content (3)	95. reflect (1)	137. advise (1)
32. classify (8)	64. categorize (3)	96. conceptualize (1)	138. defend (1)

\* The number in brackets indicates the times of verb occurrences in the LR chapters of TESOL M.A. theses in Vietnam

This finding is partly in line with Hyland (2002a) which found “*argue, suggest, show, explain, find and point out*” the most frequent RVs in Applied Linguistics. The low frequency of RV use in the LR chapters, which contain the most citations of this TESOL M.A. thesis corpus, however, is likely to reflect these writers’ innocence of how to appropriately acknowledge sources in academic writing (Hyland, 2002a). In



fact, as discussed in the move-step analysis of these LR chapters, besides their preference for integral citations, these Vietnamese writers focused on reviewing previous research (Move 1), with few instances of synthesis (Moves 2 and 3) in order to create a research need for their studies to be filled. Their low frequency of RV use identified in these LR chapters, therefore, suggests that they randomly chose a RV in reviewing previous studies without being aware of the rhetorical consequences of their choice and this could be their strategy to avoid the repetition of RVs.

Since some RVs found in this corpus have not been included in Hyland's (2002a) classifications, they are added into his category, depending on their denotative and evaluative loads identified in this introduction corpus (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. In term of Research acts, besides verbs with clear semantic denotations (Finding factive: *provide evidence, declare*; Finding non-factive: *discover, find out*; Procedures: *set up, apply, conduct, develop, carry out, examine, explore, use, make use, design, administer, interview*), the other verbs are added to their corresponding groups (Appendix E) with the following illustrated examples. In Examples 24a and b, the verbs, which occurred infrequently (three times and once, respectively), were employed by only one thesis writer (LR18). This finding, therefore, reflects this writer's preference for the factive verbs in reporting the findings of previous researchers. Example 24c, on the other hand, shows that the writer acknowledged her acceptance of the previous researcher's (Widdowson) results with a high level of confidence through her non-idiomatic expression "*provide evidence to prove*".

(24a) Therefore, Nguyen (2009) **coined** the term top-down approach for CALLA and bottom-up approach for SCL (pp. 110-114). (LR18) (Research Finding factive)

(24b) *In order to develop self-regulated learning, Butler (2002) **invented** The Strategic Content Learning Instructional Model to develop metacognition based on tasks.* (LR18) (Research Finding factive)

(24c) *Then Widdowson (1990) **provides** evidence to prove that the act of speaking involves not only the production of sounds but also the use of gestures, the movements of the muscles of the face, and indeed the whole body...* (LR6) (Research finding non-factive)

In terms of Research *Finding non-factive* verbs, which were used to neutrally report on the findings of previous studies, a number of verbs were used with a low frequency of occurrences. As can be seen in Examples 25-35 below, some of Research Procedures verbs such as *distinguish*, *classify*, *categorize* and *divide* were employed in reporting what previous researchers have found. However, the contexts in which these verbs occurred were examined and they were classified into Research *Finding non-factive* verbs. Furthermore, a few informal verbs were also found in neutrally reporting the findings of previous studies (Example 26). This could reflect the deficit of vocabulary of these Vietnamese writers as indicated by Hyland (2002a).

(25) *In addition, Lok (2007) **revealed** that Hong Kong secondary high school learners preferred immediate understanding of vocabulary meanings rather than guessing or making use of pictorial cues.* (LR13) (Research Finding non-factive)

(26) *Based on the steps of composing an e-lesson plan, Bien Van Minh (2004) **gives out** the steps of composing an e-lecture using Microsoft PowerPoint software as follows: ...* (LR5) (Finding non-factive)

(27) *All the debates above have offered certain contributions for the growth of the concerns for discourse over time. However, the present study finds much interest in what Cameron (2001) **has figured out** regarding her work on spoken discourse. Cameron (2001) tackles the issue in two concerns. First of all, the author studies discourse with comparison to the so-call language above the sentence...* (LR15) (Research Finding non-factive)

(28) *In trying to provide a description of procedures in communicative classroom, Finocchiaro and Brumfit (1983, p.107-108) **offer** a lesson outline for teaching the function "making a suggestion" for learners in the beginning level of a secondary school program.* (LR7) (Research Finding non-factive)

(29) *Byrne (1991: 8) **illustrates** the relation of the four language skills in the following diagram:..* (LR6) (Research finding non-factive)

(30) *In this classification, O'Malley et al (1985a, pp. 33-34) **listed** twenty six kinds of strategies: nine for metacognitive, sixteen for cognitive, and one social/affective strategy.* (LR23) (Research finding non-factive)

(31) *O'Malley et al (1985: 582-584) **classified** strategies into three main subcategories: metacognitive strategies", "cognitive strategies", and "social/affective strategies.* (LR9) (Research finding non-factive)

(32) *As an example, Block (1986) categorized these strategies into general comprehension, considered as top-down or teacher-centered strategies, and local linguistic strategies, which could be regarded as bottom-up or text-centered strategies. (LR11) (Research finding non-factive)*

(33) *Harmer (1998: 30) divides motivation into two main categories: extrinsic motivation, which is concerned with factors outside classroom and intrinsic motivation, which related to what occurs inside the classroom. (LR6) (Research finding non-factive)*

(34) *Chomsky (1965) clearly distinguished the description of language form (known as competence) and language use (known as performance) and .... (LR23) (Research finding non-factive)*

(35) *Furthermore, Tomalin and Stempleski (1993, pp. 7-8) modified the aims of culture teaching, which are based on Seelye's (1984, p. 9). (LR1) (Research finding non-factive)*

Regarding the Research *Procedure* RVs, as compared with those classified by Hyland (2002a), a number of new verbs were employed by this group of Vietnamese writers to refer to the procedural aspects of previous researchers' investigations (Examples 36-38). Moreover, they simply report the tasks of previous studies neutrally as claimed by (Hyland, 2002a). However, similar to the finding of the Research *Finding non-factive* verbs, the verb "work on" is non-idiomatic in reporting previous studies (Example 39).

(36) *Liebman (1992) surveyed Japanese and Arabic ESL students to investigate how writing is taught in these two cultures, and how writing backgrounds influence on L2 writing. (LR2)*

(37) *For oral skills, Nakatani (2005) also applied the explicit metacognitive strategy instruction into a 12week EFL course to develop students' oral communication strategy use or conversation strategies. (LR18)*

(38) *Significantly, Ma (2008) also administered a research study comparing the retention of vocabulary taught by guess-from-context and L1 translation with one group of elementary learners; therefore, it was conducted in two cycles of instructions, recall tests and interviews. (LR13)*

(39) *Qian (1996) worked on two groups of Chinese university students, of which one (n=32) was instructed with guess-from-context and the other group (n=31) with L1 translation. (LR13)*

Cognition RVs, "which portray the cited work in terms of a mental process" (Hyland, 2002a, p. 120), were employed to ascribe a particular attitude to the cited authors. Like the finding of Research verbs, a number of new Cognition verbs, as compared with those classified by Hyland (2002a), were identified in this LR chapter

corpus and they are added to his taxonomy. As mentioned earlier Cognition critical verbs were not found in these LR chapters, so Examples 40- 42 below illustrate the new Cognition RVs used by these Vietnamese writers. Among these nine examples, three were taken from the same LR chapter (LR14) (Examples 40b, c & 41c). Given a small number of Cognition RVs (8.68%) (Table 5.12) and the infrequent occurrences of some verbs (*realize* and *conceptualize*) (Table 5.13) in this LR chapter corpus, this finding tends to reflect this writer's preference for Cognition verbs.

(40a) *Cheider and Barsoux (1997, p. 22) content that behaviours include observable features of daily life such as greeting rituals, forms of address, making contact, dressing, and so forth.* (LR21) (Cognition positive)

(40b) *By using diary studies of language learners, Bailey (1983) realized that the relationship between competitiveness and anxiety appeared to result in either an unsuccessful or successful self-image.* (LR14) (Cognition positive)

(40c) *Chou, Cheng and Sung (2009) recognized a moderate inverse correlation between foreign language anxiety and English learning achievement in high school juniors in Taipei City.* (LR14) (Cognition positive)

(41a) *Finkbeiner (2004) assumes that this is one of the crucial outcomes of using foreign language learning.* (LR16) (Cognition tentative)

(41b) *Cohen (1998: 11) views that learning strategies are 'either within the focal attention of the learners or within their peripheral attention, in that learners can identify them if asked about what they have just done or thought.* (LR10) (Cognition tentative)

(41c) *Cognitivists like Liebert and Morris (1967) conceptualized anxiety as having two components "worry and emotionality.* (LR14) (Cognition tentative)

(42a) *Moreover, Krahnke (1994) contended that "high motivation seems to have a great deal to do with success in language acquisition.* (Krahnke,1994, p.13). (LR22) (Cognition tentative)

(42b) *Apart from that, Burns (2003) sees that the understanding of turn types enables learners to interpret preferred and dispreferred responses as well as...* (LR15) (Cognition neutral)

(42c) *Monheimer (2004) predicted that repeated exposure to L2 vocabulary items with L1 meanings would allow learners to build strong connections to the target words and these connections would result in learners' learning of the words.* (LR13) (Cognition neutral)

In terms of Discourse act verbs, which either express writers' views (*Doubt* and *Assurance*) or attribute an attitude to cited authors (Counters) (Hyland, 2002a), accounted for almost two thirds of all RVs in this LR chapter corpus. Therefore, it is not surprising to see a lot of newly identified Discourse verbs used by these Vietnamese writers. Examples 43a-i show how the *tentative* reporting verbs under the

*Doubt* verb group were employed by this group of writers. However, mistakes regarding word choices by these writers were also identified. As can be seen in Example 43i, “*imagine*” should be replaced by “*suggest*” or “*propose*”. Courses with a form focus, therefore, should be provided to help these future writers.

(43a) “Buttjet and Byram (1991, p. 13) **propose** that learners should be encouraged to reflect on their own and foreign cultures instead of being provided with “a one-way flow of cultural information.” (LR1)

(43b) Gairns and Redman (1986) **remark** that one of the most common problems for learners of a foreign language is their inability to pronounce the word correctly. (LR22)

(43c) Oxford, however, **admitted** that these surveys might miss the richness and spontaneity of less-structured formats. (LR9)

(43d) Haney, Czerniak, and Lumpe (1996) **determined** that teachers’ beliefs are significant indicators of the behaviors that will be present in the classroom. (LR1)

(43e) Hobson & Steele (1992), moreover, **advised** raters should not reread the paper to justify the score in terms of specific errors. (Hobson & Steele, 1992, p. 6). (LR19)

(43f) Consequently, as Phan (2008, p. 164) **denotes**, Vietnamese students normally like the teacher who can explain all the details of the lesson as well as give all the answers of exercises to them. (LR21)

(43g) Campbell & Ortiz (1991) **estimated** that almost half of all language students experience debilitating level of foreign language anxiety. (LR14)

(43h) Prensky (2001) **judgets** that researchers, educators, and software developers have grown increasingly interested in digital games and how games can be apply in education because games represent a preferred method of recreation for many young people. (LR22)

(43i) Meanwhile, Luoma (2004) **imagines** four scenarios of testing speaking, which is worth mentioning. Scenario 1 is usually applied for young people who have been learning a foreign language at school and possibly taking extra classes as one of their hobbies. ... (LR23) (wrong word choice)

Besides some Discourse Assurance *factive* reporting verbs newly identified in the Introduction chapters of this TESOL M.A. thesis corpus and those with clear denotative meanings (*pinpoint, convince, ensure, reaffirm, reconfirm, clarify, attest, underline, approve, highlight*), the following examples illustrate how these Vietnamese writers used RVs to support their own arguments. As can be seen in the following examples (Examples 44a-h), these writers employed “*accept, underline, defend, attest, supplement, advance, add and stipulate*” to attribute a high degree of their confidence to the propositions of the cited materials. Although these verbs were

employed once or twice in this LR chapter corpus by a particular thesis writer, this finding indicates that some of these thesis writers were not familiar with the language required for academic writing.

(44a) Meara (1990) only **accepts** the notion of a continuum for productive, while insisting that receptive is qualitatively different. (LR10)

(44b) Loban et al (1961) **supplemented** that the literature learner is experiencing imaginative insight when he reads a great book, perform an experiment, or listens to music... (p. 119) (LR3)

(44c) Breen and Candlin (1980, p.110) **advances** the understanding of learner roles within the CLT by describing their roles in the following terms: ... (LR7)

(44d) Steinberg (1991) **adds** that computer aids refers to computer-presented instruction that is individualized, interactive, and guided. (LR22)

(44e) TESOL (1996, p. 17; cited in Onalan, 2005) **stipulates** the third goal in ESL Standards for Pre-K-12 (LR1)

(44f) Instead of teachers explicit correction of errors, De Bot (1996, p.554) **underlines** the importance of pushing learners to produce correct forms themselves after some corrective clue so that they can establish meaningful connections in their brains. (LR7)

(44g) Grabe and Grabe (2007) **attest** that when working with software for tutorials, students can take an active role by asking for clarification or requesting that the tutor repeat an explanation. (LR22)

(44h) However, Yalden (1996) does not stop at this point but goes forwards in arguing that discourse is also always attached with 'the process of negotiating meaning. She **defends** that people always speak or write with purposes...(LR15)

Like the other RV groups found in these LR chapters, verbs in the Discourse Assurance non-factive group were ineffectively used by this group of thesis writers (Examples 45a-g). As can be seen in Examples 45c and 45g, the verbs “*speak* and *draw attention to*” were employed instead of “*say* and *report*”, respectively. Moreover, “again and again” was used with the verb “*repeat*” (Example 45f), making the statement semantically redundant.

(45a) Correspondingly, Dörnyei (2001) **expressed** that in a language class the fear of making mistakes is so strong in some students who determined to stay silent rather than to commit a grammatical error. (LR14)

(45b) Harmer (2001) **speaks** about some characteristics of a good presentation that should be mentioned here:...(LR16)

(45c) Likewise, Horwitz et al. (1986) **associate** anxiety with the subjective feeling of tension, apprehension, nervousness, and worry consisting of an arousal of the autonomic nervous system. (LR14)

(45d) Slavin (1995) and Slavin et al. (2003) **name** this theory motivational theory. (LR16)

(45e) Oxford (1990) **labels** this empathy with others and classifies it under the social strategies category (p.21). (LR16)

(45f) Besides, Henriksen (1999) **draws attention to** the fact that the acquisition of word meaning actually involves two interrelated processes: item learning and system changing. (LR10)

(45g) Sage (1987) again and again **repeated**, Literature portrays a wide variety of human concerns and needs, Literature is rooted in daily life, the activities that people carry out each day (p.3-4). (LR3)

Besides the mistakes and the ineffectiveness of these Vietnamese writers' use of RVs identified in these LR chapters, the following examples illustrate the non-idiomatic expressions used in reporting previous studies (Examples 46a-k). These expressions are not only inappropriate in academic writing but also reflect some of these writers' low level of language proficiency. In addition, this finding is likely to suggest that citation practice in the TESOL discourse community in Vietnam is not paid due attention to how these thesis writers used citations.

(46a) "Another shortcoming of Holec's definition is that ... (Benson, 2011, p.p. 5960). Therefore, Little (1991) **worked out another definition** of autonomy which completed this shortage." (LR18)

(46b) Meanwhile Greenhall (1984, p. 17) **narrows down the definition** of games in teaching language that "game is an element of competition between individual students or teams in a language activity." (LR24)

(46c) Oxford and Scarcella (1994) also **appear to be talking** about comprehension when they wrote: By far the most useful [vocabulary learning] strategy is guessing from context. (p. 236) (LR10)

(46d) Kaplan **went further by arguing** that language and culture have a reciprocal relationship in the meaning that the diversity of languages also affects the cultures,... (LR2)

(46e) Kaplan **continued by pointing out** that a fallacy that have been popular at American colleges and universities at a time assumes that if a student can write a well-written text in his native language,.. (LR2)

(46f) However, Yalden (1996) **does not stop at this point but goes forwards in arguing** that discourse is also always attached with 'the process of negotiating meaning'. (LR15)

(46g) For example, Flanders (1970) **attempts at analyzing** teaching behavior to attract sensitive teachers about the effects of what they say to the class...(LR15)

(46h) Butler (2002) **started with an investigation** into self-regulated or autonomous learners' characteristics and found that the students engaged in recursive cycles of task analysis, strategy use, and monitoring (p. 82). (LR18)

(46k) Brown & Yule (1989) **begin their discussion** on the nature of spoken language by distinguishing the differences in form between spoken and written language. (LR6)

#### 5.4.3.4 Tense and Voice

As shown in Table 5.14, the present simple and past simple were almost equally used in the LR chapters written by these Vietnamese writers (51.25% and 46.80%, respectively). The present perfect, which is used to refer the general area of the topic under investigation (Malcolm, 1987; Thompson, 2001), on the other hand, accounted for a very small percentage (1.94%). This finding is different from that in the Introduction chapters in which the past simple was the most commonly used, followed by the present simple and the present perfect (61%, 35%, and 4%, respectively). As indicated in previous studies on tenses in RAs and theses, grammatical choices are determined by rhetorical functions of the texts (Hanania & Akhtar, 1985; Lackstrom, Selinker, & Trimble, 1973; Oster, 1981). These writers' preference for the past tense used in the Introduction chapters, as discussed earlier, contradicts the tendency of a higher frequency of the present over the past tense in the Introductions where background generalizations, topic importance, assumptions and research purpose are presented (Swales, 1990). In their accompanying LR chapters, in contrast, there are a marked shift towards the present tense and a remarkable decrease in the past tense. Although the use of these two tenses in the LR chapters by Vietnamese is in line with Hanania and Akhtar (1985), a very small percentage of the present perfect in these chapters reveals that few instances about the past literature generality were provided before more detailed information regarding the reviewed topics or related previous research was reported. In fact, Oster (1981) indicates that in the LR chapters, the present perfect is employed to introduce the generalizations of the reviewed topics, followed by the past simple or the present simple, depending on

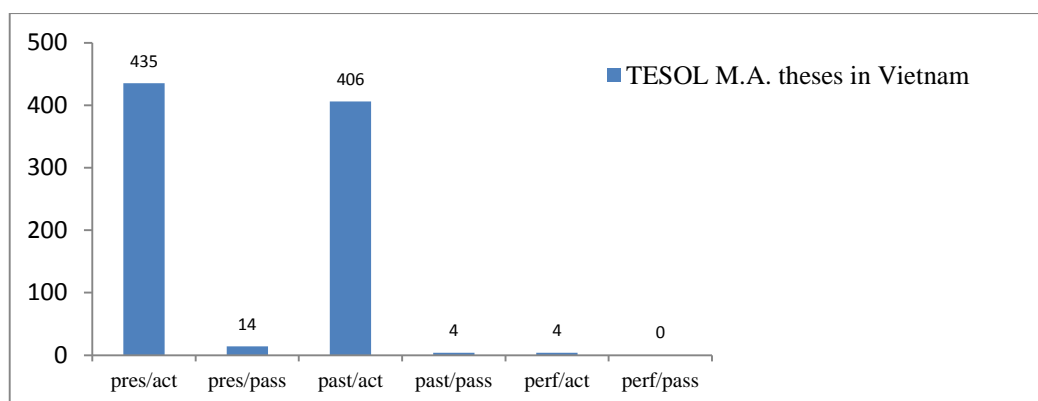


whether writers would like to report the procedures of past literature or to draw conclusions about the reviewed past literature, respectively.

**Table 5.14: Tense and Voice of reporting verbs in 24 LR chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
449 (51.25%)	410 (46.80%)	17 (1.94%)	876	858 (97.95%)	18 (2.05%)

In terms of voice, it can be seen in Table 5.14 that the active voice was overwhelmingly used in these LR chapters (98%). Moreover, it is not surprising to see the active voice was commonly combined with all the three tenses found in this LR chapter corpus (Figure 5.5). Besides their emphasis on previous researchers, the active preference for the RVs by this group of Vietnamese M.A. students is similar to Hanania and Akhtar (1985) in science theses. This similarity could be accounted by the rhetorical functions of reviewing the past literature. Moreover, in his study of citations in the Agricultural Botany and Agricultural and Food Economics Ph.D. theses, Thompson (2001) found more active than passive RVs were employed in the latter (a ratio of 10:1) while a 3.3:1 ratio of active and passive was found in the former. The commonality between the preference for the active voice in the current LR chapters of TESOL M.A. theses in Vietnam and the Agricultural and Food Economics Ph.D. theses in his study tends to reflect the tendency for active RVs in the social sciences. In fact, as explained by Thompson (2001), although these two fields (Agricultural Botany and Agricultural and Food Economics) are applied, the former falls within the life sciences domain while the latter belongs to the social sciences.



**Figure 5.5: Numbers of instances of tense + voice combination in 24 LR chapters**



## **CHAPTER 6**

### **ANALYSIS OF MOVES-STEPS AND CITATIONS IN METHODOLOGY CHAPTERS**

Similar to the structures of the previous Chapters (4 and 5), this chapter begins with findings and discussions on move-step structures and ends with those on citations found in the Methodology chapters of the current thesis corpus. For the former, detailed information on the overall structures of the Methodology chapters, section headings, moves and steps is presented. Citation types, functions and reporting verbs with their denotative and evaluative categories, forms, tenses and voice are components of the latter.

#### **6.1 Findings on Move-Step Structures**

##### **6.1.1 Overall Structures**

The Methodology (Method) chapters of these M.A. theses in the TESOL discourse community in Vietnam consist of 75,617 words (an average of 3,150 words a thesis), accounting for 15.4% of the length of the total corpus. This does not confirm Peacock's (2011), finding that the Method sections in Language and Linguistics made up nearly a quarter (24%) of the research article (RA) length. This difference could be due to the nature of their discourse communities in which the Method sections of a RA should be highly elaborated, enabling the replication of the study by all kinds of

its readers while with a limited number of the intended audiences, the Method chapters of M.A. theses do not occupy the great length of the whole theses (Swales, 1990). The length of the chapter aside, there is a great difference in the ranges of word numbers between these Method chapters in the current corpus. In fact, the longest Method chapter has 5,706 words while the shortest consists of 794 words. According to Lim (2006), the length of the Method sections depends on the numbers of variables and the justifications provided for each chosen method. His claim on the length of Management RA Method sections is appropriately applied in understanding the length differences between the Method chapters of these TESOL M.A. theses written by Vietnamese students.

In addition, the Method chapters in these theses tend to reflect the “slow” or “extended” characteristics proposed by Swales and Feak (1994, p. 166; 2000, p. 206) because they include an elaborate description of the samples, methods of data collection and data analysis procedures. Moreover, the general rhetorical features of these Method chapters follow the characteristics of “slow” Method sections described by Bruce (2008) in terms of chronological idea organization, general-particular textual organization with section headings and sub-headings and descriptive elaboration (p. 48). In fact, the Method chapters in these TESOL M.A. theses start with a brief but comprehensive summary of the whole chapter, followed by detail sections of descriptive information about the samples, location, time and data collection and analysis procedures which are chronologically described.

### 6.1.2 Section Headings

**Table 6.1: Section and subsection headings in the Method chapters of TESOL**

#### M.A. theses

Section headings	Subsection headings
Introduction	
Research aims	
Research questions of the study Research questions	
Hypotheses	
Research questions and hypotheses	<ul style="list-style-type: none"> <li>- Research questions</li> <li>- Hypotheses</li> </ul>
Research design Design of the study General perspectives Experimental design	<ul style="list-style-type: none"> <li>- Case Study</li> <li>- Mixed method approach</li> <li>- The subjects</li> <li>- Instruments</li> </ul>
Research Setting/Context/Site	
Research participants Participants Characteristics of subjects Respondents of the study Population and sample	<ul style="list-style-type: none"> <li>- The students</li> <li>- The teachers</li> <li>- The university</li> <li>- The classes</li> <li>- The teacher participants/respondents</li> <li>- The student participants/respondents</li> </ul>
Research instruments Research tools Research instruments used in data collection Kinds of instrument The measurement instruments Instrumentation Instruments for data collections	<ul style="list-style-type: none"> <li>- Questionnaire/ Survey questionnaire to students/teachers</li> <li>- Classroom observation</li> <li>- Interview</li> <li>- Document reviews</li> <li>- Tests</li> <li>- Pretests</li> <li>- Posttests</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- The target words</li> <li>- The course book/text book</li> <li>- Other materials</li> </ul>
Variables in the research	<ul style="list-style-type: none"> <li>- Dependent variables</li> <li>- Independent variables</li> <li>- Controlling the threats to the validity</li> </ul>
Data types	<ul style="list-style-type: none"> <li>- Nominal data</li> <li>- Ordinal data</li> <li>- Textual data</li> </ul>
Data collection procedures Procedures Collecting data	<ul style="list-style-type: none"> <li>- Procedures for conducting questionnaire survey</li> <li>- Procedures for conducting the interviews</li> <li>- Procedures for administering the questionnaire to student/teacher respondents</li> <li>- Administering the pretests/posttests/delayed tests/ interviews</li> </ul>
Data analysis procedures Data analysis methods Data analysis Analytical frameworks Analyzing data	<ul style="list-style-type: none"> <li>- Questionnaire data analysis</li> <li>- Classroom observation analysis</li> <li>- Interview data analysis</li> <li>- Pretests and posttests</li> <li>- Qualitative data processing/analysis</li> <li>- Quantitative data processing/analysis</li> </ul>
Ethical consideration	
Limitations of the study	
Summary Chapter summary Summary of the chapter	

In addition to the overall organization, all of these Method chapters are divided into sections or subsections with generic headings (Table 6.1 above). These headings are grouped according to their communicative purposes, and they are listed in the order they are sequenced in these chapters.

The employment of generic section headings and subheadings in these Method chapters written by Vietnamese tends to make it fairly easy for the moves and steps in the text to be identified. In fact, by reading the headings and subheading used in these chapters, readers will understand the type of research approaches or methods, instruments and subjects used in the reported study. The sufficiently frequent use of these discourse and linguistic markers/clues in the Method chapters by these Vietnamese thesis writers is similar to Indonesians who published their RAs in their national journals (Safnil, 2013). The similarity in using the generic section headings and subheadings in the Method chapters of M.A. theses and the Method sections of RAs between Vietnamese and Indonesians, respectively could be due to their limited readership. In fact, in the TESOL discourse community in Vietnam, a M.A. thesis is written in order to prove to the intended audience; namely, supervisors, examiners or committee members, that besides knowledge of his/ her specialized field, a thesis writer is familiar with the research skill and he is qualified for the degree.

The overview of these Method chapters aside, it is found that these chapters of the M.A. theses in the TESOL discourse community in Vietnam tend to include all the suggested elements in the guidelines provided by their universities (Table 6.2). They have all five moves identified in the Method chapters of Applied Linguistics theses from ProQuest (Chen & Kuo, 2012) and the first four moves have a linear pattern while the independent move (*Referring to other studies*) is present in all these four

moves. The straightforward presentation identified in these Method chapters of the TESOL M.A. theses by Vietnamese and the use of generic section headings and subheadings are likely to be in line with Swales and Feak (1994) who comment that the Method section of RAs is “merely labeled rather than characterized” (p. 167). However, the first two moves (*Introducing the Method chapter* and *Describing data collection method and procedure(s)*) and the independent move are obligatory while Moves 3 and 4 are conventional and optional, respectively. Although the dominant appearance of Moves 1-3 in the current Method chapter corpus (Table 6.2) confirms Chen and Kuo’s (2012) findings in M.A. theses and those of Peacock (2011) in the Method sections of social science RAs, variations are still found and their details are provided in the following paragraphs.

### 6.1.3 Moves

Move 1 (*Introducing the Method chapter*) and *Chapter summary*, which are not provided in the guidelines by these universities with a TESOL M.A. program, occur in 100% and 79% of this Method chapter corpus, respectively (Table 6.2). In fact, all Method chapters in this corpus start with an indication of the chapter structure (*Introducing the chapter structure*), as can be seen in Example (1), an overview of the reported study (*Providing an overview of the study*) and the research design (*Indicating theory/approach*), and 19 end with the summary of the chapter.

- (1) “This chapter provided details description for the research methodology including (1) the research questions and hypotheses, (2) the research design, (3) the participants, (4) the research instruments, (5) the materials used in the study, (6) the data collection procedures, (7) the data analysis method.”(T13)

**Table 6.2: Move-Step Structures of 24 TESOL M.A. Thesis Method Chapters**

Moves & Steps	Total	%
<b>Move 1: Introducing the Method chapter</b>	<b>24</b>	<b>100</b>
Indicating chapter/section structure	24	100
Providing an overview of the study	17	71
<b>Research aims</b>	<b>11</b>	46
<b>Research questions</b>	<b>14</b>	58
<b>Hypotheses</b>	<b>7</b>	30
Indicating theory/approach	19	79
+ <b>justifying the chosen approach</b>	5	21
<b>Move 2: Describing data collection method and procedure(s)</b>	<b>24</b>	<b>100</b>
Describing the sample (participants, location, time, etc.)	24	100
+ <b>Location + characteristics</b>	<b>14</b>	59
+ <b>Participants + characteristics</b>	<b>22</b>	92
+ <b>Time</b>	<b>7</b>	30
Describing methods and steps in data collection	19	79
+ <b>Instruments</b>	24	100
- <b>purpose</b>	19	79
- <b>justifying the chosen instrument</b>	18	75
- <b>subjects</b>	6	25
+ <b>steps</b>	22	92
+ <b>Time</b>	6	25
+ <b>Location</b>	3	13
Justifying data collection procedure(s)	3	13
<b>Move 3: Delineating methods of data analysis</b>	<b>19</b>	<b>79</b>
Presenting an overview of the (data analysis) design		0
Explaining specific method(s) of data analysis	19	79
+ <b>Research aims</b>	1	4
Explaining variables and variable measurement	1	4
Justifying the methods of measuring variables or data analysis	0	0
+ <b>Limitations of the studies</b>	1	4
<b>Move 4: Elucidating data analysis procedure(s)</b>	5	<b>21</b>
Relating(or recounting) data procedure(s)	1	4
Justifying the data analysis procedure(s)	4	17
Previewing results	0	0
<b>Referring to other studies</b>	24	<b>100</b>
Providing background information	7	30
Providing definition of terms	0	0
Providing support or justification	24	100
<b>Chapter summary (Heading)</b>	13	54
+ <b>Summary</b>	19	79
+ <b>Next chapter introduction</b>	15	63

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus



Moreover, more than 50% of the Method chapters (13 out of 19 theses with the chapter summary) in this corpus have a separate section headed “Summary” for the chapter summary while five chapters have “Introduction” as the heading for the chapter introduction. Similar to the findings on the previous chapter analyses, the presence of both chapter introduction and chapter summary in the Method chapters of these theses reflects the distinctive practice of organizing each chapter in the TESOL discourse community in Vietnam, as revealed in the follow-up interviews with thesis writers and their supervisors.

Although Move 1 (*Introducing the Method chapter*) was newly identified and added to Lim’s (2006) framework by Chen and Kuo (2012) in order to reflect the presence of this move in their M.A. thesis corpus in Applied Linguistics, it is found to be a compulsory move in this TESOL M.A. corpus of theses in Vietnam. Moreover, it is worth mentioning that among the three steps identified in Move 1 of the Method chapter in Chen and Kuo (2012), the step *Introducing the chapter structure* is obligatory in this TESOL M.A. thesis corpus due to its presence in all Method chapters of the corpus. Besides the obligatory step in Move 1, research aims, research questions and hypothesis are found under the step *Providing an overview of the study* of Move 1 (45.8%, 56%, and 29%, respectively), and some of which have a corresponding heading for each element. The practice of including research aims, research questions and hypothesis in the TESOL discourse community in Vietnam confirms Peacock’s (2011) finding in the Method sections of four non-science disciplines (Business, Language and Linguistics, Law, and Public and Social Administration). However, according to Kanoksilapatham’s (2005) criteria, these three elements under *Providing an overview of the study* in the TESOL M.A. thesis

corpus in Vietnam are optional. In contrast to the presence of these three elements, the step *Indicating theory/approach* is conventional since it is identified in 19 theses (79%) and five of which (20.8%) provide the justification for the chosen research design as illustrated in Example (2) below.

(2) “A descriptive research design was employed to understand teachers’ perceptions of using e-lesson plans and how the tenth graders at X School respond to teaching English from e-lesson plans. Descriptive research was chosen for it is used to describe achievement, attitudes, behaviors or other characteristics of a group of subjects (Shumacher, 2001, p283). According to Khan (1990), descriptive method is concerned with the present and attempts to determine the status of the phenomenon under investigation. Furthermore, it provides descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment. (Seliger, 1989, p116)” (T5)

Different from Chen and Kuo’s (2012) framework, the presence of *Chapter summary* in this M.A. corpus is considered as a new move since it is identified in more than 50% of the corpus (19 theses) (Nwogu, 1997). However, the presence of the steps *Summarizing the Method chapter* (79%) and *Introducing the content of the next chapter* (62.5%) in the last move (Chapter summary) (Example 3) suggests that they are conventional in this thesis corpus in the TESOL discourse community in Vietnam (Kanoksilapatham, 2005).

(3) “3.8. SUMMARY  
This chapter has presented and evaluated the methodology used to investigate teachers’ attitudes towards the theory of CLT, learners’ attitudes towards the practice of CLT, and the application of CLT at FLC-USSH. A descriptive research design, including both qualitative and quantitative methods, was employed. Data were collected from questionnaires, interviews and direct-classroom observation. The analysis of data collected are presented and discussed in the next chapter.” (T7)

In addition to the compulsory move (*Introducing the Method chapter*) and the newly identified move (*Chapter summary*) at the beginning and the end of the chapter, respectively, this study shows that Move 2 (*Describing data collection method and procedure(s)*) is present in 24 theses (100%) while Move 3 (*Delineating methods of data analysis*) is identified in 19 theses (79%) and Move 4 (*Elucidating data analysis*

*procedure(s)*) is found in 5 theses (20.8%). This finding suggests that Move 2 is compulsory while Move 3 and Move 4 are conventional and optional, respectively (Kanoksilapatham, 2005). Similar to Chen and Kuo's (2012) finding, two steps of Move 2 (*Describing methods and steps in data collection* and *Describing the sample*) are found to be compulsory in this study. Chen and Kuo (2012) claim that Applied Linguistics writers of their thesis corpus tend to focus on the samples, the procedures and methods of data collection, and their claim is likely to be true for the Vietnamese TESOL thesis writers as well. Moreover, Peacock (2011) emphasizes that subjects and data analysis are important in Language and Linguistics. In *Describing the sample*, for example, the detailed information about the location, the sample characteristics, and the time when the reported study was conducted is provided in the Method chapters of these TESOL M.A. theses. The detailed description on the subjects aside, the methods and steps in data collection in the M.A. thesis corpus in Vietnam are likely to be more elaborate than those in Chen and Kuo (2012) because for each data collection method/instrument, careful descriptions on the steps, purposes and justifications are given (Example 4). In fact, the number of the instruments employed in collecting the data in each thesis decides the number of cycles of these three sub-steps. This finding is different from that of Chen and Kuo (2012), where the justifications were provided for the whole data collection procedure while *Justifying data collection procedure(s)* is found in only three theses (12.50%) in the TESOL M.A. corpus in Vietnam. However, the occurrence of this justifying step for each chosen instrument in the current corpus is likely to be in accordance with Lim (2006) which states that justifying each single method of variable measurements is present in all RAs while justifying the whole procedures of data collection and analysis occurred

less frequently in the Method section of his Management RA corpus. This practice of providing purposes and justifications for each data collection method or instrument in these theses of the current Method chapter corpus was clarified in the interviews with the thesis writers and their supervisors in the TESOL discourse community in Vietnam. While these thesis writers said that their supervisors asked them to provide the rationale of their chosen methods and instruments, the supervisors confirmed that such information would be questioned in the thesis defense; their supervisees had better explicitly state it in their theses.

(4) “3.4.1. *Survey questionnaire to students*

*This study was designed to investigate metacognitive reading strategies. Since most reading strategies were unobservable, a questionnaire was developed as a major research instrument in order to elicit data from subjects. Anderson (1990) approved that the questionnaire had become one of the most useful means of collecting information. Thus, the data for this study were collected through a questionnaire adapted from the survey of reading strategies (SORS).”*  
(T17)

Move 3, *Delineating methods of data analysis*, which is found in 19 theses (79%) in this corpus, focuses exclusively on explaining the methods of data analysis. As mentioned earlier, Peacock (2011) claims the importance of this step in Language and Linguistics. The newly added step *Explaining variables and variable measurement* by Chen and Kuo (2012) in their corpus is absent in this corpus of TESOL M.A. theses written by Vietnamese students. This could be due to the explanations, the item specifications in the questionnaire and methods of measuring data collected are previously presented in the step *Explaining specific method(s) of data analysis*. This tends to suggest that there is an overlapping between these two steps in Chen and Kuo’s (2012) framework for the Method chapter. Besides the similarities and differences in Move 3 between the current thesis corpus and that of Chen and Kuo (2012), the presence of a separate section, *Limitations*, in one thesis

(T19) in the TESOL community in Vietnam could be considered as an exception although this step is claimed to occasionally occur in Language and Linguistics by Peacock (2011).

#### 6.1.4 Steps

Similar to Chen and Kuo (2012), Move 4, which is present in five theses of the current Method chapter corpus (20.8%), appears much less frequently than the first three moves, and the most common step (found in four theses) is *Justifying the data analysis procedure(s)* while only one Method chapter repeats the data analysis procedure (Table 6.2). Furthermore, there is a complete absence of *Previewing results* in the current Method chapter corpus, which is similar to Chen and Kuo's (2012) finding, and they account the absence of this step for its inclusion in the Result chapters. However, this finding is not in line with that of Lim (2006) in which this step was found to be the most common. This difference could be due to the various conventions of different genre types (RAs and M.A. theses) of these studies. Another explanation for the complete absence of *Previewing results* in the Method chapters of TESOL M.A. theses by Vietnamese is the guidelines provided by the universities with this TESOL M.A. program (Appendix A). In fact, according to the guidelines, a Method chapter of a thesis should tell readers "WHEN", "WHERE", and "HOW" the study was carried out and "WHAT" materials, techniques, samples, data, approaches, theoretical frameworks were used in the study, and "WHAT" procedures were used.

Finally, the independent move of *Referring to other studies* was found to be obligatory in the TESOL M.A. thesis corpus in Vietnam and its predominant communicative purpose is *Providing support or justification* for the chosen methods of data collection and analysis as in Examples (2) and (4) above. In other words,

according to Kanoksilapatham (2005), this independent move and its step of providing support/justification is compulsory because they were found in all twenty four Method chapters of the current corpus. Chen and Kuo (2012), in contrast, found the occurrence of this independent move in 70% of their thesis corpus and the step of providing support/justification for the adopted methods was found to be the most prevalent. On the other hand, the step *Providing background information* was found in seven Method chapters (29%) while there was a complete absence of *Providing definition of terms*. As mentioned earlier, in the Method chapters of the TESOL M.A. theses written by Vietnamese students, each adopted instrument or method of data collection and analysis was followed by the justification or background information, making the cycles of these steps.

## 6.2 Findings on Citations

### 6.2.1 Citation Types

Since there are few studies on citations in the Method chapters, the findings on citations in the Method chapters of the current corpus will be compared with those of Jalilifar and Dabbi (2012) and others in the literature (if relevant) in order to have a deeper understanding about the citation practice of Vietnamese M.A. students'. With a total of 233 citations in 24 Method chapters of 75,617 words, an average of 10 citations each (Table 6.3), it can be concluded that a small number of citations were used in these M.A. thesis Method chapters. However, in comparison with the number of citations used in their corresponding Introduction chapters where citing previous research is compulsory, the number of citations in these Method chapters is big. In fact, although the employment of citations in the Introduction chapters is for the

centrality of the research topics to be claimed and the niche for the studies to be established (Swales, 2004), only 231 instances of citations were found. In the Method chapters where citation are used to provide background information, term definitions and support or justification for the chosen methods (Chen & Kuo, 2012), on the other hand, 233 citations were present. Despite their identical average number per chapter found in the Introduction and Method chapters of this TESOL M.A. thesis corpus, citations occurred twice more frequently in the former than in the latter, 5.76 and 3.1 instances per 1,000 words, respectively (Table 6.3). This difference could be due to their different communicative purposes. However, interviews with the actual thesis writers are expected to provide more information regarding whether these writers took the communicative purposes of each chapter into consideration when using citations.

**Table 6.3: Citation types in 24 Method chapters**

	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
Methodology chapters	128	105	233
Percentage	54.9	45.1	100
Average per chapter	5.3	4.4	9.7
Average per 1000 words	1.7	1.4	3.1

Besides the identical total number of citations, a similar trend in the employment of citation types was found between the Introduction and Method chapters. In fact, a relatively equal proposition of integral and non-integral citations was found in the Methodology chapters (55% and 45%, respectively) (Table 6.3) while 53% and 47% of integral and non-integral citations were respectively identified in the Introductions. Except for their preference for the integral citations in the LR chapters, revealed in their interviews, the equal use of two citation types by these Vietnamese M.A. students was because they intentionally balanced the citation types used, as can be seen in the following excerpt:

(E6.1) “When I see I have used many integral citations in my writing, the non-integral would be used in the following text and vice versa in order to make them approximately equal in numbers” (T1 and T6).

In fact, this tendency can be seen in Table 6.4, which shows the distribution of citations in these 24 Method chapters. Although Charles (2006) claims that the use of integral/non-integral citations is partly influenced by individual styles, these writers’ balance-citation-type tendency is likely to reflect their unawareness of the rhetorical functions of citation types in academic writing.

**Table 6.4: Distribution of Citations in 24 Method chapters**

M	Integral	Non-integral	M	Integral	Non-integral	M	Integral	Non-integral
M1	5	9	M9	7	9	M17	5	2
M2	3	1	M10	3	0	M18	10	8
M3	2	2	M11	2	2	M19	3	3
M4	7	11	M12	2	1	M20	6	6
M5	7	9	M13	10	6	M21	8	7
M6	8	6	M14	9	2	M22	6	2
M7	10	2	M15	4	7	M23	3	4
M8	4	2	M16	2	3	M24	2	1

Moreover, unlike the various distributions of citations in the Introduction chapters, citations were more evenly used in these Methodology chapters. In other words, every Method chapter contained citations, varying from three to 18 instances while one Introduction (I15) did not refer to any previous research and 33 citations were found in one Introduction (I14). The presence of references in all of these Method chapters, however, could be due to the fact that previous works are directly related to the reported research methodologies as they were adopted or adapted by these writers. In contrast, references in the Introductions, as perceived by novice writers, tend to indirectly show their relatedness to the reported research, hence they were not employed in an Introduction. Finally, among 233 citations employed in these Method chapters, 11 instances of secondary citations were found, accounting for 4.7%,



and as previously explained this could be due to the insufficiency of reference resources in these universities with the TESOL M.A. programs in the South of Vietnam as confirmed in the interviews with the thesis supervisors.

### 6.2.2 Citation Functions

Different from Jalilifar and Dabbi's (2012) finding on citation functions in the M.A. thesis Introduction chapters by Iranians and those on previous chapters of the current M.A. thesis corpus, which revealed that *Verb controlling* was the most frequently used by M.A. students, followed by *Naming* and *Non-citation*, only two functions of integral citations namely, *Verb controlling* and *Naming*, were found in these Method chapters (Table 6.5). Moreover, it is interesting to see that *Naming* was found to be almost twice prominent than *Verb controlling* (63.28% and 36.72%, respectively). This difference could be due to the different communicative purposes between these chapters. In fact, in the Introduction and LR chapters, more *Verb controlling* is employed because the emphasis is placed on previous researchers who construct factual reliability and define a specific context of knowledge or problem to which the current work contributes (Hyland, 2002a). Moreover, Hyland (2002a) emphasizes that through the use of *Verb controlling*, the current work is embedded in the community-generated literature and this literature is employed to create the niche for the current study. References to previous studies in the Method chapters, on the other hand, aim to focus on the previous research works rather than previous researchers; hence, more *Naming* functions are present.

**Table 6.5: Function distribution in integral citations in 24 Method chapters**

Integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Verb controlling	47	453	36.72%	64.8%
Naming	81	189	63.28%	27.04%
Non-citation	0	57	0%	8.16%
Total	128	699	100%	100

Close inspection of *Naming* citations in these Method chapters in the concordance lines revealed that among 81 instances, 25 followed the pattern “*According to X (year)*” and 56 were constructed in noun phrases like “*by X (year)*”, “*from X’ (year)*”, “*in X’s (year)*”, “*of X (year)*” and “*for X (year)*” (23, 13, 13, 2 and 5 instances, respectively) (Examples 5a-f). This finding tends to indicate that “*According to X (year)*” was the preferred pattern in *Naming* by this group of non-native writers and a limited number of structures was used in this type of citation functions in the Method chapters. Furthermore, it is surprising to see five instances of “*for X (year)*” which served the same function as “*According to X (year)*” (Example 5f). This suggests that form-based courses should be formally taught to non-native English students with the aim of helping them to grammatically form citation patterns according to their own writing purposes.

(5a) **According to Khan (1990)**, descriptive method is concerned with the present and attempts to determine the status of the phenomenon under investigation. (M7)

(5b) The questionnaire design was based on the theoretical framework and adopted some of questions from the CULTNET project<sup>3</sup> done **by Sercu et al. (2005)** and the research carried out **by Han (2009)**. (M1)

(5c) The third part, related to sources of anxiety, was partly adapted and modified **from Chen’s (2009) study**. (M14)

(5d) A 14-item questionnaire adapted from the one used **in Malik and Shabbir’s study (2008)** was used to collect data on students’ perception, motivation and engagement in using technologies in their self-directed learning time (See Appendix A). (M12)

(5e) The interview questionnaires were adapted from the investigation **of Walters and Bozkurt (2009)** on Students’ attitude toward the effect of keeping vocabulary notebooks on vocabulary acquisition. (M13)

(5f) *For Seliger (1989) questionnaires are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. (M5)*

Table 6.6 below shows the functions of non-integral citations used in 24 current Method chapters. Like the findings on non-integral citation functions in the Introduction and LR chapters in which *Source* accounted for the highest percentage, this function was used in nearly three quarters of these Method chapters (64.76%), almost twice more prominent than the other function, *Origin*, found in these chapters (Table 6.6). This finding tends to confirm Petrić (2007) which found this citing function was the most favored by the group of non-native M.A. thesis writers in her study. She also accounts its most frequent use by M.A. students for its simplicity and sufficient potential in displaying their familiarity with the literature and their knowledge of the topic.

**Table 6.6: Function distribution in non-integral citations in 24 Method chapters**

Non-integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Source	68	369	64.76%	84.82
Identification	0	42	0%	9.82
Reference	0	8	0%	1.83
Origin	37	16	35.24%	3.67
Total	105	435	100	100

However, although this finding is also in line with Jalilifar and Dabbi (2012), it tends to show that Vietnamese M.A. students employed fewer non-integral citation functions than their Iranian counterparts. In fact, all four non-integral citation functions (*Source*, *Identification*, *Reference*, and *Origin*) were present in the Introduction chapters of M.A. theses written by Iranian students while in the M.A. thesis corpus by Vietnamese, only three of these functions were found in the LR chapters, two in the Method and one in the Introductions. As stated by these thesis

writers, they were unfamiliar with the functional features of citations. On the other hand, as indicated by Yeh (2012), less experienced students are less capable of articulating subtle citation functions although they notice the different citation patterns in their readings. Explicit instructions on citations, therefore, should be provided to these Vietnamese M.A. students in order to raise their awareness of various rhetorical functions of citations and it is argued that proper citation use will enable novice writers to acculturate into their disciplinary discourse.

Another interesting finding in the non-integral citation functions in these Methodology chapters, as compared with those in the previous chapters of the current M.A. thesis corpus, is the presence of *Origin* in more than a third of these chapters (Table 6.6). In fact, this citation function accounted for only 3% of 697 non-integral instances in the LR chapters while it was completely absent in the Introductions. This difference could be due to the different communicative purposes between these chapters. In the Introduction and LR chapters, references to previous research aim to establish the niche of the current research (Swales, 1990, 2004) and to show the distinction from what is documented in the literature (Kwan, 2006), respectively. Citing previous studies in the Method chapters, in contrast, is to provide support or justifications for the methodology employed to conduct the study to answer research questions after it has been reviewed, abstracted or synthesized in the LR chapters (Chen & Kuo, 2012). As can be seen in Examples 6a and 6b, the former indicates the originators (*MacMillan & Schumacher*) of the research design whilst the latter shows where the proposition of the statement is taken from. These references help justify the chosen research tools and instruments as appropriate and reliable ones since they have been developed and their effectiveness was confirmed by previous researchers.

However, similar to the findings on the Introduction and LR chapters of this M.A. thesis corpus, long web-links were also found in these Method chapters.

(6a) *In order to investigate the impact of computers in assisting students to learn vocabulary, a nonequivalent control group of quasi-experimental design (MacMillan & Schumacher, 2001) was used.* (M22)

(6b) *Questionnaire allows researchers to gather information that respondents report about themselves, such as their beliefs and motivation regarding learning or their reaction to learning and classroom instruction and activities (Mackey & Gass, 2005). For these reasons, it seems appropriate to use questionnaires as a main method of data collection in this study.* (M12)

These findings suggest that there tends to be undue attention paid to the way these M.A. students cite in the TESOL discourse community in Vietnam. However, the interview with the actual thesis writer (T23) revealed that no criticism or comments were made on her inclusion of long web-links in the thesis (Excerpt 6.2). Moreover, as reported in the previous chapters, three supervisors from all three universities where the current thesis corpus was collected emphasized that citations were not their focus in supervising M.A. students. The information from the interviews with both thesis writers and supervisors tends to indicate that citations are not paid due attention to in the Vietnamese TESOL discourse community.

(E6.2) “...is it wrong? Why didn't my supervisor say anything about that? And in my thesis defense, no criticism or comments were given....” (T23)

## 6.2.3 Reporting Verbs

### 6.2.3.1 Denotative/Process Categories

Table 6.7 below shows the division of Reporting verbs (RVs) used in 24 Method chapters of the TESOL M.A. theses according to their denotative classification. Discourse acts were found to be predominant, accounting for 96% of the RVs in these chapters. Among 48 RVs in these Method chapters, only two instances of Research acts and Cognition acts (4.16%) were found. Similar to the

findings on RVs in the two previous chapters, this trend of using RVs by this group of Vietnamese M.A. students in the Method chapters confirms Hyland (2002a) and Dontcheva-Navratilova (2008). The greater use of Discourse act verbs is claimed for the discursive nature of soft disciplines in which explicit interpretation, speculation and arguments are considered as “accepted aspects of knowledge” (Hyland, 2002a, p. 126).

**Table 6.7: Distribution of verbs in process categories in 24 Method chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	1	0.08	0.026	2.08%
Cognition Acts	1	0.04	0.013	2.08%
Discourse Acts	46	1.08	0.60	95.83%
<b>Total</b>	48	2	0.63	100%

### 6.2.3.2 Evaluative Categories

As can be seen in Table 6.8, almost half of the RVs in these Method chapters are non-factive, followed by factive RVs and Discourse Doubt tentative (31.25% and 17%, respectively). This finding tends to indicate that these TESOL M.A. thesis students preferred to neutrally report and comment on the cited claims. Although this trend in showing the writers’ neutral and tentative evaluations to the cited works is different from that in the Introductions of this thesis corpus where more factive RVs were found, it shares the common trend identified in the LR chapters.

**Table 6.8: Classification of reporting verbs according to denotation and evaluation in 24 Method chapters**

<b>Research Acts</b> 2 (4.16%)	Findings 1 (2.8%)	Factive
		Counter-factive
		Non-factive 1 (2.8%)
	Procedures 1 (2.08%)	
<b>Cognition Acts</b> 1 (2.08%)	Positive 1 (2.08%)	
	Critical	
	Tentative	
	Neutral	
<b>Discourse Acts</b> 45 (93.75%)	Doubt 8 (16.66%)	Tentative 8 (16.66%)
		Critical
	Assurance 37 (77.08%)	Factive 15 (31.25%)
		Non-factive 22 (45.83%)
	Counters	

This commonality could be better understood in relation to these chapters were composed by the writers. In fact, in the Introduction chapters of this thesis corpus, citations occurred exclusively in Move 1, in which the importance of their research topics was claimed and their reported studies were situated into the knowledge body. In their accompanying LR chapters, on the other hand, a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, research methods and designs accounted for the higher frequency of non-factive verb uses. Similarly, in these Method chapters, indication of the originators of the techniques (Example 6a above) and justifications for the methods used to answer research questions (Example 7 below) were two main functions of references to previous studies. Despite their inconsistent assessment of the cited research through the employment of RVs, these Vietnamese writers' preferred use of Discourse Assurance non-factive and Discourse Doubt tentative RVs rather than the factive ones in the LR and Method chapters (Table 6.8) confirms the neutral stance preferences in previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar &

Dabbi, 2012). In fact, the first three chapters are not the place where writers negotiate the value of their own findings in order to situate them into the literature; hence, fewer factive RVs than the neutral ones are found.

(7) Anderson (1990) *states* “Pilot testing will identify ambiguities in the instructions, help clarify the wording of questions, and indicate omissions or previously unanticipated answers in multiple-choice or ranking questions” (p. 127). (M17) (Discourse Assurance non-factive)

Like the findings on the Introduction and LR chapters, these writers avoided explicit rebuttal or direct confrontation with previous researchers through the absence of *Critical* verbs (in Cognition acts and Discourse acts) and *Counter* verbs (in Discourse acts). The avoidance of the negative verbs by these Vietnamese students could be due to their awareness of the power inequality between themselves and examiners (Koutsantoni, 2006) and partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

### 6.2.3.3 Verb Forms

Like the findings on the RVs in the Introduction and LR chapters, the most common verb in the accompanying LR chapters is “*state*” (a Discourse Assurance non-factive) (11 times). It is followed by three other Discourse verbs, “*say*” (Assurance non-factive) (6 times), “*suggest*” and “*propose*” (Doubt tentative) (4 and 3 times, respectively) and “*argue*” (Assurance factive) (3 times) (Table 6.9). This finding is different from Pickard’s (1995) claim about the non-native English writers’ overuse of the RV “*say*”. Besides these five most common reporting verbs in these Method chapters, the other 17 (among 21 verbs) had a low frequency of occurrences and almost half occurred once or twice in the corpus of 24 Method chapters.



**Table 6.9: Reporting verbs in 24 Method chapters**

1. state (11)	7. recommend (2)	13. express (1)	19. affirm (1)
2. say (6)	8. define (2)	14. carry out (1)	20. explain (1)
3. suggest (4)	9. emphasize (2)	15. design (1)	21. maintain (1)
4. argue (3)	10. add (2)	16. cite (1)	
5. propose (3)	11. be confident (1)	17. approve (1)	
6. assert (2)	12. articulate (1)	18. find (1)	

\* The number in brackets indicates the times of verb occurrences in the Method chapters of TESOL M.A. theses in Vietnam

Since RVs identified in this Method chapters have not been included in Hyland's (2002a) classifications, they are added into their respective groups, depending on their denotative and evaluative loads (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. As can be seen in Table 6.9, almost all newly used RVs identified in these Methodology chapters belong to the Discourse act group. Regarding the Discourse Assurance factive verbs, "*approve* and *maintain*" were found as they were employed to bolster the writers' own views through their attributing a high level of confidence to the proposition by the original authors (Examples 8a & 8b).

(8a) Anderson (1990) **approved** that the questionnaire *had* become one of the most useful means of collecting information. (M17) (Discourse Assurance factive)

(8b) Brown (2002) **maintains** that questionnaires are any written instruments that present respondents with a series of questions or statements to which students react either by writing out their answers or selecting from among existing answers (p.6). (M22) (Discourse Assurance factive)

In Examples 8c-e, the verbs "*articulate*, *express*, and *cite*" were used to neutrally inform readers the original authors' positions; they are classified into Discourse Assurance non-factive group. It is interesting to see "*be confident*" was used as a Cognition positive RV in reporting previous studies by one of these thesis writers in Vietnam (Example 8f). Besides this non-idiomatic expression, "*express her viewpoint*" in Example 8d was also ineffectively employed and indicating the

originator (Likert) of a research tools (five-point scale) in Example 8g was lengthily presented. The unconventional practice of reporting previous research by this group of Vietnamese M.A. students tends to suggest that it is difficult for non-native English learners to acquire citation conventions in the implicit input.

(8c) Brown (2005) **articulates** that “Mean is a statistic central tendency that is the equivalent to the arithmetic average obtained by totaling the scores and then dividing the sum by the number of scores” (p. 290). (M20) (Discourse Assurance non-factive)

(8d) Supporting the use of interviews, Wenden (1987) **expressed** her viewpoint that the best way to get at what strategies learners actually use is to ask them. (M9) (Discourse Assurance non-factive)

(8e) Firstly, Mackey & Gass (2005) **cite** that “interview may involve selective recall, self-delusion, perceptual distortions, memory loss from the respondent, and subjectivity in the researcher’s recoding and interpreting of the data. (M5) (Discourse Assurance non-factive)

(8f) Oxford and Burry-Stock (1995) **were confident** that such a methodological approach can be cost-effective and allow both researchers and participants to gain a rapid understanding of the participants’ strategy use (cited in Gao, 2004). (M11) (Cognitive positive)

(8g) One of the methods of data collection is five-point scale. It is normally designed to measure respondents’ attitudes towards an issue in question. The origin of attitude scaling was identified with Rensis Likert’s work, which appeared in the late 1920s. (M20)

#### 6.2.3.4 Tense and Voice

As shown in Table 6.10, the present simple and past simple were almost equally used in the Method chapters written by these Vietnamese writers (50% and 45.83%, respectively). The present perfect, which is used to refer to the general area of the topic under investigation (Malcolm, 1987; Thompson, 2001), on the other hand, accounted for a very small percentage (4.17%). Although this finding is different from that in the Introduction chapters in which the past simple was the most commonly used, followed by the present simple and the present perfect (61%, 35%, and 4%, respectively), it is in line with that of the LR chapters of the current thesis corpus. As indicated in previous studies on tenses in RAs and theses, grammatical choices are determined by rhetorical functions of the texts (Hanania & Akhtar, 1985; Lackstrom et al., 1973; Oster, 1981). These writers’ preference for the past tense used

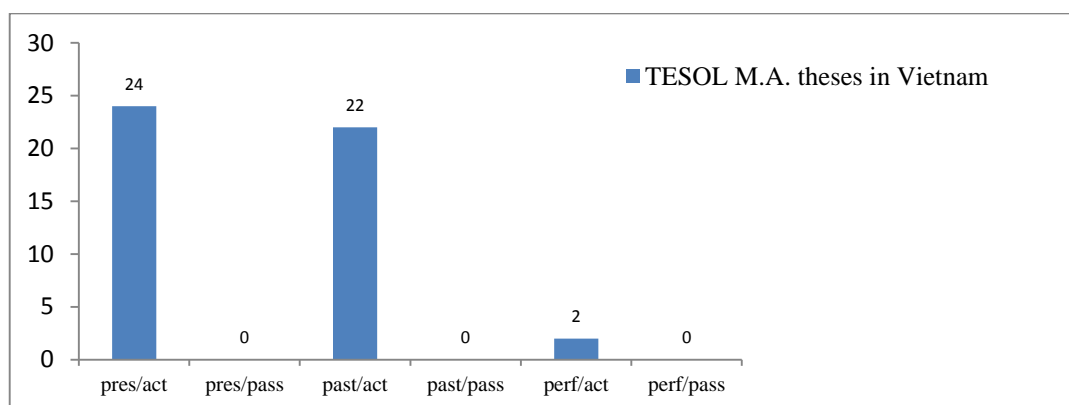
in the Introduction chapters, as discussed earlier, contradicts the tendency of a higher frequency of the present over the past tense in the Introductions where background generalizations, topic importance, assumptions and research purpose are presented (Swales, 1990). In their accompanying Method chapters, in contrast, their preferred use of the present tense tends to be inappropriate because the communicative purposes of the Method chapter is to report on how the reported study was carried out in order to answer the research questions. The past tense, therefore, is supposed to be prominent in these Method chapters (Hanania & Akhtar, 1985). Another interesting finding regarding the use of the RVs used in these Method chapters is the absence of passive (Table 6.10).

**Table 6.10: Tense and voice of reporting verbs in 24 Method chapters**

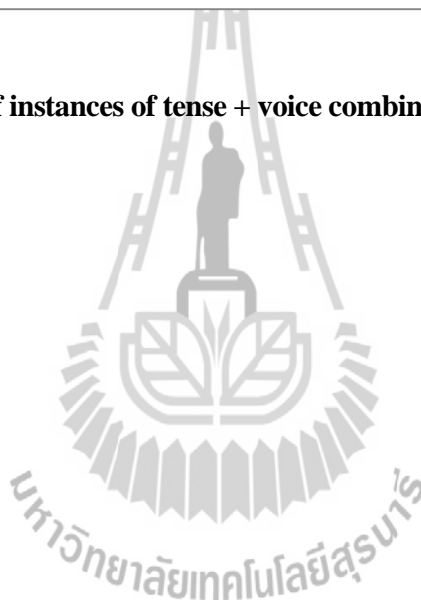
Tense			Total	Voice	
Present	Past	Perfect		Active	Passive
24 (50%)	22 (45.83%)	2 (4.17%)	48	48 (100%)	0 (0%)

As can be seen in Table 6.10, all 48 RVs identified in these chapters were in the active voice and it is not surprising to see the active voice was commonly combined with all the three tenses found in this Method chapter corpus (Figure 6.1). These writers' extensive employment of the active contradicts Hanania and Akhtar (1985) which found that among all chapters of their M.Sc thesis corpus written by professional writers of an advanced English level in Lebanon, the passive was predominant in the method chapters. They also claim that the past passive dominance in the Method chapters is most closely to the rhetorical functions of these chapters, i.e. describing procedures followed and experiments performed by the researcher. The inappropriate tense-voice use of RVs in the Methodology chapters of the M.A. theses

by these Vietnamese writers tends to reflect their unawareness of the rhetorical functions of RVs in reporting previous studies.



**Figure 6.1: Numbers of instances of tense + voice combination in 24 Method chapters**



## CHAPTER 7

### ANALYSIS OF MOVES-STEPS AND CITATIONS IN RESULT AND DISCUSSION CHAPTERS

In this chapter, the overall structures of the concluding chapters are presented first, followed by the findings and discussions of the move-step structures and citations identified in the 13 separate Result and Discussion chapters. Next, the findings and discussions on the move-step structures and citations in the other 11 combined Result-Discussion chapters are presented. In addition, details on moves, steps, citation types, functions, and reporting verbs found in each unit of analysis (Results, Discussions and Result-Discussions) are also described and discussed with the interview data.

#### 7.1 Overall Structures of the Concluding Chapters

**Table 7.1: Appearance of the chapters from Results to closure**

Chapters	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	T 21	T 22	T 23	T 24	Total
Results	+	+		+	+		+	+	+			+	+	+				+		+	+				13
Result & Discussions			+			+				+	+				+	+	+		+			+	+	+	11
Discussions	+	+		+	+		+	+	+			+	+	+				+		+	+				13
Conclusions	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	24

Table 7.1 shows the appearance of results and the closing chapters in 24 TESOL M.A. theses in terms of their communicative purposes, and the sequence of

chapters displays in this table suggests their normal order of occurrences. However, the headings used in these closing chapters varied although they are “generic” (Bunton, 2002, p. 64) or “conventional” (Yang & Allison, 2003, p. 375), i.e. they could be used in a thesis on any topic. Among 19 chapters with the combined chapter headings for the results and discussions of the reported studies, 10 are labeled with “Data analysis and Discussions” while five are named “Results and Discussions” and four chapters with an alternative heading “Findings and Discussions”. In the interviews with thesis writers and their supervisors, it is revealed that thesis writers were allowed to alternatively use “Results/Findings/ or Data analysis” as the headings for the rhetorical purpose of their Result chapters in the TESOL discourse community in Vietnam. Furthermore, among these 19 chapters, 11 have combined sections for presenting the findings and discussions while the other eight separated them. In other words, the results and discussions in these eight theses were separately presented although they appeared under the combined section headings for results and discussions as mentioned above. According to one thesis supervisor (S2), the combined chapter for Results and Discussions by these 11 Vietnamese thesis writers resulted from their insufficient information for discussing their findings. Three of these thesis writers (T6, T11 and T23), in contrast, claimed that the combined chapter was easy to write. Due to their divided status under the combined chapter heading, the Results and Discussions in these eight theses were classified as separate chapters. In addition to the text division of these 19 chapters with the combined chapter headings, three theses divided results and discussions into two separate chapters named “Result/Data analysis and Interpretation”, and “Discussions/Discussions of Findings”, making a six-chapter thesis. Finally, the discussions in the other two theses were

found to be in the same chapter with the conclusions, but they were divided into separate sections with the headings “Discussions of the Findings” and “Conclusions”, respectively. Similar to the Results and Discussions in eight theses previously mentioned, the Discussions and Conclusions in these two chapters were recorded as separate ones. In general, as can be seen in Table 7.1, all 24 theses in this corpus had the conclusions, 11 contained combined Result-Discussion chapters and the other 13 theses separated Results from Discussions. The way these closing texts in the TESOL M.A. theses written by Vietnamese students were divided is similar to that by international writers in Chen and Kuo (2012) in which the Discussion chapters of a third of their theses with the ILrMDC pattern were found to be embedded in either the Result or Conclusion ones.

## 7.2 Findings on the Result Chapters

### 7.2.1 Findings on Move-Step Structures

#### 7.2.1.1 Moves

As can be seen in Table 7.2 below, the first two moves (*Introducing the Result chapter* and *Reporting results*) are obligatory in the current corpus of 13 Result chapters of TESOL M.A. theses in Vietnam. Moreover, while Move 3 (*Commenting on results*) and Move 4 (*Summarizing results*) were found in nine and five Result chapters (69% and 38.5%, respectively), there tended to be a complete absence of Move 5 (*Evaluating the study*) and Move 6 (*Deductions from the study*) in the corpus. Due to their frequency of occurrences, Move 3 in the Result chapters of this corpus is classified as conventional whereas Move 4 is optional (Kanoksilapatham, 2005).

**Table 7.2: Frequency of moves-steps in 13 Result chapters**

Moves & Steps	Total*	%	Freq.
- Summarizing the previous chapter	5	38	0.38
<b>Move 1: Introducing the Results chapter (4 headings)</b>	13	<b>100</b>	<b>1</b>
Providing background information or how results are presented	6	46	0.46
Indicating methods used or statistical procedure applied	64	92	4.92
<b>Move 2: Reporting results</b>	13	<b>100</b>	<b>1</b>
- Section introduction (each Result)	19	53.8	1.46
Locating graphics	220	100	16.92
Reporting major findings	244	100	18.77
<b>Move 3: Commenting on results</b>	10	<b>77</b>	<b>0.77</b>
Interpreting results	72	69.2	5.54
Comparing results with literature	3	23	0.23
Evaluating results (strengths, limitations, generalizations, etc. of results)	0	0	0
Accounting for results (giving reasons)	6	46	0.46
- Section summary (each result summary)	34	77	2.62
- Next section introduction	3	23	0.23
<b>Move 4: Summarizing results (each result summary)</b>	8	<b>69</b>	<b>0.69</b>
Making conclusions of results	8	69	0.69
<b>Move 5: Evaluating the study</b>	0	<b>0</b>	<b>0</b>
Indicating limitations of the study	0	0	0
Indicating significance/advantage of the study	0	0	0
<b>Move 6: Deductions from the (research) study</b>	1	<b>8</b>	<b>0.08</b>
Recommending further research	1	8	0.08
Drawing pedagogic implications	0	0	0
Making suggestions	0	0	0
<b>Referring to other studies</b>	7	<b>54</b>	<b>0.54</b>
Providing background information	4	31	0.3
Providing definition of terms	1	8	0.08
Providing support or justification	21	54	1.6
- Summarizing the chapter (2 headings)	4	31	0.3
- Introducing the next chapter content	2	16	0.15

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Although these findings are not in line with that of Yang and Allison (2003) which indicated that the Moves 2 and 3 of the Result sections of RAs are obligatory, they support Chen and Kuo's (2012), in which the first two moves were found to be present in all theses. This similarity could be accounted by the same target genre, i.e., master's thesis, between the current corpus and that of Chen and Kuo (2012) while RAs are the target genre in Yang and Allison (2003). Although previous studies (Brett,



1994; Chen & Kuo, 2012; Nwogu, 1997; Posteguillo, 1999; Yang & Allison, 2003) claim that the Result chapters do not only report on the research results but comment on them as well, this study identified few instances of commenting on research results (Move 3) in comparison with the instances of results reported in Move 2. For example, while there were 244 main findings reported, only 72 of them were interpreted (Table 7.2). The infrequent occurrence of Move 3 on the reported results identified in these Result chapters tend to show the lack of these Vietnamese writers' personal interpretations on all of the research findings reported in their theses and this could also be due to the presence of separate Discussion chapters that follow these Result chapters in these theses. In fact, the interview with a thesis writer (T1) confirmed this assumption as can be seen in Excerpt 7.1 below. However, in comparison with the international M.A. thesis writers in Chen and Kuo (2012), where two steps in Move 3 were found to occur with high frequency, this finding tends to suggest that these Vietnamese writers are not fully aware of the rhetorical functions of the Result chapters.

(E7.1) *"....as I separated the findings and discussions of my thesis, I suppose they should be separately presented. Am I right?..."* (T1)

Besides the presence of these moves identified in the Result chapters, their sequence in each chapter tends to follow the order of presentation in Table 7.2. In particular, all these 13 separate Result chapters started with the chapter introduction, which provides either some background information of the research topic/the Result chapter structure or/and methods/instruments or statistical procedures and four of which even have a section heading for this communicative purpose. This introduction section was followed by several cycles of the research findings, which in turn was

followed by some instances of result comments (Move 3) and result summaries (Move 4). These several research-finding cycles were identified in the corpus because these Vietnamese writers presented the findings according to their research questions or their employed research instruments. In other words, the findings of each research question or from each research instrument were reported one by one in these Result chapters, making Move 2 (*Reporting results*) cyclical.

However, it is interesting to note the newly identified steps that preceded or followed these main-move cycles in this study. As can be seen in Table 7.2, five of these 13 chapters (R4, R9, R14, R20 and R21) were found to begin with the previous chapter summary (as in Example 1 below), and four (R9, R14, R20 and R21) ended with the chapter summary and an introduction of the next chapter content (R9 and R21) (as in Example 2 below). It is also worth mentioning here that when a chapter started with a brief summary of the previous chapter, it is likely that it would end with a summary of the chapter (except R4). This tendency could reflect the writers' intention in connecting all chapters in their theses together, but this practice reflects the distinctive practice of organizing each chapter in the TESOL discourse community in Vietnam, as revealed in the follow-up interviews with thesis writers and their supervisors. Due to their average frequency of occurrences in these Result chapters (38% and 31%, respectively), they are not recorded as new moves (Nwogu, 1997).

(1) *The previous chapter presented the research design, research instruments like questionnaire and interview guide, and the data collection procedures. Based on the data collected from the questionnaire, in this chapter I will present the analysis of the statistical information related to the reported use of language learning strategies, and the extent to which it is affected by the students' gender and stream, and whether there is a significant difference in the use of LLS according to gender and stream. Findings concerning the extent to which the most frequently LLS reported by most students can be applied to individuals in the interview are also explored.*

*In addition, a focus on qualitative data from the interview is investigated by asking the interviewed students for key strategies necessary for their learning English and the reasons for their choice. (R9)*

*(2) To summarize, this chapter has presented the main findings related to four main research questions. First,.... Second,.... Next,..... Summaries and discussions of these findings will be presented in the next chapter. (R9)*

In addition to these findings on the six main moves of the Result chapters, this study also found 26 instances of an independent move of *Referring to other studies* in six theses, accounting for 46% of the 13 chapters in which Results were separately presented. Therefore, this independent move is considered as optional as suggested by Kanoksilapatham (2005) in the Result chapter of the current TESOL M.A. thesis corpus. Moreover, among three steps identified in this additional move by Chen and Kuo (2012), the step of *Providing support or justification* was found to be preferred by this group of writers (21 instances). As illustrated in Example (3), *Kaplan* was cited to support the writer's finding and *Kaplan's* proposition was employed as the writer's interpretation of the finding. This way of citing previous studies was found as a common practice in these Result chapters.

*(3) Finally, from Question 5, comes the good news that most of the students, 58%, agreed that a good writer of Vietnamese is not necessary a good writer of English although more than 20 percent of the respondents said that that is the case. This fact was proven by Kaplan (1966), who said that a popular fallacy at American colleges and universities at the time assumes that if a student can write a well-written text in his native language, he can, as a matter of course, write a perfect essay in English. (R2)*

### 7.2.1.2 Steps

As can also be seen in Table 7.2 above, two steps in Move 2; namely, *Locating graphics* and *Reporting major findings* occurred with the highest frequency in all 13 theses with a separate Result chapter. In other words, all Result chapters in these theses were found to contain these two steps with an average occurrence of 16.92 and 18.77 per chapter, respectively, making these two steps obligatory and have

the highest cycle in these Result chapters. Besides these two obligatory steps, another two steps; namely, *Indicating methods used or statistical procedure applied* and *Interpreting results* were found to be conventional because they occurred in twelve and nine theses, (92% and 63.6%, respectively). Moreover, *Reporting major findings* was found to follow *Locating graphics* in the majority of the cases identified in the corpus. Furthermore, these two steps were preceded by *How results are presented* (0.46) and/or *Indicating methods or statistical procedure applied* (4.92) and followed by *Interpreting results* (5.54) and/or *Comparing with literature* (0.23) and/or *Accounting for results* (0.46). However, in comparison with the steps found in Chen and Kuo (2012), these findings on steps do not confirm those of international writers. The first difference is the most prominent cycle of these two obligatory steps identified in these Result chapters of the current M.A. thesis corpus. In particular, in Chen and Kuo's (2012) study while the steps of *Providing background or Indicating how results are presented* (Move 1) and *Reporting major findings* (Move 2) were found in all theses, the cycle of *Reporting major findings* (Move 2)-*Interpreting results* (Move 3) accounted for the highest frequency of steps. This cyclical difference between these two groups of writers tends to reveal that whenever these international writers reported the research findings, they provided their interpretation. In contrast, Vietnamese thesis writers were likely to locate the tables or graphs where results are displayed, and then presented the results of their study without comments, as can be seen in Example (4) below.

(4) 4.2.1.1 Length

As seen from Table 1, the length of text can contribute to language learning ( $M = 2.1$ ). However, this criterion in terms of suitability, appropriacy, and accessibility to age and level is not met in the currently used textbook ( $M$  ranged from 3.5 to 4.1). Specifically, around 80% of the students thought that the number of texts in the textbook was unsuitable and that the text length was inappropriate for them. Nearly the same number (82.4%) said that the number of words in each text was inaccessible to their age, and about 20% fewer (64%), albeit still predominant,

*reckoned that it was inaccessible to their level. Finally, roughly 60% rejected the accessibility of word number in each sentence to both age and level of learners. (R20)*

The second difference in the steps of the Result chapters between these two thesis corpora is the sequence patterns of the steps. As shown in Table 7.3 below, *Reporting major findings* tended to be the central step of all in these patterns and this step was preceded by *Indicating method used or statistical procedure applied* and *Locating graphics*, and followed by *Interpreting results*. The cycle of two steps; namely, *Locating graphics-Reporting major findings* was by far the highest frequency of occurrence, followed by the three-step sequence of *Indicating method used or statistical procedure applied-Locating graphics-Reporting major findings*.

**Table 7.3: Move-step cycling in the Result chapters**

Move/step cycles	Total	Average occurrence per chapter
Graphics-Findings	211	16.23
Methods-Graphics-Findings	59	4.54
Graphics-Findings-Interpreting	52	4
Methods-Findings	15	1.15
Methods-Graphics-Findings-Interpreting	12	0.92

The presence of Move 3 in the cycles (*Locating graphics-Reporting major findings-Interpreting results*) and (*Indicating method used or statistical procedure applied-Locating graphics-Reporting major findings-Interpreting results*) was recorded with a low average occurrence (4 and 0.92, respectively). In contrast, the most frequent pattern of steps identified in Chen and Kuo (2012) is *Reporting major findings-Interpreting results*, suggesting that the international writers provides adequate interpretation when reporting the results whereas Vietnamese writers mainly focused on reporting on the research findings without interpretation.

Finally, three steps were newly identified in this Result chapter corpus, but they were not included in Chen and Kuo's (2012) framework. These steps were found at the beginning of Move 2 (*Reporting results*) which aims to present the structure of how a section (each main finding in a study) was reported, and after Move 3 (*Commenting on results*) when the writers summarized the section and introduced the next section content. As can be seen in Table 7.2 above, seven of these 13 Result chapters contained "section introduction" step, three with "next section introduction" and 10 with a "summary of each section". These three steps formed a sub-cycle in some Result chapters of the corpus as shown in Example 5 below. The cycle of these three steps is similar to that of the whole Result chapter, which starts with a chapter introduction and ends with a chapter summary, which may include an introduction of the next chapter content in four of these Result chapters (Table 7.2). Despite the occurrence of the step of "next section introduction" found in 23% of these 13 Result chapters, two steps "section introduction" and "summary of each section" occurred in more than 50% (53.8% and 76.9%). Therefore, these two steps are classified as new steps in the Result chapters of the current thesis corpus.

(5) **4.2. Results of the questionnaire to teacher respondents**

*As shown in the earlier framework of analysis, the data provided from the questionnaire to teacher respondents was divided into three small sections for analysis. The results of the first section are presented as below. (section introduction)*

*Generally speaking, in the process of teaching vocabulary to elementary adult learners at this center, teachers could run into seven major difficulties originated from their learners. The most considerable difficulty was ...The second major problem reported in the study was. ... The third problematic things ..... Above all,.... (section summary)*

*In addition to the major difficulties derived from learners found in section A, section B of this questionnaire was also specially designed to find out possible difficulties that teachers might encounter from themselves. The data included in section B was analyzed and interpreted as follows. (next section introduction)*

**Section B - Difficulties arising from teachers. ... (R8)**

## 7.2.2 Findings on Citations

### 7.2.2.1 Citation Types

As can be seen in Table 7.4, only 26 citations were found in 61,609 words of 13 Result chapters of the TESOL M.A. thesis corpus by Vietnamese writers. With an average of two citations per chapter, it is clear that these writers mainly report on their findings in the Result chapters without referring to previous studies. This finding on citations is in line with that of the move-step structures of these Result chapters. In fact, these Result chapters started with indication of methods used or statistical procedures applied (Move 1) from which the results were obtained and presented with graphics (Move 2) and some ended with the summaries of the results (Move 4). Moreover, there were few instances of Move 3 where the writers compare, evaluate and/or account for their findings by referring to prior studies in the literature (Table 7.2). In the interviews with six thesis writers, they all admitted that they did not know the importance of citations in the Result chapters, as can be seen in Excerpt 7.2 below. This finding reflects these novice writers' unawareness of the rhetorical functions of citations in each chapter in relation to its communicative purposes (Kwan & Chan, 2014; Samraj, 2013) and suggests explicit instructions which aim to make them aware of the use of this rhetorical device in their thesis writing.

(E7.2) “...why are citations necessary in the Result chapters? I think only the findings are presented in this chapter....” (T14)

**Table 7.4: Citation types in 13 Result chapters**

Result chapters	Integral	Non-integral	Total
	18	8	26
Percentage	69.2	30.8	100
Average per chapter	1.4	0.6	2
Average per 1000 words	0.3	0.13	0.43

Besides few instances of citations in these Result chapters, Table 7.4 also shows the writers' preference for integral citations to non-integral ones (69.2% and 30.8%, respectively). Although these Result chapters share the commonalities on citation-type preferences with their corresponding LR chapters, they are different from the findings on citation-type preferences in the Introduction and Method chapters of this thesis corpus where an approximately equal number of integral and non-integral citations was found. This disparity could be due to the differences in the communicative purposes of these chapters that these writers had in mind in composing them. As discussed in the findings on citations in the Methodology chapters, how each chapter was constructed tends to reflect these Vietnamese writers' citation use in the respective chapter.

Table 7.5 shows that nearly half of the current Result chapters did not refer to any prior studies (R5, R12, R13, R18, R20, R21) while four chapters (R2, R14, R1, R9) contained up to six citations. While some writers overused integral citations (R2, R8), others preferred non-integral ones (R1). Besides the writers' personal preferences over the citation types, Table 7.5 is likely to show the tendency that if a chapter contains citations, both citation types are likely to be found. This practice of using citations was revealed in the interviews with these actual thesis writers as mentioned in the findings of the Method chapters (Excerpt 6.1, page 182).

**Table 7.5: Distribution of citations in 13 Result chapters**

<b>R</b>	Integral	Non-integral	<b>R</b>	Integral	Non-integral	<b>R</b>	Integral	Non-integral
<b>R1</b>	1	3	<b>R8</b>	3	0	<b>R18</b>	0	0
<b>R2</b>	5	1	<b>R9</b>	3	1	<b>R20</b>	0	0
<b>R4</b>	1	0	<b>R12</b>	0	0	<b>R21</b>	0	0
<b>R5</b>	0	0	<b>R13</b>	0	0			
<b>R7</b>	2	1	<b>R14</b>	3	2			



### 7.2.2.2 Citation Functions

Similar to the finding on citations in the Method chapters, only two functions of integral citations, namely *Verb controlling* and *Naming*, were found in these Result chapters and the latter was found to be almost three times more frequent than the former (Table 7.6).

**Table 7.6: Function distribution in integral citations in 13 Result chapters**

Integral	Total	Percentage
Verb controlling	5	17.78
Naming	13	72.22
Non-citation	0	0
Total	18	100

The communicative purposes of the Result chapters could be explained for this finding. As indicated in the move-step structure of the Result chapters in M.A. theses by Chen and Kuo (2012), writers can indicate methods used and statistical procedures applied (Move 1) and in commenting on the results found, besides evaluating the strengths and limitations of the results and providing explanations for the findings, writers can compare them with those in the literature. The presence of these steps indicates that previous works rather than their authors are employed in the Result chapters. In fact, as shown in Example 6a, the methods of data analysis were provided prior to the presentation of the results found. Similarly, in Example 6b, the previous research was employed in making a comparison with the result of the reported study.

(6a) *In order to analyze the collected data from the SILL, the Key to Understanding the Averages of Using the SILL, which was initiated by Oxford (1989), was used.* (R9)

(6b) *This finding was in line with the previous research by Light & Spada (1998), confirming that most adult learners at the beginning level tended to be very embarrassed when speaking English in front of people because they felt a sense of lack of mastery of the target language.* (R8)

A closer look at *Naming* citations in these Result chapters revealed that among 13 instances, 11 followed “*by X (year)*”/ “*noun + by X (year)/X’s (year) + noun*” patterns (Examples 6a, 6b, and 6c, respectively). However, it is interesting to find that the other two *Naming* instances in “*according to X (year)*” pattern were used to provide the background information (Example 6d).

(6c) *This attitude confirms Hsu’s (1981) claim that Asian writers tend to avoid offending other people because they have an inclination to be more situation-centered and to be more socially or psychologically dependent on others.* (R2)

(6d) *According to Sercu et al (2005), they define teacher-centered and learner-centered approaches as follows: Teacher-centered approach is the activity where teachers define the cultural contents; Learner-centered approach is the activity where learners can decide on the cultural contents. And the following table 4.10 will present the culture teaching activities arranged in order of frequency, basing on the results obtained from this question (See Appendix K).* (R1)

Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in the Results chapters contained unconventional citing practice (Example 6b) and grammatical mistakes (Example 6d). In Example 6b, the ampersand (&) was used instead of “and” in the integral citation because as indicated in the APA 6<sup>th</sup> style, the ampersand (&) is used for a non-integral citation which has two authors (in the parentheses), but “and” is employed between the authors’ names within the text (integral citation). In addition, “et al.” and the year followed the last name of the first author are used when a reference of three to five authors is repeated. However, in Example 6d, “et al” (without a period after “al”) was used by the writer. Besides this error, Example 6d contains a grammatical mistake, i.e. the redundancy of “they”, because *Sercu et al (they)* is previously referred to as the source of the proposition. The low level of these writers’ language proficiency aside, the mistakes identified suggest that citations cannot be implicitly acquired but explicitly taught to non-native learners.

As shown in Table 7.7, it is surprising to see the presence of two identical non-integral citation functions, namely *Source* and *Origin*, which were found in the Method chapters of this TESOL M.A. thesis corpus, in their corresponding Result chapters. However, unlike their frequency in the Method chapters, more *Origin* than *Source* functions were found in these Result chapters. As shown in Examples 7a and 7b below, the citations were used to indicate the originator of the adopted method and the source of the cited proposition. The presence of more *Origin* functions in these Result chapters shows that references to previous studies by these Vietnamese writers are for methods and statistical procedures applied (Move 1) rather than for commenting on results (Move 3). Similar to the findings of citations on the previous chapters of these writers, mistakes were found in the employment of non-integral citations in the Result chapters (Example 7a).

**Table 7.7: Function distribution in non-integral citations in 13 Result chapters**

Non-integral	Total	Percentage
Source	2	25
Identification	0	0
Reference	0	0
Origin	6	75
Total	8	100

(7a) *This question consists of nine items, eight of which are possible objectives of culture teaching provided; one is an open-ended item to which EL teachers were invited to add their own objectives of culture teaching. These eight objectives were adopted from the CULTNET project (Sercu et al., 2005) and Han's research (Han, 2009).* (R1)

(7b) *In addition, learning styles and learners' personality can be generally understood as a distinctive manner of doing something, which can be influenced by genetic makeup, previous learning experience or culture (Hornby & Ruse, 1999; Verster, 2005).* (R14)

### 7.2.2.3 Reporting Verbs

#### 7.2.2.3.1 Denotative/Process Categories

As shown in Table 7.8, there is a common trend in using RVs in these Result chapters, with their previous chapters and Hyland (2002a) in which Discourse acts are the most prominent, followed by the Research acts and Cognition acts. However, different from Hyland (2002a) and the other chapters is the absence of Cognition acts in these Result chapters. This disparity could be due to both the small number of citations used and the limited purposes these writers had in referring to previous studies in the Result chapters. In other words, as discussed in the citation function sections, references to prior research in these Result chapters aim to review the methods and applied statistical procedures from which the reported results were obtained (Example 8). Few instances of references to prior studies, moreover, were employed to make a comparison and an evaluation with the reported results.

**Table 7.8: Distribution of verbs in process categories in 13 Result chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	3	0.23	0.05	27.3%
Cognition Acts	0	0	0	0%
Discourse Acts	8	0.62	0.13	72.7%
<b>Total</b>	11	0.85	0.18	100%

(8) *McDonough & McDonough (1997) assert that percentage gives an overview of all the data.*  
(R8)

#### 7.2.2.3.2 Evaluative Categories

It can be seen in Table 7.9 that more factive than other RVs were used in the Result chapters as compared with the two previous chapters (LR and Method). As argued by Jalilifar (2012), it is the Result chapters in which writers have

to show their positive evaluation in order to situate their research results in relation to the works of others in the literature. However, a close investigation into the factive RVs that these Vietnamese M.A. thesis writers used in the Result chapters revealed that factive RVs were employed to provide justifications for their chosen research methods and statistical procedures rather than their findings (Example 8). Only two instances out six factive RVs were used to support the writers' findings, as illustrated in Example 9.

**Table 7.9: Classification of reporting verbs according to denotation and evaluation in 13 Result chapters**

<b>Research Acts</b> 3 (27.3%)	Findings 1 (9.09%)	Factive 1 (9.09%)
		Counter-factive
		Non-factive
	Procedures 2 (18.18%)	
<b>Cognition Acts</b> 0 (0%)	Positive	
	Critical	
	Tentative	
	Neutral	
<b>Discourse Acts</b> 8 (72.7%)	Doubt 2 (18.18%)	Tentative 2 (18.18%)
		Critical
	Assurance 6 (54. 54%)	Factive 5 (46.35%)
		Non-factive 1 (9.09%)
	Counters	

(9) Ellis (1994) *claims* that students who attempt to learn a second language and communicate in it may experience language anxiety. (R14)

### 7.2.2.3.3 Verb Forms

Table 7.10 below shows the total number of RVs employed in the Result chapters of this TESOL M.A. thesis corpus. Nine RVs were found, but one occurred three times (*claim*) while the other seven RVs occurred once in these chapters. Among all these nine RVs, the verb “*relate*” is not included in Hyland (2002a) and was non-idiomatically used as RVs in the Result chapters. As shown in

Example 10, besides the grammatical mistake (run-on sentence) and the unconventional citing practice (full name of the author), this cited statement reported previous work as supportive information for the writer's argument of the different text organizations between Vietnamese and English through the employment of the verb “*relate*”.

Table 7.10: Reporting verbs in 13 Result chapters

1. claim (3)	3. adopt (1)	5. confirm (1)	7. assert (1)	9. initiate (1)
2. mention (1)	4. show (1)	6. explain (1)	8. relate (1)	

\* The number in brackets indicates the times of verb occurrences in the Result chapters of TESOL M.A. theses in Vietnam

(10) Sandra McKay (1993) once **related** the anecdote about a refugee in the US who was a good writer of Vietnamese but failed to meet his English audience's expectations, it can be seen that the conventions regarding to text organization and reader-writer relationships are not the same in both Vietnamese and English. (R2)

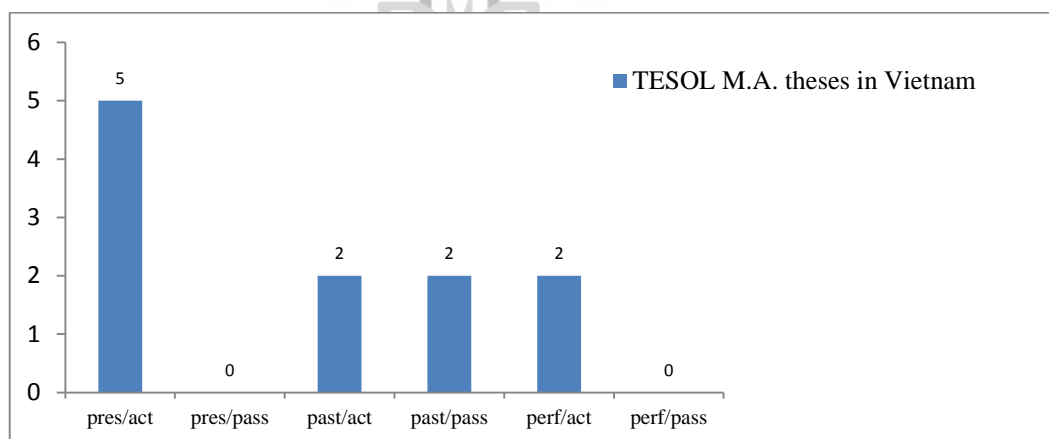
#### 7.2.2.3.4 Tense and Voice

Except for the Introductions where more past tenses than the present ones were employed, a common trend in using tenses of RVs by these Vietnamese writers was found in all chapters. In other words, similar to the tense uses in the LR and Method chapters, the present tenses occurred more frequently in these Result chapters (Table 7.11). Another similar finding on the RVs used in these Result chapters to those in the Introduction and LR chapters is that a majority of RVs are in the active form and it is not surprising to see its combination with all three tenses found in the Result chapters (Figure 1). As shown in Example 6a, 6b and 7a, the past tense was used in reporting the research methods (6a and 7a) and the findings (6b) of the reported studies while the present simple was employed when these writers would like to comment on their findings (Example 6c) and to argue for the appropriateness of their chosen methods and applied statistical procedures (Example 9). Although tense uses in RVs are individual and particular to each situation because the thesis

writers choose the time according to their purposes in writing (Chen, 2009), this tense-voice practice by this group of Vietnamese writers showed in their interviews that they did not know the rhetorical functions of tense used in the Result chapter because they randomly used them and expected the feedback from their supervisors. Their supervisors, on the other hand said that their supervisees were supposed to take responsibility of their language use. Their past tense use in these Result chapters renders them from generalizing their findings, as indicated by Malcolm (1987) and Thompson (2001).

**Table 7.11: Tense and Voice of reporting verbs in 13 Result chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
5 (45.45%)	4 (36.36%)	2 (18.18%)	11	9 (81.8%)	2 (18.2%)



**Figure 7.1: Numbers of instances of tense + voice combination in 13 Result chapters**

## 7.3 Findings on the Discussion Chapters

### 7.3.1 Findings on Move-Step Structures

#### 7.3.1.1 Moves

Table 7.12 below shows the frequency of moves/steps and their sequences in each Discussion chapter. As described in the overall structures of chapters from results to closure in the current corpus, among 13 separately presented Discussion chapters, only three (T9, T20 and T21) had a separate heading (Discussion) while the rest was found under the combined headings of Results-Discussions and Discussions-Conclusions (eight and two, respectively).

**Table 7.12: Frequency of moves-steps in 13 Discussion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	1	7.7	0.18
<b>Move 1: Introducing the Discussion chapter</b>	8	<b>62</b>	<b>0.62</b>
Providing background information and how discussions are presented	8	62	0.62
<b>Move 2: Reporting results</b>	0	<b>0</b>	<b>0</b>
Graphics	0	0	0
Reporting major findings	0	0	0
<b>Move 3: Summarizing results</b>	13	<b>100</b>	<b>1</b>
Making conclusions of results	71	100	5.46
<b>Move 4: Commenting on results</b>	13	<b>100</b>	<b>1</b>
Interpreting results	46	100	3.54
Comparing results with literature	16	54	1.23
Accounting for results (giving reasons)	23	69	1.77
Evaluating results	5	15.3	0.38
<b>Move 5: Summarizing the study</b>	2	<b>15.3</b>	<b>0.15</b>
Summarizing the study briefly	0	0	0
<b>Move 6: Evaluating the study</b>	3	<b>23</b>	<b>0.3</b>
Indicating limitations	3	23	0.23
Indicating significance/advantage	5	15.3	0.38
Evaluating methodology	0	0	0
<b>Move 7: Deductions from the (research) study</b>	3	<b>23</b>	<b>0.23</b>
Making suggestions	2	15.3	0.15
Recommending further research	1	7.7	0.18
Drawing pedagogic implications	0	0	0
<b>- Section summary</b>	8	62	0.61
<b>Referring to other studies</b>	12	<b>92</b>	<b>0.85</b>
Providing support or justification	69	84.6	5.31
Providing background information	12	46	0.92
<b>-Chapter summary (Heading)</b>	9	69	0.69
<b>- Next chapter introduction</b>	5	39	0.39

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus



The way these texts were divided between the results and discussions in this corpus could account for the complete absence of Move 2 (*Reporting results*) in these Discussion chapters. In fact, as can be seen in Table 7.12 there were no instances of Move 2 in these Discussion chapters while Move 3 (*Summarizing results*) and Move 4 (*Commenting on results*) occurred in every text, making them the obligatory moves in these chapters. This finding, however, is different from those of Chen and Kuo (2012) and Yang and Allison (2003), which find that the Discussion chapters not only summarize results, comment on results, and compare them with previous studies in the field but also report results. The absence of reporting on results in these Discussion chapters tended to reflect these writers' conscious choice in separating results from discussions although they were presented under the same heading in a majority of theses (61.5%). Besides the prevalence of Moves 3 and 4, Moves 5, 6 and 7, in contrast, were found in two, three and five chapters, respectively and with a low frequency of occurrences. It is generally accepted that the presence of Moves 3 and 4 in the Discussion chapters could sufficiently demonstrate its communicative focuses; namely, summarizing results and commenting on results, but the infrequent occurrences of Moves 6 and 7 indicated that few evaluations and claims were made in the Discussion chapters by these Vietnamese writers. Peacock (2002) found that non-native English RA writers made far fewer claims than their native counter-parts, and his finding is likely to reflect the way these Vietnamese writers wrote their Discussion chapters.

However, despite fewer claims and evaluations found in this Discussion chapter corpus, the infrequency of occurrence of these Moves (Moves 5-7) in comparison with Moves 3 and 4 confirmed the findings by Chen and Kuo (2012) and

Yang and Allison (2003). Unlike Moves 5-7 which were optional in this Discussion chapter corpus, Move 1 (*Introducing the Discussion chapter*) and the independent move of *Referring to other studies* were seen in eight chapters, which makes them conventional in this study. The prominent occurrence of the independent move confirms Peacock's (2002) finding which indicates that *Referring to previous research* seems to be important in Language and Linguistics while the high frequency of Move 1 which provides background about theory, research aims and methodology does not. This difference could be due to the different genre types between his study; namely RAs, which requires concise writing while M.A. thesis, the target genre in the current study, accepts details and information repetition.

Regarding move cycles, Move 3 (*Summarizing results*) and Move 4 (*Commenting on results*) were found in every Discussion chapter with a high frequency of occurrence (Table 7.12 above). The frequent occurrence of these two moves reflects the communicative purposes of the Discussion chapters that these Vietnamese thesis writers had in mind, as revealed in Excerpt 7.1, on page 215. A closer look at these two moves revealed that interpretations, explanations, and/or evaluations were provided for each main result summarized, as shown in Example 9 below, which makes these two moves cyclical. This finding on the move cycle confirmed that of Chen and Kuo (2012), which reported that Move 4 often accompanies Move 3 with a high frequency. Moreover, it was observed that all moves in these Discussion chapters followed the order of the moves in the framework (Table 7.12), except the independent move of *Referring to other studies* because previous studies were referred to when the authors commented on the results. In other words, this independent move was found to be intertwined with Move 4 (*Commenting on*

*results*) because these authors employed previous studies in order to justify, support or explain for the interpretations of their findings. A few of them also provided the background information related to the reported research through their reference to previous studies with the aim of assisting readers with better understanding of the reported results. In general, the only cycle of Move 3, followed by Move 4 and the independent move was found in this Discussion chapter corpus with a high frequency.

(9) **“4.3.2 EL teachers’ defining objectives of culture teaching in the ELT context**

*It was found from the questionnaire that VTE and NET share a similar viewpoint on defining culture teaching objectives. Both VTE and NET admitted that the main objectives concerning the skills and knowledge dimensions were to “promote the ability to handle intercultural contact situations” and “provide information about daily life and routines” to learners. This first suggests that the role of culture in ELT is not a new concept to VTE and NET, since most VTE and NET realized that an overall goal for the teaching of culture is that ‘all students should develop the cultural/intercultural awareness needed to function appropriately within a segment of another society’ (Seelye, 1984, p. 29)....” (D1)*

### 7.3.1.2 Steps

In terms of steps, two steps of Moves 3 and 4; namely, *Making conclusions of results* and *Interpret results*, respectively, were obligatory in this Discussion chapter corpus. Moreover, while *Accounting for results* was found in 9 out of 13 separate Discussion chapters (69%), *Comparing results with literature* was present in 7 chapters, accounting for 53%. According to Kanoksilapatham’s (2005) criteria, they were classified as conventional and optional steps, respectively. Similar to *Accounting for results*, the step of *Providing background information and how discussions are presented* in Move 1 occurred in eight chapters, making it a conventional one. In brief, besides the two obligatory steps in Moves 3 and 4, the steps of *Accounting for results* (Move 4) and *Providing background information and how discussions are presented* (Move 1) were conventional while the other steps were optional in these Discussion chapters. Besides this finding, it is worth mentioning that the highly frequent occurrence of Move 4 (*Commenting on Results*) in these

Discussion chapters, but its infrequency in the Result chapters tended to reflect these writers' awareness of the communicative focuses of these two chapters in dividing results and discussions of their research findings in two separate sections (Yang & Allison, 2003).

The analysis of sequence patterns of steps showed that *Making conclusions of results* was always followed by *Interpret results*, and/or *Comparing results with literature* and/or *Accounting for results*. This sequence briefly reviewed the detailed findings which were reported in the Result chapter as illustrated in Example 9 above, and then were interpreted with the explanation through the employment of a reference. As can also be seen in Table 7.13 below, the sequence of *Making conclusions of results-Interpreting results* accounted for the highest average occurrence per chapter, followed by *Main findings-Interpreting-(Reference)-Accounting* and *Main findings-Comparing*. The highest frequency of these cycles identified in this corpus written by Vietnamese confirmed that of international writers (Chen & Kuo, 2012) and this similarity suggests that M.A. thesis writers mainly interpret the reported findings, sometimes explain and give reasons for the findings, and may refer to other studies to provide support for their interpretation. However, through the presence of the cycle of these two steps (*Making conclusions of results-Interpret results*) in all 13 Discussions in this corpus, it can be understood that all reported findings were provided with interpretations by these Vietnamese writers while only 80% of Discussion chapters written by international writers in Chen and Kuo (2012) had this cycle. The absence of this two-step cycle in international writers' theses could be explained by the more and various three-step sequence patterns (*Providing background-Findings-Interpreting*; *Providing background-Findings-Comparing*; and *Finding-Interpreting-*

*Comparing*) while Discussion chapters of Vietnamese writers contained only two three-step sequence patterns. In particular, as shown in Table 7.13, the most frequent three-step sequence patterns were *Summarizing the results-Interpreting-Accounting* (23 instances) and *Providing background- Summarizing the results-Interpreting* (11 instances). As mentioned earlier, in the interview with the thesis supervisors 2 (S2) and 3 (S3), it is known that the separated presentation between Discussion and Result chapters in the TESOL discourse community in Vietnam partly was due to the fact that whether or not these thesis writers had sufficient information for their reported results to be discussed in a separate chapter. In other words, their supervisees tended to present these two communicative functions together when they had little related literature for the discussion.

**Table 7.13: Step cycling in 13 Discussion chapters**

Move/step cycles	Total	Average occurrence per chapter
Main findings-Interpret	44	3.38
Main findings-Interpreting-(Reference)-Accounting	23	1.77
Main findings-Comparing	20	1.54
Background-Main findings-Interpreting	11	0.85

Similar to the findings in the Result chapters, *Chapter summary* was found in nine out of 13 Discussion chapters, accounting for 69% of the theses with a separate Discussion chapter and two of these had a section heading for this communicative purpose. Because this newly identified step was found in more than 50% of the corpus, it was considered as a new step (Nwogu, 1997) and was classified as a conventional one as suggested by Kanoksilapatham (2005). However, this new step should be regarded as a new move because it was employed to summarize the content of the whole chapter and four even introduced the content of the next chapter (Example 10

below). In other words, according to move definitions by Swales (1981) and Holmes (1997), this text at the end of the chapter not only performs a specific communicative function of its own but also contributes to the overall communicative purpose of the genre. In fact, in relation to Move 1, which aims to open the Discussion chapter, this newly identified step, *Chapter summary*, was employed to close the chapter and it is suggested as a new move in the Discussion chapter of theses written by Vietnamese. Besides *Chapter summary*, another two new steps; namely, *Section introduction* and *Section summary* were found in two and five Discussion chapters, respectively. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. Similar to their counter-parts in Result chapters, these two newly identified steps were employed to introduce and close a text in which a research finding was reported. However, because not all research findings were surrounded with these two steps and they occurred in less than 50% of the Discussion chapter corpus, they were not considered as new steps in these Discussion chapters.

(10) **“Summary**

*This Chapter reported on the outcomes of the data-gathering phase. The results from the analysis above seem to address all of the research questions in a positive way. In fact, through the surveys and interviews, the teachers displayed a broad knowledge of contrastive rhetoric (though none of them use this term), and it is their main concern in teaching writing. The teachers confirm there is a cultural influence on Vietnamese students' writing, and it may have a negative impact because it makes students' English essays incomprehensible to native English speakers. On the other hand, the survey of students' opinions and knowledge of contrastive rhetoric shows that the students seem confused and inconsistent in their thoughts. This hesitation may be overcome, as discussed above. The analyzed results from the documentary essays show that if contrastive rhetoric concept is applied in class, it may somewhat enhance students' academic writing ability. The results from class observations and interviews suggest a direction to take in designing a lesson plan for writing classes, which will be presented in the next chapter.*

*In the next chapter, the findings from the study presented in this chapter and the three problem statements stated in the first chapter will be interlaced again to discuss the final conclusion of this thesis.” (D2)*

### 7.3.2 Findings on Citations

#### 7.3.2.1 Citation Types

With 81 citations in a sub-corpus of 92,692 words of 13 Discussion chapters (an average of 6 citations per chapter) (Table 7.14), it is clear that citations were employed more in these chapters than in their respective Result ones (an average of 2 citation each). This difference can be explained by the different communicative purposes of these two corresponding chapters. In fact, in the findings of move-step analysis of the Discussion chapters, commenting on results (Move 4), where the writers compared, evaluated and accounted for their findings through their references to previous studies, was obligatory. Very few instances of this move, in contrast, were found in the Result chapters, accounting for the lower average frequent occurrences of referring to prior research in these chapters.

**Table 7.14: Citation types in 13 Discussion chapters**

	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
LR chapters	64	17	81
Percentage	79	21	100
Average per chapter	4.9	1.3	6.2
Average per 1000 words	0.7	0.2	0.9

In addition to the total number of citations, Table 7.14 shows these Vietnamese writers' preference for integral citations over the non-integral ones (nearly four times higher). This finding is in line with those in the LR and Result chapters although it is different from those in the Introduction and Method ones, where a relatively equal proportion of these two citation types was found. It can, therefore, be concluded that these Vietnamese writers tend to favor integral citations on the one hand. These writers' favor for integral citations in the Discussions, on the other hand, can be attributed to the rhetorical functions of these chapters. In other

words, through the “arguing” voice of the previous authors, the authority and gatekeepers, whose names are placed at the start of each cited sentences, the writers situate their research findings in relation to the works of others in the literature. Moreover, as indicated in Hyland (1999, 2002a), the predominant presence of integral citations which place the emphasis on the cited authors reflect the argumentative and persuasive nature of the soft disciplines to these TESOL M.A. theses belong. In contrast, more non-integral citations are required in the hard disciplines in which human interest and intervention in knowledge discovery is avoided. Despite the disciplinary differences on citation conventions, these Vietnamese writers’ preference for integral citations confirms Mansourizadeh and Ahmad (2011) which find novice writers favor integral citations.

As shown in Table 7.15, besides a few citations found in nearly half of these 13 Discussion chapters (D1, D2, D5, D7, D8, and D21), D4 and D20 did not contain any citations while 24 and 15 instances were found in D14 and D9, respectively. This is argued that it is in the Discussion chapters where citations should be used as a tool to gain readers’ acceptance and to situate their findings in relation to those in the literature. The absence of references to previous studies in the Discussion chapters renders the findings of the reported studies ungrounded and disconnected with those in the literature.

**Table 7.15: Distribution of citations in 13 Discussion chapters**

<b>D</b>	Integral	Non-integral	<b>D</b>	Integral	Non-integral	<b>D</b>	Integral	Non-integral
<b>D1</b>	3	2	<b>D8</b>	2	0	<b>D18</b>	5	2
<b>D2</b>	3	1	<b>D9</b>	12	3	<b>D20</b>	0	0
<b>D4</b>	0	0	<b>D12</b>	6	1	<b>D21</b>	4	1
<b>D5</b>	4	0	<b>D13</b>	5	2			
<b>D7</b>	0	1	<b>D14</b>	20	4			



The interviews with the actual thesis writers showed that they did not know the rhetorical functions of citations in these last chapters of their theses (Excerpts 7.3 and 7.4). As revealed in the interviews with three thesis supervisors, moreover, it is confirmed that although these M.A. students were advised to make use of references in these last chapters, they did not use them as many as expected due to their lack of formal instructions on the citing practice. Furthermore, thesis supervisor 2 added due to thesis writers' busy schedule (teaching and studying at the same time), their last chapters were not adequately invested. Such an explicit training is, therefore, expected to not only raise these writers' awareness of the significance of citations but help them effectively use citations in their English academic writing as well.

(E 7.3) “...I had no idea about using them in the Discussion s and my supervisor did not mention about using them in these chapters except the literature review” (T6)

(E7.4) “From my understanding, writers are required to discuss or talk about what they have found, not the others' works in these chapters. And one more reason, I was afraid to get out of track if I cited a lot in these chapters” (T23)

### 7.3.2.2 Citation Functions

As shown in Table 7.16, it is interesting to see that more *Naming* citations than *Verb controlling* were found in these 13 Discussion chapters (53.12 % and 46.86%, respectively). This finding tends to suggest that *Naming* occurred more frequently in the Method, Result and Discussion chapters than the two previous ones (Introductions and LR). In fact, apart from the overwhelming presence of *Verb controlling* over *Naming* in the Introduction and LR chapters (five and two times, respectively), *Naming* was almost two and three times more prominent than *Verb controlling* in the Methodology and Result chapters, respectively. As previously discussed, such differences can be attributed to the different communicative purposes among these chapters. In their corresponding Discussion chapters, moreover, a

relatively higher proportion of *Naming* indicates that in addition to the comparisons made between findings of the reported study and those in the literature (*Naming*), the writers almost equally used previous researchers whose names were placed as the subject of the reporting verbs (*Verb controlling*) in order to argue for the value of their research findings. Another commonality between the Methodology, Result and Discussion chapters is the absence of *Non-citation*, in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text. This finding indicates that no repetition of previously cited works was made in these following chapters while this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

**Table 7.16: Function distribution in integral citations in 13 Discussion chapters**

Integral	Total	%
Verb controlling	30	46.86%
Naming	34	53.12%
Non-citation	0	0%
Total	64	100%

A closer look at the most frequently used function, *Naming*, revealed that among 34 *Naming* instances, 25 followed either *Noun (of/by) X (year)* or *in X (year)* *Noun* patterns and the other nine instances were found in the *According to X (year)* structure. As shown in Examples 11a-c below, previous works and findings constructed in noun phrases (*Naming*) rather than the researchers were employed to make comparisons with those being reported. Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in these Discussion chapters contained unconventional citing practice (Examples 11a-c).

(11a) As discussed before in the *study by Sayadian & Laskarian (2010)*, present findings from the study supported that although learners knew they should learn that foreign language, they were likely to fail due to their lack of interest in learning it. (D8)

(11b) These *findings* are in accordance with *those of Goh & Kwah (1997)* in that female students used compensation and affective strategies more often than male students. (D9)

(11c) Although the majority of them ( $N = 20$ ) had extroversion and 61.9 % ( $N = 26$ ) learners possessed communicative learning style (see Table 3.1), they did not have enough self-confidence as mentioned in *Tsui's (1996) research and Clément et al (1977) one*. (D14)

Different from the LR, Method and Result chapters in which up to three non-integral citation functions were found, the non-integral citations in these Discussion chapters had a single function, *Source* (Table 7.17).

**Table 7.17: Function distribution in non-integral citations in 13 Discussion chapters**

Non-integral	Total	Percentage
Source	17	100%
Identification	0	0
Reference	0	0
Origin	0	0
Total	17	100%

As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen in Examples 12a-b below, the proposition by the previous authors was used as support and justifications for the writers' findings. Although the presence of this single non-integral citation function was found in both the Introduction and Discussion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in the former in order for the niche of the reported studies to be established. In the latter, in contrast, these writers integrated previous researchers' propositions into their text in commenting on their findings. The different communicative functions of the Discussion chapters could attribute to the change in the ways these writers employed this *Source* function. Besides the appropriateness in using the *Source* function, its overwhelming use in these Discussion chapters tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. In fact, she states that due to its sufficient potential in displaying the M.A.

students' knowledge and familiarity with the literature, *Source* is most frequently used in these students' writing of their M.A. theses. Similarly, Mansourizadeh and Ahmad (2011) confirm that the single purpose of citations used by non-native novice writers is to attribute.

(12a) ... *These difficulties may drive VTE and NET to focus more on language knowledge and skills than cultural/intercultural awareness in their ELT. This is true as it was discovered that difficult conditions and heavy workloads have a powerful impact on the pedagogical decision that teachers make (Crooks & Arakaki, 1998).* (D1)

(12b) *It also paralleled earlier studies which reported that more mechanical strategies were favoured over more complex ones by Asian learners at various levels (Gu & Johnson, 1996; Schmitt, 1997).* (D13)

### 7.3.2.3 Reporting Verbs

#### 7.3.2.3.1 Denotative/Process Categories

Table 7.18 below shows 42 RVs found in 13 Discussion chapters of the TESOL M.A. theses written by Vietnamese students. However, it is surprising to see that 12 RVs were identified in statements that provided further discussions on the previously cited works. Indeed, as shown in Table 7.16 above, there were 30 instances of *Verb controlling* while Table 7.18 shows the total number of 42 RVs in the Discussion chapters.

**Table 7.18: Distribution of reporting verbs in process categories in 13 Discussion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	11	0.85	0.46	26.19 %
Cognition Acts	3	0.23	0.13	7.14 %
Discourse Acts	28	2.15	1.18	66.66 %
<b>Total</b>	42	3.23	1.77	100 %

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology), Discourse RVs were found to be the most commonly used in the Discussion chapters, accounting for two thirds of the RVs identified in these chapters

(Table 7.17). Ranked second are Research RVs, making of more than a quarter of the total number of RVs, followed by a few instances of Cognition RVs. This trend in using RVs in these Discussion chapters confirms Hyland's (2002a) findings on RVs used in Applied Linguistics RAs. The dominant use of Discourse verbs in these TESOL M.A. theses, as argued by Hyland (1999, 2002a), reflects the discursive nature of soft disciplines which regard explicit interpretation, speculation and arguments as "accepted aspects of knowledge" (p. 126).

Different from the finding on RVs employed in their respective Result chapters, these Discussion chapters had a few instances of Cognition verbs (Table 7.18). This difference could be due to the distinctive communicative functions between these two chapters that these writers had in mind in composing the texts. In fact, in the Result chapters, the writers mainly reported their findings and references to previous studies were found mainly in Move 1, where background information, the chosen research methods and applied statistical procedures were provided. The employment of citations in the Result chapters, therefore, was for providing background information, justifications and support for the research methods. In contrast, citations were found in Move 4 of their respective Discussion chapters where the writers commented on their findings. It is clear that more discussions were provided in the Discussion chapters as in this *Commenting* move, the reported findings were compared, accounted and evaluated in relation to those in the literature. Moreover, in order to successfully situate their findings into the literature, the writers placed previous researcher(s)' name(s) in the subject positions of the sentences, followed by RVs. This intended purpose can be clearly seen through the relatively equal proportion of *Verb controlling* and *Naming* functions in these Discussion

chapters while in their respective Result chapters, *Naming* was nearly three times more prominent than *Verb controlling*.

### 7.3.2.3.2 Evaluative Categories

Table 7.19 shows the categorization of 42 RVs according to their evaluative loads as classified by Hyland (2002a). Unlike the findings on the evaluative potential of RVs in their respective Result chapters, these Discussion chapters contained more non-factive verbs, which both neutrally inform readers of the previous researchers' position and objectively report the cited works without personal interpretation (Example 13), than the factive ones (45.24% and 23.81%, respectively).

**Table 7.19: Classification of reporting verbs according to denotation and evaluation in 13 Discussion chapters**

<b>Research Acts</b> 11 (26.19 %)	Findings 10 (23.8%)	Factive 2 (4.76%)
		Counter-factive
		Non-factive 8 (19.05%)
<b>Cognition Acts</b> 3 (7.14 %)	Procedures 1 (2.38%)	
	Positive	
	Critical	
	Tentative	
<b>Discourse Acts</b> 28 (66.66 %)	Doubt 8 (19.05%)	Tentative 8 (19.05%)
		Critical
	Assurance 20 (47.62%)	Factive 9 (21.43%)
		Non-factive 11 (26.19%)
	Counters	

Moreover, there was an absence of Counter Discourse verbs, which reveal writers' objections to the correctness of the reported message (Hyland, 2002a) and a third of neutral Cognition (Example 14) and Doubt tentative Discourse verbs (Example 15) (7.14% and 19.05%) in these Discussion chapters. In general, it can be concluded that almost three quarters of RVs employed in the Discussion chapters are neutral. The neutral RV preference indicates that these Vietnamese M.A. students

were less certain in discussing the findings of their studies. However, maintaining a neutral stance in using RVs is a common trend in academic writing as indicated by previous researchers (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012). In fact, as discussed in Jalilifar (2012), more factive verbs should be used in the Result chapters rather in the other chapters in order for the reported results to be situated into the literature.

(13) Warschauer and Healy (1998) also **reported** that technology was very useful for language learners in helping them practice language with other language learners or speakers of the target language around the world. (D12)

(14) Also, Liu (2006) **noticed** that the more proficient in English students were, the less anxious they seemed to be. (D14)

(15) As has been discussed, Chastain (1988, pp. 299-300) **mentions** that in language classes where intercultural understanding is one of the goals, learners become more aware of their own culture and more knowledgeable about the foreign cultures. (D1)

### 7.3.2.3.3 Verb Forms

Different from the RVs used in the previous chapters of the current M.A. thesis corpus by Vietnamese in which “*state*” was found to be the most commonly used, the analysis on RVs in the Discussion chapters revealed that “*find*”, a Research Finding non-factive verb, was the most frequent (6 times), followed by “*state*” (5 times) (Table 7.20). However, it is surprising to see that this RV which was employed to report on the findings of cited research when comparisons between them and the reported studies were made was exclusively used in one chapter (D9) (Example 16). Similarly, the Cognition neutral RV “*notice*”, being ranked the third of the most frequently used verbs in these Discussion chapters, was found to occur three times in one chapter (D14) (Example 14 above). These writers’ overuse of RVs in their reporting sentences could be attributed to both their deficit of vocabulary

(Hyland, 2002a) and their unawareness of the subtleties of language necessary for reporting (Pecorari, 2008).

**Table 7.20: Reporting verbs in 13 Discussion chapters**

1. find (6)	6. emphasize (3)	10. remark (2)	14. say (1)	18. show (1)
2. state (5)	7. discuss (2)	11. determine (1)	15. admit (1)	19. demonstrate (1)
3. notice (3)	8. indicate (2)	12. conclude (1)	16. confirm (1)	20. report (1)
4. suggest (3)	9. support (2)	13. explore (1)	17. discover (1)	21. mention (1)
5. point out (3)				

\* The number in brackets indicates the times of verb occurrences in the Discussion chapters of TESOL M.A. theses in Vietnam

(16) *This finding is not consistent with that of the previous studies (Politzer, 1983; Ehman & Oxford, 1989; Oxford & Nyikos, 1989; Lee, 1994; Green & Oxford, 1995; Goh & Kwah, 1997) in that their results showed that female students significantly differed from male students in the use of LLS, but it is supported by Griffiths (2003), who **found** that the difference in using LLS between female and male was not significant.* (D9)

Compared with the number of RVs used in their respective Result chapters, these 13 Discussion chapters contained more RVs (9 and 21, respectively). As shown in Table 7.20, however, except for the first six commonly used RVs, namely “*find, state, notice, suggest, point out* and *emphasize*”, the other 15 verbs occurred once or twice in these 13 Discussion chapters. Except for *admit, remark* and *explore*, the RVs identified in the current Discussion chapters, are included in Hyland (2002a) and have already been illustrated and added in his categorization from the previous chapters (*notice*). The following examples (17a-c), therefore, are for these three newly used RVs in the Discussion chapters by these Vietnamese writers. Based on their denotative and evaluative loads identified in this Discussion chapter corpus, these verbs are added to Hyland’s (2002a) classification of RVs, but these words are limited to their occurrences found in this corpus alone.

(17a) *Ormrod (2009) also **admitted** that a small amount of anxiety improved performance.* (D14) (Discourse Doubt tentative)

(17b) *In the same way, Bransford (1979) **remarks** if information is not actively rehearsed, it is forgotten.* (D14) (Discourse Doubt tentative)

(17c) *In addition, Rager (2006) **explored** both the opportunities and challenges posed by the Internet influence in learning settings.* (D12) (Research Procedure)



### 7.3.2.3.4 Tense and Voice

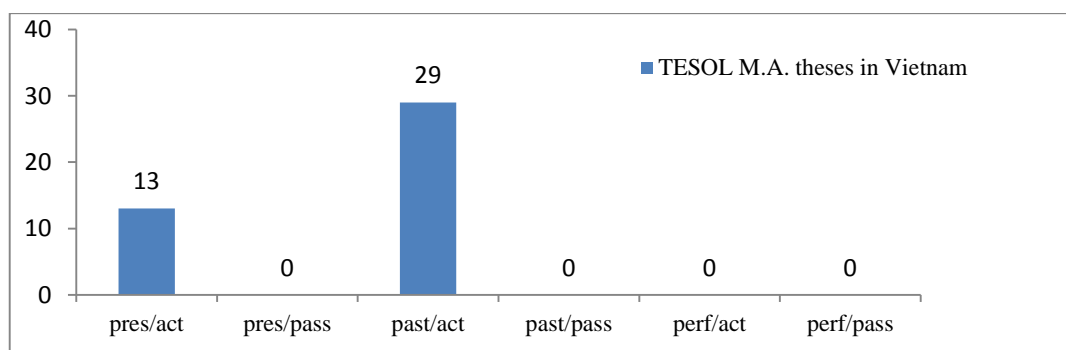
Different from the findings on the tenses of RVs used in the LR, Method and Result chapters, the tense analysis of RVs in their corresponding Discussion chapters showed the preference for the past simple, which is more than twice more prominent than the present simple (Table 7.21). This tendency in using more past simple than the present in these Discussion chapters by these Vietnamese writers was also found in their Introduction chapters. Moreover, there was an absence of the perfective, which is used to make generalizations about previous works in these Discussion chapters (Malcolm, 1987; Oster, 1981). As the communicative function of the Discussion chapters is to compare, evaluate and account for the reported findings, the present simple and present perfect are expected to be more prominent. In fact, the employment of these two tenses enables writers to make the cited works alive, and thus be able to activate the discursive arguments. In addition, through their alive and ongoing discussions, writers can not only get their research grounded in the current state of their disciplinary knowledge but position themselves in relation to other disciplinary members as well.

**Table 7.21: Tense and voice of reporting verbs in 13 Discussion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
13 (30.95%)	29 (69.05%)	0 (0%)	42	42 (100%)	0 (0%)

Besides the findings on tenses, it is surprising to see the absence of the passive form in these Discussion chapters in which the findings of previous research were employed to make a comparison with those of the reported studies (Table 7.21 above). As a result, as shown in Figure 7.2, the active was combined with all the past and present verbs identified in these chapters. These writers' preference for the past and

active forms of verbs in their Discussion chapters was explained in their interviews that they did not know which tense to use in which chapters. Explicit instructions on tense and voice of RVs, therefore, should also be provided to help these writers effectively use them in their future writing for publication.



**Figure 7.2: Numbers of instances of tense + voice combination in 13 Discussion chapters**

## 7.4 Findings on the Combined Result-Discussion Chapters

### 7.4.1 The Combined Framework

**Table 7.22: Combined framework for the Result- Discussion chapter of M.A. theses**

<b>Move 1:</b> Introducing the Result + Discussion chapter	<ul style="list-style-type: none"> <li>• Providing background information (such as purpose, design, research questions/ hypotheses, etc.) or how the chapter is presented</li> <li>• Indicating methods used or statistical procedure applied</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Locating graphics</li> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Evaluating results (including strengths, limitations, generalizations, etc. of results)</li> <li>• Accounting for results (giving reasons)</li> </ul>
<b>Move 4:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 5:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 6:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations of the study</li> <li>• Indicating significance/advantage of the study</li> </ul>
<b>Move 7:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
<b>Referring to other studies</b>	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

The existence of 11 combined Result and Discussion chapters in this corpus drove the researcher to collapse the two frameworks by Chen and Kuo (2012) for analyzing these two chapters into one. The differences between these two frameworks are the order of the moves “*Commenting on results*” and “*Summarizing results*”, and the addition of move 5 “*Summarizing the study*” in the Discussion framework. In particular, due to their different focuses between these two chapters, the move “*Commenting on results*” (Move 3) precedes “*Summarizing results*” (Move 4) in the Result framework while this move follows “*Summarizing results*” in the Discussion framework (Yang & Allison, 2003). In order to analyze the combined Result and Discussion chapters, the researcher decided to keep the order of the first four moves of the Result framework and to combine them with the last four moves of the Discussion framework. As shown in Table 7.22, the new framework for the Result-Discussion chapter consists of eight moves.

## 7.4.2 Findings on Move-Step Structures

### 7.4.2.1 Moves

Table 7.23 shows the frequency of moves/steps and their sequence in each Result-Discussion chapter. Based on the new framework for analyzing the combined Result and Discussion chapters, the study revealed that the first three moves are compulsory while Moves 4-7 and the independent move of *Referring to other studies* are optional and conventional, respectively. The finding on the optional moves (Moves 4, 5, 6 and 7) confirms Yang and Allison’s (2003) in the Discussion chapters which indicated that *Summarizing the study*, *Evaluating the study* and *Deductions from the (research) study* are uncommon. However, this finding is different from that of the Result chapters in which the authors tended to simply report

on the research results without interpretation through their infrequent use of Move 3 “*Commenting on results*”. The authors who followed this combined-chapter structure, on the contrary, interpreted the research findings reported with a very high average occurrence (11.1). Moreover, the majority of these authors (72.7%) compared their findings with previous studies in the literature and accounted for the results found with an average of two and three times per chapter, respectively.

**Table 7.23: Frequency of moves-steps in 11 Result-Discussion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	3	27.2	0.27
<b>Move 1: Introducing the Result + Discussion chapter</b>	11	<b>100</b>	<b>1</b>
Providing background information	13	82	1.18
how the chapter is presented	11	100	1
Indicating methods used or statistical procedure applied	74	82	6.73
<b>Move 2: Reporting results</b>	11	<b>100</b>	<b>1</b>
<b>- section structure</b>	21	54.5	1.9
Locating graphics	178	100	16.2
Reporting major findings	240	100	21.82
<b>Move 3: Commenting on results</b>	11	<b>100</b>	<b>1</b>
Interpreting results	122	100	11.1
Comparing results with literature	22	63.6	2
Evaluating results	1	9	0.09
Accounting for results (giving reasons)	36	63.6	3.27
<b>- Section summary</b>	5	27.2	0.45
<b>- Next section introduction</b>	2	18.2	0.18
<b>Move 4: Summarizing results</b>	5	<b>45.5</b>	<b>0.45</b>
Making conclusions of results	6	54.5	0.54
<b>Move 5: Summarizing the study</b>	0	<b>0</b>	<b>0</b>
Summarizing the study briefly	0	0	0
<b>Move 6: Evaluating the study</b>	2	<b>18.2</b>	<b>0.18</b>
Indicating limitations of the study	0	0	0
Indicating significance/advantage of the study	2	18.2	0.18
<b>Move 7: Deductions from the (research) study</b>	3	<b>27.3</b>	<b>0.27</b>
Recommending further research	0	0	0
Drawing pedagogic implications	3	27.3	27.3
Making suggestions	5	45.5	0.45
<b>Referring to other studies</b>	11	100	1
Providing background information	9	82	0.82
Providing definition of terms	0	0	0
Providing support or justification	66	100	6
<b>- Summarizing the chapter</b>	10	90.1	0.9
<b>- Introducing the next chapter content</b>	2	18.2	0.18

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Furthermore, while *Evaluating the study* (Move 6) and *Deductions from the (research) study* (Move 7) were barely present in the theses with separate Result

chapters, they were found in four theses with the combined Result-Discussion chapters. These findings could reflect the dual communicative purposes of the combined Result-Discussion chapter which not only reports the research findings but also comments, interprets, evaluates and draws conclusions from the results. Although Chen and Kuo (2012) claim that the first three moves could represent the primary communicative purposes of the Result chapters, the presence of these three moves in all Result-Discussion chapters in this thesis corpus is likely to reflect the communicative purposes of this combined chapter perceived by this group of Vietnamese writers in composing it. However, interviews with the actual thesis writers (T6, T11, T17, and T23) showed that they combined these two sections with the purpose of avoiding missing their reported results in the discussions. Moreover, in the interview with the thesis supervisor (S2), as mentioned on page 211, it is known that the combined chapter for Results and Discussions by these Vietnamese thesis writers resulted from their insufficient information for discussing their findings. The information on Table 7.23 seems to confirm what their supervisor claims as *Interpreting results* was found to be by far the most frequent step in Move 3 (*Commenting on results*).

In terms of move cycles, the moves in these combined chapters followed the same order in the framework, i.e., they started with Move 1, followed by several cycles of Moves 2 and 3, and ended with Moves 4, 6 or 7. However, Move 5 (*Summarizing the study*) was found in one chapter, but at the end of the chapter and it provided the summary of all the results found in the study through the instruments employed (Example 6 below). Regarding the independent move of *Referring to other studies*, nine out of 11 combined Result-Discussion chapters (81.8%) contained this

move and its most commonly used function is for *Providing support or justification* with an average of six times per chapter (Table 7.23). Providing background information was also identified in four theses, but with a low frequency of occurrences (0.82).

(6) “*In summary, thanked for the results of three tests and the questionnaires, the author could confirm the following benefits of games. Games could bring about an amusing atmosphere; games could create a learning environment; games could provide students with opportunities and challenges to practice English; and especially, games could help students get better results.*” (RD24)

#### 7.4.2.2 Steps

Different from the findings of the separate Result chapters in which only two steps in Move 2 (*Locating graphics* and *Reporting major findings*) were found to be obligatory, these combined Result-Discussion chapters had four compulsory steps; namely, *how the chapter is presented* (Move 1), *Locating graphics*, *Reporting major findings* (Move 2) and *Interpreting results* (Move 3). The presence of these four steps from the first three moves in each chapter accounted for the obligatory status of the first three moves in the Result-Discussion chapter corpus. Besides the four obligatory steps in the first three moves, another four steps; namely, *Providing background information* (Move 1), *Indicating methods used or statistical procedure applied* (Move 1), *Accounting for results* (Move 3), and *Providing support or justification* (independent move), were recorded as conventional because they were found in nine and seven theses (81.8% and 72.7%, respectively) (Table 7.23). The finding on the higher number of both obligatory and conventional steps that occurred in these Result-Discussion chapters in comparison with that of the Result chapters tends to show that the combined Result-Discussion chapters were more elaborately presented. However, the presence of a separate Discussion chapter that follows could

be a possible explanation for the fewer obligatory and conventional steps in the separate Result chapters of this thesis corpus by these Vietnamese writers.

In terms of step cycling, these Result-Discussion chapters contained more steps of Move 3 in the cycles than the separate Result chapters (Table 7.24). In fact, although the cycle of *Graphics-Findings* (Move 2) also accounted for the highest frequency of occurrences, the cycles with Move 3's steps *Interpreting* and *Accounting* were prominent. Moreover, the presence of a cycle "*Methods-Graphics-Findings-Interpreting-Accounting*" with an average occurrence of 1.28 in each chapter indicated that each finding was meticulously reported in these Result-Discussion chapters. Different from the single focus on presenting the findings of the separate Result chapters, the findings in the combined Result-Discussion ones were presented with the writers' interpretation and explanations. This combination of these Move 3 steps in the cycles could reflect the writers' conscious choice in following the combined Result-Discussion chapter structure.

**Table 7.24: Step cycling in 11 Result-Discussion chapters**

Move/step cycles	Total	Average occurrence per chapter
Graphics-Findings	173	15.73
Methods-Graphics-Findings-Interpreting	57	5.18
Methods-Graphics-Findings	23	2.1
Graphics-Findings-Interpreting	20	1.82
Methods-Findings-Interpreting	14	1.28
Methods-Graphics-Findings-Interpreting-Accounting	14	1.28

In addition to the step cycles in these combined chapters, it is interesting to see how these Vietnamese writers provided background information in Move 1. As stated by Yang and Allison (2003), Move 1 of the Result chapter functions as "a pointer, a reminder or a connector" between chapters, aiming to provide relevant information

for the presentation of the research findings and it may consist of research methods, statistical procedures or a general preview of the chapter. Besides the chapter structure, the methods and statistical procedure applied, almost 73 % of these Vietnamese writers (7 writers), however, either reviewed the research purposes, hypothesis or research design in the first move before the findings were reported (Example 7 below). The presence of providing such information identified in this Result-Discussion chapter corpus is previously recorded by both key studies (Chen & Kuo, 2012; Yang & Allison, 2003) that this study refers to, but in the Discussion chapters. However, it could be argued that the repetition of the research purposes, hypotheses or research design prior to the presentation of the research findings could help readers who read a long text, i.e. a thesis, remember the key information of their reported research. This writing practice by this group of Vietnamese writers is in line with that by international writers.

(7) *"In this experimental research study, the researcher examined the non-English learners' vocabulary retention capacity through the teacher's use of pictures and context in vocabulary teaching in a context of Z University in the Mekong Delta. Besides, the learners' attitudes toward the use of pictures and context were measured to know whether they had positive or negative attitudes at the two points of measurement. The hypotheses of this research study were based on the theoretical assumptions and results of previous studies of Gu and Johnson (1996), Yoshi and Flaitz (2002), Omid Akbari (2008), Kateřina Joklová (2009). Based on the theoretical background, the researcher hypothesized that.... Based on the study results of Kateřina Joklová (2009), the researcher assumed that .... In short, through this theoretical framework derived from the theoretical assumptions and research studies above, the researcher would like to make clear that whether both picture and contextualization were more effective than traditional method in teaching vocabulary or not; whether using pictures would help learners remember vocabulary better than context or not; whether using pictures would maintain vocabulary longer than context or not; and whether learners' attitudes toward the use of pictures and context were positive or negative."* (RD10)

Similar to the findings in the Result chapters, the cycle of *"section introduction-section summary-next section introduction"* was found in these Result-Discussion chapters but with a low frequency of occurrences and only *"section introduction"* was seen in five chapters (Table 7.23). Because of their low average



number of occurrences and in less than 50% of these Result-Discussion chapters, they were not considered as new steps. The last interesting finding in these chapters is the presence of “*chapter summary*” in 10 out of 11 theses with the combined Result-Discussion chapters and half of them have a heading for this section. The rhetorical purpose of this step is to provide a summary of the whole chapter and an introduction to the next chapter content, as shown in Example 8 below. Since this step was found in 91% of these combined chapters, it was classified as a conventional and new step in this study.

(8) *This chapter has analyzed the data obtained from teachers' and students' responses to the questionnaires, students' responses to the interview, and students' test scores. The discussions with colleagues also helped the researcher know more about first-year English majors' current problems in learning English speaking skill at NLU. The findings showed a positive effect of role-play applied to an English speaking class, especially for English majors. In addition, factors affecting EFL learners' speaking ability were considered to identify the effect of role-play. For the scope of the study, it was likely to say that the main factor that affected English majors' speaking ability was psychological factors. The other factors such as social status, age, gender, cognitive factor, and socio-cultural factor seemed not to affect students' English speaking much because most of them were at the same age and social status; they had a little real life experience and knowledge, which limited their English speaking skill; and although the study indicated that males tended to be more confident and independent in speaking English whereas females seemed to be more careful and hesitant, this result was not really reliable because there was only about one-fifth of males in each class. The next chapter will present some conclusions and recommendations. (RD6)*

### 7.4.3 Findings on Citations

#### 7.4.3.1 Citation Types

Table 7.25 shows the number of integral and non-integral citations, their proportions and average numbers per chapter and per 1,000 words of 11 Result-Discussion chapters of the current thesis corpus. With 75 citations in 67,150 words, an average of 7 citations per chapter, each combined Result-Discussion chapter contained three times more citations than a separate Result chapter in the current thesis corpus. However, there is a relatively equal number of citations between a separate Discussion and a combined Result-Discussion chapters. Their commonality

is likely to reflect the similar communicative purposes between these chapters in which citing previous works is necessary in situating the reported results into the disciplinary body knowledge. In fact, through the writers' comments on their findings by providing explanations, evaluations and comparison in relation with those of previous studies, the findings of their reported research are convincingly placed in the literature.

**Table 7.25: Citation types in 11 Result-Discussion chapters**

LR chapters	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
	49	26	75
Percentage	65.3	34.7	100
Average per chapter	4.5	2.3	6.8
Average per 1000 words	0.73	0.39	1.1

Besides the average number of citations in these chapters, Table 7.25 shows these writers' preference for integral citations to non-integral ones (49 and 26 instances, respectively). Apart from an approximately equal number of integral and non-integral citations found in the Introduction and Method chapters of this thesis corpus, the integral citation preference in these Result-Discussion chapters share the commonalities on citation-type preferences with their corresponding LR and Discussion chapters. The integral citation preference by these Vietnamese TESOL M.A. writers confirms that of non-native novice writers in Mansourizadeh and Ahmad (2011) and Petrić (2007). However, similar to the explanations on the findings of citations in the previous chapters, this tendency in using integral citations in some chapters of the present M.A. thesis corpus could be due to the communicative purposes of these chapters that these writers had in mind in composing them. In fact, in these Result-Discussion chapters, more integral citations were employed in order to help these writers position their research findings in relation to the works of others in

the literature. Although Hyland (1999, 2002a) states that the predominant presence of integral citations reflects the argumentative and persuasive nature of the soft disciplines to which these TESOL M.A. theses belong, the interviews with the actual thesis writers (T11, T14 and T17) indicated that more integral citations were used because they were asked to paraphrase the cited sources rather than to quote them in the non-integral ones (Excerpt 7.5). Their supervisors also admitted that these Vietnamese writers tended to copy the language of the original sources in the non-integral citations, so they kept asking them to paraphrase them by using the integral ones (Excerpt 7.6).

(E7.5) “...for me, integral citations were used because my supervisor asked me to paraphrase the sources rather than to use the language of the previous writers. So in my thesis, the integral ones were my words, and the non-integral ones were my quotations.” (T11)

(E7.6) “...these students preferred to use quotations. And if my students often quoted and put the names of previous researchers in brackets, I would ask them to paraphrase and summarize the cited sources or provide them reference books for them to learn citations by themselves” (S3)

Ranging from 1 (RD23) to 22 citations (RD10), as shown in Table 7.26, it can be concluded that the number of citations used among these combined Result-Discussion chapters vary greatly. Although this disparity could reflect these writers' personal preferences, it partly reflects these writers' unawareness of the importance of citing previous studies in reporting their research findings. As indicated by Hyland (2000), references to the works or ideas of others help writers to provide justifications for their arguments and findings, to persuade readers to accept their new claims as scientific facts in their specialized field, and to position themselves in relation to other disciplinary members. The presence of a few citations identified in a majority of these combined Result-Discussion chapters written by Vietnamese TESOL M.A. students

(Table 7.26), therefore, is likely to render these chapters ineffective in persuasively showing the novelty of their works.

**Table 7.26: Distribution of citations in 11 Result-Discussion chapters**

RD	Integral	Non-integral	RD	Integral	Non-integral	RD	Integral	Non-integral
RD3	6	3	RD15	5	0	RD22	3	2
RD6	6	1	RD16	5	3	RD23	1	0
RD10	13	9	RD17	2	2	RD24	2	0
RD11	2	3	RD19	4	3			

#### 7.4.3.2 Citation Functions

Similar to the citation functions found in the Method, Result and Discussion chapters of this thesis corpus, these 11 Result-Discussion chapters contained more *Naming* citations than *Verb controlling* (Table 7.27) (59.18 % and 38.78%, respectively). This finding tends to suggest that *Naming* functions were more frequent in the toward-end chapters (Methods, Results, Discussions, and Result-Discussion).

**Table 7.27: Function distribution in integral citations in 11 Result-Discussion chapters**

Integral	Total	Percentage
Verb controlling	19	38.78%
Naming	29	59.18%
Non-citation	1	2.04%
Total	49	100

In fact, apart from the overwhelming presence of *Verb controlling* over *Naming* in the Introduction and LR chapters (five and two times, respectively), *Naming* was almost two and three times more prominent than *Verb controlling* in the Method and Result chapters, respectively. As previously discussed, such differences can be attributed to the different communicative purposes among these chapters. In these Result-Discussion chapters, moreover, a relatively higher proportion of *Naming* indicates that more findings than previous researchers of previous studies were

employed to make comparisons and evaluations, and to provide explanations for the findings of the reported study.

However, a closer look at *Verb controlling* citation functions in these combined Result-Discussion chapters by these Vietnamese writers reveals that previous authors were employed to mainly review specific research methods from which the results were found rather than to argue for the value of the reported research findings. As shown in Example 9, the finding reported was obtained from role-playing that *Lewis and Hill (1985)* suggest as a technique to increase students' talking time. Another commonality between these toward-end chapters is the absence of *Non-citation* in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text. Actually, one instance of *Non-citation* was found in these combined chapters as can be seen in Example 9 (*Lewis & Hill's suggestion*). This finding indicates that few discussions of previously cited works were made in these toward-end chapters while this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

(9) *In relation to students' talking time, Lewis & Hill (1985) suggest that teachers should use pair work or group work to increase students' talking time. Based on Lewis & Hill's suggestion, students were asked about chances in practicing English speaking skill with role-play. 63.6% of the students said that they had opportunities to use spoken English after using role-play. The finding leads to a potential conclusion that role-play may increase students' talking time. (RD6)*

A closer look at *Naming* citations in these Result-Discussion chapters revealed that among 29 instances, 21 followed “*X's (year)+noun*”, “*that/those of X(year)*”, “*noun + in X (year)*”, “*noun of X's (year)+ noun*” and “*(passive verb) by X (year)*” patterns (Examples 10a, 10b, 10c, 10d and 10e, respectively) while the other 8 *Naming* instances were in “*according to X (year)*” pattern (Example 11).

(10a) *The result of the present research study, however, was different from Omid Akbari's (2008) study. (RD10)*

(10b) *This result is similar to that of Raimes (1993), Omid Akbari (2008), Skripsi (2006).* (RD10)

(10c) *The finding supported the hypothesis and the findings in Baker & Brown (1984); Garner (1987); Swanson & De La Paz (1998); Zhang (2000); and Phakiti (2003b) in which the groups of higher scores would use more strategies than the groups of lower scores .* (RD11)

(10d) *The results are in line with the findings of Carrell, Pharis, and Liberto's (1989) study in which the high proficiency students reported using more Global strategies.* (RD17)

(10e) *This result may be shared by Carrier (1985) and Hadfield (1999) who used to state that games and activities are invaluable to the teacher of a foreign language because ....* (RD24)

(11) *According to Ladousse (1992: 9), being accurate not only depends on using structures and vocabulary correctly, but also on saying the right thing in the right place, at the right time. However, while a large number of teachers admitted that role-play could improve students' fluency in speaking English, a small proportion of teachers (20%) believed that students could use the language in the proper situations.* (RD6)

Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in these Result-Discussion chapters contained mistakes and unconventional citing practice (Examples 9, 10d, 11 above). These mistakes tend to reflect these non-native writers' unfamiliarity with the APA citing style although they were provided with the guidelines.

**Table 7.28: Function distribution in non-integral citations in 11 Result-Discussion chapters**

Non-integral	Total	Percentage
Source	26	100%
Identification	0	0%
Reference	0	0%
Origin	0	0%
Total	26	100%

Different from their corresponding LR and Method chapters in which up-to-three non-integral citation functions were found, these combined Result-Discussion chapters had a single function of non-integral citations, namely *Source* (Table 7.28 above). As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen

in Examples 12a-b below, the proposition by the previous authors was used as support and justifications for the writers' findings.

(12a) *Moreover, monitoring and checking one's own cognitive activities to verify whether comprehension is taking place is one of metacognitive reading strategies that skilled readers employ to enhance their text comprehension (Palincsar & Brown, 1989). This is true with PNTUM first-year students with high proficiency who reported using Global strategies more frequently than the students in low one. (RD17)*

(12b) *First, the students realized that it was not a good way to learn vocabulary just only based on one method given by the teacher. The more students used different methods, the better they can learn vocabulary (Brown, 1980; Nunan1999 and O'Malley & Chamot 1990) (RD10)*

Although the presence of this single non-integral citation function was found in both the Introduction and combined Result-Discussion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in the former in order for the niche of the reported studies to be established. In the latter, in contrast, these writers integrated previous researchers' propositions into their text in providing support for their findings. The different communicative functions of the Result-Discussion chapters could attribute to the change in the ways these writers employed this *Source* function. Moreover, the predominance of this *Source* function in these Result-Discussion chapters tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. In fact, due to its sufficient potential in displaying the M.A. students' knowledge and familiarity with the literature, *Source* is most frequently used in these students' writing of their M.A. theses. Mansourizadeh and Ahmad (2011), furthermore, confirm that attributing is the single citation purpose used by non-native novice writers in their academic writing. A single function of non-integral citation aside, mistakes on punctuation still existed in the Vietnamese writers' use of non-integral citations in their combined Result-Discussion chapters (Example 12b).

### 7.4.3.3 Reporting Verbs

#### 7.4.3.3.1 Denotative/Process Categories

Table 7.29 shows the types of RVs found in 11 Result-Discussion chapters of the TESOL M.A. theses written by Vietnamese students. Like the finding on RVs in the 13 Discussion chapters, 8 more RVs were identified in statements that provided further discussions on the previously cited works (Example 13). Indeed, as shown in Table 7.29 above, there were 19 instances of *Verb controlling* while the total number of RVs in the Result-Discussion chapters is 27.

(13) *However, what Perrine (1974) discussed has significantly helped identify the type of reader they are playing: immature reader. He said the purpose of an adventure story may be simply to carry the reader through a series of exciting escapades.* (RD3)

**Table 7.29: Distribution of reporting verbs in process categories in 11 Result-Discussion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	3	0.18	0.03	11.11%
Cognition Acts	2	0.27	0.04	7.41%
Discourse Acts	22	2.00	0.33	81.48%
<b>Total</b>	27	2.45	0.40	100%

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology), Discourse RVs were found to be the most prominent, accounting for 81.48% of the RVs identified in these Result-Discussion chapters (Table 7.29 above). Ranked almost equally second are Research and Cognition RVs, 3 and 2 instances, respectively. This trend in using RVs in these Result-Discussion chapters confirms Hyland (1999, 2002a), who claims the prominence of Discourse RVs reflects the discursive nature of soft disciplines, to which TESOL belong.



#### 7.4.3.3.2 Evaluative Categories

Table 7.30 shows the categorization of 27 RVs according to their evaluative loads as classified by Hyland (2002a). Like the findings on the evaluative potentials of RVs in their respective LR and Method chapters, these Result-Discussion chapters contained more non-factive verbs, which both neutrally inform readers of the previous researchers' position and objectively report the cited works without personal interpretation (Example 14), than the factive ones (62.96% and 22.22%, respectively).

**Table 7.30: Classification of reporting verbs according to denotation and evaluation in 11 Result-Discussion chapters**

<b>Research Acts</b> 3 (11.11%)	Findings 3 (11.11%)	Factive
		Counter-factive
		Non-factive 3 (11.11%)
	Procedures	
<b>Cognition Acts</b> 2 (7.41%)	Positive 1 (3.7%)	
	Critical	
	Tentative 1 (3.7%)	
	Neutral	
<b>Discourse Acts</b> 22 (81.48%)	Doubt 2 (7.41%)	Tentative 2 (7.41%)
		Critical
	Assurance 20 (74.07%)	Factive 6 (22.22%)
		Non-factive 14 (51.85%)
	Counters	

(14) *Oxford and Burry-Stock (1995) describe that low-proficiency readers use translating more frequently than high-proficiency readers do and sometimes it can slow the learners down, forcing them to go back and forth constantly between a native language and a target language.* (RD17)

Moreover, there was an absence of Counter Discourse verbs, which reveals writers' objections to the correctness of the reported message (Hyland, 2002a) and 15% of positive (Example 15) and tentative verbs (Example 16) (3.7% and 11.11%, respectively) in these chapters. In general, it can be concluded that more than three quarters of RVs employed in these combined chapters are neutral. Like the neutral RV preference identified in the Discussion chapters written by these Vietnamese M.A.

students, this trend in using RVs in terms of their evaluative potentials in these Result-Discussion chapters indicate that this group of writers were less certain in discussing the findings of their studies. However, although maintaining a neutral stance in using RVs is a common trend in academic writing as indicated by previous researchers (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012), its predominance in these combined Result-Discussion chapters is inappropriate. As indicated in Jalilifar (2012), more factive verbs should be used in the Result chapters in order to argue for the reported results to be positioned into the literature.

(15) *Hadfield (2000) and Byrne (1991) also **agreed** that games are used in English classroom always bring about a joyful and relaxed atmosphere. Games were considered as playing, which meant relaxing and enjoyable activities for all kinds of students.* (RD24)

(16) *This student's prominent favor proves that the student understood that the analytic scoring scale would benefit them. As Weigle (2002) **commented** upon Bachman & Palmer's six qualities of test usefulness, the analytic scoring scale will be more appropriate for second language learners on the quality of construct validity.* (RD19)

#### 7.4.3.3.3 Verb Forms

Different from the RVs used in the previous chapters of the current M.A. thesis corpus by these Vietnamese writers in which “*state*” and “*find*” were found to be the most commonly used, the analysis on RVs in the Result-Discussion chapters revealed that “*describe*”, a Discourse Assurance non-factive verb, was the most frequent (4 times), followed by the other two Discourse Assurance non-factive verbs “*say*” and “*state*” (3 times each) (Table 7.31). Followed these three most commonly used RVs are two other Discourse Assurance factive verbs and a Discourse Doubt tentative one (twice each). As can be seen in Examples 14, 15 and 16 above and Examples 17 and 18 below, the RVs were all employed to report the findings of the cited research or previous researchers' positions with the purpose of providing support or justifications and explanations for the writers' reported results.

**Table 7.31: Reporting verbs in 11 Result-Discussion chapters**

1. describe (4)	5. stress (2)	9. assert (1)	13. identify (1)
2. say (3)	6. comment (2)	10. agree (1)	14. explain (1)
3. state (3)	7. discuss (2)	11. conclude (1)	15. categorize (1)
4. affirm (2)	8. consider (1)	12. claim (1)	16. substantiate (1)

\* The number in brackets indicates the times of verb occurrences in the Result-Discussion chapters of TESOL M.A. theses in Vietnam

(17) ...O'Harra (1984) **claimed** that context is the setting or surroundings of a word; therefore, when students listened to someone's talk, the context of a word is the statement that includes the word. (RD10)

(18) Comprehensively, the positive responses on this item persuaded us that using the input authentic materials to engage students fully in communicative activities. Atkins and Baddeley (1998), Carter (1987), Hirsch (2003) and Stahl (2004) **asserted** that the more frequently students interact and use the new words, the more sustainably they can remember those newly learned words. (RD22)

Compared with the total number of RVs used in the separate Result and Discussion chapters, an almost equal number of RVs was found in these 11 combined Result-Discussion chapters (30 and 27, respectively). As shown in Table 7.31, however, except for the first six commonly used RVs, namely “*describe, say, state, affirm, stress, comment* and *discuss*”, the other 9 verbs occurred once in these 11 Result-Discussion chapters. Except for the verb “*substantiate*”, the RVs identified in these Result-Discussion chapters are included in Hyland (2002a) and have already been illustrated and added into his categorization from the previous chapters. The following example (Example 19), therefore, is for this newly used RV in these chapters by this group of Vietnamese writers. Based on its denotative and evaluative loads identified in this Result-Discussion chapter corpus, this verb is added to Hyland's (2002a) Discourse Assurance factive classification of RVs, but this verb is limited to its occurrence found in this corpus alone.

(19) Additionally, Pusack and Otto (1990) and Ianacone (1993) **substantiated** that visuals and audio-visual materials such as charts, videos, filmstrips, slides, and movies inserted in the computer program are important means through which contextualized vocabulary can be taught. (RD22) (Discourse, Assurance, factive)

#### 7.4.3.3.4 Tense and Voice

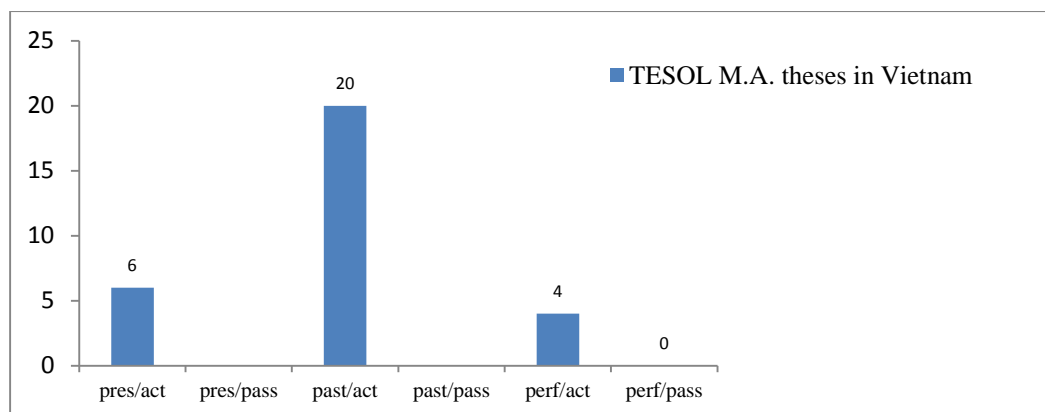
Different from the findings on the tenses of RVs used in their respective LR, Method and Result chapters, the tense analysis of RVs in the combined Result-Discussion chapters showed the preference for the past simple, more than three times more prominent than the present simple (Table 7.32). This tendency in using more past simple in the combined chapters by these Vietnamese writers was also found in their corresponding Introduction chapters. Moreover, there was one instance of the perfective, which is used to make generalizations about previous works in these Result-Discussion chapters (Malcolm, 1987; Oster, 1981). As the communicative function of the Result-Discussion chapters is to report, compare, evaluate and account for the findings in a single chapter, the present simple and present perfect are expected to be more prominent. In fact, the employment of these two tenses enables writers to make the cited works alive, and thus be able to activate the discursive arguments. Moreover, through their alive and ongoing discussions, writers can not only get their research grounded in the current state of their disciplinary knowledge but position themselves in relation to other disciplinary members as well. As revealed in Hanania and Akhtar's (1985) study of the tense and voice of RVs employed in the MSc theses written by professional and advanced English writers, there was a noticeable increase in the present simple and modal verbs used in the Discussion chapters. They accounted this trend for the communicative purposes of these chapters in which generalizations and conclusions based on the results of research are made and qualified. However, as shown in Examples 15-20 above, almost all RVs used to discuss the findings by these Vietnamese writers are in the past simple and their use of this tense in these combined Result-Discussion chapters tends to hamper their

ongoing conversations with those in the literature. In other words, the past tense use in their references to previous researchers' propositions implies that the cited propositions hold true in the past and they may be different from the writers' (Malcolm, 1987; Thompson, 2001). As shown in Examples 15-20, however, they were employed as established knowledge to support the writers' research results; more "historical present" RVs are supposed to be used in these chapters (Quirk, Greenbaum, Leech, & Svartvik, 1985, p. 181).

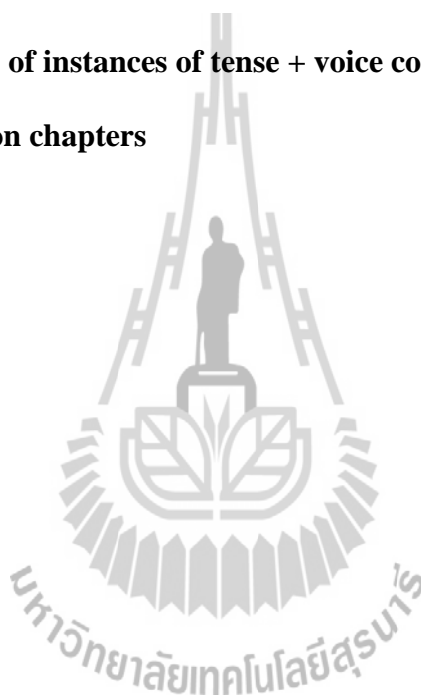
**Table 7.32: Tense and voice of reporting verbs in 11 Result-Discussion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
6 (22.22%)	20 (74.07%)	1 (3.7%)	27	27 (100%)	0 (0%)

Besides the tenses, Table 7.32 shows the absence of the passive form in these combined Result-Discussion chapters in which previous research was employed to comment on the results of the reported studies. As a result, as shown in Figure 1, the active was combined with all the past, present and perfective verbs identified in these chapters. As revealed in the interviews, these writers' preference for the past and active forms of verbs in their Result-Discussion chapters reflects their unawareness of the rhetorical functions of these aspects in reporting prior research and explicit instructions on tense and voice of RVs needed to help these writers effectively use them in their future writing for publication.



**Figure 7.3: Numbers of instances of tense + voice combination in in 11 Result-Discussion chapters**



## CHAPTER 8

### ANALYSIS OF MOVES-STEPS AND CITATIONS IN CONCLUSION CHAPTERS

This chapter presents the analysis of move-step structures and citations in 24 Conclusion chapters of the TESOL M.A. theses written by Vietnamese students.

#### 8.1 Titles of the Conclusion Chapters

Chapter headings are important because they give some indication of the role which the writer sees a chapter plays (Bunton, 2002). The preliminary examination of the current corpus of 24 M.A. theses written by Vietnamese revealed that the conclusion in a M.A. thesis has the status of a separate chapter, as confirmed by Paltridge (2002b) and Bunton (2005). However, unlike the generic titles of their respective previous chapters, the titles of these concluding chapters varied considerably. As can be seen in Table 8.1 below, only three of the 24 theses are simply called “*Conclusions*” and six are named “*Conclusions and Recommendations*”. The other 15 concluding chapters had different titles that combined various elements often seen as part of a concluding role. In addition, it is interesting to see that one Conclusion chapter was named “*Recommendations*” in the current concluding chapter corpus. In fact, a closer look at these titles (Table 8.1) showed that these writers have seen a conclusion of their thesis playing the roles of summarizing their findings,

giving pedagogical implications, indicating limitations and making recommendations and suggesting areas of further research. Moreover, the titles of two chapters were found to include the discussions, but as described earlier the discussions in these two theses were presented separately from the conclusions and they had subtitles; namely, “*Discussions*” and “*Conclusions*” for each in relation to their communicative purposes. Therefore, the conclusion parts of these two theses were separately examined.

**Table 8.1: Generic chapter titles in 24 M.A. Conclusion chapters**

Chapter titles	Total*	Chapter titles	Total*
Conclusions and Recommendations	6	Discussions of findings, Conclusions and Recommendations	2
Conclusions	3	Conclusions, Limitations, and Directions for further study	1
Conclusions and Implications/Suggestions	2	Discussions and Conclusions	1
Conclusions, Implications/Suggestions and Recommendations	2	Implications, Limitations and Further study	1
Conclusions, Pedagogical Implications and Limitations	2	Implications, Limitations and Conclusions	1
Summary of findings, Conclusions and Recommendations	2	Recommendations	1

*\*The total number of sections with a particular heading in the data*

## 8.2 Section headings

Section headings are also very helpful in showing what the writer is hoping to achieve in different parts of the chapter or the moves the writer has in mind. All these 24 concluding chapters in this TESOL M.A. thesis corpus were divided into sections with varied headings although they shared identical communicative purposes. This finding confirmed that of Bunton (2005) which found various patterns of section headings in the concluding chapters of Ph.D. dissertations in humanities and social sciences. As can be seen in Table 8.2 below, the headings in this table are grouped



according to their shared communicative purposes and they are sequenced in the table in approximately the order they appeared in the Conclusion chapters.

**Table 8.2: Section headings in 24 Conclusion chapters**

Section headings	Total*	Section headings	Total*
Introductions	3	Limitations of the study	8
		Limitations	7
Summary of findings	7	Delimitation of the study	1
Summary of the present study	2	Limitations of the study and suggestions for further study	1
General findings	1		
Major conclusions	1	Recommendation for further study	6
Conclusion(s)	5	Recommendations	6
Research questions explicitly answered	2	Further research	1
		Direction for further study	1
Pedagogical implications	5	Implications for further study	1
Teaching implications	1	A few further words	1
Implications	4		
Recommendations	5	Conclusion(s)	7
Recommendations for teaching and learning	4		
Suggestions	2	Chapter summary	7
Contributions of the study	1	Summary	3

\*The total number of sections with a particular heading in the data

It is clear from Table 8.2 that almost all of the headings used in these 24 Conclusion chapters of M.A. theses by Vietnamese writers are generic because they were used to indicate the functions of the sections. However, three Conclusion chapters in the corpus have sections headed with “*Research questions explicitly answered*”, “*Contributions of the study*” and “*A few further words*” for the functions of summarizing the main findings of each research question, making pedagogical suggestions, and suggesting further research, respectively. They were, therefore, put in the respective group of these three communicative purposes. Furthermore, the heading “*Conclusion(s)*” was used with two different functions, i.e. summarizing the main findings of the reported study and making an overall summary of the whole

study. For the former communicative purpose, this heading was usually seen at the beginning of the chapter while the later was found at the end of the chapter. Similarly, “*Recommendations*” was found to refer to future research as in Dudley-Evans (1986, 1994) and practical applications as well as future research as in Weissberg and Buker (1990). They were, therefore, classified into two groups according to their communicative purposes. In summary, there are seven functions that these writers had in composing their Conclusion chapters.

### 8.3 Findings on Move-Step Structures

#### 8.3.1 Moves

In Table 8.3 below, Move 4 (*Deductions from the research study*) was identified as an obligatory move in this Conclusion chapter corpus as each chapter contained at least one element of this move. The other moves were conventional and optional. In particular, the first two moves (*Introducing the Conclusion chapter* and *Summarizing the study*) were found in 22 and 20 of these 24 chapters, accounting for 92% and 83%, respectively while the third move (*Evaluating the study*) and the independent move of *Referring to other studies* were identified in 19 (79%) and 16 (67%), respectively. The prevalent presence of the first four moves in the Conclusion chapters of the current corpus is in line with the finding of Chen and Kuo (2012), but no obligatory moves were found in the M.A. theses written by international writers in their corpus.

**Table 8.3: Frequency of moves-steps in 24 Conclusion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	3	12.5	0.13
<b>Move 1: Introducing the Conclusions chapter</b>	20	<b>83.3</b>	<b>0.91</b>
- purpose	9	37.5	0.38
- method+ statistics	3	12.5	0.13
- research question	4	16.6	0.17
- how the chapter is presented	20	83.3	0.83
<b>Move 2: Summarizing the study</b>	20	<b>83.3</b>	<b>0.83</b>
Summarizing the study briefly	20	83.3	0.83
<b>- introduce the next section</b>	2	8.3	0.08
- section summary	6	25	0.25
<b>Move 3: Evaluating the study</b>	19	<b>79</b>	<b>0.79</b>
Indicating significance/advantage	7	29	0.29
Indicating limitations	17	71	0.71
- time limit	6	25	0.25
- method (sample + instrument)	11	45.8	0.46
Evaluating methodology	2	8.3	0.08
<b>Move 4: Deductions from the study</b>	24	<b>100</b>	<b>1</b>
Recommending further research	22	92	0.92
Drawing pedagogic implications	22	92	0.92
Making suggestions	5	20.8	0.21
<b>Referring to other studies</b>	16	<b>67</b>	<b>0.67</b>
Providing support or justification	95	67	3.96
Providing background information	3	12.5	0.12
<b>- Summarizing the chapter</b>	<b>14</b>	58	0.58

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Moreover, except for the first move (*Introducing the Conclusion chapter*) added by Chen and Kuo (2012), the high frequency of occurrences of Moves 2, 3, and 4 confirmed Yang and Allison's (2003) which found *Summarizing the study*, *Evaluating the study*, and *Deductions from the study* the most frequent elements in the Conclusion sections of RAs. As asserted by Yang and Allison (2003) and Chen and Kuo (2012), these three moves sufficiently characterize the communicative purposes of Conclusions in theses, which concentrate on highlighting overall results and evaluating the study. However, the presence of Move 4 in all of these Conclusion chapters could be explained by the complete absence of this move in the previous

concluding chapters; namely, the Result and Discussion chapters and the Result-Discussion chapters. In other words, as described in the findings of the previous concluding chapters, *Deductions from the study*, Move 6 of the Result chapters and Move 7 of both the Discussion chapters and the combined Result-Discussion chapters were hardly found. The absence of this move in the previous concluding chapters tended to reflect the specific way that these Vietnamese writers organized these concluding texts from results to closure. In particular, it is likely that the Conclusion chapters are the only place where these thesis writers in Vietnam made recommendations and suggestions for students, teachers and administrators and for future work, based on the results of their studies.

In terms of move cycles, similar to Chen and Kuo's (2012) and Yang and Allison's (2003), the results of this study revealed that these Conclusion chapters had a linear structure. As mentioned earlier, these concluding chapters were organized in approximately the order of the section headings in Table 8.2 above, except for the independent move of *Referring to other studies*. In fact, while the majority of writers (83%) opened the last chapter of their theses with the chapter introduction (with and without section headings), as seen in Example 11 below, four began their chapters with summaries of main findings. Following the chapter introductory section were summaries of main findings, pedagogical implications, limitations of the study, and recommendation for further study. They all ended the chapters with elements of Move 4 (*Deductions from the study*) and more than half of them (58%) closed with a chapter summary (with and without the headings) or a brief review of the whole study (Examples 12 and 13 below, respectively).

## (11) "6.1 Introduction

*The English language plays an important part in Vietnam's development, as the country needs more and more people who can speak it to staff the development flowing from the open-door policy. One of the most significant factors that can contribute to the success of its teaching and learning is textbook. However, since its pilot application into high schools in 2006-2007, the English textbook for the 10<sup>th</sup> graders has not been systematically evaluated. Therefore, this study has been carried out to find out information to solve that problem, specifically with respect to reading skill. The discussion of data analysis and interpretation in the previous chapter makes it possible to organize the conclusion in four main parts: the research questions explicitly answered, strengths and weaknesses in the methodology of the study, recommendations for teachers and textbook designers, and suggestions for further research."* (C18)

(12) *"In brief, this chapter has helped to summarize the whole work of the thesis. This includes collecting the results in Chapter 4 to answer the wonders that stimulate the conduction of the study. Next, the chapter has also drawn out important implications for pedagogical issues in terms of teaching spoken discourse which can be applied in teaching practice afterwards. In addition, a discussion on the study limitations has also been withdrawn. Such limitations, on the other hand, urge new ideas for further research which has been also discussed in the final section of the chapter."* (C15)

## (13) "5.5. Conclusion

*The purpose of this study was to examine and determine .... It also aimed at investigating.... In addition, the results of the study would aim at providing.... The study employed a survey research with the design of a mainly quantitative approach combined with additionally qualitative approach in order to gain.....*

*Based on the results, this study briefly draws the following conclusions: 1)..... 2) ....There were no significant differences in.... However,....3) ....*

*This study suggests that the ...." (C17)*

However, it is worth mentioning here that Move 4 (*Deductions from the study*) was found to be lengthily presented in nine chapters (38%), accounting for three quarters of the length of these chapters. As previously mentioned, this move was found to be present in every Conclusion chapter of the current thesis corpus. Besides future research recommendations, its main communicative purposes were seen to provide detailed suggestions for teachers, students and administrators. The meticulous descriptions of what teachers, students and administrators at a particular educational setting should do for the improvement of the practice of learning and teaching English of their school were likely to make this move cyclical.

### 8.3.2 Steps

Frequency analysis of steps revealed that *How the chapter is presented*, *Summarizing the study briefly* (20 instances each), *Indicating limitations* (17

instances), and *Recommending future research*, *Drawing pedagogical implications* (22 instances each) in Moves 1, 2, 3 and 4, respectively were five most frequent steps. However, these steps did not have frequencies as high as the high-frequency steps in other chapters, suggesting that cycles of steps rarely occur in Conclusions. In fact, as can be seen in Table 8.3, these five steps occurred only once in each Conclusion chapter. This finding confirms Yang and Allison's (2003) which states that Conclusions usually have a linear structure.

In addition to their frequent occurrences, these steps also had high percentages (83%, 71% and 92%, respectively), making them conventional steps in this Conclusion chapter corpus (Kanoksilapatham, 2005). Although the findings on the most frequently occurred steps and their high percentages in these Conclusion chapters written by Vietnamese are in line with those in Chen and Kuo (2012), the high percentage and frequency of occurrence of the step *How the chapter is presented* is not. The prominent occurrence of this step at the beginning of the chapter tended to reflect the Vietnamese written pattern, which follows the three part structure of "Introduction-Body-Conclusion". In fact, as can be seen in Table 11, the step of "*Chapter summary*" was found in 14 chapters, accounting for 58% of the Conclusion chapters (Example 12 above). The presence of chapter introduction and conclusion/summary steps and elements of Moves 2 to 4 in these Conclusion chapters is supposed to show the "Introduction-Body-Conclusion" written pattern by these Vietnamese writers. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. The cycles of this written discourse was also seen in the findings on the move/step structures of the previous

chapters with a relatively high percentage. Furthermore, due to its presence in more than 50% of the Conclusion chapter corpus, the step “*Chapter summary*” was classified as a new step as suggested by Kanoksilapatham (2005).

Besides the five conventional steps and the new step mentioned above, the other steps (*Indicating significance/advantage*, *Evaluating methodology* (Move 3), *Making suggestions* (Move 4), and *Providing support or justification* (Independent move) were found to be optional as they occurred in less than 50% of the Conclusion chapter corpus. However, it is also interesting to see how these Vietnamese thesis writers composed the first move through their employment of steps. As illustrated in Example 14 below, the chapter introduction (Move 1) started by briefly reviewing the previous chapter content, introducing the chapter structure and then briefly restating the research aims, subjects, and research methods, followed by the main findings (Move 2) and ended with a section summary. This common way of introducing the Conclusion chapters was identified in nine out of 24 chapters (38%), as can be seen in Table 8.3. This aside, three chapters were found to contain background information, which indicates the importance of the research topic in the first move and this step of providing background is similar to “*Consolidation of research space*” found in thesis-oriented Conclusions in Bunton (2005) (Example 14).

(14) “*Based on the data analysis and discussion of findings in the previous chapter, this one draws main conclusions by first explicitly answering the research questions presented in Chapter 1. It then gives out some implications and recommendations for the use of games to enhance students’ motivation in learning lexis. It next includes some limitations in research methodology before it finally gives suggestions for further research.*

#### **5.1 Conclusion**

*Vocabulary plays an important role in successful English learning. It contributes to learners’ language knowledge improvement. To learn lexis effectively, they need to have motivation enhanced by games. Therefore, this research has been implemented to examine the educational value of games for students’ performance and attitude towards vocabulary learning reflected via their motivation enhancement, language practice chances, cooperative learning, and difficulties of game introduction. Specifically, it has been prompted by the answer to the following main research question To what extent can games enhance students’ motivation in vocabulary learning? and its two sub-questions: ....*

*The findings, as discussed in the previous chapter, indicate that: ....*

*In conclusion, games were considered as a positive factor good for student motivation enhancement. They proved... Therefore, it is time games were used frequently ....” (C4)*

The step of *Indicating limitations* (Move 3) was found to mainly focus on the shortcomings of research time, research samples, research instruments and some objective research settings (Table 8.3). In fact, instead of making some general limitations of the reported studies, nearly half of these writers tended to show their awareness of their small sample sizes, seven indicated the weaknesses of research instruments while six mentioned the time limit in conducting their studies (Example 15). Similar to the findings of the previous chapters, the step of *Providing support or justification* was identified in 16 theses, making it a conventional step. However, the move of *Referring to other studies* was employed for not only providing support and justification as indicated by Chen and Kuo (2012), but giving background information. This new step used in *Referring to other studies* was found in only three chapters and this was mainly found in the steps of restating the research methodology in Move 1 (C11 and 19) and indicating limitations in Move 3 (C3) (Example 15). Similar to this, the other two newly identified steps (*next section introduction* and *section summary*) were also found in Move 2 of two and four chapters, respectively. The occurrences of these two new steps were recorded when there were several main findings to be reported. However, as they were present in a few chapters of the corpus, they were not considered as new steps.

(15) “5.3. *Limitations*

*The current study has some limitations. Firstly, because of the time limit, the study only investigated the strategy use of the students through the questionnaire. Therefore, the actual use of the strategies of the students has not been observed. Secondly, as presented in literature review, 30 reading comprehension strategies in the questionnaire based on Fotovatian’s (2006) and Marzban’s (2006) couldn’t reflect students’ actual use of strategies. Thirdly, 59 second – year participants in this study could not generalize all English majored students at Vietnamese Universities.”(C11)*



## 8.4 Findings on Citations

### 8.4.1 Citation Types

**Table 8.4: Citation types in 24 Conclusion chapters**

Conclusion chapters	Integral	Non-integral	Total
	64	34	98
Percentage	65.3	34.7	100
Average per chapter	2.7	1.4	4.1
Average per 1000 words	1.38	0.72	2.1

As can be seen in Table 8.4, only 98 citations were found in 47,053 words of 24 Conclusion chapters of the TESOL M.A. thesis corpus by Vietnamese writers. With an average of four citations per chapter and two instances in 1,000 words, it is clear that these Conclusion chapters contained a relatively limited number of citations, as compared with those in their previous respective chapters (Introductions, LR, Method, Results, Discussions, and Results-Discussions). In fact, apart from the highest frequency of citations in the LR chapters (11.93 instances per 1,000 words), followed by almost six citations in 1,000 words in the Introductions, the average number of citations per 1,000 words in all the other chapters in this thesis corpus ranges from 0.43 to 3.1 (Table 8.5). Despite the low average number of citations in these last chapters, worth mentioning here is the fact that citations were found to be twice or four times denser per 1,000 words than those in the other concluding chapters (Results, Discussions, Results-Discussions).

**Table 8.5: Frequency comparisons on citations between chapters of 24 TESOL M.A. theses**

Chapters	Intro.	LR	Method.	Results	Discussions	Results Discussions	Conclusions
Average per chapter	9.63	81.66	9.7	2	6.2	6.8	4.1
Average per 1,000 words	5.76	11.93	3.1	0.43	0.9	1.1	2.1

Besides the average number of citations in these 24 Conclusion chapters, Table 8.6 shows these Vietnamese writers' preference for integral citations over non-integral ones (65.3% and 34.7%, respectively). In general, except for an approximately equal number of integral and non-integral citations found in the Introduction and Method chapters, these writers' integral citation preference was identified in all the other chapters of this TESOL M.A. thesis corpus. Such preference confirms the non-native novice writers' common tendency in using these two citation types in Mansourizadeh and Ahmad (2011) and Petrić (2007).

However, similar to the explanations on the findings of citations in the previous chapters, this tendency in using integral citations in some chapters of the present M.A. thesis corpus could be due to the communicative purposes of these chapters that these writers had in mind in composing them. In fact, in these Conclusion chapters, besides a few citation instances found in Move 2 (*Summary the study*), more previous researchers than their findings (in integral citation type) were exclusively dense in the longest move, Move 4 (*Deduction from the research study*) in which the pedagogical recommendations drawn from their research findings were made. In other words, through the employment of integral citations in which the previous researchers are prominent, the pedagogical implications that these writers made tend to be more convincing to readers. Although the predominant presence of integral citations reflects the argumentative and persuasive nature of the soft disciplines (Hyland, 1999, 2002a), these writers' use of integral citations in their Conclusions is likely to reflect the communicative purpose they had in mind in composing each chapter. However, in the interviews with these actual thesis writers, it is surprising to learn that more integral citations were used because the cited sources

were paraphrased rather than to be quoted in the non-integral ones. This finding from the interviews indicates that these Vietnamese thesis writers are not aware of the rhetorical functions of each citation type and explicit instructions on this rhetorical feature should be provided to help these writers.

As shown in Table 8.6, there is a great variation of citations used in these Conclusion chapters, ranging from 0 to 29 citations. Actually, except for C3, which had 29 citations, eight chapters (C4, 5, 8, 10, 12, 13, 15, and 20) did not contain any citations while the other 15 chapters had a few instances. Although this disparity could reflect these writers' personal preferences, it partly reflects these writers' unawareness of the crucial role of citation in their academic writing.

**Table 8.6: Distribution of citations in 24 Conclusion chapters**

C	Integral	Non-integral	C	Integral	Non-integral	C	Integral	Non-integral
C1	2	1	C9	0	2	C17	1	1
C2	3	4	C10	0	0	C18	5	1
C3	19	10	C11	5	1	C19	2	2
C4	0	0	C12	0	0	C20	0	0
C5	0	0	C13	0	0	C21	1	0
C6	4	3	C14	2	1	C22	3	2
C7	2	0	C15	0	0	C23	4	2
C8	0	0	C16	4	3	C24	7	1

As indicated by Hyland (2000), references to the works or ideas of others help writers to provide justifications for their arguments and findings and to persuade readers to accept their new claims. The complete absence of citations in a third of these Conclusion chapters written by Vietnamese TESOL M.A. students (Table 8.6), therefore, indicates that these chapters simply summarized their studies without engaging into any conversation with other disciplinary members. This practice could render these chapters ineffective in persuasively showing the novelty of their works and positioning the writers themselves in relation to other disciplinary members.

### 8.4.2 Citation Functions

As shown in Table 8.7, *Verb controlling* was the most frequently used in these Conclusion chapters (64%), followed by *Naming* (34%) and *Non-citation* (2%). This tendency of using citation functions was also found in their respective Introduction and LR chapters of this M.A. thesis corpus. Moreover, this distribution of citation functions is in line with that of Iranian M.A. students in their M.A. Introduction chapters (Jalilifar & Dabbi, 2012).

**Table 8.7: Function distribution in integral citations in 24 Conclusion chapters**

Integral	Total	Percentage
Verb controlling	41	64.06%
Naming	22	34.38%
Non-citation	1	1.56%
Total	64	100%

Such commonalities in citation functions between these two groups of non-native English writers tend to suggest that placing the name(s) of cited authors at the subject position followed by a verb tends to be the easiest way in integrating citations into texts. However, different from the findings on citation functions in the Introduction chapters and those from Mansourizadeh and Ahmad (2011), which revealed that *Verb controlling* was employed five times more than *Naming*, the former is nearly twice more prominent than the latter in these Conclusion chapters. Furthermore, this proportion of these two citation functions, *Verb controlling* and *Naming*, in these last chapters is similar to that in their corresponding LR chapters. A possible explanation for this different tendency in using these two integral citation functions between the Introductions and LR and Conclusion chapters in the current corpus could be due to their different communicative purposes. In fact, while citations are employed in the Introductions in order to establish the territory and the niche of

the reported studies (Samraj, 2002b; Swales, 1990, 2004), they serve as a justification and a consolidation of the value of the research in these two chapters, respectively. In particular, in showing what is distinct from what has been done in the literature, in the LR chapters, previous related studies are supposed to be reviewed in detail, including not only the findings but also the research methods and designs (Kwan, 2006). In the Conclusion chapters, on the other hand, citations are employed in order to justify the comparisons, evaluations and the new claims that have been made in their respective Result and Discussion chapters. Such justifications on the research findings could be easily accepted if they are made through the voice and the views of prior researchers whose names are placed within the citing sentences in the integral citations (Example 16).

(16) *Student-centred literature class, in Carter and Long (1991)'s opinions, is one which allows and encourages learners to explore the literary work themselves, and to invite them to develop their own responses and sensitivities (p.24). (C3)*

A closer investigation at *Naming* citations in these Conclusion chapters revealed that among 22 instances, 15 followed “*according to X (year)*” pattern (Examples 17a-b) and the other seven were in “*X's (year)+noun*” pattern (Example 16). This finding tends to indicate that few patterns were used in *Naming* citation functions in these Conclusion chapters by this group of Vietnamese writers. Despite their simplicity, mistakes existed in the use of these two patterns. As can be seen in Example 16, an apostrophe (‘) indicating the possession was placed after the brackets instead of the researchers’ names and the corrected version should be like this *Carter and Long's (1991) opinions*. Examples 17a-b, in contrast, show similar mistakes found in the previous chapters, namely the wrong use of the ampersand (&) and the full name of a Vietnamese scholar. However, it is interesting to see a comma

separating this scholar's surname and her middle and first name in Example 17b, which is likely to reflect this writer's adaptation in citing Vietnamese scholars. These grammatical and unconventional mistakes suggest an appropriate amount of explicit form-based instruction aiming to help these non-native novice writers to acquire the citation conventions which are internationally accepted.

(17a) *Teachers should not be afraid of the noise caused by pair work and group work activities. According to **Lewis & Hill (1985)**, techniques must be used to increase students' participation. It means that in order to teach spoken English effectively, teachers must be regularly using choral, pair work, and group work.* (C6)

(17b) *According to **Pham, Phu Quynh Na (2007)**, these activities should not be too difficult or too easy compared to their current level since adult learners are easily discouraged and frustrated.* (C8)

Like the findings on citations found in the combined Result-Discussion chapters, only one instance of *Non-citation* in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text was found in these Conclusion chapters (Example 18). This finding indicates that few further information or discussions of previously cited works were made in these toward-end chapters although this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

(18) *Before, **Nguyen (2009)** also came up with an operationalized definition of LA in which LA consisted of two components: learners' self-initiation of autonomous learning activities both inside and outside classroom such as .... However, **Nguyen** both before and after the treatment claimed that "self-initiation is less teachable than self-regulation" (p. 52) and "the self-initiation of learners is not easily either changed or improved considerably through teaching" (p. 300).* (C18)

As shown in Table 8.8, except for one instance of *Reference* (Example 19), these Conclusion chapters in this thesis corpus had a single function of non-integral citations, namely *Source*.

**Table 8.8: Function distribution in non-integral citations in 24 Conclusion chapters**

<b>Non-integral</b>	<b>Total</b>	<b>Percentage</b>
Source	33	97.06%
Identification	0	0%
Reference	1	2.94%
Origin	0	0%
Total	34	100%

(19) *Secondly, instructors play a very important role in the success of the instruction and in fostering learner autonomy. Instructors need to be sensitive and skillful to have timely and effective interventions to facilitate students' development of metacognitive awareness and metacognitive regulation. In other words, teacher autonomy (see **Benson, 2011**) is really crucial to fostering learner autonomy.* (C18)

This finding on non-integral citation functions is similar to those in the Discussion and combined Result-Discussion chapters, but it is different from their corresponding LR and Method chapters in which up-to-three non-integral citation functions were found. As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen in Examples 20a-b below, the propositions by the previous authors were used as source of support and justifications for the writers' suggestions.

(20a) *...In order to help the students avoid mispronunciation and using the wrong stress, teachers should help them deal with pronunciation and stress because the students' mother tongue mostly affects the way they pronounce the foreign language.* (**Brown, 2001**) (C23)

(20b) *However, a classroom would be boring if the teacher only followed activities designed in the textbook strictly. This might limit the creativity of both teachers and students. Therefore, it is necessary to enrich classroom activities and reinforce teaching aids such as songs, games, and role-plays, and so on* (**Do Huy Thinh, 2010**). (C6)

Although the presence of this single non-integral citation function, *Source*, was found in the Introduction, combined Result-Discussion and Conclusion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in order for the niche of the reported studies to be established in the Introductions. In the Result-Discussion chapters, in contrast, these writers integrated previous researchers' propositions into their text in providing support for their

findings while justifying their suggestions for teaching is its main function in these Conclusion chapters. The different rhetorical functions of these chapters in theses could attribute to the change in the ways these writers employed this *Source* function. Moreover, the predominance of this *Source* function across the chapters of these 24 theses tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. Its sufficient potential in displaying the M.A. students' knowledge and familiarity with the literature could be attributed to its most frequent use in these Vietnamese students' writing of their M.A theses. Mansourizadeh and Ahmad (2011), furthermore, confirm that attributing is the single citation purpose used by non-native novice writers in their academic writing.

### 8.4.3 Reporting Verbs

#### 8.4.3.1 Denotative/Process Categories

Table 8.9 shows the types of RVs found in 24 Conclusion chapters of the TESOL M.A. theses written by Vietnamese students. Unlike the finding on RVs in the 13 Discussion chapters and 11 combined Result-Discussion ones, no extra RVs were identified in statements that provided further discussions on the previously cited works. In other words, all 41 RVs in these Conclusion chapters are those from 41 *Verb controlling* citations (Table 8.7) and the absence of extra RVs found indicates the absence of further discussions in these summarizing chapters. As indicated in the move-step structures of the Conclusion chapters by Chen and Kuo (2012), *Referring to other studies* (Independent Move) in these last chapters is for providing support or justifications for the general research conclusions, evaluations and deductions made. Like those in their respective prior chapters, except the Discussion and Result-Discussion chapters of this M.A. thesis corpus written by Vietnamese writers,



previous works reported through the employment of RVs were mentioned once without writers' further personal interpretations.

**Table 8.9: Distribution of reporting verbs in process categories in 24 Conclusion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	8	0.33	0.17	19.5%
Cognition Acts	4	0.16	0.09	9.75%
Discourse Acts	21	0.88	0.45	70.75%
<b>Total</b>	41	1.67	0.87	100%

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology, Result-Discussion), Discourse RVs were found to be the most prominent, accounting for more than two thirds (71 %) of the RVs identified in these chapters (Table 8.9). Ranked second are Research RVs (19.5%), followed by Cognition RVs (9.75%). This trend in using RVs in these Conclusion chapters confirms Hyland (1999, 2002a), who claims the prominence of Discourse RVs reflects the discursive nature of soft disciplines, to which the field of the current study, TESOL, belongs.

#### 8.4.3.2 Evaluative Categories

Table 8.10 shows the classification of 41 RVs according to their evaluative loads as categorized by Hyland (2002a). Unlike the findings on the evaluative potentials of RVs in all their respective prior chapters (Introduction, LR, Methodology, Result, Discussion and Result-Discussion), in these Conclusion chapters, neutral and tentative RVs were found to be the most prominent, followed by non-factive and factive ones (41.42%, 26.55% and 24.38%, respectively). This difference could be ascribed to the prevalence of citations used in Move 4 (*Deduction from the research study*) in which the pedagogical recommendations drawn from their

research findings were made in these last chapters. In other words, since previous researchers were employed to support their pedagogical implications drawn from the research findings, these writers tended to be less assertive in their suggestions through their more frequent use of tentative and non-factive verbs.

**Table 8.10: Classification of reporting verbs according to denotation and evaluation in Conclusion chapters**

<b>Research Acts</b> 8 (19.5%)	Findings 5 (12.2%)	Factive 1 (2.44%)
		Counter-factive
		Non-factive 4 (9.75%)
	Procedures 3 (7.3%)	
<b>Cognition Acts</b> 4 (9.75%)	Positive 1 (2.44%)	
	Critical	
	Tentative 2 (4.88%)	
	Neutral 1 (2.44%)	
<b>Discourse Acts</b> 29 (70.75%)	Doubt 14 (34.1%)	Tentative 14 (34.1%)
		Critical
	Assurance 15 (36.6%)	Factive 8 (19.5%)
		Non-factive 7 (17.1%)
	Counters	

Besides the difference regarding the evaluative potentials of RVs, these Vietnamese writers completely avoided using Counter Discourse verbs, which is similar to the findings in the previous chapters of the current thesis corpus. Despite the facts that explicit refutation of other researchers is “a serious face-threatening act” in academic writing (Hyland, 2002a, p. 124) and the differences in relation to power among thesis writers and examiners may lead to the absence of Counter RVs in these M.A. theses (Koutsantoni, 2006), these Vietnamese students’ avoidance of refuting and criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

### 8.4.3.3 Verb Forms

**Table 8.11: Reporting verbs in 24 Conclusion chapters**

1. suggest (11)	7. indicate (1)	13. distinguish (1)	19. reveal (1)
2. state (4)	8. find (1)	14. see (1)	20. comment (1)
3. recommend (3)	9. come up with (1)	15. offer (1)	21. assume (1)
4. say (2)	10. affirm (1)	16. define (1)	22. agree (1)
5. confirm (2)	11. prove (1)	17. explain (1)	23. stress (1)
6. emphasize (2)	12. highlight (1)	18. regard (1)	

\* The number in brackets indicates the times of verb occurrences in the Conclusion chapters of TESOL M.A. theses in Vietnam

Table 8.11 shows 23 RVs and their frequency of occurrences in 24 Conclusion chapters. Compared with the total number of RVs used in the previous concluding chapters (Result, Discussion and Result-Discussion), these Conclusion chapters had the most RVs (9, 21, 15 and 23 RVs, respectively). Moreover, different from the RVs used in the previous chapters of the current M.A. thesis corpus by Vietnamese in which “*state*”, “*find*” and “*describe*” were found to be the most commonly used, the analysis on RVs in the Conclusion chapters revealed that, “*suggest*”, a Discourse Doubt tentative verb, was the most frequent (11 times), followed by “*state*” and “*recommend*” (4 and 3 times, respectively).

As discussed in the evaluative functions of the RVs used in these chapters, these Vietnamese writers tended to be less assertive in reporting prior works through their prominent use of tentative RVs when making teaching suggestions which were drawn from the findings of their research (Examples 21a-b). As shown in Table 8.11, furthermore, three verbs “*say*, *confirm*, and *emphasize*” were found to occur twice in this Conclusion chapter corpus. Except for these first 6 RVs, the other 17 verbs occurred once in these 24 Conclusion chapters.

(21a) Edge (1989, p.24) **suggests** the best form of correction is self-correction because “people usually prefer to put their own mistakes right rather than be corrected by someone else”. Thus, teachers should not correct the mistakes themselves, but show that a mistake has been made. (C23)

(21b) ...To carry out this step, Collie and Slater (1987) **recommended** the following activities: biographical montage, creating a sketch of the author, guessing missing information, biographical lie-detecting. Certainly, teachers can add to the list whatever kind of information they see as needed or activities suitable for their students to help them comprehend the literary text better. (C3)

As the verbs “*distinguish*, *offer* and *come up with*” were newly identified as RVs in these Conclusion chapters, Examples 22a-c below illustrate how they were used by Vietnamese M.A. students. Moreover, they are also added to Hyland’s (2002a) categorization based on their denotative and evaluative loads identified in this Conclusion chapter corpus, but these verbs are limited to their occurrence found in this thesis corpus alone. However, besides the mistakes in using RVs identified in these Conclusion chapters, Example 22c also illustrates the non-idiomatic expression “*come up with*”. This expression is not only inappropriate in academic writing but also reflects some of this writer’s low level of language proficiency.

(22a) Collie and Slater (1987) even **offered** a wider range of activities to facilitate students’ comprehension of the text on the one hand and motivate them to read more enthusiastically on the other hand. (C3)

(22b) Cortazzi and Jin (1999) **distinguish** three types of cultural information that can be used in language textbooks and materials. (C1)

(22c) Before, Nguyen (2009) also **came up with** an operationalized definition of LA in which LA consisted of two components: learners’ self-initiation of autonomous learning activities... and self-regulation of metacognitive strategies (i.e. planning, monitoring, and evaluating). (C18)

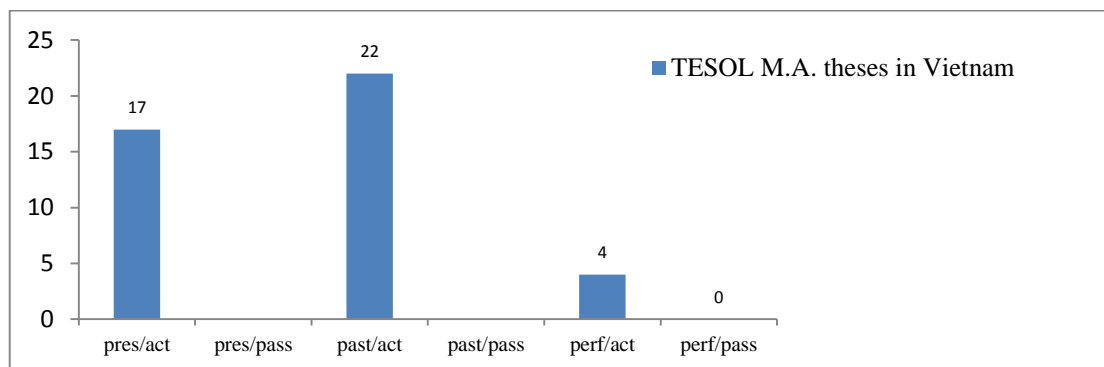
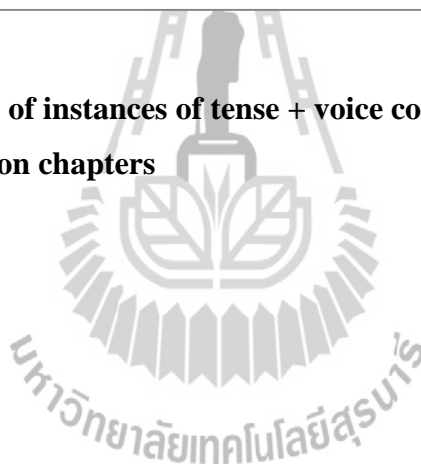
#### 8.4.3.4 Tense and Voice

Different from the findings on the tenses of RVs used in their respective LR, Method and Result chapters, the tense analysis of RVs in the Conclusion chapters showed the preference for the past simple, which is in line with the finding in their combined Result-Discussion chapters (Table 8.12). However, unlike the past tense which was found to be over three times more prominent than the present simple in their combined Result-Discussion chapters, the former in these

Conclusion chapters occurred slightly more frequently than the latter (56.1% and 41.5%, respectively). The tendency in using more past simple than present tenses in these last chapters by these Vietnamese writers was also found in their corresponding Introduction chapters. Moreover, like the combined Result-Discussion chapters, these Conclusion chapters had one instance of the perfective, which is used to make generalizations about previous works (Malcolm, 1987; Oster, 1981). As indicated in Chen and Kuo (2012), however, these last concluding chapters aim to summarize and evaluate the reported studies, and to make suggestions or pedagogical implications drawn from the findings. The prominent use of the past simple in these last chapters by these Vietnamese thesis writers, therefore, is unlikely to express their generalizations, conclusions and suggestions. As revealed in Hanania and Akhtar (1985), Malcolm (1987) and Swales (1990), the past simple is employed to report on specific experiments while generalizations are made in the present simple. In fact, the more frequent employment of the former in the Conclusion chapters of these non-native writers is likely to distance their own findings from the cited propositions, and be thus unable to get their research grounded in the current state of their disciplinary knowledge and to position themselves in relation to other disciplinary members as well. Besides the tenses, Table 8.12 shows the absence of the passive form in these Conclusion chapters in which previous research was employed to provide support or justifications on the results of the reported studies and the suggestions made. As a result, as shown in Figure 8.1, the active was combined with all the past, present and perfective verbs identified in these chapters.

**Table 8.12: Tense and voice of reporting verbs in 24 Conclusion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
17 (41.5%)	23 (56.1%)	1 (2.5%)	41	41 (100%)	0 (0%)

**Figure 8.1: Numbers of instances of tense + voice combination in in 24 Conclusion chapters**

## **CHAPTER 9**

### **CONCLUSIONS**

This final chapter will offer a brief summary of the main findings attained from this research. The findings about the move-step structures of each chapter in TESOL M.A. theses written by Vietnamese students, the differences from and similarities to those of international writers from ProQuest, citation types and functions and reporting verbs, which aim to answer four research questions, are respectively presented. Following a brief section on pedagogical implications is the recommendations for further research that can benefit from this present one.

#### **9.1 Summary of Findings**

##### **9.1.1 Move-Step structures**

###### **9.1.1.1 Move-Step structures of each chapter in the TESOL M.A. theses in Vietnam**

Following Bunton (2005), this study summarizes the moves and steps that occurred in at least half of the corpus and an additional record of moves and steps that occurred in at least a quarter of the respective chapters in order to answer the Research Question 1 (Table 9.1). Their frequency of occurrences identified in each chapter of the corpus of 24 TESOL M.A. theses written by Vietnamese postgraduates was recorded as the number of occurrences divided by the number of chapters being analyzed (in this study, 24 for all, except for Results, Discussions and combined

Result-Discussions, 13 and 11 respectively). In other words, the moves and steps on the first left-hand sided column are those commonly employed in composing each chapter of the M.A thesis by Vietnamese writers ( $\geq 50\%$ ) while the infrequent moves and steps ( $\geq 25\%$ ) are presented on the right-hand sided column. The moves-steps are sequenced in the table in the order in which they appeared in the current thesis corpus.

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam**

Usually present ( $\geq 50\%$ )	Freq.	Present $\geq 25\%$	Freq.
<b>Abstract (N=24); Freq. = 1</b>			
Introduction	1		
Method	1		
Results	0.96		
Conclusions	0.84		
<b>Introduction (N=24); Freq. = 1</b>			
<b>Move 1: Establishing a Territory</b>	1		
Providing topic generalization/background	0.92		
Indicating centrality/importance of topic	0.79		
<b>Move 2: Establishing a Niche</b>	1		
Indicating gaps in previous research	0.5		
Indicating a problem/a need	0.92		
<b>Move 3: Occupying the Niche</b>	1		
Indicating purposes/aims/objectives	1		
		Indicating scope of research	0.46
Indicating chapter/section structure	0.5		
Stating research questions/hypotheses	0.63		
Indicating value or significance	0.67		
Indicating thesis structure	0.84		
<b>Refer to other studies</b>	0.96		
		Providing background information	0.38
Providing support or justification	0.88		
		* Summarizing the chapter	0.08
		* Introducing the next chapter content	0.42
<b>Literature Review (N=24); Freq. = 1</b>			
<b>Introduction</b>	0.96		
Indicating organization of the review chapter(s)	0.92		
* Indicating subthemes and how they are organized	0.92		
<b>Move 1: Establishing one part of the territory of one's own research by</b>	4.83		
Surveying the non-research-related phenomena or knowledge claims	4.25		
Surveying the research-related phenomena	1.38		



**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Move 2: Establishing a research niche by</b>	<b>3.88</b>		
Gap-indicating (paucity or scarcity)	0.71		
Asserting confirmative claims about knowledge or research practices surveyed	2		
		Asserting the relevancy of the surveyed claims to one's own research	0.38
Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework	1.17		
Concluding a part of literature review or indicating transition to review of a different area	2		
<b>Move 3: Occupying the research niche by</b>	<b>1.71</b>		
Indicating research aims, focuses, research questions or hypotheses	0.83		
Indicating theoretical positions/theoretical frameworks	0.66		
		Interpreting terminology used in the thesis	0.46
<b>Conclusion</b>	<b>0.79</b>		
Providing a summary of the review of the themes	0.79		
		Relating the review to the present study	0.4
		+ indicating gaps	0.13
		+ stating research aims	0.13
		+ indicating research questions	0.04
		+ indicating theoretical framework	0.17
		+ indicating research design	0.04
		* Introducing the next chapter content	0.3
<b>Methodology (N=24); Freq. = 1</b>			
<b>Move 1: Introducing the Method chapter</b>	<b>1</b>		
Indicating chapter/section structure	1		
Providing an overview of the study	0.71		
		+ Research aims	0.46
+ Research questions	0.58		
		+ Hypotheses	0.3
Indicating theory/approach	0.79		
		+ justifying the chosen approach	0.21
<b>Move 2: Describing data collection method and procedure(s)</b>	<b>1</b>		
Describing the sample (participants, location, time, etc.)	1		
+ Location + characteristics	0.58		
+ Participants + characteristics	0.92		
		+ Time	0.3
Describing methods and steps in data collection	0.79		
+ Instruments	1		
+ purpose	0.79		
+ justifying the chosen instrument	0.75		
		+ subjects	0.25
+ Steps	0.92		
		+ Time	0.25

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Move 3: Delineating methods of data analysis</b>	<b>0.79</b>		
Explaining specific method(s) of data analysis	0.79		
<b>Referring to other studies</b>	<b>1</b>		
		Providing background information	0.3
Providing support or justification	9.46		
* Chapter summary	0.54		
+ Summary	0.79		
+ Next chapter introduction	0.63		
<b>Results (N=13); Freq. = 1</b>			
		* Summarizing the previous chapter	0.38
<b>Move 1: Introducing the Results chapter</b>	<b>1</b>		
		Providing background information or how results are presented	0.46
Indicating methods used or statistical procedure applied	4.92		
<b>Move 2: Reporting results</b>	<b>1</b>		
* Section introduction (each Result)	1.46		
Locating graphics	16.92		
Reporting major findings	18.77		
<b>Move 3: Commenting on results</b>	<b>0.77</b>		
Interpreting results	5.54		
* Section summary (each result summary)	2.62		
		* Next section introduction	0.23
<b>Move 4: Summarizing results (each result summary)</b>	<b>0.69</b>		
Making conclusions of results	0.69		
<b>Referring to other studies</b>	<b>0.53</b>		
Providing support or justification	1.6		
		* Summarizing the chapter	0.3
		* Introducing the next chapter content	0.15
<b>Discussions (N=13); Freq. = 1</b>			
		* Summarizing the previous chapter	0.18
<b>Move 1: Introducing the Discussion chapter</b>	<b>0.62</b>		
Providing background information and how discussions are presented	0.62		
<b>Move 3: Summarizing results</b>	<b>1</b>		
Making conclusions of results	5.46		
<b>Move 4: Commenting on results</b>	<b>1</b>		
Interpreting results	3.54		
Comparing results with literature	1.23		
Accounting for results (giving reasons)	1.77		
		* Section summary	0.61
<b>Referring to other studies</b>	<b>0.85</b>		
Providing support or justification	5.31		
		Providing background information	0.92
* Chapter summary	0.69		
		* Next chapter introduction	0.38

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Combined Result-Discussion chapters (N=11); Freq. = 1</b>			
		* Summarizing the previous chapter	0.27
<b>Move 1: Introducing the Result-Discussion chapter</b>	<b>1</b>		
Providing background information	1.18		
Indicating how the chapter is presented	1		
Indicating methods used or statistical procedure applied	6.73		
<b>Move 2: Reporting results</b>	<b>1</b>		
* Section introduction	1.9		
Locating graphics	16.2		
Reporting major findings	21.82		
<b>Move 3: Commenting on results</b>	<b>1</b>		
Interpreting results	11.1		
Comparing results with literature	2		
Accounting for results (giving reasons)	3.27		
		* Section summary	0.45
		* Next section introduction	0.18
		<b>Move 4: Summarizing results</b>	<b>0.45</b>
		Making conclusions of results	0.54
<b>Referring to other studies</b>	<b>1</b>		
Providing background information	0.82		
Providing support or justification	6		
* Summarizing the chapter	0.9		
		* Introducing the next chapter content	0.18
<b>Conclusions (N=24); Freq. = 1</b>			
		* Summarizing the previous chapter	0.13
<b>Move 1: Introducing the Conclusion chapter</b>	<b>0.91</b>		
		+ purpose	0.38
+ how the chapter is presented	0.83		
<b>Move 2: Summarizing the study</b>	<b>0.83</b>		
Summarizing the study briefly	0.83		
		* Next section introduction	0.08
		* Section summary	0.25
<b>Move 3: Evaluating the study</b>	<b>0.79</b>		
		Indicating significance/advantage	0.29
Indicating limitations	0.71		
		+ time limit	0.25
		+ method (sample + instrument)	0.46
<b>Move 4: Deductions from the study</b>	<b>1</b>		
Recommending further research	0.92		
Drawing pedagogic implications	0.92		
<b>Referring to other studies</b>	<b>0.67</b>		
Providing support or justification	3.96		
* Summarizing the chapter	<b>0.58</b>		

The (\*) indicates the newly identified moves/steps in the corpus which are not indicated in Chen and Kuo (2012)

The (+) indicates the sub-steps used under some specific moves/steps employed by this group of Vietnamese writers

### 9.1.1.2 Similarities and Differences in the Move-Step Structures of M.A. Theses by Vietnamese and Those by International Writers in ProQuest (Chen & Kuo, 2012)

#### 9.1.1.2.1 Similarities

Tables 9.2 and 9.3 summarize the similarities and differences in the move/step structures of M.A. theses composed by Vietnamese students and those by international writers from an established database (ProQuest) in order to answer the second research question of the current study. As can be seen in these tables, the similarities and differences found in each chapter of these two corpora are point by point presented. However, due to the absence of the findings on the combined Result-Discussion chapters in Chen and Kuo (2012), only the move –step structures of the combined Result-Discussion chapters of the current corpus are presented in Table 9.3.

**Table 9.2: Similarities between TESOL M.A. theses in Vietnam and those from ProQuest**

<b>Abstracts:</b> <ul style="list-style-type: none"> <li>✓ A linear structure of T-M-R-C</li> <li>✓ Scarcity of move cycling</li> <li>✓ Introduction &amp; Method Moves: obligatory</li> <li>✓ Conclusion Move: conventional</li> <li>✓ Promising step of <i>providing pedagogical implications</i></li> </ul>
<b>Introductions:</b> <ul style="list-style-type: none"> <li>✓ Move1 (T) - Move2 (N) - Move3 (O)</li> <li>✓ Topic generalization &amp; background (highest percentage)</li> <li>✓ Gap/Need indicating (most frequent)</li> <li>✓ No Counter-claiming</li> <li>✓ Referring to previous studies (4 functions)</li> </ul>
<b>Literature Review</b> <ul style="list-style-type: none"> <li>✓ Thematic sections with Introduction-Body-Conclusion structures</li> <li>✓ Introductions and Conclusions: conventional</li> <li>✓ No headings for introduction texts</li> <li>✓ CARS three move structures in the Body parts</li> <li>✓ Predominance of Non-related research reviewing and Research-related reviewing (Move 1)</li> <li>✓ Few instances of Counter-claiming</li> <li>✓ Presence of Concluding a part of literature review</li> </ul>

**Table 9.2: Similarities between TESOL M.A. theses in Vietnam and those from ProQuest (Cont.)**

<b>Methodology</b> <ul style="list-style-type: none"> <li>✓ Presence of all 5 moves</li> <li>✓ A linear structure of the first four moves</li> <li>✓ Moves 1-2: obligatory</li> <li>✓ Move 4 occurring less frequently than the first three moves</li> <li>✓ <i>Indicating chapter/section introduction</i>: obligatory</li> <li>✓ <i>Describing the sample</i>: obligatory</li> <li>✓ <i>Referring to other studies</i> to provide support and justification: conventional</li> <li>✓ Absence of <i>Previewing Results</i></li> </ul>
<b>Results</b> <ul style="list-style-type: none"> <li>✓ Moves 1-2: obligatory</li> <li>✓ Move 3: conventional</li> <li>✓ Move 4: optional</li> </ul>
<b>Discussions</b> <ul style="list-style-type: none"> <li>✓ Few instances of Moves 5-7 and Independent Move of <i>Referring to previous studies</i></li> <li>✓ Move 3: cyclical</li> <li>✓ Most frequent cycles: <i>Reporting major findings-Interpreting; Reporting major findings-Interpreting-Accounting; and Reporting major findings-Comparing</i></li> </ul>
<b>Conclusions</b> <ul style="list-style-type: none"> <li>✓ Prevalence of Moves 2 and 4</li> <li>✓ Moves 1, 3 and Independent Move of <i>Referring to other studies</i>: optional</li> <li>✓ A linear structure of Moves and Steps</li> <li>✓ Conventional steps: <i>Summarizing the study briefly, Indicating limitations, Recommending future research, Drawing pedagogical implications</i></li> </ul>

#### 9.1.1.2.2 Differences

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest**

TESOL M.A. (Vietnam)	Chen & Kuo's (ProQuest)
<b>Abstracts</b>	
<ul style="list-style-type: none"> <li>✓ Twice longer (265 words)</li> <li>✓ Result Move: conventional</li> <li>✓ <i>Gap indicating</i></li> <li>✓ Presence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>	<ul style="list-style-type: none"> <li>✓ 164 words</li> <li>✓ Result Move: obligatory</li> <li>✓ No <i>Gap indicating</i></li> <li>✓ Absence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>
<b>Introductions</b>	
<ul style="list-style-type: none"> <li>✓ T-N-O (45.8%)</li> <li>✓ 19 steps</li> <li>✓ Presence of chapter introduction &amp; summary and next chapter introduction</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ T-N-O (82%)</li> <li>✓ 28 steps</li> <li>✓ Absence of chapter introduction and summary and next chapter introduction</li> </ul>

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest (Cont.)**

<b>Literature Review</b>	
<ul style="list-style-type: none"> <li>✓ All separate LR chapters</li> <li>✓ <i>Conclusions</i> with headings (15 out of 19)</li> <li>✓ Modular and nested structures</li> <li>✓ Body: no obligatory moves. Moves 1-2: conventional; Move 3: optional</li> <li>✓ Step 1A: optional</li> <li>✓ Introductory texts at the beginning of Move 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ 4 (out of 15) embedded LR chapters</li> <li>✓ No headings for <i>Conclusions</i></li> <li>✓ Modular structures</li> <li>✓ Body: Move 1 (obligatory)</li> <li>✓ Steps 1A-B: obligatory</li> <li>✓ No introductory texts at the beginning of Move 1</li> </ul>
<b>Methodology</b>	
<ul style="list-style-type: none"> <li>✓ Generic section headings and subheadings</li> <li>✓ Independent move of <i>Referring to other studies</i>: compulsory</li> <li>✓ <i>Describing methods and steps in data collection</i>: conventional</li> <li>✓ <i>Justifying data collection procedure; Referring to other studies to provide background information</i>: optional steps</li> <li>✓ <i>Chapter summary</i>: Newly identified move with two conventional steps: <i>Summarizing the chapter</i> and <i>Introducing the next chapter content</i></li> <li>✓ Absence of step <i>Explaining variables and variable measurement</i></li> <li>✓ Highest frequency step: <i>Describing the sample</i></li> <li>✓ High frequency of three step sequence: <i>Instruments-Purposes-Justifications</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ No generic section headings and subheadings</li> <li>✓ Independent move of <i>Referring to other studies</i>: conventional</li> <li>✓ <i>Describing methods and steps in data collection</i>: obligatory</li> <li>✓ <i>Justifying data collection procedure; Referring to other studies to provide support and justification; Referring to other studies to provide background information</i>: conventional steps</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Newly added step <i>Explaining variables and variable measurement</i></li> <li>✓ Highest frequency step: <i>Describing methods and steps in data collection</i></li> <li>✓ Few instances of three step sequences and justifications are for the whole data collection procedures</li> </ul>
<b>Results</b>	
<ul style="list-style-type: none"> <li>✓ Presence of <i>previous chapter summary, chapter summary</i> and <i>introduction of the next chapter content</i></li> <li>✓ Obligatory cycles: <i>Locating graphics-Reporting major findings</i></li> <li>✓ Highest frequency cycles: <i>Locating graphics-Reporting major findings</i></li> <li>✓ Newly identified steps: <i>section introduction</i> and <i>each section summary</i></li> <li>✓ Only two three step sequence patterns (<i>Methods-Graphics-Findings</i> and <i>Graphics-Findings-Interpreting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Absence of <i>previous chapter summary, chapter summary</i> and <i>introduction of the next chapter content</i></li> <li>✓ Obligatory cycles: <i>Reporting major findings-providing background or indicating how results are presented</i></li> <li>✓ Highest frequency cycles: <i>Reporting major findings-Interpreting results</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> <li>✓ Presence of six three step sequence patterns with high frequency (<i>Background-Findings-Interpreting; Graphics-Findings-Interpreting; Methods- Findings-Interpreting; Graphics-Findings-Methods; Findings-Interpreting-Comparing; Methods-Findings-Graphics</i> and <i>Methods-Graphics-Findings</i>)</li> </ul>

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest**

<b>Discussions</b>	
<ul style="list-style-type: none"> <li>✓ Moves 3-4: obligatory</li> <li>✓ Compulsory step: <i>Making conclusions of results</i> (Move 3); <i>Interpreting results</i></li> <li>✓ Conventional steps: <i>Accounting for results</i>; <i>Providing background information and how discussions are presented</i> and <i>Referring to other studies for support/justification</i></li> <li>✓ Highest frequency cycles: <i>Making conclusions of results-Interpreting results</i></li> <li>✓ Few instances of three step sequence patterns</li> <li>✓ <i>Chapter summary</i>: A newly identified move with two steps: <i>Summarizing the chapter</i> (conventional) and <i>Introducing the next chapter content</i> (optional)</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>section introduction</i> and <i>each section summary</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Move 2: obligatory</li> <li>✓ Compulsory step: <i>Reporting major findings</i></li> <li>✓ Conventional steps: <i>Interpreting results</i>; <i>Accounting for results</i>; <i>Providing background information and how discussions are presented</i>; <i>Referring to other studies for support/justification</i> and <i>Making conclusions of results</i></li> <li>✓ Highest frequency cycles: <i>Reporting major findings- Interpreting results</i></li> <li>✓ A great number of three step sequence patterns</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> </ul>
<b>Combined Result-Discussion chapters</b>	
<ul style="list-style-type: none"> <li>✓ Moves 1-3: compulsory</li> <li>✓ Independent move of <i>Referring to other studies</i>: conventional</li> <li>✓ Moves 4-7: optional</li> <li>✓ A linear structure of moves</li> <li>✓ Highest frequency cycles: <i>Graphics-Findings</i></li> <li>✓ More instances of Move 3 (Commenting on Results)</li> <li>✓ <i>Chapter summary</i>: A newly identified move with two steps: <i>Summarizing the chapter</i> (conventional) and <i>Introducing the next chapter content</i> (optional)</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>section introduction</i>, <i>next section introduction</i> and <i>each section summary</i></li> </ul>	
<b>Conclusions</b>	
<ul style="list-style-type: none"> <li>✓ Move 4: obligatory</li> <li>✓ Moves 1-2: conventional</li> <li>✓ Step <i>How the chapter is presented</i>: conventional</li> <li>✓ <i>Chapter summary</i>: A newly identified move</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>summarizing previous chapter</i>, <i>next section introduction</i> and <i>each section summary</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ No obligatory moves</li> <li>✓ Moves 2-4: conventional</li> <li>✓ Step <i>How the chapter is presented</i>: optional</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> </ul>

## 9.1.2 Citations

### 9.1.2.1 Citation Types

As can be seen in Table 9.4, there is a great difference in the total number of citations among these 24 TESOL M.A. theses, ranging from 61 (T12) to 213 (T14) instances. It can be argued that this variation in the number of the in-text citations could be due to each writer's individual writing style. However, in the interviews with the thesis writers and thesis supervisors, it is known that an average number of 50 references on the reference page is acceptable for an M.A. thesis in the TESOL discourse community in Vietnam. This information tends to suggest that more attention was paid to the total number of references at the end of a thesis rather than how they were used within its text. In addition to the difference in the number of citations among each thesis, Table 9.4 also shows a great variation in the use of citations among chapters. In particular, citations were densely present in the LR chapters, accounting for almost 75% of citations in the current thesis corpus (Table 9.5), followed by Introduction and Methodology chapters, with a relatively equal percentage of 8.5%. The concluding chapters (Results, Discussions, Results-Discussions and Conclusions) of these TESOL M.A. theses, on the other hand, contained a few citations (around 3%). The infrequent use of citations at those last chapters of these theses, where writers present the findings of their studies and need to use citations as a tool to gain readers' acceptance, could reflect the lack of a competitive environment for delivery or publication in Vietnam.



Table 9.4: Citation types in each chapter of 24 TESOL M.A. theses in Vietnam

	T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12		T13		T14		T15		T16		T17		T18		T19		T20		T21					
	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N				
I	1	8	2	1	7	1	4	1	5	1	7	1	1	3	5	8	7	0	3	4	1	9	7	5	4	8	3	1	7	1	6	0	0	2	6	5	2	1	3	1	6	2	1	5	3	
LR	7	3	6	1	4	3	2	4	3	2	7	2	7	1	3	2	5	2	6	1	4	1	2	1	2	7	9	1	0	3	4	8	1	4	2	4	4	1	1	3	5	7	5	4	4	7
M	5	9	3	1	2	2	7	9	7	1	8	6	1	0	2	4	2	7	9	3	0	2	2	2	1	1	6	9	2	4	7	2	3	5	2	1	0	8	3	3	6	6	8	7		
R	1	3	5	1			1	0	0	0			2	1	3	0	3	1					0	0	0	0	3	2							0	0			0	0	0	0				
D	3	2	3	1			0	0	4	0			0	1	2	0	1	2	3					6	1	5	2	2	0	4						5	2			4	1	0	0			
R-D					6	3					6	1							1	3	9	2	3						5	0	5	3	2	2			4	3								
C	2	1	3	4	1	1	0	0	0	0	4	3	2	0	0	0	0	2	0	0	5	1	0	0	0	0	2	1	0	0	4	3	1	1	5	1	2	2	0	0	1	0				
Total	9	5	8	9	7	4	3	6	4	3	9	4	9	1	5	3	7	4	8	2	6	2	4	2	5	2	1	5	5	2	6	3	5	7	2	1	4	5	7	8	1	5	6	8		
al	15	90	12	10	87	13	11	85	11	10	94	61	70	21	80	97	81	19	15	73	14																									

I: Integral citations

N: Non-integral citations

I: Introductions; LR: Literature Review; M: Methodology; R: Results; D: Discussions; R-D: Results-Discussions; C: Conclusions

In fact, after the thesis defense, revised theses are submitted to the libraries of these universities and a degree is awarded without any requirement for conference presentation or publication. Besides no requirements for the research findings to be disseminated in the TESOL discourse community in Vietnam, the concluding chapters of these theses were not adequately invested, as revealed in the interview with a thesis supervisor (S2), because of the fact that these M.A. students were pursuing their postgraduate studies at the expense of their busy professional and family lives. In fact this issue is common between Ph.D. and M.A. novice writers in Asia as stated by Min, San, Petras, and Mohamad (2013) in their study of Asian novice writers' problems and mistakes in research writing.

Despite the variations in the citation types among the 24 TESOL M.A. theses of the current corpus and their chapters, and the tendency to balance out two types of citations as revealed in the interviews with the actual thesis writers, the integral citations were found to be almost twice more prominent than the non-integral ones (Table 9.5). This tendency in using citations by this group of Vietnamese writers is likely to reflect the preferred citation type by non-native M.A. students in Applied Linguistics. In fact, like these Vietnamese M.A. students, Iranian M.A. students employed five times more integral citations than non-integral ones in their thesis Introduction chapters (Jalilifar, 2012; Jalilifar & Dabbi, 2012). Moreover, this finding conforms to the trend in using citations in the soft disciplines (Hyland, 2000; Maroko, 2013; Okamura, 2008). As found by Mansourizadeh and Ahmad (2011), despite their being non-native, both expert and novice Malaysian writers in the field of chemical engineering (the hard discipline) in Malaysia favored the non-integral citations over the integral ones. Besides more personal involvement in the discourse by the insertion

of cited author(s)' name(s) in a sentence initial, these non-native M.A. students' preference for the integral citations, however, indicates that they do not give an equal weight to the reported author and the reported message. Their citation practice, therefore, works against the inclination of expert writers for non-integral citations in published articles and their equal tendency towards these two types of citations (Okamura, 2007, 2008; Shooshtari & Jalilifar, 2010).

**Table 9.5: Citation functions in each chapter of 24 TESOL M.A. theses in Vietnam**

Types	Functions	I	LR	M	R	D	R-D	C	Total	%
<b>Integral</b> 1708 (63.17%)	Verb Controlling	100	829	47	5	30	19	41	1071	39.6
	Naming	18	370	81	13	34	29	22	567	20.91
	Non-citation	4	64	0	0	0	1	1	70	2.59
<b>Non Integral</b> 996 (36.83%)	Source	109	671	68	2	17	26	33	926	34.25
	Identification	0	0	0	0	0	0	0	0	0
	Reference	0	5	0	0	0	0	1	6	0.22
	Origin	0	21	37	6	0	0	0	64	2.37
<b>Total</b>		231	1960	233	26	81	75	98	<b>2704</b>	100
<b>%</b>		8.54	74.49	8.62	0.96	3	2.77	3.62	100	

### 9.1.2.2 Citation functions

In terms of citation functions, this study confirms Chen and Kuo's (2012) claim that citations performed different rhetorical functions in different chapters (Table 9.5 above). In particular, more *Naming* than *Verb Controlling* functions were present in the Methodology, Result, Discussion and combined Result-Discussion chapters while the latter was more predominant in the Introduction, LR and Conclusions. Furthermore, *Origin* was found in the LR, Methodology and Result chapters and there was a complete absence of this Non-integral citation function in the other chapters. These disparities could be due to the different communicative purposes that each chapter of a thesis functions. Besides the different distributions of citation functions in each chapter, *Verb controlling* (39.6%) and *Source* (34.25%) are the two most common functions used in the integral and non-integral citation types,

respectively. Although the employment of Non-integral *Source* is reported to be sufficient for M.A. students to display their knowledge in the field (Petrić, 2007) and to describe novice writers' awareness of the literature (Mansourizadeh & Ahmad, 2011), the predominant use of integral *Verb controlling* citations was reported in the interviews with actual thesis writers (T11, T14, T17, and T23) that this group of non-native writers in Vietnam paraphrased rather than quoted previous studies. Such information from the interviews indicates that these thesis writers were unaware of the rhetorical functions of this citing device. Furthermore, it is often claimed that it is crucial for writers to establish their own voice and authority in their writing (Thompson, 2005) and project themselves as authors (Ivanič, 1998). These Vietnamese novice writers, however, rarely employed citations to support their own claims, but to attribute ideas and information to other writers. Although applying limited citation practices by M.A. students is reported to be due to their not being at an appropriate stage of linguistic or intellectual development (Charles, 2006; Hyland, 1999; Petrić, 2007), their preference for only two citation functions may be indicative of their less proficient knowledge of citation. In addition, *Verb controlling* was found to be twice more common than *Naming*, suggesting that these Vietnamese novice writers lack skills in constructing nominalization and complex noun phrases, both of which are reported to pose problems for beginning writers (ElMalik & Nesi, 2008). This problem is similar to that in Mansourizadeh and Ahmad (2011) which showed that expert writers employed an almost equal number of integral *Verb controlling* and *Naming* citations while *Verb controlling* was used five times more than *Naming* in novice writers' papers. Besides these three commonly used citation functions, Integral *Non-citation* and Non-integral *Origin* citation functions accounted for around 2.5% of

all citations found in this M.A. thesis corpus whereas there was an absence of Non-integral *Identification* and *Reference* functions. In addition to these findings, the presence of grammatical mistakes, long web-links and inconsistencies of citing certain Asian names found in the current thesis corpus suggests an insufficient attention paid to the citing practice of these thesis writers in the TESOL discourse community in Vietnam. Furthermore, it is necessary for an explicit, formal and form-based course on citation use which aims to make these Vietnamese novice writers not only aware of different purposes and rhetorical functions of citations but also appropriately use citations.

### **9.1.2.3 Reporting verbs**

#### **9.1.2.3.1 Denotative and evaluative categories**

Like the findings on reporting verbs (RVs) used in Applied Linguistics RAs by Hyland (1999, 2002a), this study also found Discourse acts category verbs the most prominent, accounting for two thirds of all the RVs found in the corpus of 24 TESOL M.A. theses, and Research acts verbs with more than a quarter ranked second, followed by Cognition acts verbs (Table 9.6). This tendency in using RVs, as explained by Hyland (2002a) reflects the discursive nature of the soft disciplines, to which TESOL, the field of the current study, belongs.

**Table 9.6: Denotative and evaluative classifications of reporting verbs in each chapter of 24 TESOL M.A. theses in Vietnam**

Categories			I	LR	M	R	D	R-D	C	Total	%
Research Acts 306 (26.47%)	Findings 164 (14.19%)	Factive	6	31	0	1	2	0	1	41	3.55
		Counter-factive	1	0	0	0	0	0	0	1	0.09
		Non-factive	9	97	1	0	8	3	4	122	10.55
	Procedures 142 (12.28%)		14	121	1	2	1	0	3	142	12.28
Cognition Acts 93 (8.08%)	Positive		1	18	1	0	0	1	1	22	1.9
	Critical		0	0	0	0	0	0	0	0	0
	Tentative		3	51	0	0	0	1	2	57	4.93
	Neutral		3	7	0	0	3	0	1	14	1.2
Discourse Acts 753 (65.45%)	Doubt 127 (11%)	Tentative	13	80	8	2	8	2	14	127	11
		Critical	0	0	0	0	0	0	0	0	0
	Assurance 626 (54.2%)	Factive	35	235	15	5	9	6	8	313	27.1
		Non-factive	25	233	22	1	11	14	7	313	27.1
	Counters 4 (0.25%)		1	3	0	0	0	0	0	4	0.35
	Total			111	876	48	1	42	27	41	1156
%			9.6	75.78	4.15	0.09	3.63	2.34	3.55	100	

Regarding the evaluative categorizations, non-factive RVs, which neutrally comment on the research findings and inform readers of the authors' positions to the cited claim, were employed the most (37.65%), followed by the factive and tentative ones (30.65% and 15.93%, respectively). Although this finding is in line with those of previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012) in which non-factive RVs were found to prevail, these writers' employment of RVs in order to indicate their evaluation towards the cited messages in each chapter of the current M.A. thesis tends to be inappropriate. In fact, this group of Vietnamese writers' preferences for factive verbs in the Introduction chapters, where non-factive ones are expected to be prominent, and in the Result chapters for the purpose of justifying the chosen research methods and statistical procedures rather than the findings proves this. As stated by Bloch (2010), such a mistake could result from their being unaware of this subtle aspect of RVs and more importantly from their not being taught about the

use of this “occluded” citation feature in the TESOL discourse community in Vietnam (Pecorari, 2006). In fact, as reported earlier all six thesis writers admitted that they were not made known about the evaluative potentials of reporting verbs and they used the RVs according to their semantic appropriateness to the cited messages. This finding suggests that it is necessary for this group of writers to be taught about the use of this occluded citation feature.

#### **9.1.2.3.2 Verb forms**

As shown in Table 9.7, only 145 RVs were employed in the corpus of 24 M.A. theses written by Vietnamese students and more than half of them occurred once or twice. This could be due to these writers’ vocabulary shortage and they tended to randomly choose a RV without being aware of the rhetorical strategies needed for weaving the reported claims with their own perspectives through their use of RVs. In fact, instead of commenting on the reported information through the employment of RVs, a majority of these Vietnamese writers were likely to objectively report the information by using one different RV for one prior study. This strategy was employed as a way of avoiding the repetition of RVs as confirmed in the interviews with all six thesis writers. However, as Bloch (2010) argues, students can make grammatically correct choices, but the rhetorical impact of their claims may suffer if the RV is not appropriate. As these verbs are not included in the list of RVs by Hyland (2002a), they were newly added to his list, but they are limited to their occurrences found in this corpus alone (Appendix E).

**Table 9.7: Reporting verbs in all 24 TESOL M.A. theses in Vietnam**

1. state (94)	37. carry out (8)	73. design (3)	109. realize (1)
2. suggest (59)	38. think (8)	74. distinguish (3)	110. interview (1)
3. define (50)	39. assume (8)	75. postulate (3)	111. declare (1)
4. find (48)	40. remark (8)	76. mean (3)	112. tackle (1)
5. say (46)	41. comment (7)	77. write (2)	113. speak (1)
6. claim (41)	42. list (7)	78. uncover (2)	114. name (1)
7. argue (33)	43. notice (7)	79. address (2)	115. stipulate (1)
8. conduct (32)	44. consider (7)	80. demonstrate (2)	116. estimate (1)
9. assert (26)	45. refer (7)	81. have (2)	117. attack (1)
10. point out (26)	46. agree (7)	82. convince (2)	118. invent (1)
11. describe (26)	47. compare (6)	83. warn (2)	119. reconfirm (1)
12. believe (25)	48. admit (6)	84. work (2)	120. survey (1)
13. confirm (24)	49. study (6)	85. give out (2)	121. denote (1)
14. develop (22)	50. see (6)	86. base (2)	122. assess (1)
15. propose (21)	51. do (6)	87. confess (2)	123. speculate (1)
16. conclude (21)	52. recommend (5)	88. observe (2)	124. designate (1)
17. add (21)	53. introduce (5)	89. establish (2)	125. attest (1)
18. report (21)	54. summarize (5)	90. acknowledge (2)	126. judge (1)
19. affirm (20)	55. maintain (4)	91. imagine (2)	127. illustrate (1)
20. explain (19)	56. categorize (4)	92. underline (2)	128. repeat (1)
21. emphasize (18)	57. put (4)	93. regard (1)	129. reaffirm (1)
22. use (18)	58. determine (4)	94. reveal (1)	130. ensure (1)
23. show (16)	59. explore (4)	95. contend (1)	131. draw (1)
24. indicate (16)	60. suppose (4)	96. pose (1)	132. articulate (1)
25. identify (15)	61. make (4)	97. cite (1)	133. conceptualize (1)
26. mention (15)	62. view (4)	98. approve (1)	134. adopt (1)
27. discuss (14)	63. treat (4)	99. call (1)	135. express (1)
28. examine (13)	64. divide (4)	100. highlight (1)	136. advance (1)
29. discover (11)	65. content (3)	101. substantiate (1)	137. reflect (1)
30. note (10)	66. coin (3)	102. come up with (1)	138. be confident (1)
31. stress (10)	67. express (3)	103. provide (1)	139. associate (1)
32. support (10)	68. pinpoint (3)	104. accept (1)	140. figure out (1)
33. prove (10)	69. reveal (3)	105. initiate (1)	141. imply (1)
34. present (9)	70. recognize (3)	106. relate (1)	142. proclaim (1)
35. investigate (8)	71. apply (3)	107. deny (1)	143. oppose (1)
36. classify (8)	72. offer (3)	108. predict (1)	144. advise (1)
			145. defend (1)

\* The number in brackets indicates the frequency of verbs occurred in the corpus

Unlike Pickard's (1995) assumption about the overuse of the RV "say" by ESL writers, the most common verb in the current introduction corpus written by Vietnamese M.A. students is "state" (94 times), followed by "suggest" (59 times), "define" (50 times), and "find" (48 times) (Table 9.7). This finding does not confirm Hyland's (2002a), where "argue", and "suggest" were found to be present in 100%, and 82% of all cases, respectively, in the social sciences and humanities. However,



this finding is consistent with that of Manan and Noor (2014) in which “*state*”, “*find*” and “*suggest*” were the most commonly used RVs in the Discourse acts, Research acts, and Cognition acts categories, respectively by Malaysian M.A. students in the field of English Language Studies. Such a similarity could be due to these non-native English writers’ “lack of understanding about the appropriate rhetorical strategies” in arguing and making claims from the writers’ viewpoints (Bloch, 2010, p. 220). In fact, these three commonly used verbs are non-factive and tentative ones which neutrally report on the cited research without signaling the writers’ acceptance of prior cited research and directly bolstering their own views on the reported topic (Hyland, 2002a).

#### **9.1.2.3.3 Tense and Voice**

The choice of the verb tenses and their voice depends on the functions of the rhetorical divisions of discourse as claimed by previous researchers (Hanania & Akhtar, 1985; Lackstrom et al., 1973; Malcolm, 1987; Oster, 1981). As can be seen in Table 9.8 below, although the predominance of active verbs in each chapter of 24 TESOL M.A. theses is in line with Hanania and Akhtar’s (1985), they were inappropriately used in each chapter. For example, there was an absence of passive voice in the Method chapter, where experimental work was reported and its procedures were described. In fact, the passive is mostly closely associated with the rhetorical function of describing procedures and experiments performed by the researcher.

**Table 9.8: Tense and voice of reporting verbs in each chapter of 24 TESOL M.A. theses in Vietnam**

		<b>I</b>	<b>LR</b>	<b>M</b>	<b>R</b>	<b>D</b>	<b>R-D</b>	<b>C</b>	<b>Total</b>	<b>%</b>
	<b>Total</b>	111	876	48	11	42	27	41	1156	<b>100</b>
	<b>%</b>	9.6	75.78	4.15	0.95	3.63	2.33	3.55	100	
<b>Tense</b>	Present simple	39	449	24	5	13	6	17	550	<b>47.58</b>
	Past simple	68	410	22	4	29	20	23	576	<b>49.83</b>
	Present perfect	4	17	2	2	0	1	1	27	<b>2.59</b>
<b>Voice</b>	Active	95	858	48	9	42	27	41	1120	<b>96.89</b>
	Passive	16	18	0	2	0	0	0	36	<b>3.11</b>

Moreover, the verb tenses in these 24 M.A. theses varied considerably from one rhetorical section of the text to another. In particular, past simple was found to be even with almost two or three times more prominent than the simple present in the Introduction, Discussion, combined Result-Discussion and Conclusion chapters while there was a relatively equal number of these two tenses in the LR, Method and Result sections. As discussed in the findings of each chapter of the current thesis corpus, this group of writers' use of tenses is not interpretable in terms of the communicative purpose of each rhetorical chapter in a thesis. In the interviews with six thesis writers, a majority of them (T11, T14, T17 and T23) reported that they did not know which tense should be used in each chapter and they randomly used them and expected the feedback from their supervisors. Their supervisors, on the other hand, claimed that their supervisees were supposed to take responsibility for their own language use. Such a contradiction in the expectation for the supervision between supervisees and supervisors in the TESOL discourse community in Vietnam may explain for the apparent misuse of tenses and voice in the current TESOL M.A. thesis corpus. In summary, the findings on citation in this study suggest that it is difficult or even impossible for non-native English students to acquire citation conventions in the

implicit input. Therefore, explicit instructions of citations are necessary for the future group of these Vietnamese students in order to make them aware of and will appropriately use citations in not only their own theses but their future writing for publication as well.

## 9.2 Pedagogical Implications

From the problems identified in this study and as indicated in Min, San, Petras and Mohamad's (2013) study on Asian novice writers' writing issues, it is crucial to make novice researchers aware of the required knowledge of a particular genre through formal training in their postgraduate programs. Based on genre-based approach, a tailor-made course is, therefore, developed to teach the future group of M.A. students in the TESOL discourse community in Vietnam who share similar nature and compose the texts of the same communicative purposes with the ones in this study (Table 9.9). As stated by previous scholars (Bhatia, 1993; Flowerdew, 1999a; Huang, 2014; Hyland, 2000, 2007; Pramoolsook, 2008; Swales, 1990), explicit genre instruction on rhetorical moves and linguistic features helps shape novice non-native English writers' knowledge of writing for scientific papers. Moreover, while the importance of genre knowledge in helping EAP learners to raise their consciousness and master their target genres has been widely acknowledged, Yeh (2102) argues that M.A. students, being made aware of the complicated uses of citations, can acquire more citation knowledge through continuous reading throughout the process of their thesis writing. In fact, as indicated by Mansourizadeh and Admad (2011) and Pecorari (2006), citation remains occluded to novice writers and they may leave the learning context with this important writing skill unlearned. Their use of

sources may thus be labeled plagiarism and it is worrying if they apply the same writing strategies later in their academic careers. For a thirty-hour course of Postgraduate writing conducted in 15 weeks aiming to help Vietnamese M.A students to write their theses as indicated in the syllabus of this TESOL program and based on the findings of the current study, attempts are made to provide lessons for teaching both rhetorical structures of a master's thesis and citation use. These suggestions serve to raise these Vietnamese students' awareness of the fact that rhetorical functions of each chapter in a thesis as well as writers' purposes influence their choices in structuring each part of their thesis and using a particular citation form, reporting verbs, tenses and voice (Charles, 2006; Chen & Kuo, 2012; Hanania & Akhtar, 1985; Jalilifar, 2012; Kwan & Chan, 2014; Lim, 2006; Malcolm, 1987; Moroko, 2013; Petrić, 2007; Samraj, 2013; Swales & Feak, 2004; Yeh, 2012).

**Table 9.9: Summary of the course contents**

Weeks	Topics	Objectives	Activities
1-7	Teaching move-step structures	<ul style="list-style-type: none"> <li>- to familiarize students with the concepts of communicative moves and steps</li> <li>- to understand how the communicative purposes are linked to the rhetorical structure of each chapter</li> <li>- to understand the complexity and possible variations of chapters in a thesis</li> <li>- to produce a new text of each chapter</li> </ul>	<ul style="list-style-type: none"> <li>- samples illustrated and discussions conducted</li> <li>- frameworks for each chapter by Chen &amp; Kuo (2012) given</li> <li>- examples of each chapter from ProQuest with marked moves-steps provided</li> <li>- exercises with unmarked moves-steps provided for move-step identifications</li> <li>- frameworks for each chapter identified in TESOL M.A. theses provided</li> <li>- exercises requiring observing and note-taking on fixed expressions to achieve the communicative purpose of each chapter given</li> <li>- discussions with peers and teachers conducted</li> <li>- independent constructions of each chapter</li> </ul>

**Table 9.9: Summary of the course contents (Cont.)**

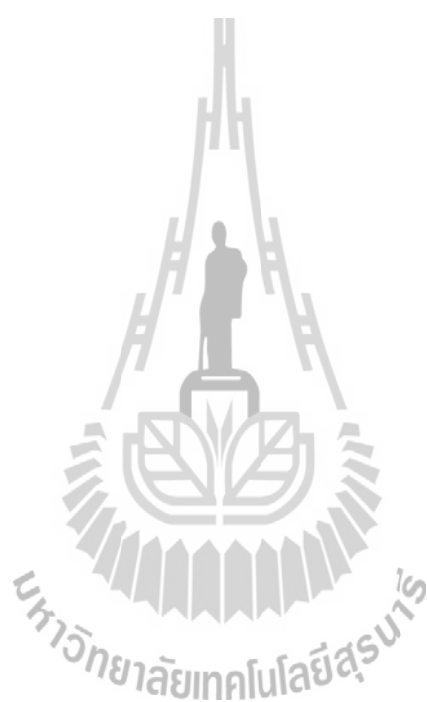
Weeks	Topics	Objectives	Activities
8-11	Teaching citation types and functions	<ul style="list-style-type: none"> <li>- to raise students' awareness of the relationship between the rhetorical structures of each chapter and citations used within it</li> <li>- to raise their awareness of the citation conventions</li> <li>- to illustrate the rhetorical functions citations serve</li> <li>- to make them aware of many ways in which citations are employed</li> <li>- to raise their awareness of contextual factors and what lies behind the language choice</li> <li>- to raise their awareness of cited sources and the rhetorical functions of each chapter</li> <li>- to explore the specific conventional practices of their disciplines</li> <li>- to make them aware of the cultural, disciplinary and genre aspects of citing previous studies</li> </ul>	<ul style="list-style-type: none"> <li>- Thompson and Tribble's (2001) framework provided with illustrated examples</li> <li>- matching exercises for each corresponding functions given</li> <li>- exercises on common grammatical and punctuation mistakes identified in the TESOL M.A. theses provided</li> <li>- excerpts from ProQuest, Ph.D. dissertations and RAs in TESOL or Applied Linguistics provided (first with teachers' guidance, then by themselves individually or in group)</li> <li>- students' selections of published texts or those written by advanced students/peers in their disciplines to determine the match between functions identified in the controlled exercises and those found in their own disciplinary areas</li> <li>- discussions on writers' intentions behind citation use in each case conducted with teachers and friends</li> <li>- whole thesis chapters from ProQuest selected for students to analyze citations used in each chapter</li> <li>- guided questions about their frequency, parts of the texts in which citations typically occur or commonly used citation types provided</li> <li>- excerpts of citation use from each chapter of TESOL M.A. theses given</li> </ul>
12-15	Teaching reporting verbs	<ul style="list-style-type: none"> <li>- to make them known about the various functions RVs perform (denotative and evaluative potentials)</li> <li>- to enhance their awareness of the evaluative potentials of RVs and their interactions with writers' purposes</li> <li>- to see the trend in using RVs in relation to the communicative purpose of each thesis chapter</li> <li>- to build up students' repertoire of RVs</li> <li>- to help raise their awareness of strategic choices in using RVs</li> <li>- to learn how frequently RVs used and which section/chapter contains most RVs</li> <li>- to make the rhetorical feature of tense and voice known to students</li> <li>- to inform them about the influence of chapter/section rhetorical functions on tense and voice use</li> <li>- to raise their awareness of the inappropriateness of tense and voice used by previous Vietnamese students</li> </ul>	<ul style="list-style-type: none"> <li>- Hyland's (2002) framework provided</li> <li>- Examples from RAs on how each citation type is used and how writers' evaluation and positions are revealed through their use of RVs</li> <li>- practiced exercises from published writing identifying and classifying the types of RVs and writers' intentions provided</li> <li>- chapters of theses from ProQuest and TESOL M.A. theses provided</li> <li>- list of RVs by Hyland's (2002) provided</li> <li>- concordance-developed exercises on sentence completion with RVs delivered</li> <li>- discussions on their choices for clarifications and justifications conducted</li> <li>- students' searching for RVs used in each chapter/section of theses or RAs</li> <li>- RVs used in each chapter of TESOL M.A. theses provided to make comparison between international and Vietnamese writers</li> <li>- accounts of tense choices (contextual dependent and context-independent meanings) provided</li> <li>- excerpts taken from RAs/ theses in previous lessons reused but with the focus on tense and voice</li> <li>- comparative exercises on tense and voice used in thesis from ProQuest and TESOL M.A. theses</li> </ul>

### 9.3 Recommendations for Further Research

The suggestions for further research that can benefit from this present study are mainly the result of the fact that there is insufficient research into academic and professional writing in English in the Vietnamese context, as stated in the Literature Review chapter. Due to this fact, Vietnam can be a rich source of conducting a wide range of research that should be of interest to the international community of academic writing and genre practitioners and researchers. The critical area that can be explored further is textual analysis of theses written by Vietnamese students at the institutions with TESOL M.A. programs in English in the Central and the North of Vietnam in order to have a more general picture of how this group of Vietnamese writers compose this genre. Moreover, some universities in Vietnam have recently provided English master's programs in other disciplines for Vietnamese students who do not have an opportunity to study overseas. A similar research project to the current one can, therefore, be conducted to find out the types of English master's theses that Vietnamese students in these disciplines write, following the four types identified by Paltridge (2002). Besides the thesis structures, studies on the linguistic features and rhetorical patterns realizing specific moves/steps in each thesis chapter would be pedagogically very helpful to Vietnamese student writers as they were found to be linguistically deficient. It is hoped that identifying the types of master's theses and their organizational structures and linguistics features will help better prepare all Vietnamese graduate students who do their master education in English for their thesis writing.

Another unaddressed area that is worth further exploration in the Vietnamese context is "legitimate text borrowing" (Petrić, 2012, p.115). As revealed in the

interviews with all six actual thesis writers of the current study, integral citations were employed in their theses when they paraphrased cited sources and direct quoting from sources was placed in non-integral forms. Further studies, therefore, are needed to extend our knowledge of how Vietnamese graduate students learn to perform legitimate citation practices when writing from sources and the types of instructions that help develop their use of sources most effectively. Whether these students move from patchwriting to excessive use of quotations before they are able to use sources more effectively as indicated in the literature (Howard, 1995; Petrić, 2012) is also an interesting question requiring further research. Such a study would help clarify whether student writers pass through different developmental stages as their source use develops, and, if so, whether such stages are universal or discipline specific (Currie, 1998; Flowerdew & Li, 2007; Howard, 1999; Petrić, 2012). Moreover, further research comparing rhetorical citation functions in high-rated and low-rated TESOL M.A. theses in Vietnam is also needed to understand whether there is a relationship between citation use and thesis grade as indicated by Petrić (2007). Finally, studies on how to effectively instruct students to use citations in each chapter of a thesis would also be of great significance in helping novice writers in their thesis composition.





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# CHAPTER 1

## INTRODUCTION

The present study aims to investigate the move-step structures and the in-text citations used in the TESOL M.A. theses written by Vietnamese students. This chapter first provides the background information related to the topic under investigation namely, importance of English in Vietnam, TESOL Master's program in Vietnam, and an overview of teaching English writing in Vietnam. This background information is followed by the rationale, research questions, significance, scope and limitations of the study and ends with the thesis structure and definitions of the key terms used in the thesis.

### 1.1 Background

#### 1.1.1 Importance of English in Vietnam

In Vietnam, English has been seen as a key to the regional and global participation and integration since the implementation of the Open Door Policy in 1986. Recently, Vietnam has placed a strong emphasis on English language education at all levels with the aim of ensuring that by 2020 all young Vietnamese people will be able to live and work in the English working environment. In order to achieve this national goal, in 2008 the Ministry of Education and Training (MoET) implemented a project named *Vietnam's National Foreign Languages 2020 Project* with detailed instructions on how to renovate thoroughly the tasks of teaching and learning foreign

languages within the national educational system (Nguyen, 2008; Toan, 2013). According to this project, many reforms in English education have been made. In particular, English is taught as a compulsory subject to elementary pupils. Moreover, English textbooks have also been modified and replaced in order to keep up with the flow of social and economic changes in each period. Recently, high school teachers are required to reach the second-highest skill level (C1) of the Common European Framework of Reference for Languages (CEFR), while elementary school teachers must achieve the fourth-highest level (B1) and middle school educators the third-highest (B2). English curriculum, textbooks and teachers aside, students at specialized schools have also been required to study natural science subjects in English. In the social context where English is considered as the key to regional and global participation and integration, English language teachers in Vietnam have accordingly improved themselves at an incredible speed. As a result, several teacher-training programs (pre-service and in-service alike) and courses in TESOL and Applied Linguistics have been delivered with the aim of updating teachers of English with new and effective teaching methods.

### **1.1.2 TESOL M.A. Programs in Vietnam**

To meet this demand from the MoET, about seven universities in Vietnam are permitted to offer Master's (M.A.) programs in English for English language teachers who may not have the opportunity to pursue their higher education abroad. These three year programs are conducted by Vietnamese teachers whose doctorates were obtained from both overseas and in Vietnam. Although these M.A. programs are for English majors, the Vietnamese language is partly used as a mode of instruction. Every year, about 30 new students are recruited for the programs by each university

based on its selection criteria. While some institutions test their candidates on English knowledge, namely, semantics, syntax, morphology and politics, other universities, especially the universities with newly-provided M.A. programs accept all applications. Students of all these M.A. programs are required to finish 60 credits (including 18 credits for Politics) and a thesis for their graduation.

M.A. theses in Vietnam are the product of a specific discourse community in TESOL which establishes its own goals and conventions. While there are differences among universities providing this M.A. program, students are generally suggested some skeletal structures on which they can rely in composing their own thesis (Appendix A). After having passed the required number of credits, these M.A. students become eligible to select a topic of their interest for their theses. Their theses will be guided by a supervisor, who reads their work and gives advice on how to delimit the work and make it researchable. Their topics, moreover, should require either an experimental or a descriptive investigation into a problem. M.A. theses in Vietnam are usually organized in five chapters; namely, Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion. However, regarding the Results, Discussion and Conclusion chapters, some of these universities allow their students to choose among three models: (1) Results, Discussions, and Conclusions appearing in three separate chapters, resulting in a thesis of six chapters, or (2) Discussion chapter combined with Results, or (3) Discussion combined with Conclusions, making a five-chapter thesis. The minimum period of time for a student to defend his/her thesis would be six months, but it normally takes about one year. After the thesis is sent out for review by committee members, the student is officially

permitted to defend his/her thesis in a viva followed by questions raised by the committees and other audiences in a formal session.

### **1.1.3 An Overview of Teaching English Writing in Vietnam**

Over the past years, foreign language education at secondary level in Vietnam has been criticized for over-emphasizing grammar and reading (Hudson, Nguyen, & Hudson, 2008). This common practice is greatly due to the grammar translation method that has dominated the English language teaching and learning in Vietnam for decades (Pham, 2000). However, recently the teaching of writing is included in the course book, which has caused several difficulties for teachers of English in Vietnam. This is because Vietnamese learners are used to learning English in order to pass the grammatical written test at school and, as a consequence, writing is considered a difficult and unrewarding practice. In order to gradually motivate their students to learn writing, teachers of the English class at secondary and high school have integrated grammar into their writing lessons. Grammar and sentence structures, therefore, have been considered an important component in the teaching of writing. Pham (2000) asserts that Vietnamese learners would be disappointed and confused if there was an absence of the sections on grammatical rules and writing-task outlines in a writing lesson.

At the tertiary level, writing is a component in the English program in all universities providing a Bachelor program in English. These English-major students are required to study general writing in their first two academic years, and academic writing in the last two years. The writing curriculum for the Bachelor English course at these universities follows the university's annual teaching plan for the writing subject. This teaching plan is in turn based on the curriculum standard framework

from the MoET, who has developed policies based on their perceptions of what is best and necessary for students to study. In this context, freshman and sophomore students learn to write sentences and short paragraphs about simple topics e.g. their first day at school or an unforgettable memory while juniors and seniors learn to write short essays (1-2 pages in length) on the daily topics (Tran, 2001). However, due to the class time constraint, writing essays in English is not practiced in classes, but is usually done at home. Additionally, these students are not taught MLA/APA styles. In teaching writing to these students in the classroom, teachers often analyze the model of a particular type of writing, present the main structures and useful vocabulary used in this model, and after that discuss with students what is required for their homework. It seems clear that teaching writing in Vietnam is product-oriented and the written product of a writing class is often evaluated mainly in terms of language knowledge in accordance with a set of conventions largely derived from a model of a certain writing genre.

## **1.2 Rationale of the Study**

### **1.2.1 Statement of the Problem**

Writing a thesis in English poses difficulties for non-native English speaking students (Dong, 1998; Paltridge, 2002b; Shaw, 1991) and it is not an exception for these M.A. students in Vietnam whose major is in English. As Dong (1998) points out, this writing task is challenging because it requires the writers an ability to not only demonstrate knowledge related to the research but also use that knowledge to “argue logically and meaningfully the meaning of the research results” (p. 369). In Vietnam, M.A. students in TESOL have no or little formal instruction on how to write each part

of a thesis, but guidelines (Appendix A). Despite their wording differences, these guidelines on thesis writing provided by each university generally suggest some skeletal structures around which their students assemble their theses. These students, therefore, have to rely on their university's guidelines, published books on thesis writing, or theses written by students in previous courses in their school library in order to format their own theses. However, Paltridge (2002b) states that guidelines and handbooks which focus on thesis writing do not show students the range of thesis options and provide the rationale for the various choices thesis writers make. He also argues that thesis writing is a difficult process, for not only non-native English speaking students but also the native ones because besides level of language proficiency, thesis writers need to have necessary textual, genre, and social knowledge in a particular setting.

Given the difficulty of writing M.A. theses and their importance in students' academic achievement, the master thesis has not received as much attention as the Ph.D. dissertation (Chen & Kuo, 2012; Samraj, 2008). Indeed, few studies have focused on the overall structure of a M.A. thesis although a large number of studies on research articles (RAs) and some on Ph.D. dissertations were conducted (Bunton, 2002, 2005; Dong, 1998; Kwan, 2006; Soler-Monreal, Carbonell-Olivares, & Gil-Salom, 2011; Swales, 2004; Thompson, 1999, 2001, 2005). The problem of accessibility and considerable variations across disciplines aside (Paltridge, 2002b), Swales (2004) indicates that "little was known about this genre from a discursal point of view, largely because of the daunting length of its exemplars" (p.102). Some studies of M.A. theses have explored the organization of certain sections of this genre such as *Introduction* and *Discussion* sections (Dudley-Evans, 1986), *Conclusions*

(Hewings, 1993) and *Acknowledgements* (Zhang, 2012) and the overall organization of the thesis with a focus on the structure of *Introductions* across disciplines (Paltridge, 2002b; Samraj, 2008). The only study of all the chapters of 20 master theses in the field of Applied Linguistics taken from ProQuest Dissertations and Theses Database was carried out by Chen and Kuo (2012). Its findings show that a majority of M.A. theses in this field followed the traditional simple structure (Introduction, Literature Review, Method, Result, Discussion and Conclusion). Moreover, two thirds of these theses consist of a separate section or chapter for pedagogical implications, which characterizes theses in Applied Linguistics. Although these studies have provided us with a preliminary understanding of the generic structure of M.A. theses, they have focused on the texts produced in some British, American, and Australian institutions and by international writers.

One rhetorical feature of academic writing worth investigating in the analysis of theses is how citations were employed by thesis writers. It is because Chen and Kuo (2012) claim that citations in their M.A. Applied Linguistics thesis corpus seem to perform different rhetorical functions in different chapters and that is why they added the independent move of *Referring to other studies* (citations) to the frameworks of each chapter. Moreover, Kwan and Chan (2014) confirm that the generic rhetorical goal of a move or a step is achieved partly through citations used within it.

Citing other works is a distinguishing feature of academic writing, and this practice has a complex communicative purpose with syntactic, semantic, and pragmatic variations (White, 2004). Acquiring the skills for appropriate and effective use of citations thus helps writers to appropriately integrate other people's words and

ideas into their writing and presents their study persuasively (Jalilifar, 2012; Wohlin, 2009). Hyland (1999, 2000, 2002a) also indicates that reference to the works or ideas of others has an important role in the knowledge construction. Moreover, references to previous studies are seen as a key instrument for achieving the rhetorical purposes of writers (Charles, 2006; Kwan & Chan, 2014; Mansourizadeh & Ahmad, 2011; Samraj, 2002b, 2013; Swales, 1986, 1990, 2004). All in all, being “central to the social context of persuasion” (Hyland, 1999, p. 342) aside, citation is described as a rhetorical feature which is used in relation to the communicative purposes of the move-step structures in order to achieve the rhetorical purposes of each chapter in a thesis (Chen & Kuo, 2012; Kwan & Chan, 2014; Samraj, 2013; Swales, 2004).

Despite the important roles of citation in academic writing and of M.A. theses in a student’s academic accomplishment, few studies have been conducted on how citations are used in M.A. theses, especially those written by non-native English writers (NNEW) (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Petrić, 2007). Previous studies have shown various problems that novice NNEW have in citing previous studies, such as a limited type of citation, no synthesis of the information from other sources, being unfamiliar with the functional features of citation (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Mansourizadeh & Ahmad, 2011; Yeh, 2012) and a certain level of language re-use (i.e. passages were pasted from source materials) (Flowerdew & Li, 2007; Li, 2007). Moreover, NNEW often find it difficult to choose appropriate reporting verbs for reporting claims; they do not take an appropriate stance towards a claim and tend to use less assertive devices than native speakers (Hyland, 2002a, 2008). Similarly, Pecorari (2008) finds that NNEW often randomly choose a reporting verb without a consciousness of the subtleties of language necessary for reporting



claims. Hyland (2002a) ascribes this problem to both their deficit of vocabulary and their innocence of how to appropriately acknowledge sources in academic writing.

Besides the problems NNEW have, citation practice is reported to vary between different disciplines, genres and even cultures (Harwood, 2009; Hyland, 1999; Jalilifar, 2012; Jalilifar & Dabbi, 2012; Samraj, 2008; Soler-Monreal & Gil-Salom, 2012). Hyland (2000) finds that soft disciplines have a tendency to employ integral citations while hard disciplines display a preference for non-integral ones to downplay the role of the author. In addition, Hyland (1999, 2000, 2002a) indicates the disciplinary preference for reporting verbs, i.e. a greater use of *Discourse* and *Cognition* reporting verbs in the humanities and social sciences. Petrić (2007), moreover, shows that due to different audiences, writers of research articles (RA) and those of M.A. theses in applied linguistics exhibit distinct citation behaviors. Similarly, two similar studies (Jalilifar, 2012; Jalilifar & Dabbi, 2012) on citations used in the introduction sections of RAs from prestigious journals and in the introduction chapters written by Iranian master's students in applied linguistics shows that different audiences, socially and culturally different contexts, and writers' different purposes of writing lead to different citation behaviors. Furthermore, in their study of the citations used in the literature review chapters of Ph.D. dissertations written by English native speakers and Spanish native counterparts, Soler-Monreal and Gil-Salom (2012) report that citation behaviors reflect the cultural differences. Although these above studies shed light on the citation practice in terms of types, functions and reporting verbs in the literature and especially on the way NNEW cite, there is almost no research which examines all these three citation aspects in M.A. theses written by NNEW students. Moreover, one could argue that such a study was conducted by Jalilifar (2012) and Jalilifar and Dabbi (2012), but

little has been known about how their non-native (Iranian) students use reporting verbs to report on the previous research activities as well as to display their evaluation of cited research. Moreover, the stance of the reporting verbs in their research was studied based on Thompson and Ye's (1991) framework, which separates evaluation from reporting, allowing a considerable overlap between categories (Hyland, 2002a). The current study, therefore, aims to fill these gaps and hopes to shed more lights on how NNEW cite in the literature.

Given its significance and potential challenges in academic writing, citation has not been formally taught to TESOL master's students in Vietnam. In fact, these writers were provided with the list of conventions of the APA citation style and they themselves figured out how to appropriately cite the previous studies in their texts. However, Mansourizadeh and Ahmad (2011) emphasize that due to various purposes of citation use, novice writers cannot fully learn crucial citation practices from their mere reading of the instructions. Moreover, like the situation described in Jalilifar (2012), the ways M.A. students in the TESOL discourse community in Vietnam cite and the types of citation used in their writing would be of their supervisors' secondary concern as they know that in the defense session, their supervisees' deployment of citation is not judged by the thesis examiners. This study, therefore, aims to explore how these Vietnamese M.A. students deployed citations in terms of types, functions and reporting verbs in all chapters of their theses. Such investigations on citation in this study hope to provide an insightful description of citation practice in TESOL M.A. theses in Vietnam and is expected to confirm the claims about the cultural, disciplinary, and genre specific characteristics of citation practices (Harwood, 2009; Hyland, 1999, 2002a; Jalilifar, 2012; Jalilifar & Dabbi, 2012).

### **1.2.2 Purposes of the Study**

With respect to all the problems identified above, the following are the specific objectives of the research:

- To explore the move-step structures of the whole TESOL M.A. theses written by Vietnamese students;
- To find out the similarities and differences of the move-step structures in the theses written by this group of writers in Vietnam and those by the international writers from ProQuest Dissertations and Theses database;
- To identify the types and functions of citations used in each chapter of M.A. theses written by the non-native English writers in Vietnam; and
- To study how the reporting verbs were used to report previous studies and to show the writers' evaluations to the cited messages in these theses.

### **1.3 Research Questions**

By analyzing the move-step structures of the whole thesis and investigating citations employed in each chapter of a thesis, this study attempts to answer the following four questions:

1. What are the move-step structures of each chapter in TESOL M.A. theses written by this group of Vietnamese writers?
2. To what extent are the move-step structures in theses written by Vietnamese graduate students different from or similar to those of international writers in ProQuest Dissertations and Theses database?
3. What are the citation types and their functions used in different chapters of theses written by this group of writers in Vietnam?

4. How are reporting verbs employed to refer to previous studies and to show the writers' evaluations by these Vietnamese graduate writers?

The answers to these questions would provide insightful descriptions of the move-step structures and citations employed in TESOL M.A. theses by Vietnamese writers.

### **1.4 Significance of the Study**

M.A. theses are considered as one of the key genres used by academic communities to disseminate knowledge (Koutsantoni, 2006) and a high stakes genre at the summit of a student's academic achievement (Hyland, 2004a). However, writing a thesis is a challenging task for not only non-native English students but also the native ones (Paltridge, 2002b), and they may write only one thesis in their academic life (Bunton, 2002). Therefore, identifying the structural organization of thesis by a genre-based approach is a productive method for helping such novice writers in Vietnam understand its structure and effectively compose it.

Generally, the ultimate goal of a genre analysis is to closely examine the texts or discourse types and its move-step structures which are recognizable by its discourse community members. Knowing communicative purposes of the texts, therefore, will provide valuable information for those composing them because writers of any discourse communities should not only conform to generic structures, but should also be accepted by their academic communities (Bhatia, 1993). Moreover, as stated in the previous section, there have been relatively few genre analysis investigations into M.A. theses and they tended to focus on specific sections of the

theses. Thus, this study attempts to deal with theses as complete texts in order to add to our knowledge of how such a large text is organized by a specific group of non-native English students who learn English as a foreign language in the specific context in Vietnam.

Studying the move-step structures of M.A. theses in TESOL aside, the types of citations, their functions and reporting verbs employed are also examined in this study. As asserted by Hyland (1999, 2002a), Harwood (2009) and Jalilifar (2012), the practice of citing others varies across genres, disciplines, and cultures, respectively. Therefore, the findings on citation practice in this study may provide not only a valuable description of how these novice thesis writers use citations in their ongoing conversation with their discourse community members but also appropriate suggestions on how to teach this group of writers using citations effectively.

Besides providing some pedagogical implications to direct novice researchers in Vietnam to structure their theses and develop effective use of citation, results of this project may contribute to the literature which has not received much attention on how non-native students who learn English as a foreign language compose and cite within this specific genre in English.

## **1.5 Scope of the Study**

This study aims to explore the move-step structures and the citation use in terms of citation types, functions and reporting verbs in each chapter in the TESOL M.A. theses written by Vietnamese writers. Under the constraints of time and access, the study is confined within the following considerations:

1. Only 24 M.A. theses from all three universities offering TESOL M.A. programs in the South of Vietnam written during the years 2009-2012 by Vietnamese students are selected and examined. This selection would provide a current tendency in thesis writing by this group of writers in the South of Vietnam.
2. The analysis of the move-step structure of the theses are conducted on the basis of the modified framework by Chen and Kuo (2012). The reasons behind this selected framework are discussed in Chapter 3.
3. The analysis of citation used in the theses are conducted on the basis of the categories by Thompson and Tribble (2001) for citation types and their functions and Hyland (2002a) for reporting verbs. The reasons for the selection of these frameworks are also provided in Chapter 3.
4. As move identification is considered subjective (Crookes, 1986), inter-rater analysis is employed in this study. With this systematic coding and reliability, the researcher believes that the results of the analysis in the current study are more valid and sufficiently reliable.
5. Similarly, discourse-based interviews (Hyland, 2000) with only six thesis writers and three supervisors are conducted to ensure the reliability of the analysis and to gain deeper insights about the move-step structures and citations used in these theses.
6. Findings on reporting verbs are presented as they are found in the study, so special consideration should be taken into account if the reporting verbs identified in this study are used.

## 1.6 Definitions of Key Terms

The following terminology will be used regularly in the study in accordance with these definitions.

**Move** is a segment of text that is shaped and constrained by a specific communicative function (Holmes, 1997)

**Step** is a sub-unit of a move.

**Citation** refers to the “attribution of propositional content to another source” (Hyland, 1999, p. 341).

**Citation function** refers to the author’s reason of using a specific citation (Petrić, 2007).

**Citation types** refers to integral and non-integral citations (Swales, 1990)

**Writer(s)** refers to the person citing (Thompson & Ye, 1991)

**Author(s)** refers to the cited person (Thompson & Ye, 1991)

**Novice writers** refers to non-native master’s students who use English for academic writing

## 1.7 Chapter Summary and Thesis Structure

Chapter 1 is an introduction to the study which provides the information on the background of the study, rationale, statement of problems, purposes, research questions, significance of the study, scope and limitations of the study, key term definitions and organization of the thesis. Chapter 2, Literature Review, involves the definitions of the key terms related to genres, master thesis and citations, the theoretical frameworks on the move-step structures of master thesis and the

categorization of citation types, functions and reporting verbs. This chapter ends with the review of previous studies on Vietnamese students' writing in English. Chapter 3 is about research methodology for conducting this project and the pilot study. This chapter aims to provide the methods of data collection in terms of text collection, corpus creation and management, interview data and data analysis. Moreover, the justifications for the frameworks and citation categorizations in terms of citation types, functions and reporting verbs employed for the analysis of the generic patterns of the theses and citations respectively will be provided in this chapter. This chapter ends with the purpose, methods, results, discussion and conclusions of the pilot study. Chapter 4 reports the analysis of move-step structures of Abstracts and Introductions of the current TESOL M.A. theses and the findings on citations used the Introduction chapters. The findings and discussions on move-step structures and citations found in the Literature Review chapters in the current thesis corpus is presented in Chapter 5 and those in the Methodology chapters are reported in Chapter 6. Chapter 7, in addition, is about the analysis of the move-step structures and citations identified in the 13 separate Result and Discussion chapters as well as that found in the 11 combined Result-Discussion chapters of the TESOL M.A. thesis corpus. The findings on the move-step structures and citations in 24 Conclusion chapters of this thesis corpus are presented in Chapter 8. Chapter 9 offers a brief summary of the main findings of this study which aims to answer the four research questions and pedagogical implications and recommendations for further research which are translated from these findings are also provided in this last chapter.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter aims to offer the theoretical background upon which the present research is founded. Firstly, the concepts of genre and discourse community are discussed as to provide the background leading to the genre of texts included in the corpus of this research. The discussion also touches on different genre traditions and their relationships in order for the target genre of the current study, Master's thesis, to be situated. The target genre will then be reviewed in terms of its types, characteristics, communicative purposes, and previous studies. Since another aim of this research is to investigate the in-text citations employed in TESOL Master's theses written by Vietnamese students, the citation definitions, significance, citation systems, and previous studies are other discussion topics in this chapter. Moreover, discourse variations across disciplines and cultures, and previous studies on Vietnamese students' writing in English are also provided.

#### **2.1 Concepts of Genre and Discourse Community**

##### **2.1.1 Genre**

Genre is defined differently by different researchers from different perspectives. For instance, Miller (1994) defines genre as “a form of social action” while it is considered as “staged, goal-oriented social process through which social subjects in a given culture live their lives” (Martin, 2009, p. 43). Bhatia (1993) states

“genre is an instance of a successful achievement of specific communicative purposes using conventionalized knowledge of linguistic and discoursal resources” (p. 16). Holmes (1997) defines genre as “a class of texts characterized by a specific communicative function that tends to produce distinctive structural patterns” (p. 322). Considered as the “father” of genre studies, especially in the English for Specific Purpose (ESP) approach, the main approach in the current study, Swales (1990) provides a well-known and comprehensive definition of genre in his seminal book.

*“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 constraints choice of content and style.” (p. 58)*

From his definition, a genre is primarily characterized by its communicative purpose(s) that it is intended to achieve. It is the shared set of communicative purposes that constrain and shape an internal structure of the genre. Because of this, differences in the communicative purposes result in different genres. According to Swales (1990), “communicative purpose has been nominated as the privileged property of a genre”, a genre prototype is determined by how closely it corresponds to its communicative purpose (p. 52). He explains that “other properties such as form, structure and audience expectations operate to identify the extent to which an exemplar is prototypical of a particular genre” (Swales, 1990, p. 52). In other words, in order to identify a genre, its communicative purposes, structure, and intended audiences are employed, but it is the communicative purposes that play a key role. Therefore, in producing a genre, writers of that genre have to conform to certain standard and acceptable practices or conventions of the genre in order to avoid failure in recognizing that genre by other members.

### **2.1.2 Discourse Community**

Swales (1990) defines discourse communities as “social-rhetorical networks that form in order to work towards sets of common goals” (p. 9). These common goals are the basis for shared communicative purposes that members of discourse communities achieve and further through the creation and employment of genres. Common goals aside, discourse communities help maintain and extend its knowledge and initiate new members into the communities through the use of language. Language used in discourse communities is thus considered as “mechanism of intercommunication among its members” (Swales, 1990, p. 25) and for these mechanisms, discourse communities have developed discursial expectations including the form, the function, the structure of discourse elements, and the roles texts plays in the operation of the discourse communities. These discursial expectations are created by the genres that sustain the operation of the discourse community. Among these, however, it is the roles of the texts or communicative purposes shared and acknowledged among its members that drive language activities to operate in the discourse communities. These text roles or communicative purposes function as the prototypical criteria for genre identification and creation and operate as indicators of standard conventions for genres. One of characteristics that an established member of a discourse community has is being familiar with the particular genres that are used to communicate among members in various events to achieve sets of that discourse community’s common goals. Consequently, Swales (1990) confirms that genres are the communicative properties of the discourse community, not individuals or other kinds of groupings.

Based on the definitions of genre and discourse community, M.A. thesis is considered as a genre because it is written for proving to advisors, examiners and the committee who are the intended audience of the discourse community the worthiness of a degree. In fact, the advisors, examiners and the committee are members of its discourse community. It is this discourse community that has set the discoursal expectations in terms of communicative purposes, content and structures of the texts for the initiation of its new members of their discourse community through the creation of this genre. Through its own recognizable structure, communicative purposes and content of the genre, the discourse community admits M.A. thesis writers into their community as new members.

## **2.2 Genre Studies**

### **2.2.1 Genre Traditions**

Over the past thirty years, studies on genre across borders, across a variety of disciplines and across grade levels and contexts have illuminated our understanding of the nature of genre and how it has developed and been employed in various texts and contexts. These studies reveal the facts that there exists a difference in the emphasis genre analysts and researchers place on either text or context. While some prefer to focus their study on the roles of texts in social communities, some are interested in investigating the ways the texts are organized to reflect and construct the communities in which they are created and used. Summarized in Hyon (1996), Johns (2002), Hyland (2002b), and Bawarshi and Reiff (2010), these differences have been acknowledged that there are three broad research perspectives on genre studies.

### **2.2.1.1 The Sydney/Australian School**

Influenced significantly by the work of Michael Halliday at the University of Sydney, and applied to genre particularly in the work of Martin, Frances Christie, Bill Cope and Mary Kalantzis, Gunther Kress, Joan Rothery, Eija Ventola, and others, the Sydney/Australian school or Systemic Functional Linguistics (SFL) operates on the assumption that language structure is integrally related to social function and context. Different from its other definitions in ESP, genre definition in SFL states that genre is “staged, goal-oriented social process through which social subjects in a given culture live their lives” (Martin, 2009, p. 43). In other words, genre in SFL is considered to function as “social process” because members of a culture interact with each other to achieve it; as “goal-oriented” because they have evolved to get things done; and as “staged” because it usually takes more than one step for participants to achieve their goals. Martin (2009) indicates the interrelationship between genre (functioning on the level of context of culture), register (functioning on the level of context of situation) and language. In this model, genre connects culture to situation, and register connects situation to language. From his model, genre is understood in the way social purposes are linked to text structures and these structures are realized as situated social and linguistic actions. This way of understanding genre is also the trajectory of how genre is analyzed in SFL. This analytical path moves from the identification of social purposes represented in generic structural elements; to the analysis of a text’s register represented in field, tenor, and mode; to language meta-functions; and finally to micro analyses of semantic, lexico-grammatical, and phonological features.

Summarized in Hyon (1996) and Hyland (2004b), the primary focus of SFL is on primary and secondary school genres and non-professional workplace texts. These texts are called “factual writing” by Martin (1989) and “pre-genres” by Swales because they require writers, who are primary or secondary school students or immigrant adults, to write about various forms of communication in their culture such as Reports, Explanations, Recounts, Description and Exposition.

### **2.2.1.2 The English for Specific Purpose (ESP) approach**

ESP is often used as an umbrella term to refer to the teaching of English for scientific, academic, medical or professional purposes to people whose first language is not English. Although ESP has existed since the 1960s and ESP researchers used genre analysis as a research and pedagogical tool in the 1980s, it is Swales’ (1990) groundbreaking book *Genre Analysis: English in Academic and Research Setting* that provides a comprehensive theory and establishes the methodology for the ESP approach to genre analysis and teaching. It is believed that Swales’ work and the research his work has inspired over the last twenty years have largely influenced the way ESP and genre analysis have become in many ways synonymous (Bawarshi & Reiff, 2010).

Two key characteristics of ESP approaches to genre identified by Swales (1990) are their focus on academic and research English and their use of genre analysis for teaching. These two key features in the ESP approach to genre analysis reveal some similarities and distinctions to SFL genre analysis. They both share the fundamental view of the connection between linguistic features and social context and function. They also aim to make the results of genre analysis visible to “disadvantaged students” in order to help them understand of how target texts are

structured and why they are written the way they are. Hyland (2007) states that such explicit teaching of relevant genres helps demystify the kinds of writing that will enhance learners' career opportunities and provide access to a greater range of life choices.

Despite their similarities in analytical strategies and pedagogical commitments, ESP and SFL genre approaches differ in their applied target audience, genre focus, and their understandings of context. While SFL genre approaches generally target “economically and culturally disadvantaged” school-aged children, ESP genre approaches generally focus on more advanced, graduate-level, international students who are “linguistically disadvantaged” (Bawarshi & Reiff, 2010, p. 43). Their difference has an important implication on the target genres each approach focuses on. SFL genre researchers have focused their attention on texts written by primary and secondary school children for various communicative purposes in their culture. Since applied target audiences in ESP genre approaches are involved in their specific disciplines in a particular professional setting, their written texts are more community-identified genres such as research articles, conference abstracts, research presentations, grant proposals, and job application letters. The distinctions on target audiences and genre focus between SFL and ESP genre approaches shed light on their difference in understandings of context. Since SFL approaches focus on texts written for various communicative purposes in a particular culture, their context is located at the level of “context of culture”. However, ESP approaches locate genre within “discourse communities” where its communicative purposes are specifically defined. This allows ESP scholars to focus their attention on discourse community and communicative or rhetorical purposes in analyzing genres.

This also allows scholars in this tradition to shift their pedagogical purpose from the “more overtly political, empowerment-motivated goals of SFL genre-based teaching to a more pragmatic, acculturation-motivated pedagogy” (Bawarshi & Reiff, 2010, p. 44). In other words, the pedagogy employed in ESP genre traditions aims to help advanced non-native English speaking students acquire “knowledge of relevant genres in order to act effectively in their target contexts” (Hyland, 2003, p. 22).

Since communicative purposes which are specifically defined in relation to a discourse community’s shared goals provide the rationale for a genre and shape its internal structure, they serve as a starting point for ESP genre analyses. In ESP approaches to genre analyses, researchers begin by identifying a genre within a discourse community and defining the communicative purpose the genre is designed to achieve. The researchers then examine the schematic structure or the organization of the genre which is characterized by the rhetorical “moves” or text segments. An examination of the textual and linguistic features such as style, tone, voice, grammar and syntax is followed. This trajectory to genre analyses in ESP traditions proceeds from a genre’s overall structure to its lexico-grammatical features, at the same time attending to the genre’s communicative purpose and the discourse community which defines it. This process to genre analyses has tended to move from context which provides knowledge of communicative purpose and discourse community members’ genre identifications to text (Flowerdew, 2002).

### **2.2.1.3 The New Rhetoric**

Miller (1994) defines genre as “forms of social action” since its dynamic rhetorical forms are developed from responses to recurrent situations and serve to stabilize experience and give it coherence and meaning. In other words,



through the recurrent use of conventional forms and communicative practices, individuals develop relationships, establish communities, and get things done. This genre definition implies that “genres not only embed social realities but also construct them” (Johns et al., 2006, p. 237). Genre in this rhetoric tradition is believed to enable its users to rhetorically and linguistically respond to a recurring type of communicative events that are situated in social contexts. In other words, genre is understood as “sociological concepts mediating textual and social ways of knowing, being, and interacting in particular contexts” (Bawarshi & Reiff, 2010, p. 59). Genre analyses in this tradition, thus, have tended to focus on the role genres play in how individuals perform social actions and relations, enact social roles, and frame social realities. It principally focuses on investigating the social, cultural, and institutional contexts and the way they interact with texts and affect the manifestation of a particular genre.

### **2.2.2 Linguistic and Non-linguistic Approaches**

Flowerdew (2002) categorizes these three traditions to genre analysis into linguistic and non-linguistic approaches because of their different emphasis on text. Since the New Rhetoric focuses more on situational contexts but less on lexicogrammar and rhetorical structures of text, it takes a non-linguistic approach. ESP and Sydney school take a linguistic approach because they concentrate on the lexicogrammatical and rhetorical realization of the communicative purposes embodied in a genre. In other words, while contexts are used to understand texts and communicative purposes in the linguistic genre study, the non-linguistic approach uses texts to study contexts and social actions.

Different emphasis placed on texts aside, these two divisions are different in their pedagogical applications. While the ESP tradition and the Sydney school employ the results of genre analysis for teaching students the “formal, staged qualities of genres so that they can recognize these features in the texts that they read and use them in the texts that they write” (Hyon, 1996, p. 701), the New Rhetoric rejects teaching genres in language classrooms. This is just because classroom is considered as an inauthentic environment that does not have the complex nature of interactions, negotiations and audiences like the actual rhetorical event has. Learning and teaching genre in the classroom, thus, removes it from the context in which it has meanings and genre becomes a study object, not resources for communication between participants. As a result, pedagogical application in this non-linguistic tradition is concerned with “making students aware of the situational characteristics and social functions of the genres in which they are engaged” (Flowerdew, 2002, p. 92).

Because one purpose of this current study is to make some pedagogical suggestions to teaching a group of Vietnamese students how to write their M.A. thesis and use citations effectively, the linguistic tradition to genre analysis is the main approach in my work. Besides, the ESP tradition is chosen over the SFL one as this target group of non-native students in Vietnam are at their advanced level of English. Hyland (2007) emphasizes that the main focus of the ESP genre tradition is to help advanced non-native English speaking students have knowledge of relevant genres in order for them to act effectively in their target contexts.

## **2.3 Master's Thesis**

### **2.3.1 Definition and Communicative Purposes**

Thesis is a research report written by a candidate for an academic degree. In other words, a thesis is written to convince the graduate committee that the thesis's writer has completed an independent study and has been familiar with knowledge of his specialized field and research skills. A completed thesis which meets the expectations of the academic community is also evidence of its writer's being qualified for a degree.

The terms “thesis” and “dissertation” are interchangeably used to refer to the research report written by master students depending on different educational settings. Their detailed distinctions are provided in Swales (2004). In the United Kingdom (UK) and UK-influenced educational settings, the term “dissertation” refers to the report of M.A. or M.Sc. students, and “thesis” refers to the work of doctoral students. In reverse, in the United States (US) and US-influenced settings, the word “thesis” is employed for the reference to master students' written work while “dissertation” is for the work of Ph.D. students. However, in Australia, the word “thesis” is used for the research report written by both master and doctoral students. Since “thesis” and “dissertation” are respectively used to refer to the work written by M.A. and Ph.D. students in the discourse community in Vietnam, my future work will also follow this American way of using these two words.

### **2.3.2 Characteristics of Master's Thesis**

From genre definitions, it is clear that genre is different from a text because it is characterized by three external criteria; namely, its particular communicative purpose, its intended audiences, and its structure, which are recognized by its

members in a particular context. A text, on the other hand, serves as rhetorical modes which share similar internal discourse patterns such as narration, argument and exposition. It is, therefore, a genre may cover more than one text type. A research article abstract, for instance, can be composed of two text types; namely, evaluation and problem-solution (Paltridge, 2002a). Based on this genre-text division, M.A. theses are classified into three different categories by three different scholars due to different purposes they see this genre functions. Bhatia (1993) names M.A. theses “academic genre” since they include texts composed by students for their various academic purposes in their study. Adapting from her previous categorization of “classroom genre” for those whose purpose is essentially learning related (e.g. student assignments), Johns (1997) proposes to categorize M.A. theses as “pedagogical genre”. Hyland (2000) calls those written as part of the curriculum such as first-year essays, final-year projects, theses or dissertations “curriculum genre”.

### **2.3.3 Types of Master's Thesis**

Despite their similar features in terms of communicative purposes, overall rhetorical structures, and intended audiences, theses and dissertations are different in their orientations and scope. Swales (2004) states that dissertations are usually research world-oriented and cover a number of topics in a broader scope while theses often have a strong focus on the real world with a more restricted scope.

**Table 2.1: Typical discourse structures of theses/dissertations (Paltridge, 2002b, pp. 138-141)**

<b>Traditional: simple</b> Introduction Literature review Material & methods Results Discussion Conclusions	<b>Topic-based</b> Introduction Topic 1 Topic 2 Topic 3, etc. Conclusions
<b>Traditional: complex</b> Background to the study & review of the literature (Background theory) (General methods) Study 1: Introduction Methods Results Discussion & conclusions Study 2: Introduction Methods Results Discussion & conclusions (etc.) Discussion Conclusions	<b>Compilation of research articles</b> Introduction Background to the study Research article 1 Introduction Literature review Material & methods Results Discussion Conclusions Research article 2 Introduction Literature review Material & methods Results Discussion Conclusions (etc.) Conclusions

In his study of the overall organizational structure of theses and dissertations from different study areas, Paltridge (2002b) identifies four different types of patterns that writers typically choose from, depending on the focus and the orientation of their theses or dissertations (Table 2.1). The order of items listed in the table is also the typical sequence of the sections in the theses/dissertations.

### 2.3.4 Previous Studies on Master's Thesis

To the researcher's best knowledge, there are very few empirical investigations on the structure of M.A. thesis (Chen & Kuo, 2012; Dudley-Evans,

1986; Samraj, 2008). Swales (1990) attributes this lack of research on this genre to the length of the text. In addition to the length of the text, Dudley-Evans (1999) and Samraj (2008) explain that studies on the overall structure of M.A. thesis have been motivated only by the need to create relevant EAP material for master's students, who will not usually be involved in the writing of research articles. However, due to their similar communicative purposes, rhetorical organizations and intended audiences, studies on the rhetorical organization of Ph.D. dissertation are also reviewed in the following part.

#### **2.3.4.1 Studies Focusing on the Introduction Chapter**

Based on the move structure analysis of research article (RA) Introduction sections by Swales (1990), Dudley-Evans (1986) proposes a six-move structure with two or three possible steps within them in Introductions of seven M.Sc. theses in Plant Biology. In his model, the first three moves express the concentration on establishing the field while it is done by only Move 1 in the Swales' (1990) *Create a Research Space* (CARS) model. Then in Move 4, the authors can define the scope of the topic they are interested in by introducing the parameters of the research or by showing how the research is related to the previous one in the field. Move 5 in Dudley-Evans' model is similar to CARS' Move 2 because it indicates the need for the present one to fill the gap or to extend the research further. The last move is similar to CARS' Move 3 in which the purposes of the research are given. It could be argued that establishing a niche is the central move of all because it is the move where the need for the current research is indicated. It is, therefore, this linking move seems to lose its emphasis in Dudley-Evans' (1996) lengthy model with six moves.

Another study which makes use of Swales' CARS model, but to analyze the move-step structure of the Introduction chapters in 45 Ph.D. dissertations across eight disciplines is Bunton's (2002). His findings show that a three-part structure of the article Introductions suggested by Swales (1990) is applied in the Introductions of these dissertations with a small variation between different disciplines. He also indicates that the moves are used in cyclical patterns similar to those reported in the literature, and the most frequent cycle in his corpus is Move 1-2, rather than Move 1-2-3 when the authors review the previous research before identifying the gap or raising problems, but do not go on to announce their own research. As for the steps, all 14 steps identified by Swales (1990) and Dudley-Evans (1986) are found in his corpus. Although most of the steps in CARS and Dudley-Evans' models are present in his corpus of the Ph.D. Introductions, ten new steps were also distinguished and added to the model that he proposed.

Different from the first two previous studies on the Introduction chapters, Samraj (2008) conducts a contrastive analysis of the generic moves and steps of the Introductions of twenty-four theses across three disciplines; namely, Biology, Philosophy and Linguistics. Employing Swales' CARS (1990, 2004) model and semi-structured interviews with subject specialists, the findings indicate the disciplinary differences in the rhetorical structure of the Introduction chapters among these three disciplines. This study also emphasizes on the intradepartmental variation of the Introductions in Linguistics discipline.

Another contrastive study of the overall structure of twenty Ph.D. dissertation Introduction chapters written in Spanish and English in the computing field is conducted by Soler-Monreal, Carbonell-Olivares, and Gil-Salom (2011).

Followed the Swalesian approach and a model framework for Ph.D. Introductions in Spanish, this study indicates that Move 1 and Move 3 were found obligatory in the Spanish corpus of Ph.D. Introductions while the English counterparts were closely arranged in the M1-M2-M3 order. Differences in the rhetorical organization aside, the complexity of the combinations of moves, steps, and embedding was also found in the English Ph.D. Introductions in this study.

#### **2.3.4.2 Studies Focusing on the Literature Review Chapter**

To date, move-based studies focusing exclusively on the Literature Review chapter of a thesis or dissertation seem to be scarce. The only study of this part of twenty doctoral dissertations produced by native English speaking students of Applied Linguistics is conducted by Kwan (2006). By employing the Revised CARS model (Bunton, 2002), she finds that many of the Literature Review chapters have an Introduction-Body-Conclusion structure with many thematic sections found in the body part. These themes in the body part are organized in recursive move structures which are similar to those found in dissertation Introductions. Although most of the steps in Bunton's Revised CARS Model are present in the move structures of the Literature Review Chapters, Move 3 is reported to appear least frequently and some new steps are also identified.

#### **2.3.4.3 Studies Focusing on the Discussion Chapter**

Dudley-Evans (1986) conducted a study on the Discussion chapter of seven M.Sc. theses in Plant Biology produced by native English speakers. The findings show the common three-part structure of the texts in the corpus; namely, *Introduction*, *Evaluation of Results*, and *Conclusions and Future Work* and the eleven-rhetorical moves. Moreover, of all these eleven moves, Move 2 (*Statement of*



*Result*) is found to be compulsory while Moves 6 and 8 (*Problems with Result* and *Deduction*, respectively) are rare in his data. Move cycling is also present in his data and the cycle starts with Move 2 followed by one or more of the other moves. There are exceptions to Move 1 (*Information move*) and Move 4 (*Reference to Previous Research*) since Move 1 occurs at different places in the cycles of moves and Move 4 sometimes precedes Move 3 (*(Un)expected Outcomes*). Finally, Dudley-Evans confirms that the Discussion chapter exhibits a less predictable organization than that of the Introduction.

Subsequently, Hopkins and Dudley-Evans (1988) provide a slightly modified version of the moves in the Discussion chapter and section in both the dissertation and the research article. This model, which is derived from the findings of their previous studies on the corpora of M.Sc. theses in Plant Biology (Dudley-Evans, 1986) and articles in Irrigation and Drainage in the proceedings of an international conference (Hopkins, 1985), still has eleven moves although some moves are removed and some new moves are added. Similar to the model proposed by Dudley-Evans (1986), the results of this study emphasize the move cycling and the more unpredictable pattern than that of the Introduction. Additionally, Move 2 (*Statement of result*) is always found to occur at the beginning of a cycle.

Another modification to Dudley-Evans' (1986) model for the description of the moves in the Discussion chapter is suggested by himself after he analyzed the Discussion chapter of one single M.Sc. dissertation in-depth (Dudley-Evans, 1994). A three-part framework; namely, *Introduction* (including Move 1, or Move 1 + 5, or Move 2/Move 3), *Evaluation* (including Move 2, Move 3 + Move 5, Move 7 + Move 5, or Move 5 + Move 7) and *Conclusion* (Move 3 + Move 7, or Move

9) is again identified. He also indicates that the *Evaluation* part is the main body where comments on the key results and the author's claims are given in detail. However, different from his original work, his new model consists of only nine moves and among which three moves, *Finding* (Move 3), *Claim* (Move 7) and *Limitation* (Move 8), are newly added to the model. The *Finding* move is similar to the *Statement of Result* move, but without a reference to a graph or table. The *Hypothesis* and *Deduction* moves in the previous model are combined into the *Claim* move while the *Limitation* is added to safeguard the reported research in terms of the findings, and methodology. Besides, although this new model has some new and useful ideas about the move structure of the *Discussion* chapter of a thesis, Dudley-Evans informs that its applicability to other similar corpora should be cautioned because of its unsuitable size of the data.

#### **2.3.4.4 Studies Focusing on the Conclusion Chapter**

As far as this study is concerned, the only study on the rhetorical organization of six MBA thesis Conclusion chapters is conducted by Hewings (1993). This study shows that *Reporting*, *Commenting* and *Suggesting* are the three main functions of an MBA thesis Conclusion. The *Commenting* function includes evaluations, deductions, and speculations made from the findings. Differently, Bunton (2005) finds two different types of Conclusion in his corpus of 44 Ph.D. dissertation Conclusions covering a wide range of disciplines. The majority of his data follow a thesis-oriented organization which focuses mainly on the thesis itself, and only eight are field-oriented because they focus mainly on the field and mention thesis and its contributions in the context of the whole field. This difference affects the rhetorical structure of the chapter.

Besides, Bunton (2005) also indicates that there are disciplinary variations in terms of the move structure in the Conclusion chapters of Ph.D. dissertations between Science and Technology (ST) and Humanities and Social Sciences (HSS) even though they both are thesis-oriented. Although the Conclusions in these two disciplines start with *Introductory Restatement* and *Consolidation of Research Space*, ST Conclusions focus on work carried out while HSS Conclusions are on purpose, research questions, or hypotheses. Similarly, there is a difference in their final moves where ST Conclusions finish with *Future Research*, but *Practical Implications* and *Recommendations* are identified in HSS Conclusions.

#### **2.3.4.5 Studies Focusing on the whole thesis**

The findings of the above studies have provided us with an insightful understanding into the rhetorical organizations of the under-investigated genres, theses and dissertations. However, these studies on theses and dissertations investigated only a single chapter or a couple of chapters.

##### **2.3.4.5.1 Pramoolsook (2008)**

The study of the whole macro-structure of master's theses in a university in Thailand and their changes when being transferred to research articles is conducted by Pramoolsook (2008). His study also finds the traditional simple (IMRD) pattern with some variations in the Result and Discussion chapters in the thesis corpus. Moreover, his study revealed variations across chapters of theses in Biotechnology and Environmental Engineering.

##### **2.3.4.5.2 Chen and Kuo (2012)**

Based on previous studies on RA Abstracts (Lorés, 2004), Ph.D. Introductions (Bunton, 2002), Ph.D. Literature Review (Kwan, 2006), RA Method

(Lim, 2006), RA Results, Discussions and Conclusions (Yang & Allison, 2003), Chen and Kuo (2012) develop the complete move-step framework for analyzing each chapter of a thesis in Applied Linguistics. This framework is integrated and modified from the moves and steps in the previous studies in order to make them “not only consistent across the chapters but also appropriate for the theses in Applied Linguistics” (Chen & Kuo, 2012, p. 27). In addition to the integration and modification of the existing moves and steps, Chen and Kuo (2012) add an independent move of *Referring to other studies* in each chapter because this new move is found to have different rhetorical functions in different chapters. Since this framework is the first to provide the comprehensive move-step structures for each chapter of M.A. theses, it will be chosen as the analytical framework for the present study and it will be carefully reviewed in the following paragraphs.

Their newly modified framework aside, Chen and Kuo (2012) then analyzed 20 complete M.A. Applied Linguistics theses from ProQuest Dissertations and Theses Database using this framework. Their findings show that of 20 theses, 75% (15 theses) were organized in the conventional ILrMRDC pattern (Paltridge, 2002b; Swales, 2004) while 3 followed the article-compilation pattern and 2 in the topic-based pattern. This percentage is much higher than that in Thompson (2001) (7%) and Paltridge (2002b) (40%) whose corpora include Ph.D. dissertations. This difference is accounted for the small scope and length of M.A. theses that make M.A. thesis writers choose to organize their work in the IMRD pattern which is similar to RAs. Types of thesis aside, Chen and Kuo (2012) indicate that most of the theses in their corpus used rhetorical chapter titles, but Discussions were also found to be combined with either Results or Conclusions in the same chapter.

Among three kinds of Abstracts in Lorés (2004), the informative one is chosen for their framework. As indicated in Bhatia (1993), this kind of Abstracts seems to reflect the description of Abstract as “a factual summary of the much longer report” (p. 78). Chen and Kuo’s (2012) analysis of the Abstracts of 15 theses with the conventional pattern show that they all had Move 1 (*Introduction*), Move 2 (*Method*) and Move 3 (*Results*) while Move 4 (*Conclusions*) occurred in 8 theses. This last move, therefore, tended to be optional in their M.A. thesis Abstracts. Move structures aside, Chen and Kuo (2012) also find that there was a linear structure of Move1-Move2-Move3 in these Abstracts and move cycling was found to be rare. Moreover, pedagogic implications of the study were emphasized in the *Conclusion* move of these Abstracts, and this reflects disciplinary distinctiveness as mentioned in Yang and Allison (2003) .

**Table 2.2: Chen and Kuo’s (2012) framework for the Abstracts of M.A. theses in Applied Linguistics (p. 47)**

Move 1	Introduction
Move 2	Method
Move 3	Results
Move 4	Conclusions

Besides the newly added move of *Referring to other studies* with three functions (steps), the framework for analyzing Introductions suggested by Chen and Kuo (2012) (Table 2.3) includes three moves and all the steps indicated as both “often present” and “occasionally present” in Bunton’s (2002) modified CARS model. Although some steps in this framework; namely, *Announcing research work earned out*, *Indicating research method*, *Indicating applications* and *Indicating model proposed* are worded or modified from the original ones (*Work carried out*, *Materials*

or *Subjects*, *Application of product*, and *Product of research/ Model proposed*, respectively), their communicative purposes are identical to those in Bunton's (2002). Renaming and modifying these steps are done to suit the nature of theses in this soft discipline while those steps in Bunton's were found across both soft and hard disciplines. The new step in this framework by Chen and Kuo (2012) is *Indicating scope of research*, which makes the total number of steps in the framework for M.A. Introduction chapters 28.

**Table 2.3: Chen and Kuo's (2012) framework for the Introduction chapter of M.A. theses in Applied Linguistics (pp. 47-48)**

Moves	Steps
Move 1: Establishing a territory (T)	<ul style="list-style-type: none"> <li>• Providing topic generalization background</li> <li>• Indicating centrality importance of topic</li> <li>• Defining terms</li> <li>• Reviewing previous research</li> </ul>
Move 2: Establishing a niche (N)	<ul style="list-style-type: none"> <li>• Indicating gap in previous research</li> <li>• Question-raising</li> <li>• Counter-claiming</li> <li>• Continuing/extending a tradition</li> <li>• Indicating a problem/need</li> </ul>
Move 3: Occupying the niche (O)	<ul style="list-style-type: none"> <li>• Indicating purposes/aims/objectives</li> <li>• Indicating scope of research</li> <li>• Indicating chapter/section structure</li> <li>• Indicating theoretical position</li> <li>• Announcing research work earned out</li> <li>• Describing parameters of research</li> <li>• Stating research questions/hypotheses</li> <li>• Defining terms</li> <li>• Indicating research method</li> <li>• Indicating findings/ results</li> <li>• Indicating models proposed</li> <li>• Indicating applications</li> <li>• Indicating value or significance</li> <li>• Providing justification</li> <li>• Indicating thesis structure</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

Analyzing 20 M.A. theses by using this framework reveals a similar result to those in Bunton (2002), which indicates that a greater number of steps were found than those described in Swales' CARS (1990) model. Frequency of steps aside, this study also shows that there are many step cycles in a single thesis Introduction. The last interesting finding of analyzing this thesis corpus is that M.A. thesis Introduction chapters tend to be less elaborate than those in Ph.D. dissertation due to the absence of many steps in Move 3 identified by Bunton (2002).

Compared with the framework developed for the analysis of the rhetorical structure of Literature Review by Kwan (2006), the framework developed by Chen and Kuo (2012) has a new step (*Concluding a part of literature review and/or indicating transition to review of a different area*) in Move 2 (Creating a research niche) with a high frequency (18 instances in 6 theses). This step often precedes the steps *Surveying the non-research-related phenomena or knowledge claims* and *Surveying research-related phenomena*, making a sequential pattern representing the completeness of the review of a given theme (Table 2.4).

**Table 2.4: Chen and Kuo's (2012) framework for the Literature Review chapter of M.A. theses in Applied Linguistics) (pp. 48-49)**

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Indicating organization of the review chapter(s) and justifying the themes (areas) to be reviewed</li> </ul>
<b>Move 1:</b> Establishing one part of the territory of one's own research by	<ul style="list-style-type: none"> <li>• Surveying the non-research-related phenomena or knowledge claims</li> <li>• Claiming centrality</li> <li>• Surveying the research-related phenomena</li> </ul>
<b>Move 2:</b> Creating a research niche	<ul style="list-style-type: none"> <li>• Counter-claiming (weaknesses and problems)</li> <li>• Gap-indicating (paucity or scarcity)</li> <li>• Asserting confirmative claims about knowledge or research practices surveyed</li> <li>• Asserting the relevancy of the surveyed claims to one's own research</li> <li>• Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework</li> <li>• Concluding a part of literature review and/or indicating transition to review of a different area</li> </ul>
<b>Move 3</b>	<ul style="list-style-type: none"> <li>• Indicating research aims, focuses, research questions or hypotheses</li> <li>• Indicating theoretical positions theoretical frameworks</li> <li>• Indicating research design/ processes</li> <li>• Interpreting terminology used in the thesis</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Providing a summary of the review of the themes and relating the review to the present study</li> </ul>

Moreover, Chen and Kuo (2012) also emphasizes that such an elaborate review move in the M.A. theses is different from a more concise review move in the RA Introduction sections. This new step, therefore, is included in their framework for the analysis of Literature Review chapters of M.A. theses.

Due to great variations in the research methodology, few studies on this section (in RAs) or chapters (in M.A. theses and Ph.D. dissertations) have been conducted (Chen & Kuo, 2012). From an elaborate scheme for analyzing the move-step structures of the Method section proposed by Lim (2006), Chen and Kuo (2012) modify and add a new move and a few steps in order to make them suitable for the



Applied Linguistics theses in their corpus. The resulting model consists of four moves and an independent move (*Referring to other studies*) (Table 2.5).

**Table 2.5: Chen and Kuo's (2012) framework for the Methodology (Method) chapter of M.A. theses in Applied Linguistics) (pp. 49-50)**

Move 1: Introducing the Method chapter	<ul style="list-style-type: none"> <li>• Indicating chapter/section structure</li> <li>• Providing an overview of the study</li> <li>• Indicating theory/approach</li> </ul>
Move 2: Describing data collection method and procedure(s)	<ul style="list-style-type: none"> <li>• Describing the sample (participants, location, time, etc.)</li> <li>• Describing methods and steps in data collection</li> <li>• Justifying data collection procedure(s)</li> </ul>
Move 3: Delineating methods of data analysis	<ul style="list-style-type: none"> <li>• Presenting an overview of the (data analysis) design</li> <li>• Explaining specific method(s) of data analysis</li> <li>• Explaining variables and variable measurement</li> <li>• Justifying the methods of measuring variables or data analysis</li> </ul>
Move 4: Elucidating data analysis procedure(s)	<ul style="list-style-type: none"> <li>• Relating(or recounting) data procedure(s)</li> <li>• Justifying the data analysis procedure(s)</li> <li>• Previewing results</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

The newly added move, *Introducing the Method chapter*, with three steps gives a brief overview of the method chapter, representing Move 1 in Chen and Kuo's (2012) model. Moves 1, 2 and 3 in Lim's (2006) become Move 2, 3 and 4 respectively in this new model. However, the step "*Explaining variables and variable measurements*" is added under the move of *Delineating methods of data analysis* (Move 3) of the new model.

The analysis of the Method chapters of 20 M.A. theses in their corpus reveals that two steps (*Describing the sample* and *Describing methods and steps in data collection*) in Move 2 were obligatory. In addition to this, *Justifying data collection*

*procedure* in Move 2, *Providing background information* and *Providing support or justification* in the independent move of Referring to other studies are considered as quasi-obligatory steps (Chen & Kuo, 2012, p. 35) because they occurred in more than 70% of the theses. Moreover, their findings also indicate that there was a great variation in the way to organize relevant information about research methodology in theses of Applied Linguistics and a low occurrence of the three-step sequence patterns was found to be rare. Finally, Move 4 (*Elucidating data analysis procedure*) was found to occur less often than the other first three moves. Chen and Kuo (2012) attribute this to the combination and inclusion of this move in the Result chapter.

**Table 2.6: Chen and Kuo's (2012) framework for the Result chapter of M.A. theses in Applied Linguistics) (pp. 50-51)**

<b>Move 1:</b> Introducing the Results chapter	<ul style="list-style-type: none"> <li>• Providing background information or how results are presented</li> <li>• Indicating methods used or statistical procedure applied</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Locating graphics</li> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Evaluating results (including strengths, limitations, generalizations, etc. of results)</li> <li>• Accounting for results (giving reasons)</li> </ul>
<b>Move 4:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 5:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations of the study</li> <li>• Indicating significance/advantage of the study</li> </ul>
<b>Move 6:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

Besides an independent move (*Referring to other studies*) with three steps that they add to the move-step framework of every chapter of a thesis, the framework for the Result chapter developed by Chen and Kuo (2012) has 6 moves of Yang and Allison's (2003). However, their framework provides an elaborate description of the steps in Moves 1, 2, 3 and 6 (Table 2.6 above).

The results of their analyzing of 20 M.A. theses in Applied Linguistics indicate the step of *Reporting major findings*, and *Providing background information or how results are presented* were present in all theses in their corpus, making them the obligatory steps in the Result chapter. In addition to the obligatory steps, a high frequency (more than 80%) of steps *Interpreting results*, *Indicating methods used or statistical procedure applied*, and *Locating graphics* was found in this corpus of M.A. theses. This tends to suggest that thesis writers provide more relevant information when presenting the results of their studies than RA writers although they all emphasize reporting and commenting on research results. Moreover, a sequential pattern of six steps, two of which belong to Move 1 (*Providing background information or how results are presented*, *Indicating methods used or statistical procedure applied*), Move 2 (*Locating graphics*, *Reporting major findings*) and Move 3 (*Interpreting results*, *Comparing results with literature*) was also identified, forming several sequential patterns with a high frequency. This finding seems to suggest that the results in M.A. theses are often reported one by one and each followed by adequate interpretation. Besides, the first three moves could represent the primary communicative purpose of the Result chapter. Chen and Kuo (2012) also find that Moves 4, 5 and 6 were optional in the Result chapter of the theses in their corpus, and this may be due to the overlapping of moves and steps in the Discussion or Conclusion chapters.

Except for the new name for Move 1, *Introducing the Discussions chapter*, instead of a general name *Background Information*, the framework for the move-step analysis of the Discussion chapter of M.A. theses developed by Chen and Kuo (2012) is exactly the same as the one by Yang and Allison (2003). This new framework also consists of seven moves but with more details described for the steps in Moves 1, 2 and 3 (Table 2.7).

**Table 2.7: Chen and Kuo's (2012) framework for the Discussion chapter of M.A. theses in Applied Linguistics (p. 51)**

<b>Move 1:</b> Introducing the Discussion chapter	<ul style="list-style-type: none"> <li>• Providing background information (such as purpose, design, research questions/hypotheses, etc.) or how discussions are presented</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 4:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Accounting for results (giving reasons)</li> <li>• Evaluating results (including strengths, limitations, etc. of results)</li> </ul>
<b>Move 5:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 6:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations</li> <li>• Indicating significance/advantage</li> <li>• Evaluating methodology</li> </ul>
<b>Move 7:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> </ul>
Reference to other studies	<ul style="list-style-type: none"> <li>• Providing support or justification</li> </ul>

Their analysis of 10 out of 20 M.A. theses in Applied Linguistics which contained Discussions shows that only the step of *Reporting major findings* was obligatory while *Interpreting results*, *Accounting for results*, *Providing background information*, and *Referring to other studies for support or justification* were quasi-obligatory steps because they occurred in 8 theses (80%). Moreover, the first four

moves (*Introducing the Discussion chapter, Reporting Results, Summarizing Results and Commenting on Results*) were found to occur more frequently and in more theses than the other moves (Moves 5, 6 and 7). This tends to demonstrate the rhetorical functions of summarizing, evaluating, and deducing from the study of the Discussion chapter. Besides, Chen and Kuo (2012) also emphasize that the communicative purposes of Discussions are not only to report results but also to summarize results, comment on results, and compare them with other studies in the field because of the sequence of *Reporting major findings, Interpreting results, Accounting for results* and *Comparing results with literature* found in their corpus. Finally, Chen and Kuo (2012) also confirm that Discussion chapter proceeds from the specific findings to a more general view of discussing and examining research findings in a larger research context.

Combining the moves and steps in the framework of Conclusion and Pedagogical sections in Yang and Allison (2003), Chen and Kuo (2012) form a framework with four main moves and an independent move of *Referring to other studies* for analyzing the Conclusion chapter of M.A. theses (Table 2.8). The first move in Chen and Kuo's (2012) model is different from that of Yang and Allison (2003) because it has a communicative purpose of introducing the chapter in terms of the purpose, design, questions or hypothesis of the current study and the structure of the Conclusion chapter.

**Table 2.8: Chen and Kuo's (2012) framework for the Conclusion chapter of M.A. theses in Applied Linguistics (pp. 51-52)**

<b>Move 1:</b> Introducing the Conclusions chapter	<ul style="list-style-type: none"> <li>• Restating purpose, design, research questions/hypotheses, results, or indicating how conclusions are presented</li> </ul>
<b>Move 2:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 3:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating significance/advantage</li> <li>• Indicating limitations</li> <li>• Evaluating methodology</li> </ul>
<b>Move 4:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
Referring to other studies	<ul style="list-style-type: none"> <li>• Providing support or justification</li> </ul>

Only 10 out of 20 theses in Chen and Kuo's (2012) corpus had a separate Conclusion chapter. Their analysis of those 10 theses reveals that there was a linear structure of *Summarizing the study briefly*, *Drawing pedagogical implications* and *Recommending further research*. This finding also confirms Yang and Allison's (2003) that Conclusions concentrate more on highlighting overall results than commenting on specific results, leading to a low-frequency in steps compared with those in other sections. *Summarizing the study briefly* was found to be the obligatory step in their corpus while *Drawing pedagogical implications*, *Recommending further research* and *Indicating limitations* were quasi-obligatory. Moreover, Move 2 to Move 4 (summarizing, evaluating and deducing from the study) were confirmed to characterize the communicative purposes of Conclusion chapters in these theses. Finally, their findings of no clear sequential relationships of moves and steps suggest that there is no fixed order of presenting the various moves and steps in the Conclusion chapters of M.A. thesis.

In summary, to the researcher's best knowledge, the move-step framework by Chen and Kuo (2012) is the complete model for analyzing each chapter of a thesis so far. Actually, this framework is integrated and modified from various previous move-step investigations: Lorés (2004) for the Abstracts, Bunton (2002) for Introductions, Kwan (2006) for Literature Review, Lim (2006) for Methods, Yang and Allison (2003) for Results, Discussions and Conclusions. As emphasized by Chen and Kuo (2012), this framework is integrated and modified in order to make them "not only consistent across the chapters but also appropriate for the theses in Applied Linguistics" (p. 27). Additionally, the framework by Chen and Kuo (2012) has a new independent move of *Referring to other studies* in each chapter, which is absent from all previous move-step studies. Its completeness and being the result of the investigation of the whole M.A. thesis in Applied Linguistics, which is very close to TESOL, the field of this current study, this framework is chosen for the move-step identification of the corpus of 24 M.A. theses in TESOL in Vietnam.

## 2.4 Citation Practice

### 2.4.1 Definition and Significance of Citation

Citation is defined as the act of citing or quoting a reference to an authority or a precedent. It is also used to refer to words or lines taken from a book or a speech, which is synonymous to the word "quotation". It is embedded in the body of an intellectual work that denotes an entry in the bibliographic reference section of the work for the purpose of acknowledging the relevance of the works of others to the topic of discussion at the spot where the citation appears. Hyland (1999) describes citation as "the attribution of propositional content to other sources" and as a

rhetoical feature which is “central to the social context of persuasion” and has an important role in the construction of knowledge (p. 341). White (2004) states that citing other works is a distinguishing feature of academic writing, and this practice has a complex communicative purpose with syntactic, semantic, and pragmatic variations. Acquiring the skills of appropriate and effective citation practices thus not only helps academic writers to appropriately integrate other people’s words and ideas into their writing but also presents their study persuasively. Hyland (2000) also states that reference to the works or ideas of others can show the novelty of one’s work. In fact, crucial rhetorical functions of citing previous studies are to allow writers to get their research grounded in the current state of disciplinary knowledge, to show the significance and relevance of their research, to demonstrate their competence in the field, to provide justification for their arguments and findings, to persuade readers to accept their new claims as scientific facts in their specialized field, and to position themselves in relation to other disciplinary members. These rhetorical functions of citations aside, the accurate employment of citations can be considered as a protection for writers against plagiarism.

#### **2.4.2 Citation Systems**

There are many generally accepted citation systems such as Oxford, Harvard, Chicago Manual of Style (CMS), Modern Language Association (MLA), American Sociological Association (ASA), and American Psychological Association (APA) as their syntactic conventions are easily interpreted by their readers. As each citation system has its own conventions, choosing which citation styles to follow depends on the requirement of publication journals, the fields, and the organization to which writers submit their papers. Because social sciences, which TESOL belongs to,



subscribe to the APA style, this paper just reviews the APA citation. It is also important to mention that universities with an M.A. program in Vietnam require their students to follow the APA format in writing their thesis and citing the sources. In fact, the students are provided with a detailed guideline on how to quote direct sources, how to cite within the text and even how to list the references in the References page.

While the CMS and MLA styles provide methods for documenting sources in history courses and the liberal arts and humanities, respectively, the APA citation is most commonly used to cite sources within the social sciences. Different from both CMS, where footnotes and endnotes are used, and MLA, where “Works Cited” appears at the end of the paper, APA employs “References” at the end of the paper to give readers information and to pursue a source further. Due to its significance in demonstrating the relevance or newness of the work being cited, the date when a work was created is emphasized in social sciences. APA, therefore, adds to MLA style by including an author’s name(s), page number(s), and a date in the physical text. The date is generally provided parenthetically whenever the author’s name is given while page numbers always appear at the end of the sentence. Moreover, the date is usually placed immediately after the author’s name in the “References” page at the end of the paper.

### **2.4.3 Previous Studies on Citation Practice**

#### **2.4.3.1 Studies Focusing on Citation Types**

Swales (1986, 1990), who has pioneered the study of citation analysis from an applied linguistic perspective, creates clear formal distinctions between integral and non-integral citation forms as well as reporting and non-reporting (Appendix B, Table 2.9). These distinctions are based on the syntactic position of the

name of the cited author. An integral form is where the name of the cited author appears in the citing sentence with an explicit grammatical role while the non-integral form is where the author appears in parentheses, or is referred to elsewhere by a superscript number. Hyland (2000) states that the use of integral or non-integral citations reflects the emphasis given to either the reported author or the reported message. Under the integral and non-integral citation conventions, Swales (1990) identifies the system known as “reporting” (+R) and “non-reporting” (-R). According to him, in the reporting style (+R) the writers use a reporting verb to introduce previous works and their outcomes while in the non-reporting cases, only previous research is mentioned.

Pickard (1995) was a preliminary study on citation practices in Applied Linguistics research articles. Using concordance software, she identified the preferences of integral forms (a ratio of roughly 60:40 for integral and non-integral citations) by expert writers of eleven RAs. However, little discussion of why the writers decided to choose one form rather than any other was given because her study focused on syntactic rather than functional distinctions. Furthermore, her discoveries about the citation practice of this small group of applied linguistics writers cannot be generalized to expert writers across all the disciplines and especially M.A. novice writers in TESOL in Vietnam.

In his textual analysis of 80 articles from hard disciplines and soft disciplines and his interview with “experienced and well-published researchers” from each discipline about their own citation behaviors and thoughts on disciplinary practices, Hyland (1999) indicates that non-integral citations are used more frequently in hard disciplines to give prominence to the research and less emphasis on the

researchers and to show objectivity and impersonality of scientific experiments. In contrast, writers in soft disciplines tend to employ integral citations to show their stance and to make evaluations. Hyland's (2002a) findings in his study of 80 research articles in 10 leading journals across eight disciplines confirm this tendency in citing previous studies in academic writing. Yeh's corpus study (2009) on first year TESOL Taiwanese graduate students' citations are in line with these findings in terms of the preferred integral citation forms. In addition to this, her results also indicate that summary/paraphrase was the most preferred way of incorporating cited sources by these non-native English speakers. However, Yeh (2009) also notes that students used a much greater number of direct quotes than published writers in Hyland's (1999, 2002a). Students in Shi's study (2010) reported choosing quoting over paraphrasing when they did not know how to paraphrase or think of another way to say. These findings from previous studies are likely to support the researcher's contention in the practice of referring to previous studies by TESOL M.A. novice writers in Vietnam.

#### **2.4.3.2 Studies Focusing on Citation Functions**

Although the distinctions on citation types provide useful information about citation practice in academic writing, they do not provide insights into which types of citation can be used in which contexts. In her text analysis and interviews with RA writers, Okamura (2007) finds that although the use of citation types is a relatively simply syntactic choice, there is a close link between citation forms used and the writers' intention or their functions in the texts. Drawing on contextual functions of citations, Thompson and Tribble (2001) divide integral and non-integral citations into subdivisions (Table 2.10). Almost the same framework as proposed by Thompson and Tribble (2001), the framework for citation types and functions by

Thompson (2001) consists of an additional category, “Example”, in the non-integral citations. However, his findings show the absence of this category in his corpus of 16 Ph.D. dissertations. Because of this, the current study will employ Thompson and Tribble’s (2001) framework for the analysis of citation types and functions in the M.A. theses written by Vietnamese students.

**Table 2.9: Citation functions (Thompson & Tribble, 2001, pp. 95-96)**

<b>Thompson &amp; Tribble, 2001</b>	
<b>Functions</b>	<b>Description and examples</b>
<b>Integral</b>	
Verb controlling	- Acting as the agent that controls a lexical verb, in active or passive voice. <i>Davis and Olson (1985) define a management information system more precisely as...</i>
Naming	- A noun phrase or part of a noun phrase used to signify a method, formulation or someone’s work instead of a human agent. <i>Typical price elasticities of demand for poultry products in Canada, Germany and the UK are shown in Harling and Thompson (1983).</i>
Non-citation	- A reference to another writer but the name is given without a year reference because the reference has been supplied earlier in the text and the writer avoids repeating it. <i>The "classical" form of the disease, described by Marek, causes significant mortality losses.</i>
<b>Non-integral</b>	
Source	- Indicating where the idea or information is taken from <i>Citation is central...because it can provide justification for arguments (Gilbert, 1976).</i>
Identification	- Identifying an agent within the sentence it refers to. <i>A simulation model has therefore been developed to incorporate all the important features in the population dynamics (Potts, 1980).</i>
Reference	- Usually signaled by the inclusion of the directive “see”. <i>DFID has changed its policy recently with regard to ELT (see DFID, 1998).</i>
Origin	- Indicating the originator of a concept, technique, or product. <i>The software package used was Wordsmith Tools (Scott, 1996).</i>

Jalilifar (2012) employed Thompson and Tribble's (2001) framework in studying the practice of citations in the introduction sections of RAs from prestigious journals and the introduction chapters of M.A. theses written by Iranian students in Applied Linguistics (65 in each corpus). His findings show that these M.A. students preferred integral citations to non-integral ones with greater emphasis on *Verb controlling* while RA writers showed an almost equal employment of integral and non-integral citations. The *Naming* type of citation ranks the second of the most frequent citation used in these theses while non-citation was comparatively low. This suggests that these Iranian M.A. students are familiar with the formal features and explicit grammatical roles of citations but not with their functional features, whereas RA writers make use of the functional features of citations in appropriately signposting for readers throughout the text with the purpose of engaging them. Jalilifar (2012) accounts their difference for their different audiences, socially and culturally different contexts, and writers' different purposes of writing. Since the writers of his study are almost identical to those in this current study in Vietnam in terms of being non-native English speakers and using citations in the same genre, their M.A. theses, it is expected that the citation practice of this group partly provide the preliminary picture of how Vietnamese M.A. students in TESOL cite in their theses.

Based on categories of rhetorical functions of citation proposed by Thompson (2001), Petrić (2007) examined the intentions writers of low-graded and high-graded M.A. theses in gender studies realized by using citations. However, in order to identify the purposes for which these writers used citations, she proposed a specific typology for citation practices used in this particular field (Appendix B, Table 2.11).

Her new category consists of nine rhetorical functions; namely, *Attribution*, *Exemplification*, *Further reference*, *Statement of use*, *Application*, *Evaluation*, *Establishing links between sources*, *Comparison of one's own findings or Interpretation with other sources* and *Other*. Besides this study, Petrić (2012) studied the use of direct quotations between low-rated and high-rated M.A. theses written by L2 students from Central and Eastern Europe through her textual analysis and in-depth semi-structured interviews. Her textual analysis, which employed Borg's (2000) taxonomy (*quotation fragments, clause-based quotations and extended quotations*), reveals that writers of high-rated theses quoted directly almost three times more frequently than low-rated thesis writers. This finding contradicts the common belief in the literature in which overuse of direct quotations is commonly associated with less successful writing. This is, however, because while the writers of low-rated theses relied on clause-based quotations that can be easily incorporated into their texts, high-rated theses used quotation fragments, showing the greater effort exerted on the incorporation of the borrowed materials. It is clear that her findings tend to add more information to how non-native English students cite in their M.A. theses. However, her study is conducted in the field of Gender studies while the current study is on TESOL theses in Vietnam. Therefore, variations on the citation practice are expected because different disciplines can lead to different citational conventions (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Hyland, 2002a).

Adding to this line of studies, Harwood (2009) conducted an interview-based study of citation functions employed by computer scientists and sociologists and found that the computer scientists used citations more for signposting while the sociologists employed citations more for engaging the readers. As a result of his

interviews with twelve informants, eleven citations derived from the informants were identified (Appendix B, Table 2.12). His study also reveals that there were intra-disciplinary variations in the employment of citations. The type of text the author is writing and the place where the author plans to get his/her paper published are provided as two possible reasons for these differences. This aside, informants in his study revealed that they tended to acknowledge the strength of the source before they criticized its weaknesses.

Mansourizadeh and Ahmad (2011) conducted a case study on the types and functions of citations in fourteen research papers written by non-native experts and novice writers who belong to the same discipline of chemical engineering in Malaysia. Besides the four functional typologies of citations proposed by Thompson and Tribble (2001), these researchers employed three categories in Petrić (2007) (*attribution, comparison of one's own findings with other sources and establishing links between sources*) and added “*support*” type which is similar to *supporting* type in Harwood's (2009) that are applicable and prevalent in their corpus. As a result, six different citation functions were used in describing the citation functions (Appendix B, Table 2.13). Their findings show that novice writers used citations in isolation and mainly to attribute while expert writers synthesized various sources and made greater use of non-integral citations to strategically provide support and justify their claims. They also indicate that such complex citation skills demand in-depth and sophisticated knowledge of the field and this is accumulatively acquired through years of experience. In addition, there were almost equal quantities of integral *Verb controlling* and *Naming* citations in expert writers' papers while *Verb controlling* citations were used five times more than *Naming* citations in the novices'. This is

ascribed to the novices' lack of skill in constructing nominalization or complex noun phrases. In terms of citation functions, the highest percentage of *Attribution* functions were used by the novice writers in their study while more complex citation functions such as *Support* or *Establishing links* accounted for a small percentage. An explanation for this is because *Attribution* functions do not demand advanced rhetorical skills (Petrić, 2007), but the existing knowledge of the field and awareness of the literature while other citations need more awareness of the rhetorical functions and advanced disciplinary knowledge.

Two very recent studies employing a move-related approach to examine citation functions in 16 Discussion sections of Biology RAs and M.A. theses (8 each) and in Result and Discussion sections of 40 RAs in the field of Information System, were conducted by Samraj (2013) and Kwan and Chan (2014), respectively. However, unlike Mansourizadeh and Ahmad's (2011) claim on a less sophisticated and complex use of citations by Malaysian students than RA writers, Samraj finds a similar way of using citations in terms of their rhetorical functions between M.A. theses and RAs, and she accounts this disconformity for the different disciplines and length of the texts in her corpus and those in the counterpart. Samraj (2013) and Kwan and Chan (2014), moreover, show how citations are involved in the construction of the move-step structures in order to achieve the rhetorical purposes of each section/chapter of a RA/thesis. As a result, their frameworks for citation functions which overlap with the rhetorical moves used in the Result and Discussion sections are developed (Appendix B, Tables 2.14 & 2.15, respectively). However, because these frameworks are specifically used in the closing sections, they are not chosen as the framework for the present study.



In summary, these studies on citations have shed lights on how the practice of citing other works in terms of citation types and functions in the literature. Moreover, they have especially provided us with the way native and non-native writers of English in Iran, Malaysia and in Eastern and Western Europe cited in their writing of research articles and M.A. theses. However, there tends to be no research conducted on how Vietnamese students cite in their M.A. theses. This current study, therefore, aims to fill this gap and hopes to shed more lights on how non-native students cite in the literature.

### **2.4.3.3 Studies Focusing on Reporting Verbs**

#### **2.4.3.3.1 Denotative/Process Categorizations**

Emphasis given to the reported author or the reported message through the citation types and the citation functions aside, reporting verbs (RVs) are known as one of the explicit ways of attributing content to another source and allow writers to convey both the kind of activity reported and whether the claims are to be taken as accepted or not (Hyland, 2002a; Hawes & Thomas, 1994; Thompson & Ye, 1991). Thompson and Ye (1991) propose three different categories of RVs according to the process they perform. First, textual verbs are those that have an obligatory component of verbal expression (e.g. *state*, *write*). The second group is categorized as mental verbs because they refer to mental processes expressed in the author's text (e.g. *believe*, *think*). The last group of reporting verbs is named "research verbs", which refer to the research activity or experimental procedures (e.g. *find*, *demonstrate*). Hawes and Thomas (1994), in a separate study, also employed a similar taxonomy for identifying the functions of different RVs in medical RAs. However, their categories referred to activities (experimental activities, discourse activities, and cognition

activities) rather than to verbs. Since Hawes and Thomas' (1994) study of RVs is in a single research area; namely, Psychosomatic Medicine, their classification of RVs does not seem to be apposite to that of RVs in more openly argumentative writing in TESOL theses.

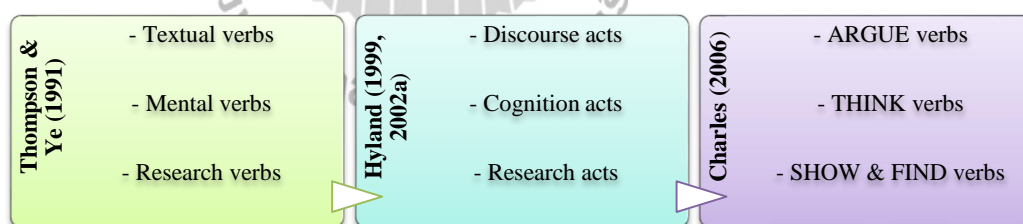
Hyland (1999) also classifies RVs according to the type of activity they refer to. He uses the terms “discourse” and “cognition” for “textual” and “mental” verb categories in Thompson and Ye's (1991) classification, respectively. Hyland's (1999) description comprises three groups of RVs. Besides, his finding also shows that writers in humanities and social sciences employ more cognition and discourse RVs than those in the hard disciplines.

Charles (2006) studied the structures of the reporting clauses (V-that) used in sixteen doctoral dissertations written by English native speakers in Politics/International Relations (social sciences) and Materials (natural sciences). Besides three types of reporting clauses (Human subject, Non-human subject, and IT subject with passive), her findings also show that “human subject” patterns were used more in the soft discipline (Politics) than in the hard field (Materials) while “non-human” and IT subject structures were dominant in Materials. This confirms Hyland's (1999) in the ways each discipline constructs knowledge .i.e. the social sciences is “personal” and the natural sciences is “impersonal” and “objective”. Furthermore, her study also reveals that in both disciplines there was a predominance (about three times more frequently) to use “that-clause” to make integral citations with a human subject. This finding is in contrast with the results of Hyland (1999) and Thompson (2001) in which non-integral citations were preferred. Charles (2006) also suggests that the

choice of integral/non-integral citation may be influenced by citation conventions, genre, disciplines, and individual study types.

As the most frequently used pattern in integral citation with a human subject, the RV with “that-complement” was investigated in her study. Charles (2006) adopted the verb groups distinguished by *Collins COBUILD grammar patterns 1 Verbs* and four verb groups were found in her corpus of theses (p. 319). There are similarities in RVs between Thompson and Ye’s (1991), Hyland’s (1999, 2002a) and those found in her study, as illustrated in Figure 2.1. ARGUE verbs and THINK verbs are parallel to the textual group/discourse acts and the mental group/cognition acts respectively while SHOW and FIND verbs are similar to the research group/research acts.

1. **ARGUE verbs** are concerned with writing and other forms of communication, *e.g., argue, suggest, assert.*
2. **THINK verbs** are concerned with thinking, including having a belief; knowing, understanding, hoping, fearing, *e.g., think, assume, feel.*
3. **SHOW verbs** are concerned with indicating a fact or situation, *e.g., show, demonstrate.*
4. **FIND verbs** are concerned with coming to know or think something, *e.g., find, observe, discover, establish*

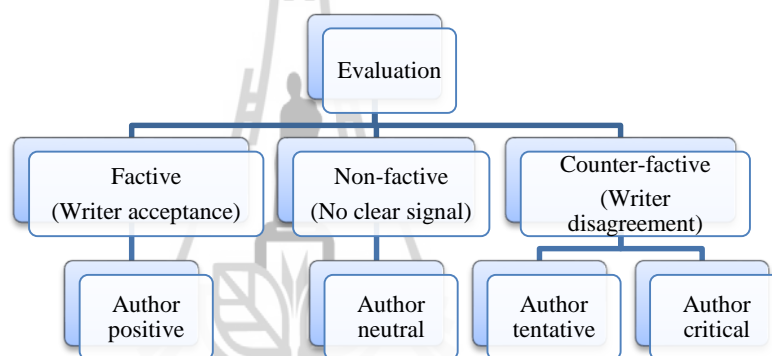


**Figure 2.1: Development of reporting verb categorizations**

#### 2.4.3.3.2 Evaluative Categorizations

In addition to the taxonomy of RVs denoting the process of the reported information, Thompson and Ye (1991) provide the evaluative potentials of RVs by stating that the choice of RVs enables writers to position their work in

relation to that of other members of the discipline. In other words, by employing RVs, writers can either explicitly indicate their personal stance towards the cited research or ascribe a stance to the cited author. According to Thompson and Ye (1991), some RVs construct writers' stance of acceptance, neutrality, or rejection to the cited research through **factive**, **non-factive**, and **counter-factive** options, respectively. A number of RVs allow writers to show the author's stance to the report, which may be **positive** (e.g. *advocate, hold, see*), **neutral** (e.g. *address, comment, look at*) or **negative** (e.g. *object, refute, condemn*).



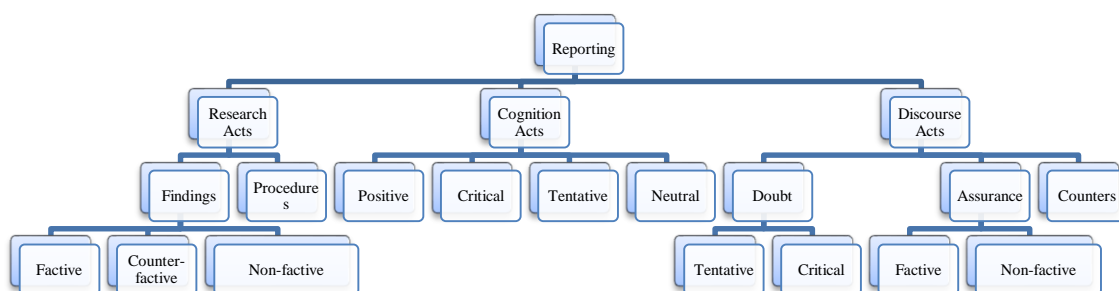
**Figure 2.2: Categories of reporting verbs in showing Evaluation (Hyland, 1999, p. 350)**

Their insight was adopted and modified by Hyland (1999) (Figure 2.2 above) who claims that by using RVs, writers can present the reported information as true (**factive**) (e.g. *acknowledge, point out, establish*), as false (**counter-factive**) (e.g. *fail, overlook, exaggerate, ignore*) and **non-factive**, giving no clear signal. However, Hyland (1999) divides Thompson and Ye's (1991) evaluative option of "negative" into **tentative** (e.g. *allude to, believe, hypothesize, suggest*) and **critical** (e.g. *attack, condemn, object, refute*). Moreover, Hyland (1999) adds the last option which allows writers to attribute a view to the cited author, but he does not provide detailed

schemes for writers to ascribe the evaluation to the cited author. The results of his study (1999) also indicate that **factive** verbs exceeded **non-factive** ones in all disciplines, and **counter-factive** verbs were found only in humanities and social science papers. This is attributed to the “more disputational style of argument” in the soft knowledge fields (p. 362).

Departing from his previous work, Hyland (2002a) elaborates and provides a more insightful scheme of options which includes both the original author’s academic activity and the reporting writer’s evaluative judgments. Each of the process categories, therefore, has a subset of evaluative options (Figure 2.3). Although his new scheme still retains Thompson and Ye’s (1999) important insight, it allows the writer to vary their commitment by using verbs which either imply a personal stance (*show, demonstrate, fail, ignore*) or attribute a position to the original author (*accuse, believe, dispute, urge*).

In the Finding category of Research Acts, writers can (1) show their acceptance of the authors’ results or conclusions with **factive** verbs (*demonstrate, establish, show, solve, confirm*), (2) portray the authors’ judgments as false or incorrect by adopting a **counter-factive** stance (*fail, misunderstand, ignore, overlook*) and (3) comment on research findings **non-factively** (*find, identify, observe, obtain*). Verbs referring to procedural aspects of the author’s investigation are found to carry no evaluation in themselves but simply report the research procedures neutrally (Hyland, 2002a).



**Figure 2.3: Categories of reporting verbs in showing Activity and Evaluation (Hyland, 2002a, p. 119)**

RVs in Cognition Acts, which portray the cited work in terms of mental process, are found to handle evaluation rather differently (Hyland, 2002a). Instead of explicitly taking a personal stance on the reported information, writers can attribute a particular attitude to the cited author. There are four options for writers to portray the author's attitude towards the reported proposition: (1) the author having a **positive** attitude and accepting the reported information as true or correct with verbs such as *agree, concur, hold, know, think, or understand*, (2) the author having a **tentative** view (*believe, doubt, speculate, suppose, suspect*), (3) the author taking a **critical** stance (*disagree, dispute, not think*), and (4) the author holding a **neutral** attitude (*picture, conceive, anticipate, reflect*).

Finally, Discourse verbs in Hyland's (2002a) framework allow writers to convey an evaluation of the cited material by either (1) taking responsibility for his/her interpretation by conveying their uncertainty or assurance of the correctness of the claims reported, or (2) attributing a qualification to the author. Discourse verbs which express writers' view directly are divided into doubt and assurance categories.

Those expressing doubt about the reported claims can be further divided into **tentative** verbs (*postulate, hypothesize, indicate, intimate, suggest*) and **critical** ones (*evade, exaggerate, not account, not make point*). Assurance verbs can be used to (1) neutrally inform readers of the author's position (**non-factive**) (*state, describe, discuss, report, answer, define, summarize*) or (2) support writers' own view (**factive**) (*argue, affirm, explain, note, point out, claim*). The last subcategory of Discourse verbs, Counters, allows writers to attribute the objections or reservations to the original author instead of taking responsibility for the evaluation as in Doubt verbs. The examples of these verbs in Hyland's (2002a) are *deny, critique, challenge, attack, question, warn, and rule out*. Thompson and Ye (1991) also explain that such author refutations are used to either support writers' opposition to a proposition or to demolish an opposing argument. Since this framework provides the comprehensive categories of RVs in terms of their activity and evaluation, it will be chosen as a framework for analyzing the RVs in this current study.

Besides the framework for the process categories and evaluative possibilities of RVs, Hyland (2002a) also shows that there are disciplinary preferences for RVs. In particular, the RVs are found to be far more prevalent in the humanity and social science articles in his corpus. He accounts this discipline-based preference for mitigating the explicit role of reference to previous studies in these disciplines. Another interesting finding in his study is the high frequency of use of some Discourse verbs; namely, *argue, suggest, study, report, describe, and show* and Cognitive verbs by writers in the social science and humanity articles. The prevalence of these two process verb categories tends to reflect the disputational and discursive

nature and a great role for personal interpretation in knowledge negotiation in these soft disciplines as mentioned in his previous study (Hyland, 1999).

With regard to the evaluative potentials of RVs, Jalilifar (2012) reports that writers of both M.A. theses and RAs showed their neutral stand toward the cited text since non-factive verbs received the highest frequency in his two corpora. This finding is similar to that of Dontcheva-Navratilova (2008) which investigated RVs as stance markers in unpublished Bachelor's and M.A. theses written by Czech students. The explanation for this is that the introduction sections of M.A. theses and articles are not the place where writers argue in order to position their results in relation to the works of others or to reflect their evaluation. Another explanation for this is it is the use of adjectives or adverbs that shows these writers' attitude to the cited information.

Soler-Monreal and Gil-Salom (2012) employed Swales' (1990) classification of citation types and the taxonomy of RVs proposed by Thompson and Ye (1991) to conduct a contrastive analysis of citations used in the Literature Review chapters of 20 doctoral dissertations written by English native speakers and Spanish native speakers in the field of computing (ten each). Their findings show that English writers tended to use authors' original wordings and made authors prominent through integral active verb forms while Spanish writers downplayed the role of the cited authors in non-integral citations and in passive and impersonal constructions. The most common RVs used in both sets of theses belong to textual and research process categories with higher occurrence in the English corpus. The types of citations and RVs aside, this study also reports on the way these writers revealed their personal commitment to the cited information. It shows that evaluation in both corpora was mainly positive and factive. Negative and counter-factive stances were employed in order to validate the



claims made in these theses. However, in these cases, English writers indicated the weaknesses in previous studies in order to justify the validity of their work whereas Spanish writers seemed to avoid “personal confrontation and mitigate the strength of their arguments” (p. 72). This difference is accounted for their different cultures in which English writers are expected to be more assertive than Spanish writers, who are likely to be conscious of their lower position than the discipline gatekeepers and examiners. From their findings on the way the Spanish writers cited in their Literature Review chapters, the researcher of this current study suspects that this citation practice may reflect the way Vietnamese students cited the previous studies in their TESOL M.A. theses.

#### **2.4.3.3.3 Tense and Voice**

Denotative and evaluative loads of RVs aside, tenses and voice deployed in the use of RVs also indicate the writer’s stance towards the research reported (Swales, 1990). For example, the use of present perfect might imply the writer’s closeness to the quoted study while past tense would distance the writer from the cited work. Sakita (2002) also confirms that tense alteration in RVs in academic writing reflects how the writer perceives the past scenes in his memory and are now being recollected. In his study of the RV tenses used in dissertation Literature Review chapters, Chen (2009) finds that the tense uses of RVs were individual and particular to each situation because writers chose the time according to their interpretation of a topic and their purposes in writing their dissertation. Oster (1981), Hanania and Akhtar (1985), Malcolm (1987), Salager-Meyer (1992) and Biber, Conrad, and Reppen (1998) also claim that tense choice in scientific writing is determined by rhetorical concerns rather than by time lines (as in narrative). In particular, Oster

(1981) proposes that the past tense is used to claim the non-generality or non-supportive quantitative results of past literature while the present perfect is used for generality and continued discussion of the same information later in the paper, and the present for quantitative results that are supportive of the present work. Thompson and Ye (1991), in addition, claim that the contents of the cited works can be reported using the present tense no matter what the tense used in the original texts and the research process is described using the past tense. In her study of 20 experimental reports from the *Journal of Pediatrics*, Malcolm (1987) finds that (1) generalizations tend to be in the present tenses, (2) references to specific experiments are in the past simple, and (3) references to areas of enquiry are in the present perfect. However, Malcolm (1987) also informs that cautions are needed in using these findings because they were based on statistical frequency counts which indicate tendencies not rules. Moreover, she also accounts the possible variability in the use of tenses for the fact that writers are sometimes subject to obligatory constraint (like the use of temporal adverbial, “In 1995”) while in other contexts they make strategic choices regarding the deployment of the tense. This tends to suggest that tense choice is sometimes non-temporal, but it is also sometimes temporal. In addition to these conventions, a number of studies (Biber et al., 1998; Hanania & Akhtar, 1985) have looked at how the shifts in rhetorical functions across the major sections of RAs, namely, Introduction (Literature Review), Methods, Results and Discussions affect the tense use. According to these studies, the present tense preponderates in Introductions and Discussions, which reflects the emphasis on the current state of knowledge and the present implications of research findings. The past in Methods, in contrast, reflects the functions of reporting procedures used and experiments performed while tenses used

in Results vary from study to study and perfect and progressive forms are infrequently used. Regarding voice, active exceeds passive except in Methods due to the experimental works conducted.

Shaw (1992) emphasizes the role of organizational factors, i.e., the theme-rheme choices within a sentence, which provide coherence in writing, in the choice of tense. In examining RVs in six Introduction chapters of Ph.D dissertations in Agricultural Biology and Biochemistry, he finds the correlations between tense, voice and sentence types. Sentences with the researchers' names included as part of the sentence structure are usually past active; sentences without the names of researchers are usually present perfect passive. He also indicates that present perfect passive verbs in non-integral citations are often used to introduce generalizations that will consequently be elaborated on.

Thompson (2001) finds the disciplinary difference in terms of the preferred use of tense and voice between Agricultural Botany and Agricultural and Food Economics Ph.D. dissertations. While the most frequently used RVs in Agricultural Botany dissertations were in past/active, the present simple with active voice was prominent in Agricultural and Food Economics works. Moreover, he claims that "the use of present tense can be seen to animate the discussion, to create the impression that the ideas are alive" and he also emphasizes that dissertations with more uses of present/active better reflect the discursive tone with extended discussions of different perspectives on the topic under investigation (p. 124). The preferred use of tense and voice aside, passive was found to be more common in Agricultural Botany dissertations although in all cases of RVs found in dissertations of these two disciplines, the preference was for active voice. Finally, Thompson (2001)

notes that passive was found to be used with perfective aspect. His explanation for this is that perfect tense is often used to refer to general areas of inquiry rather than the cited researcher.

Charles (2006) also shows the tendency for writers' selections of tenses used in a certain reporting clause and verb. For example, an integral citation with a human subject and a present tense ARGUE verb which was used to comment on the cited author's text and to create a context for thesis writers situate their own work in the field was the most prominent pattern in her corpus. She also suggests that this pattern functions as a face-threatening act in comments on other researchers. Since these thesis writers are "candidate members of the community" (p. 323), they need to deal with controversial issues or problems arising from previous studies with care. In contrast, an integral citation with a human subject and a past tense FIND/SHOW verb was considerably used in materials sciences but with a very low frequency in politics. This is because this structure refers to the research activity like experiments, findings, and explanations which are important in natural sciences.

To sum up, although these studies focus on tenses and voice of RVs used in different genres (RAs, theses and PhD. dissertations), their findings over the years have provided us with a fuller understanding of tense and voice uses in academic writing. Besides the influencing factors, namely the organizational factors, the degree of generality and the relevance of the data to the present work, the citation types employed, the rhetorical functions served by each sections/chapters, and the disciplines to which the field of studies belong govern the choice of tenses and voices of RVs.

## 2.5 Discourse Variations across Disciplines and Cultures

According to Becher (1989, 1994) and Becher and Trowler (2001), the massive growth of disciplines has caused the fragmentation of many fields into sub-disciplines and each discipline might be seen as an academic tribe with its own norms, nomenclature, bodies of knowledge, sets of conventions, and mode of inquiry, and all of these constitute a separate practice and culture. The ways in which each particular group of academics organize their professional lives are intimately related to the intellectual tasks in which they are engaged (Becher, 1989). Hyland (2000) states that disciplines are human institutions where actions and understandings are influenced by the personal, interpersonal, institutional and social-cultural practice. In other words, academics in a discipline interact and communicate among themselves within the frameworks of their disciplines and they normally have little difficulty in identifying knowledge sources of their fields. It is within each disciplinary culture that the community members acquire specialized discourse competencies that allow them to perform the tasks, communicate with each other, and participate as literate members of the community.

Discourse is a rhetorical product of social interactions of the members in a discipline. As socially situated, discourse helps to identify and clarify what writers and readers mean in a text. This means that assumptions about the other are always emphasized in composing and interpreting a text. It is, therefore, disciplinary discourse involves language users in constructing and displaying their roles, identities, and beliefs as members of social groups. The notion of discourse community is useful here as it helps to locate writers in particular contexts and to identify how their rhetorical strategies are dependent on the purposes, setting, and anticipated audience.

In order to achieve their personal and professional goals, writers have to locate their writing in a particular discipline that they wish to belong to, and follow particular recognizable discourses approved by members of that discipline. Thus, it is acknowledged that disciplinary discourse is a rich source of information about the social and rhetorical practices of academics and the understanding of the disciplines can be achieved through understanding their discourses. This is because texts embody in the social interactions and negotiations of disciplinary inquiry, which displays how disciplinary knowledge is constructed, negotiated, made persuasive and disseminated (Hyland, 2000).

While genres are considered as a means for routine information representation that reflects the social contexts of their construction and the conventional practices of the writers, studying them can provide insightful information about what is implicit in an academic discipline and its rhetorical conventions which reflect the collective disciplinary beliefs and values. As disciplines evolve, genres are also constantly developed because the members respond to professional exigencies in new and innovative ways. In other words, in a discipline, texts are written to be used and understood among its members.

Hyland (2000) regards texts as the outcome of interactions, so his study aims to explore “why members of specific disciplines use language the ways they do” (p. 1). By comparing texts that are categorized as the same genre but from different disciplines, his study (2000) sheds light on the distinctions between textual characteristics that are due to disciplinary norms of the genre to which the text belongs. Employing the move framework of Introduction-Purpose-Method-Product-Conclusion for the analysis of RA Abstracts, his study (2000) reveals the disciplinary

variations across eight disciplines (i.e. philosophy, sociology, marketing, applied linguistics, biology, physics, electronic engineering and mechanical engineering). For example, while the Abstracts in the soft domain contain more Introduction moves to situate their work in the existing realm of knowledge, the writers in the hard disciplines tend to omit this move but favor the Method move in order to highlight the description of the experiment processes. Another interesting disciplinary variation also found in his study (2000) is citation practices across eight disciplines. In fact, Hyland (2000) indicates that softer disciplines tend to employ more citations, whereas a less-than-average number of citations are found in engineering and physics. Moreover, the soft disciplines have a tendency to employ integral citations which play the author in the subject position while the science and engineering disciplines display a preference for non-integral ones to downplay the role of the author. Furthermore, Hyland's (1999, 2000, 2002a) also reveal the disciplinary preference for RVs. For instance, there is a greater use of Discourse and Cognition RVs in the humanities and social sciences. He accounts this for the discursive characteristics and a greater role for personal interpretation in knowledge negotiation in these soft disciplines. Denotative loads of RVs aside, Hyland (2002a) emphasizes that RVs in the humanities and social sciences carry writers' evaluative stance, which reflects "the more disputational and discursive rhetorical style of these disciplines" (p. 129). Hyland (2000) suggests these disciplinary differences are "bound to the social activities, cognitive styles, and epistemological beliefs of specific disciplinary communities" (p. 30).

Besides Hyland's studies (1999, 2000, 2002a), other previous studies on rhetorical organizations of texts with the focus on both a particular discipline and a

wide range of disciplines have shown the distinctive and conventional rhetorical practice of a particular discipline. For example, the studies focusing on a single discipline include Brett (1994) in Sociology, Nwogu (1997) in Medicine, Santos (1996) and Yang and Allison (2003, 2004), Pho (2009) and Chen and Kuo (2012) in Applied Linguistics, and Kanoksilapatham (2005) in Biochemistry. Those studies on textual structures across disciplines are Bunton (2005), Peacock (2002, 2011) and Samraj (2002a, 2005, 2008). Soler-Monreal et al. (2011) studied the Introduction sections of Ph.D. dissertations written in Spanish and English. Their findings showed that these two academic discourses have different conventions in constructing the Introduction chapters. While Move 1 (Establishing the Territory) and Move 3 (Occupying the Niche) were obligatory moves in Ph.D. dissertation Introductions in Spanish and Move 2 (Establishing the Niche) was optional, the structure of English thesis Introductions conformed more closely to the M1–M2–M3 arrangement. Moreover, although the step analysis suggests that Introductions in both languages relied mainly on the presentation of background information and the work carried out, the English Introductions tended to stress the writer's own work, its originality and its contribution to the field of study and there were more embedding and overlapping of steps and sub-steps than the Spanish texts.

Similar to the studies on the rhetorical organizations of texts, studies on citations have also indicated the variations among different disciplines and different groups of writers. Soler-Monreal and Gil-Salom's (2012) study on the citations used in the Literature Review sections of Ph.D. dissertations written by English native speakers and Spanish native counterparts reveals that English writers preferred previous authors' original words and integral active verb forms to make the authors



prominent. In contrast, the Spanish counterparts downplayed the role of cited authors in non-integral citations and in passive and impersonal structures. Jalilifar (2012) also indicates the preference for the citation types by Iranian M.A. students in writing their M.A. theses while RA writers employed an almost equal numbers of integral and non-integral ones. Similarly, Mansourizadeh and Ahmad's (2011) investigation on the citation types and functions employed by non-native experts and novice writers in the same discipline in Malaysia reveals that novice writers preferred integral citations and mainly used citations to attribute while expert writers made greater use of non-integral ones to strategically provide support and justify their claims.

The chosen discipline in the present study is TESOL and it belongs to the field of Applied Linguistics due to its nature. In other words, this discipline in the discourse community in Vietnam deals with the real-world problems encountered by students and teachers in their learning and teaching of English and this practice tends to fit into the problem-based nature of Applied Linguistics as defined by Grabe (2002). In fact, it is required that the research topics for M.A. theses in this discourse community should be an experimental or a descriptive investigation into practical problems that teachers (M.A. students) and their students are having at their schools. Moreover, the field of Applied Linguistics is classified as a soft-applied discipline by Becher and Trowler (2001). According to Becher's (1989) view, academic work in soft disciplines often traverses ground and it is already explored by others for continuation of knowledge while work in hard disciplines tends to break new ground for knowledge discovery. The nature of the knowledge domain to which a discipline belongs naturally has an impact on the discourses produced and used in the discipline. The texts produced by new members of the discourse community of TESOL in

Vietnam are the reports of their investigations on how they have applied particular teaching methods or technology to improve their particular English teaching contexts. By employing teaching principles, theories and knowledge in the literature, the thesis writers in the TESOL discourse community in Vietnam have modified and applied them in their teaching situations with their own characteristics. It is likely to conclude that these writers in the field of TESOL in Vietnam followed the tradition of the soft-applied disciplines in the way they have applied the established knowledge in the field into the new situations with the purpose of shedding more light into the body knowledge of the field. Although TESOL has been developed for years in Vietnam, few studies have been conducted on how their texts were composed. The present study, therefore, hopes to enrich the existing knowledge about non-native speakers writing theses.

## **2.6 Previous studies on Vietnamese Students' Writing in English**

With a strong emphasis on teaching all four skills of English to Vietnamese students by MoET, teachers of English in Vietnam have confronted with many challenges, among which teaching writing seems to be the most (Hudson et al., 2008). However, very few studies on how to effectively teach this skill to Vietnamese students have been conducted. In her reflections on the difference on the way of writing in Vietnam and in America, Tran (2001) confirms Kaplan's (1966) findings by stating that in America, an essay is "thesis-driven" and linear while it is circular in Vietnam (p. 1). Nguyen (2009) also reports that Vietnamese students tend to present their ideas inductively and indirectly in their writing of English because of the interference of Vietnamese writing discourse habits in which inductive and indirect

presentation is considered as a popular culture practice. In addition to this, she suggests language teachers in Vietnam need to take this cultural writing habit into account in order to instruct their students to effectively compose their writing in English. Moreover, Tran (2001) also indicates that invention is not stressed as much in Vietnam as in America. In fact, instructors in Vietnam usually pay more attention to the linguistic features of the written work than its content. When grading, they often would underline mistakes in spelling and ambiguous sentences or redundancies, cross out in-cohesive or contradictory sentences, and write their comments at the beginning of these sentences.

Acknowledging these differences, some researchers have conducted investigations into the attitudes and needs of teachers of English in Vietnam and students' problems, their solutions to these problems, and kinds of motivation these students need in learning writing in English. Nguyen and Hudson (2010) examined the attitudes, needs, and experiences about learning to teach writing of 97 English as a Foreign Language (EFL) teachers before their practicum in Vietnamese high schools. Their data indicate that these teachers were interested in learning to teach writing but required their mentors to model effective teaching practices and share their experiences in teaching this skill. This finding tends to suggest that teaching writing in English in Vietnam poses a challenge for these teachers so that they seek for effective models and practical experiences in teaching this skill to their students in this particular setting.

Recognizing the teachers' and students' difficulties in teaching and learning writing in English, Nguyen (2009) suggests solutions to (1) How to make EFL students aware of why they should write in English, (2) How to teach students write in

English and (3) How to assess students' writing skill. Her suggestions seem to be useful, especially for teachers to tackle their problems in teaching writing in the social context in Vietnam. Moreover, she asserts that various methods such as psycholinguistics, SLA, Syntax, sociolinguistics, and pragmatics can be used to address these problems. Teachers' needs, problems, and solutions aside, Luong and Nguyen (2008)'s study on the difficulties and strategies employed by a Vietnamese student in his academic writing when he studied in Australia indicates that this student found it hard to write an essay as he was not sure about what to write, or kept translating from his language to the target language and copying words from books that he read. This student also admitted that during the process of writing, he got stuck and needed to get more energy by doing other things not related to the essay.

With a given challenge of teaching writing to students with their culturally-specific learning habits in Vietnam, Tran (2007) conducted a survey with 30 English-major students at a university in Vietnam in order to gain insights into their needs and motivation in a EFL writing course. Her findings reveal that besides extrinsic motivations related to institutional needs, linguistic and social needs, these students were more concerned with their intrinsic motivations such as their interest, passion and inspiration, which are linked to their personal and cultural needs in learning EFL writing. This finding appears to be contrary to a commonly-held belief in the examination-driven setting in Vietnam that Vietnamese students' motivation in writing is mainly derived from their desire to get good grades. In contrast, Vietnamese students have a potential to "write independently, creatively and passionately" if they are really motivated (Tran, 2007, p. 161). Similarly, in her development of activities used to motivate students in TOEFL iBT and IELTS writing classes at a foreign

language center in Vietnam, Nguyen (2012) finds that her students were motivated when their cultural expectations were met. In fact, besides teachers' expertise and interactive activities based on Communicative Language Teaching (CLT) approach, Vietnamese students seem to expect their teachers to care about their studies and to show that they are always available with academic support.

Despite a limited number of studies on writing in English by Vietnamese students, these studies tend to give us a general understanding of how students in Vietnam write in English and how they are motivated in learning this skill. However, they tend to focus the writing of students in high school, at university or at a foreign language center. In fact, to the researcher's best knowledge so far, a study of how Vietnamese agricultural researchers write the RA Abstracts conducted by Zhang, Bui and Pramoolsook (2012) tends to be the single investigation on how Vietnamese write for publications. Moreover, there seem no studies on how this group of non-native speakers writes a longer text, e.g. a thesis. This present research plans to serve as the first study on the writing of this specific genre produced by Vietnamese students.

## **2.7 Chapter Summary**

In an attempt to situate the present research into the existing knowledge and academic development, the theoretical foundations on the main topics have been provided. The present research explores the move-step structures of the whole M.A. theses and the use of the citation types, functions and the RVs in terms of their denotative and evaluative potentials by this group of non-native writers in Vietnam. The investigation was conducted by making use of the findings reported in the

literature. Moreover, the relatively less known case of Vietnamese writers of English is also mentioned in this chapter.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology of the present study. The text collection and corpus creation and management, interview data collection and analysis, frameworks for analyzing moves, citation types, functions, and reporting verbs, the inter-coder reliability, and the analysis procedures of moves, citation types and functions and reporting verbs are described in detail. This description is followed by the pilot study. This chapter ends with the chapter summary and suggestions for the main study.

### **3.1 Data Collection**

#### **3.1.1 Corpus of the Master's Thesis**

##### **3.1.1.1 Text Collection**

The data consist of 24 complete M.A. theses written during the years 2009–2012 by Vietnamese students in TESOL. They are in electronic forms and were randomly obtained from the libraries of three universities providing this M.A. program (eight from each) in the South of Vietnam. Only the theses produced during this period of time in the South of Vietnam were selected since generic structures are subject to variation across time and this selection of theses is expected to reflect the current practice of thesis writing by this group of M.A. students in this part of Vietnam. After permissions were obtained from the heads of the English departments,

the librarians of each of these universities or the TESOL M.A. program coordinators were contacted for the thesis writers' emails and phone numbers. The researcher then contacted the thesis writers for their permission for the use of their theses. After receiving the thesis writers' permission, the researcher informs the librarians and their electronic theses were sent to the researcher.

### **3.1.1.2 Corpus Creation and Management**

To create a corpus, each thesis was also randomly coded from number T1 to T24 for the ease of reference and the anonymity of thesis writers. Since the focus of this study was on the language used within the body of the text, and not on the visual representation of data or ideas, all figures, tables, references and covers including thesis titles, student names, degree confirmation sheets were removed. The resulting corpus of 24 theses (Appendix C) has 1839 pages of text (an average of 77 pages each) and 490,666 words. Then, each chapter of these theses was copied and pasted onto a separate file and further-coded for the ease of the analysis of individual chapters (for example, A1-A24 for Abstracts and I1-I24 for Introductions).

There are three reasons to explain the selected number of this M.A. thesis corpus. First, it is the inaccessibility to the resources in the libraries of other universities with this M.A. program in the North and the Center of Vietnam. The second reason comes from the corpus size suggested by Kennedy (1998) and Ghadessy, Henry, and Roseberry (2001). In particular, they suggested that a small corpus between 100,000 and 500,000 words may be effective for studying specific research questions, such as the overall thesis structure and citation practice discussed in this study. The last reason for the selection of 24 thesis corpus comes from the researcher's review of literature. In particular, in studying the move-step structures of a single chapter or a



couple of chapters of M.A. theses and Ph.D. dissertations as well as citations and reporting verbs, previous scholars studied an average number of five to ten theses per a discipline (Bunton, 2002; Dontcheva-Navratilova, 2008; Dudley-Evans, 1986; Jalilifar & Dabbi, 2012; Petrić, 2007; Samraj, 2008, 2013; Shaw, 1992). Besides this, in the field of Applied Linguistics, which is very close to my TESOL thesis corpus, Kwan (2006) analyzed 20 Ph.D. Literature Review chapters and very recently Chen and Kuo (2012) studied only 20 M.A. theses. Compared with the previous studies in terms of move-step structures and in-text citations in the literature, the analysis of each chapter of 24 M.A. theses in this current study is likely to be the biggest number. Moreover, the current study focuses on only one discipline i.e. TESOL, and it is conducted by a single researcher in an allotted time. It is, therefore, this chosen number of theses is likely to be manageable and big enough to provide a comprehensive picture of how non-native English students in Vietnam compose their very first academic work.

### **3.1.2 Interview Data**

Apart from the genre-based analysis on these texts, another set of data is also included to enrich the findings of this research. The interview process follows the tradition of validation and providing clarifications of writing practice in genre analysis ((Biber, Connor, & Upton, 2007) Dong, 1998; Flowerdew, 1999a, 1999b; Hyland, 2000; Okamura, 2006; Shaw, 1991; Thompson, 2005). Moreover, the strengths of interview-based approach are also mentioned in Harwood's (2009) study of citation functions. First, citation functions cannot always be straightforwardly read off by text analysts. Second, interviews with actual writers can sidestep the major problem with relying on the surrounding text and researchers' specialized knowledge. Similarly, since citation behaviors are "individual and subjective", "complex and

multi-dimensional” and “dynamic and situational” (Borgman & Furner, 2002, p. 20), it is important for analysts to question authors.

It is clear that the interview should be employed in this study in order to probe deeper understanding of the practice of writing TESOL M.A. theses and the employment of citations by non-native English writers in Vietnam. In this research, semi-structured interviews of open-ended prompts which focus on the findings from the text analysis were conducted with supervisors and thesis writers (Nunan, 1992). This semi-structured interview format allows the researcher to probe and prompt where further clarifications or explanations are needed. Moreover, this “discourse-based interview” (Hyland, 2000) requires the selected informants to respond to specific features of the corpus, allowing them to recount their experiences as thesis supervisors and composers, while also discussing their own knowledge of or decisions in writing the M.A. theses in their own community. Moreover, this interview method with thesis writers and supervisors allow the researcher to not only learn about the actual writing practice of their discourse community but also triangulate the results of the text analysis (Yeh, 2012). For the latter purpose, the interview questions in this study were generated from the existing points such as unconventional practice and problematic areas of thesis writing and using in-text citations that arise from the text analysis results. The interview questions, therefore, were specific rather than general ones.

### **3.1.2.1 Supervisors**

In order to acquire the desired data, three supervisors of these M.A. theses from three universities in the South of Vietnam (one from each) were key informants for the interview. They were selected on the ground of their availability. Since the supervisors realized most their students’ needs to write in English and saw

the development of the theses in supervising them, they provided answers and comments on the writing practices of these M.A. theses at their discourse community. The interview was conducted in Vietnamese as it encourages them to express what they really think about the questions. This way also makes both the interviewer and the interviewees have some sense of unity in their experience of learning English. Okamura (2006) also indicates that the use of the native language is helpful when the interviewees have difficulties in expressing themselves in English. All interviews were recorded and subsequently checked with participants where clarification was needed. However, only the information that helped clarify the issues related to the thesis writing process and the citation practice in this genre was translated into English by the researcher immediately after the sessions.

#### **3.1.2.2 Thesis Writers**

As for student informants, based on their availability, six thesis writers from these three universities with this M.A. program (two from each) were selected for the interview. It is expected that two student informants, together with one supervisor from each university with the TESOL M.A. program, provide a more comprehensive picture of the practice of writing M.A. theses and the use of in-text citations in their own discourse community. Similar to the interviews with supervisors, the semi-structured interviews with student informants were also conducted in Vietnamese on separate occasions. In addition to this, all interviews were recorded and subsequently checked with participants where clarification was needed. However, only the information that helped clarify the issues related to the thesis writing process and the citation practice in this genre was translated into English by the researcher immediately after the sessions.

## 3.2 Data Analysis

### 3.2.1 Master's Thesis

#### 3.2.1.1 Framework for Move-Step Analysis

Move identification in this present research was based on the model revised by Chen and Kuo (2012) for analyzing the whole thesis in Applied Linguistics. The reasons for choosing this framework are as follows. Firstly, this is the complete move-step framework for analyzing each chapter of a thesis. In addition to its completeness, this framework is the direct result of the investigation of the whole M.A. thesis in Applied Linguistics, which is very close to TESOL, the field of this current study. Therefore, this framework is expected to be applicable for the move-step identification of the corpus of 24 M.A. theses in TESOL in Vietnam. The appropriateness to the field of study aside, the framework by Chen and Kuo (2012) has a new independent move of *Referring to other studies* in each chapter, which is absent from all previous move-step studies. It is obvious that this framework tends to be the most complete model for analyzing the moves and steps of the M.A. theses in the literature. Finally, since there has been a lack of frameworks for analyzing each chapter of an M.A. thesis in the literature, this framework serves as a model for analyzing the move-step structures of each chapter of M.A. theses.

#### 3.2.1.2 Procedures for Move-Step Analysis

Since this study focuses on the texts written by advanced-level students in Vietnam, the ESP approach to genre analysis was adopted. Analyzing a genre in this tradition, the researcher begins by 1) identifying the moves and steps, either compulsory or optional, in relation to the overall communicative purpose, and 2) investigating how these moves and steps are ordered. However, there are cases where

the communicative purpose of a unit of text is not self-evident or where multiple functions are served in the context or even where two moves are found in one sentence. As suggested by Holmes (1997) and Ozturk (2007), the texts in these cases were analyzed according to the most salient function.

After the moves and steps are identified, their frequency in each chapter of theses was recorded in order to verify the extent to which a particular move or step is used. The criteria suggested by Kanoksilapatham (2005) were employed for classifying the frequency of the moves and steps found in this TESOL M.A. thesis corpus. According to her, if a particular move or step occurs in every thesis (100%), it is classified as “obligatory”. If a move or step is found below 60% in the corpus, it is regarded as “optional” and if the occurrence of a certain move or step ranges from 60-99%, it is “conventional”. Move-step structures and their frequency aside, it is possible to find new moves and steps. However, they are not be considered as new move(s)-step(s) unless they are found with about 50% in the corpus (Nwogu, 1997). Finally, the findings of moves and steps from this corpus were then compared with Chen and Kuo’s framework (2012) in order to see to what extent the moves and steps constructed by a group of non-native English writers in Vietnam are different from or similar to those produced by international writers.

### **3.2.2 Citations**

#### **3.2.2.1 Framework for Citation Types and Functions**

In this study, Thompson and Tribble’s (2001) framework was used as the instrument to analyze the types and functions of citations employed in this corpus of TESOL M.A. theses. Due to its comprehensiveness in terms of the combination of both the syntactic position of a citation within a clause (integral or non-integral

citation) and its semantic function (which types of citations can be used in which contexts), this framework was chosen over the initial framework for citation types by Swales (1990). Moreover, despite the similarities in the target genre (M.A. thesis) and the target group of writers (non-native English students) between Petrić's (2007) and those of the current study, Thompson and Tribble was chosen over Petrić's (2007) revised model for citation functions in M.A. theses in the field of Gender. This is because the focus of this current study is on how this group of Vietnamese writers employ both the explicit grammatical roles of citations and their functions in their M.A. theses while Petrić's (2007) framework mainly focuses on the citation functions employed in low- and high-graded theses. Furthermore, Thompson and Tribble's (2001) framework was chosen because it has been extensively applied in analyzing the citation types and functions employed in different text types and different disciplines. In particular, this framework was modified and employed in studying the citation functions used in M.A. theses in Gender studies (Petrić, 2007), and then in RAs in Chemical Engineering (Mansourizadeh & Ahmad, 2011). Furthermore, this categorization by Thompson and Tribble (2001) has recently adopted in the study of the citation types and functions in some parts of RAs or M.A. theses in Applied Linguistics; namely, RA discussion sections (Shooshtari & Jalilifar, 2010), M.A. Introduction chapters (Jalilifar & Dabbi, 2012) and RA Introduction sections and M.A. Introduction chapters (Jalilifar, 2012). This framework is, therefore, expected to be applicable in the investigation of the types and functions of the citations used by Vietnamese writers in their M.A. theses in the field of TESOL, which is close to the field of Applied Linguistics.

### **3.2.2.2 Framework for Reporting Verb Analysis**

In order to study the types of reporting activities and the attitude of these M.A. thesis students in Vietnam toward the validity of propositions from the original author through their use of RVs in citing sentences, the classification framework by Hyland (2002a) was selected. There are many reasons for choosing this framework. First, this framework is a revision of his own modified framework (1999) from Thompson and Ye's (1991), a widely-known and extensively-applied one in the literature, for analyzing RVs. Moreover, Hyland's (2002a) is comprehensive in terms of its simplicity in delineating the various denotative categories and evaluative potentials of RVs whereas Thompson and Ye (1991) separate evaluation from reporting, allowing a considerable overlap between categories. Resulting from the studies of various disciplines and its being comprehensive aside, Hyland's (2002a) framework maintains a clear distinction between reporting and reported writer in identifying the source of the evaluative load, which is absent in Hawes and Thomas (1994). Finally, Hyland (2002a) provides a list of RVs for each group in relation to their denotative and evaluative loads (Appendix E).

### **3.2.2.3 Procedures for Citation and Reporting Verb Analysis**

First, each chapter of the theses in the corpus was converted from .doc format into .txt format, using the Plain text. These text files were then loaded into Antconc Concordance to search for the citations. In order for the concordance to search for the citation types, the Regular Expressions (Regex) for each citation type (Integral or Non-integral) were created. The Regex for the conventional ways of citing (e.g. citations starting with one or many authors' surnames, followed by the year and page in round brackets) were created. However, it has been found that this

group of Vietnamese writers have their own ways of referring to others' work, especially in citing Vietnamese scholars (e.g. (*Huu Hanh Nguyen*, 2007) or (*Huynh, Thi Bich Van*, 2007)) because the authors' surnames were put in different positions and with different punctuations (the bold words in the examples above are the surnames of the authors). In order to capture all citations included in the corpus, the researcher scanned through all the texts, noted their "invented" citing ways, and then new Regex were subsequently invented if new citing ways have been found in the corpus (see Appendix D). The accuracy of the Regex for the citation types aside, the key work "cited" was also employed in searching for the citation types. This is because a number of secondary citations were noticed and they were cited in many different ways. Finally, after the lines of "cited" were shown, the researcher checked and classified them into the integral or non-integral types and their occurrences were counted together with those in the concordance lines identified by the Regex.

Based on Thompson and Tribble's (2001) framework and with a careful investigation on the context of each citation shown in the concordance lines, the citation types and functions were classified. However, the citations identified followed Hyland's (2000) criteria. That is after the first citation is counted, each occurrence of another author's name is counted as one citation, regardless of whether it is followed by the year of publication or not. In addition, in cases where more than one work is cited for a particular statement, only one instance is counted because the count indicates that a citation has been made, but not whether it is a single or a multiple reference citation (Mansourizadeh & Ahmad, 2011). Moreover, expressions which do not point to a specific author or source, such as "some authors" or "Marxists" were ignored (Hyland, 2002a).



After the classifications of citation types and functions, the verbs in the reporting clauses of citing sentences and those in the further discussions of a previously mentioned author in expressions like “this theory” or “their definition”, or he/she” or “they” referring to previously cited authors were investigated. Drawing on Hyland (2002a), the RVs were classified according to the type of activity referred to and to the evaluative potentials of the verbs. For the evaluative possibility of each RV, its specific context in the concordance lines was also studied. Since the tense and voice of the RVs are reported to reflect the writer’s stance towards to the reported research (Chen, 2009; Malcolm, 1987; Sakita, 2002; Salager-Meyer, 1992; Swales, 1990), they were also examined. Finally, the occurrences of citation types, their functions and RVs in terms of denotative and evaluative loads, their forms, tense and voice were first classified, calculated (per chapter and per 1,000 words), and then compared with those in the literature. These findings are expected to reflect the general picture of how this group of non-native English writers in Vietnam cite in their academic texts.

### **3.2.3 Interview Data**

Once the interview data are collected, they were used to clarify and understand the variety of aspects of writing and using in-text citations in M.A. theses in TESOL by Vietnamese students in the South of Vietnam. In particular, they were employed to learn about their existing practice of writing these TESOL M.A. theses, their problems as well as their difficulties when they composed their own work and the employment of in-text citations in their theses. However, only the information that helped clarify the issues related to their thesis writing process and their in-text citation practice was translated and included as excerpts throughout the text with the aim of

shedding more light on how these non-native writers in Vietnam composed their first academic work in their specific discourse community.

### **3.3 Reliability of Move-Step and Citation Analysis**

#### **3.3.1 Reliability of Move-Step Analysis**

Since move-step analysis involves a certain degree of subjectivity (Crookes, 1986), inter-raters were employed in this study in order to ensure the reliability of the findings. An invited coder is a Ph. D. student and she has been a lecturer in English at a tertiary level for nearly ten years. Furthermore, she is also interested in corpus-based analysis, so she is well-qualified for this task.

The invited coder was trained before conducting the move-step analysis in order for him to have a clear picture of the framework and the process of move-step identification. After training, both the coder and the researcher independently analyzed one thesis randomly selected from the corpus. Their findings on move-step structures of this thesis were compared. Discussions between the coder and the researcher on coding disagreements were then conducted until the agreement can be reached. After that practice stage, the invited coder and the researcher independently analyzed three more theses randomly selected from the corpus and their results were also counted (the total number of theses for checking the reliability is 4, accounting for 16.67%). Although there are a variety of methods to measure the index of inter-rater reliability, the percentage agreement rate was used in this study because it is relatively simple to interpret. In fact, it can be computed by using the formula  $A/(A+D) \times 100$ , where A = the number of agreements and D = the number of disagreements. For example, if the total coded units are 90, and the agreement

between the researcher and the coder is 86, the agreement percentage is 96%. In this study, the accepted level of the agreement percentage between the researcher and the invited coder is higher than 90% (Kanoksilapatham, 2005).

### **3.3.2 Reliability of Citation Analysis**

First, the Regular Expressions were checked by an expert to ensure the accuracy of the search patterns and structures. For the citation types, the researcher manually counted the citations in each chapter and the counted number was compared with the results shown in the concordance lines in Antconc. This validating way helps not only to check accuracy of the syntaxes, but also to identify the possible discrepancy between the actual number of citations and those shown in the concordance lines. In terms of citation functions and RVs, the same invited coder was also trained. She was first explained about Thompson and Tribble's (2001) and Hyland (2002a)'s frameworks with illustrated examples. She, then, practised identifying the citation functions and RVs of one thesis on concordance lines. Similar to the move-step reliability, the researcher and the invited coder worked out the coding disagreements until a satisfactory level of coder agreement was attained. After the training session, the invited coder started the citation analysis on the other three theses. Finally, the same process of ensuring the reliability of move-step analysis was applied on their findings on citation functions and reporting verbs of three theses between the researcher and the invited coder by using the formula  $A/(A+D) \times 100$ . The accepted percentage of agreement should also be higher than 90% (Kanoksilapatham, 2005).

### 3.4 Pilot Study

A pilot study was conducted in order to examine the workability of the frameworks chosen for move-step and citation analyses. First, the overall structures of these TESOL M.A. theses were examined and compared with those in Chen and Kuo (2012). Regarding the move-step structures, Abstracts and Introduction chapters of 24 theses in the corpus were analyzed using Chen and Kuo's (2012) framework. Since citations are not conventionally included in Abstracts, only citations in the Introduction chapters were investigated for this pilot study.

#### 3.4.1 Findings on the Overall Structure of Thesis

The preliminary findings of the pilot study on the overall structures of thesis revealed more differences than similarities to those in Chen and Kuo (2012) (Table 3.1). First, there is a wider range in the total number of running words in Chen and Kuo's corpus than those in the current corpus of M.A. theses. Moreover, while only 15 theses in Chen and Kuo were organized in the conventional ILrMRDC pattern (Paltridge, 2002a; Swales, 2004), all 24 theses in the current corpus followed this pattern. Similarly, the headings were found to be present in only 13 theses in Chen and Kuo while 24 theses in the present study had separate headings for each chapter and sections. Moreover, the Literature Review chapters in their corpus were found to be embedded in four out of 15 theses with an ILrMRDC pattern and 13 out of these 24 theses had a separate chapter for Results, Discussions and Conclusions, resulting in a six-chapter thesis. These may be due to their compliance to the university guidelines provided. It is also interesting to note that two thirds of Chen and Kuo's thesis corpus in Applied Linguistics had a separate section for teaching recommendations in either Discussion or Conclusion chapters while all but one

TESOL theses in the current corpus contained this section and all were in the Conclusion chapters. However, this communicative purpose was identified in the section headed “Recommendations” in six theses while the other 17 theses employed “Pedagogical Implications” for this communicative purpose. It is clear that although guidelines were provided, variations still exist in the overall structures of theses composed by this group of writers in Vietnam.

**Table 3.1: Text divisions between Chen and Kuo’s (2012) and TESOL M.A. theses in Vietnam**

Corpus	Running words	Average	Range	ILrMRDC	Chapter & Section headings	Pedagogical implications
Chen & Kuo’s (ProQuest)	374,289	24,953	7,627 - 44,775	15	13	10
TESOL M.A. (Vietnam)	490,666	20,444	8,118 – 33,466	24	24	23

### 3.4.2 Summary of Findings on Move-Step Analysis of Abstracts and Introductions

This section summarizes the findings on move-step structures of the Abstracts and Introductions of the current thesis corpus, which aim to answer the first two research questions. In particular, Tables 3.2 and 3.3 show the move structures of the Abstracts and Introductions written by Vietnamese TESOL M.A. students, respectively (Research Question 1) while Tables 3.4 and 3.5 display the similarities and differences in the move-step structures of these two analysis units with those from ProQuest Dissertations and Theses Database (Research Question 2). However, more details regarding these findings are presented in the following chapter (Chapter 4).

**Table 3.2: Move frequency in the Abstracts of TESOL M.A. theses in Vietnam**

Abstracts	Total	Average length	Introduction	Method	Result	Conclusion
	24	162-416 (265)	24 (100%)	24 (100%)	23 (95.8%)	20 (84.3%)

**Table 3.3: Move frequency in the Introductions of TESOL M.A. theses in Vietnam**

Introductions	Total	Average length	Move 1	Move 2	Move 3	Referring to previous studies
	24	911-3,190 (1,670)	24 (100%)	24 (100%)	24 (100%)	23 (95.8%)

**Table 3.4: Similarities between TESOL M.A. theses (Vietnam) and Chen and Kuo (2012) (ProQuest)**

Similarities	
<b>Abstracts:</b> <ul style="list-style-type: none"> <li>✓ A linear structure of I-M-R-C</li> <li>✓ Scarcity of move cycling</li> <li>✓ Introduction &amp; Method moves: obligatory</li> <li>✓ Conclusion move: conventional</li> <li>✓ Promising step of providing pedagogical implications</li> </ul>	<b>Introductions:</b> <ul style="list-style-type: none"> <li>✓ Move1(T) - Move2 (N) - Move3 (O)</li> <li>✓ Topic generalization &amp; background (highest percentage)</li> <li>✓ Gap/Need indicating (most frequent)</li> <li>✓ No counter claiming</li> <li>✓ Referring to previous studies (4 functions)</li> </ul>

**Table 3.5: Differences between TESOL M.A. theses (Vietnam) & Chen and Kuo (2012) (ProQuest)**

TESOL M.A. (Vietnam)	Chen & Kuo's (ProQuest)
<b>Abstracts</b>	
<ul style="list-style-type: none"> <li>✓ Twice longer (265 words)</li> <li>✓ Result move: conventional</li> <li>✓ Gap indicating</li> <li>✓ Presence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>	<ul style="list-style-type: none"> <li>✓ 164 words</li> <li>✓ Result move: obligatory</li> <li>✓ No gap indicating</li> <li>✓ Absence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>
<b>Introductions</b>	
<ul style="list-style-type: none"> <li>✓ T-N-O (45.8%)</li> <li>✓ 19 steps</li> <li>✓ Presence of chapter introduction &amp; summary and next chapter introduction</li> </ul>	<ul style="list-style-type: none"> <li>✓ T-N-O (82%)</li> <li>✓ 28 steps</li> <li>✓ Absence of chapter introduction and summary and next chapter introduction</li> </ul>

### 3.4.3 Summary of Findings on Citation Analysis of Introduction Chapters

Citation types and functions identified in 24 Introductions of the current corpus, which give the answer to the Research Question 3, are given in Table 3.6 and Table 3.7, respectively. The last three tables (3.8, 3.9 and 3.10) answer the final Research Question on the types of reporting verbs, their denotative and evaluative potentials, and their tense and voice employed in these chapters by this group of non-native writers in Vietnam. Their detailed information, however, is also given in Chapter 4.

**Table 3.6: Citation types in the Introductions of TESOL M.A. theses in Vietnam**

	Integral	Non-integral	Total	
			M.A. in TESOL (Vietnam)	Jalilifar & Dabbi (2012)
Introduction chapters	122	109	231	1134
Percentage	52.8	47.2	100	100
Average per chapter	5.1	4.54	9.63	17.44
Average per 1000 words	3	2.7	5.76	14.19

**Table 3.7: Citation functions in the Introductions of TESOL M.A. theses in Vietnam**

Integral	Total	Percentage	Non-integral	Total	Percentage
Verb controlling	100	82	Source	109	100
Naming	18	15	Identification	0	0
Non-citation	4	3	Reference	0	0
			Origin	0	0
<b>Total</b>	122	100	<b>Total</b>	109	100

**Table 3.8: Distribution of Verbs in Process Categories**

Categories	Occurrences (M.A. in TESOL, Vietnam)		
	Frequency counts	Average per chapter	Average per 1,000 words
Research Acts	30	1.25	0.75
Cognition Acts	7	0.29	0.17
Discourse Acts	74	3.08	1.85
Total	111	4.63	2.77

**Table 3.9: Classification of Reporting Verbs according to Denotation and Evaluation**

Research Acts 30 (27.03 %)	Findings 16 (14.41%)	Factive 6 (5.41%)
		Counter-factive 1 (0.9%)
		Non-factive 9 (8.11%)
Cognition Acts 7 (6.3%)	Procedures 14 (12.61%)	
	Positive 1 (0.9%)	
	Critical	
	Tentative 3 (2.7%)	
	Neutral 3 (2.7%)	
Discourse Acts 74 (66.67%)	Doubt 13 (11.72%)	Tentative 13 (11.72%)
		Critical
	Assurance 59 (53.75%)	Factive 35 (31.53%)
		Non-factive 25 (22.52%)
	Counters 1 (0.9%)	

**Table 3.10: Tense and Voice of reporting verbs in TESOL M.A. theses in Vietnam**

Tense				Total	Voice	
Present (%)	Past (%)	Perfect (%)	Participle (%)		Active (%)	Passive (%)
34 (30.63)	59 (53)	4 (3.6)	14 (12.61)	111	95 (85.6)	16 (14.4)

### 3.5 Chapter Summary and Suggestions for the Main Study

In this chapter, the fundamental details about the methodology of the present research have been outlined and the results of the pilot study which employed the suggested methods have also been briefly reported. Although these findings indicated the workability of the chosen frameworks in analyzing the move-step structures and citations used in these theses, some undocumented items were also identified. This suggests the employment of discourse-based interviews with the actual thesis writers and their supervisors to shed more light on the practice of writing theses and using citations in the TESOL discourse community in Vietnam. Moreover, pedagogical implications which will be translated from the findings of the proposed study should be provided to benefit this future group of M.A. students in Vietnam.



## **CHAPTER 4**

### **ANALYSIS OF MOVES-STEPS AND CITATIONS IN ABSTRACTS AND INTRODUCTION CHAPTERS**

This chapter reports the findings and discussions on move-step structures of 24 Abstracts and Introductions of the current TESOL M.A. thesis corpus by Vietnamese writers. Due to the absence of citations in Abstracts, only the findings and discussions of citations including citation types, functions and reporting verbs found in the Introduction chapters are reported.

#### **4.1 Findings on Move-Step Structures**

##### **4.1.1 Abstracts**

As can be seen in Table 4.1, the Abstracts in TESOL M.A. corpus in Vietnam were almost twice longer than those from ProQuest Digital Dissertation Database. This is accounted for one-paragraph allocation for each move found in 15 theses in this corpus. In fact, five out of these 15 Abstracts consist of five paragraphs, of which two or even three paragraphs are for establishing the significance of their studies (Introduction move). This tends to reflect the disciplinary distinctiveness of the soft discipline that these TESOL M.A theses belong to. As indicated in Hyland (2000, p. 97), due to “the absence of well-defined sets of problems”, these novice writers in this soft discipline had to work harder to acquaint readers with the background of their

research or to situate their study into the field in their Abstracts. Although the long Introduction move identified in the current Abstract corpus reflects the disciplinary nature, one paragraph allocated for each move indicates these writers' assumption of the abstract functions. As stated by a thesis writer informant (T17), the abstract is the summary of the whole thesis; the content of each chapter was summarized in a paragraph. In addition, he also admitted that despite the guidelines provided by the university, he formatted the abstract himself based on his viewing abstracts of previous theses. However, because of no negative feedback or comments from his supervisor or the committee given, he, therefore, assumed that a one paragraph allocation for each move in an abstract is a good model.

**Table 4.1: Abstract structures between Chen and Kuo's (2012) and TESOL M.A. theses in Vietnam**

Corpus	Total	Ave. length	Introduction	Method	Result	Conclusion
Chen & Kuo's	15	164	15 (100%)	15 (100%)	15 (100%)	8 (53.3%)
TESOL M.A.	24	265	24 (100%)	24 (100%)	23 (95.8%)	20 (84.3%)

Similar to Chen and Kuo's (2012) findings, Introduction and Method moves are obligatory in this Abstract corpus while Conclusion move is conventional. However, this Conclusion move occurs with a higher percentage, 84.3% of the 24 theses in the TESOL M.A. corpus while this move was present in 53.3% of the 15 theses in their corpus. Different from their finding which indicates that the Result move is obligatory, it is conventional in this current corpus because one Abstract (A23) does not have this move and this Abstract tends to be less effective in terms of its promotional purpose. The interview with this thesis writer (T23) shows that she intentionally omitted it because the abstract was her last part to write, so it seemed to

repeat what she had mentioned in the conclusions if the results were included in the abstract. Moreover, she admitted that since her supervisor and the committee members did not comment or criticize the exclusion of the results in her abstract, she kept it as it is after the thesis defense. Move structures aside, similar findings to those of Chen and Kuo's (2012) are a linear structure of Introduction-Method-Result-Conclusion and an infrequent occurrence of move cycling in the corpus of TESOL M.A. theses. In addition to these, a couple of citations were seen in three of these 24 Abstracts and this is likely to suggest that these non-native writers of the M.A. theses in TESOL follow the convention of not including citations in the Abstracts in the literature.

As indicated in Hyland (2000), the Abstract is a selective rather than exact presentation. The researcher found that almost all Abstracts (22 out of 24) in the TESOL M.A. corpus focus on the purpose of the thesis research and claiming the importance of their research topic in the Introduction move. Chen and Kuo (2012) also found the presence of this communicative purpose in their corpus of 15 theses. It is interesting to mention that six Abstracts in the current corpus (25%) indicate the gap in Introduction move and this step is followed by the purpose step. However, as revealed in the interview with the thesis writer (T1), he simply copied the structure of the abstract he chose as a model for his abstract composition. Another interesting finding that tends to show these Vietnamese writers' inexperience in writing their abstracts is the presence of Hypothesis, Research questions and Scope in three abstracts (12.5% of the corpus). Given a limited number of words in an abstract as a synopsis (Bhatia, 1993) and an advance indicator of the content and structure of the accompanying text (Swales, 1990), the presence of these elements seems to be

inappropriate. This finding is, however, illuminated through the explanation of the writer (T1) whose abstract had all three main research questions, as illustrated in the following text (Excerpt 4.1). From the interview information with this writer, it can be seen that he was not fully aware of the conventions in composing Abstracts.

(E4.1) “...the research questions were used as a way to state my research aims and without them, my abstract would be very short....Anything wrong with this? ...From my reading previous theses, I have seen some abstracts with research questions...” (T1)

In contrast, in the interview with his thesis supervisor, it is learnt that the inclusion of long research questions is not common in his discourse community and his supervisee was advised to make changes to the way he wrote his abstract. The mistake still existed, however, because due to his trust on his supervisee, he did not check that abstract after it was revised. This information from the interviews with both thesis writer and his supervisor suggests that formal and explicit instructions should be provided to novice thesis writers with the aim of familiarizing them with the rhetorical functions of abstracts and rationale for writers’ various choices in constructing the Abstract. With such knowledge, as indicated in Paltridge (2002b), these novice thesis writers can follow appropriate conventions among the range of options for writing the Abstract according to their own purposes.

Similar to the findings in Chen and Kuo (2012), Method move in these TESOL M.A. theses tends to describe the research process, especially the participants and data collection and analysis. In Move 3 (Result), not all Abstracts highlight the results of their thesis research because in seven Abstracts, this move was found in one sentence and was presented in the same paragraph with either Method or Conclusion move. Another similar finding to Chen and Kuo was found in the Conclusion move where “Promising step” of providing pedagogical implications were given in 13

theses (more than 50% of the theses in the corpus). However, the significance of the thesis research, recommendations for further study, and summary of the results were also found in this Conclusion move in seven Abstracts (more than 25%). This seems to reflect the lack of knowledge in composing this text genre by this group of novice writers in Vietnam.

## **4.1.2 Introductions**

### **4.1.2.1 Section Headings**

Table 4.2 shows the section headings that occurred in more than one Introduction with the number of occurrences indicated in the last column. Although nearly 50% (10 Introductions) of the theses in the corpus have Introductions describing the structure of the Introduction chapter (*Chapter structure*), of which three gave some general information about the topic under research, two with the research purposes, research subjects and instruments at the very beginning of the chapter, they did not have the heading for this section. The headings are sequenced in the table in approximately the order they appeared in their Introductions. The bold section headings are those required in the guidelines provided by these universities. This table also displays the number of the sections that each Introduction had with the number given in the last row.

Section headings are of interest because they tell the readers how the authors see the structure of their text. However, one of these 24 Introductions (T9) was not divided into sections, i.e. it had no section headings and was found to be the shortest Introduction of all, with only 642 words in 2 pages. Almost all of the section headings in the other 23 Introductions were “generic” (Bunton, 2002), i.e. they could

be used in an Introduction on any topic, and all of these 23 Introduction chapters had more than three sections (Table 4.2).

Two Introductions contained topic-specific headings, which are related to a particular topic of the research e.g. *The context of English grammar teaching in Vietnamese high school* (T21) and *Learner Autonomy in Vietnam* (T18) (instead of *Background of the study*). No partially generic section headings were found in this corpus although the heading “*Theoretical framework*” found in two Introductions may belong to this group because they were the framework for the specific research topic.

**Table 4.2: Generic section headings in 24 TESOL M.A. thesis Introductions**

No	Section headings	Total	%	No	Section headings	Total	%
1	<b>Background of the study</b>	14	58.3	9	<b>Significance/ Importance of the study</b>	19	79
2	<b>Rationale of the study</b>	12	50	10	Theoretical framework	2	8.3
3	<b>Statement of the problem</b>	4	16.7	11	Overview of methodology	2	8.3
4	<b>Purposes/ Aims/ Objectives</b>	20	83.3	12	Scope/ Focus of the study	5	20.8
5	<b>Aims &amp; Research questions</b>	2	8.3	13	Definitions of key terms	3	12.5
6	<b>Research questions</b>	11	45.8	14	Limitations of the study	5	20.8
7	<b>Research questions and hypothesis</b>	1	4.17	15	<b>Organization/ Overview/ Structure/Outline of the thesis</b>	21	87.5
8	<b>Hypotheses</b>	3	12.5				

\* The bold section headings are those suggested in the guidelines provided by the universities with the TESOL M.A. program.

Despite some variations of these section headings due to the wording difference in the guidelines provided by each university, the headings in these Introductions included all suggested parts of the Introduction chapter (e.g. *Background to the study*, *Rationale of the study*, *Statement of purpose*, *Research questions/ Hypotheses*, *Significance of the study* and *Overview of thesis chapters*) with a high frequency (more than 75%). One interesting point is that the majority of

Introductions (83, 3%) had the section headed either *Background of the study* or the *Rationale* section. In other words, only 4 out of 24 theses had both *Background of the study* and *Rationale*.

The generic section headings in these Introduction chapters indicate the field, the niche their study would occupy, and the announcement of their current study. However, the overall focus of these generic section headings is on introducing the present study (13 out 15 sections; except *Background of the study* and *Rationale of the study*) and this tends to show the similarity to Bunton's (2002) findings in Ph.D. dissertation Introductions, where section headings present many aspects of the current research.

#### 4.1.2.2 Moves

Table 4.3 shows the moves and steps found in this corpus of the Introduction chapter. Each check (✓) indicates one occurrence of a certain step in each Introduction, and the last column shows the total number of Introductions in which a particular step was found. The bold numbers indicate the numbers of Introductions with the moves or steps suggested in the guidelines provided by these universities. Two final steps with (\*) are the newly identified ones in the M.A. Introduction chapters of this corpus. However, none of these steps are considered as new. However, none of these steps are considered as new steps because they were found in less than 50% of the corpus (Nwogu, 1997).

Twenty four Introductions(100%) had all the three moves as suggested in Chen and Kuo's (2012) framework: *Establishing a Territory* (T), *Establishing a Niche* (N), and *Occupying the Niche* (O). This can be explained by the fact that these writers simply followed the guidelines for thesis writing provided by their universities.

In these guidelines, Move 1 is expected to be completed in the section headed “*Background to the study*”. “*Rationale of the study*” is where the niche for their current study is expected to be established while “*Statement of purpose, Research questions/Hypotheses, Significance of the study and Overview of thesis chapters*” are Move 3’s components. This conformity to the model is likely to reflect the way Vietnamese have been trained at school where conforming to the norms, formula or patterns have been employed. Furthermore, the presence of Move 2 in 24 Introductions of TESOL M.A. theses in Vietnam conforms to the characteristic of those in Samraj’s (2008), which found that of the three disciplines (Philosophy, Biology and Linguistics), only the Linguistics Introductions consistently had the second move.

On the other hand, while 82% of Chen and Kuo’s thesis Introductions had a single progression (T-N-O), only 11 Introductions (45.8%) in the present corpus followed this move pattern, where the writers previewed previous research, and then pointed out gaps or problems, and finally went on to announce their own research in the following sections labeled *Statement of Purposes/Aims & Objectives of the study, Research questions/Hypotheses, Significance of the study and Overview of thesis chapters*. Furthermore, the sequence of moves T-N, followed by either T-O or T-N-O was identified in the other 13 Introductions in the corpus. This practice of move cycles corresponds to the literature which states that the moves in the Introduction chapters are cyclical (Bunton, 2002; Crookes, 1986). Closer examinations of these 13 Introductions revealed that the cycles of *providing topic generalization/background* (T) in a single thesis Introduction were because the writers divided the thesis topic into several sub-topics and made topic generalization one by one. This step was



followed by either *indicating a research problem/need* (N), or *indicating research purpose* (O).

All these aside, the way to introduce the field of study and the background information related to the topic in the first Move in these Introduction chapters is similar to the three-move progression described by Dudley-Evans (1986) because the authors of these Introductions seemed to lead their readers from the general to specific topics in a narrative style, as in Example (1), which made the first move in these Introductions the longest. In fact, the length of the first Move in 18 of these Introductions is more than half that of the whole chapter. The possible reason for the Introductions in these student theses to be generally long is due to the well-established convention of including reviewing previous studies (Bhatia, 1993).

(1) *“Approximately 400 million people speak English as their first language nowadays and about the same number use it as a second language ... Languages taught in Vietnam... The development of the country as well as the change of the English textbook for the period from 1986 up till now can be divided into two stages:...(M1). However, to do this, it is necessary to establish clear-cut criteria, as Nguyen (2008) puts it, “Can we evaluate textbooks when we do not have any standardized criteria? (M2) (T20)*

**Table 4.3: Moves and steps in 24 TESOL M.A. thesis Introductions**

<b>Moves &amp; Steps</b>	<b>Total</b>	<b>%</b>
<b>Move 1: Establishing a Territory</b>		<b>100</b>
Providing topic generalization/background	22	92
Indicating centrality/ importance of topic	19	79
Defining terms	0	0
Reviewing previous research	2	8
<b>Move 2: Establishing a Niche</b>		<b>100</b>
Indicating gaps in previous research	12	50
Question-raising	3	13
Counter-claiming	0	0
Continuing/extending a tradition	0	0
Indicating a problem/need	22	92
<b>Move 3: Occupying the Niche</b>		<b>100</b>
Indicating purposes/aims/objectives	24	100
Indicating scope of research	11	46
Indicating chapter /section structure	12	5
Indicating theoretical position	2	8
Announcing research work earned out	0	0
Describing parameters of research	0	0
Stating research questions/hypotheses	15	63
Defining terms	3	13
Indicating research method	3	13
Indicating findings results	0	0
Indicating models proposed	0	0
Indicating applications	9	38
Indicating value or significance	16	67
Providing justification	0	0
Indicating thesis structure	20	84
<b>Refer to other studies</b>	23	<b>96</b>
Providing background information	9	38
Providing definition of terms	0	0
Providing support or justification	21	88
* Summarizing the chapter	2	8
* Introducing the next chapter content	1	42

*The (\*) are the newly identified steps in the Introduction chapter corpus*

Although Kaplan's (1966) former description of the circular pattern of Asians' written discourse has caused controversial arguments, it seems to be another explanation for this style of writing by these Vietnamese writers. Finally, despite the presence of the independent move of referring to previous studies in 23 Introductions, almost all Introductions (21 out of 23) cited the previous studies in order to support their chosen frameworks, to provide term definitions, or to establish the niche for their study.

This finding is almost identical to that in Chen and Kuo's (2012) which identified four functions of referring to other studies in M.A. Introduction chapters; namely, reviewing previous research, providing background information, providing definitions of terms, and providing support or justification. Finally, despite the presence of the independent move of referring to previous studies in 23 Introductions, almost all Introductions (21 out of 23) cited the previous studies in order to support their chosen frameworks, to provide term definitions, or to establish the niche for their study. However, their narrative writing styles in reference to other previous works in these M.A. thesis Introductions in Vietnam tend to reflect the characteristic of student writing since their references to previous studies only help to show that they are familiar with the knowledge of the topic in the literature while in published writing, any mention of sources is related to the writer's own argumentation (Petrić, 2007). Moreover, nine Introductions in this corpus were found to provide a background for their reported study in citing previous studies. This tends to indicate the ineffectiveness of this group of novice and non-native writers in Vietnam in situating their current research into the body of knowledge in the literature.

#### **4.1.2.3 Steps**

Nineteen out of 28 steps described in Chen and Kuo's (2012) framework for M.A. thesis Introductions (Table 4.3 above) were identified in this corpus. The highly frequently used steps (almost 100%) are those with the headings suggested in the guidelines by the universities and they tended to be the obligatory steps in this corpus of M.A thesis Introduction chapters. Similar to Chen and Kuo (2012), *providing topic generalization/background* had the highest frequency (35 occurrences) in 22 Introductions, followed by *referring to other studies*. Another

similar finding to Chen and Kuo's (2012) found in the current thesis corpus was the frequent use of the steps *indicating a gap in previous research*, and *indicating a problem or need for research* for establishing the niche (Move 2) and no writers used *counter-claiming*. This seems to indicate that these steps in Move 2 were most favored by these Vietnamese writers. Their preference tends to suggest that these steps are likely to be the easiest way for these writers to argue for the relevance of their current study and a direct confrontation to previous authors was avoided by this group of novice writers in Vietnam. This practice was confirmed in the interviews with thesis writers as can be seen in Excerpt 4.2 below. Besides the differences in relation to power among thesis writers and examiners as indicated in Koutsantoni (2006), their avoidance of refuting or criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

(E4.2) "... I think criticizing previous studies requires expert knowledge and strong arguments. I don't think I have enough ability to do that...and I think it is not good for me..." (T11)

However, some variations in the steps from the guidelines provided by universities were found in these Introductions. First, the steps *indicating scope of research*, which was not indicated in the guidelines provided by their universities, but was in accordance with that in Chen and Kuo's (2012) framework, was found in 11 Introductions (*indicating scope of research*). The step, *Chapter summary*, which is not included in Chen and Kuo's (2012), but found in two Introductions (I15 and I19) was the other variation in steps in this corpus. This *Chapter summary* step summarized the content of the Introduction chapter. While one concluded the chapter with the summary and the thesis structure, the other restated the main content of the chapter.

The presence of this new step headed *Chapter Summary* in two Introductions, altogether with a text introducing the chapter (*Chapter structure*), may reflect the tendency for the three-part structure of an academic essay (Introduction-Body-Conclusion) that these writers used to follow at their university study. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. In fact, almost all of these thesis writers (T6, T11, T14, and T17) revealed that they were advised to add the opening and closing sections at the beginning and the end of each chapter and even of each sub-section of chapters. Due to the step of *indicating thesis structure*, where the summary of the Introductions was given, they explained, the chapter summary was not restated. Finally, the step of *introducing the content of the next chapter*, which was neither indicated in the guidelines nor in Chen and Kuo (2012), was found in one Introduction (T15) and this is also considered as an exception in this corpus.

## 4.2 Findings on Citations

### 4.2.1 Citation Types

With a total of 231 citations in the corpus of 40,080 words, an average of almost 9.63 references each (Table 4.4), it is clear that there is a relative number of citations used in these M.A. thesis introduction chapters. This seems to confirm the relatively low frequency of citations in Linguistics introduction chapters, as compared to Biology and Philosophy, in Samraj's study (2008). However, in comparison with the study on citations in applied linguistics introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012), there is a great disparity in the average

number of citations per chapter and per 1,000 words between these two corpora. The ways of counting citations between these two studies could be attributed for this difference. In particular, in their study, each occurrence of a researcher's name was counted as a citation while the current study recorded multiple references as one instance in cases where they were cited for a particular statement. However, the insufficiency of reference resources would be another possible explanation for this finding. In fact, besides 22 instances (9.5%) of secondary sources, previous M.A. theses and quite-dated books were found to be the main sources of almost all of references used in these chapters. Moreover, in the interviews with six thesis writers and all three supervisors, they all confirm that the resources of references at the libraries of their universities are limited to old books. Indeed, only one out of the three universities with this M.A. TESOL program in the South of Vietnam has recently had subscribed to databases which provide access to newspapers and scholarly journals outside Vietnam.

**Table 4.4: Citation types in Introduction chapters**

	Integral		Non-integral		Total	
	TESOL	Jalilifar & Dabbi (2012)	TESOL	Jalilifar & Dabbi (2012)	TESOL	Jalilifar & Dabbi (2012)
Introductions	122	699	109	435	231	1134
Percentage	52.8	61.6	47.2	38.4	100	100
Ave. per chapter	5.1	43.6	4.54	27.2	9.63	17.44
Ave. per 1000 words	3	8.8	2.7	5.5	5.76	14.19

Besides few citations, the number of citations used among these introductions varied greatly, and almost half of these introductions contained a couple of citations (Table 4.5). Moreover, the citations were mainly found in Move 1, *Establishing a territory*, of the introductions. These findings may reflect these writers' unawareness of the various rhetorical functions of citing previous research in introductions. As

indicated in Samraj (2002b) and Swales (1990, 2004), the review of literature is obligatory and present throughout the introduction because a discussion of previous research provides a topic generalization (Move 1), justifies the research gap being created (Move 2) and specifies the goal of the study (Move 3).

**Table 4.5: Distribution of citations in each Introduction chapter**

Intro	Integral	Non-integral	Intro	Integral	Non-integral	Intro	Integral	Non-integral
<b>I1</b>	11	8	<b>I9</b>	0	3	<b>I17</b>	5	2
<b>I2</b>	2	1	<b>I10</b>	4	1	<b>I18</b>	13	3
<b>I3</b>	7	1	<b>I11</b>	9	7	<b>I19</b>	11	6
<b>I4</b>	4	15	<b>I12</b>	5	4	<b>I20</b>	2	1
<b>I5</b>	1	7	<b>I13</b>	8	3	<b>I21</b>	5	3
<b>I6</b>	1	1	<b>I14</b>	17	16	<b>I22</b>	3	7
<b>I7</b>	3	5	<b>I15</b>	0	0	<b>I23</b>	0	1
<b>I8</b>	8	7	<b>I16</b>	2	6	<b>I24</b>	1	1

As also shown in Table 4.4, these Vietnamese writers employed a relatively equal proportion of the two citation types (52.8% and 47.2 %, respectively). Iranian counterparts, in contrast, used almost twice more integral citations than non-integral ones in their introduction chapters. Charles (2006) claims that the use of integral/non-integral citations is partly influenced by citation convention, genre, discipline, and individual style. Iranian M.A. students' citation practice is thus genre-specific as this citation type is reported to be sufficient for them to show their familiarity with the knowledge in their field (Jalilifar & Dabbi, 2012; Petrić, 2007). The relatively equal use of two citation types by these Vietnamese M.A. students, on the other hand, tends to suggest that they were skilled writers because they drew on information, concepts and authors equally. However, a closer look at the texts in which two citation types were equally employed revealed that they were inexperienced in reviewing the literature. As shown in Example 2 below, integral and non-integral citations were separately used in different paragraphs reviewing different aspects of the research

topic. Moreover, the writer simply summarized and integrated previous studies into his writing as a list of findings, without any subjective interpretation. Such a separate and descriptive nature of citing previous studies identified in a majority of current introductions by these Vietnamese students could indicate that they were aware of using these two citation types in their texts, but they were inadequately familiar with functions that the different citation forms serve. This finding tends to confirm the claim by Mansourizadeh and Ahmad (2011) that NNEW cannot fully learn crucial citation practices through their mere reading of instructions.

*(2) The main objective of English language education... to teach students to read English books (Wei, 2005). However, reading involves a variety of factors, which.... Some of these factors are: learners' lack of target language proficiency and vocabulary (Kasper, 1993), unfamiliarity with the content and/or formal schemata of the texts to be read (Carrell and Floyd, 1987) and inefficient reading strategies (Carrell, 1989)... (I11)*

*In a review of the developments in second language reading research, Grabe (1991) pointed out that..... Levine, Ferenz and Reves (2000, p.1) stated that..... Shuyun and Munby (1996) noted that .... (I11)*

#### 4.2.2 Citation Functions

As shown in Table 4.6, the proportions of integral citation functions in the current corpus are similar to those in Jalilifar and Dabbi (2012) in which *Verb controlling* was the most frequent function (85%), followed by *Naming* (15%), and *Non-citation* (3%). For the *Verb controlling* type, all started with the name(s) of the author(s), followed by a reporting verb. This citing practice tends to be the easiest for this group of Vietnamese writers to incorporate others' works into their texts. To provide a strong support for the propositions within the cited texts is likely to be the single communicative purpose that these Vietnamese writers pursued in placing the previous researchers' names at the beginning of the sentence.



**Table 4.6: Function distribution in integral citations**

Integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Verb controlling	100	453	82%	64.8%
Naming	18	189	15%	27.04%
Non-citation	4	57	3%	8.16%
Total	122	699	100	100

Close inspection of *Naming* citations in these introductions in the concordance lines revealed a limited number of structures used to place the emphasis on the work of previous researchers. In fact, among 18 instances, eleven followed the pattern “*According to X (year)*”, and the other seven instances were expressed in “*in X’s (year) study/ theory*”, (Example 3), and in “*by X (year)*” (Example 4). Moreover, mistakes were found in the use of this citing function, (Examples 3 and 5) and this could be due to these thesis writers’ linguistic deficiency.

(3) *In Nguyen’s (2010) study, she indicates that....* (I14) (**Correction:** In her study, Nguyen (2010) indicates that ...)

(4) *Up to now, there have been many studies on using games in ... such as those by Huynh (2007), Leman (1998), Nguyen (2006), Nguyen and Khuat (2003), and Uberman (1998)* (I4)

(5) *According to Wilkins (1972), he emphasized ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’....* (I10) (**Correction:** According to Wilkins (1972), vocabulary plays an important role in learning a foreign language)

“*Non-citation*” is still far less than *Verb controlling*, and this gap indicates that very few further discussions on the previously mentioned author/work were provided by this group of writers. As shown in Table 4.7, attributing information to an author (*Source*) is these writers’ single purpose in the employment of non-integral citations in their introduction chapters (100%). This finding confirms previous studies (Jalilifar & Dabbi, 2012; Petrić, 2007), and Petrić (2007) accounts the most frequent use of this citation in student writing for its simplicity and its sufficient potential in helping students to display their knowledge and their familiarity with the literature. As shown

in Example 6, however, the research problems/gaps were indicated after the topics of previous research were listed. This writing practice in academic texts by these M.A. students is referred to as “patch-writing” by Howard (1995, p. 233) and he suggests that this should be seen as a common developmental strategy in learning academic writing.

**Table 4.7: Function distribution in non-integral citations**

Non-integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Source	109	369	100	84.82
Identification	0	42	0	9.82
Reference	0	8	0	1.83
Origin	0	16	0	3.67
Total	109	435	100	100

(6) *In Vietnam, it is known that there have been many studies done on teaching and learning vocabulary recently, for instance the use of games in teaching vocabulary (Nguyen, Vu Thuy Tien, 2006 & Huynh, Huu Hanh Nguyen, 2007), the effectiveness of applying computer aids in teaching vocabulary (Pham, Thi Thuy Van, 2006), an investigation on vocabulary learning strategies of English majors (Huynh, Thi Bich Van, 2007), effective strategies for teaching and learning vocabulary (Tran, Van Duong, 2008), difficulties in teaching vocabulary to students of information technology at Thanh Hoa Teachers' Training school (Vo, Mai Do Quyen, 2008).* (T8)

The intensive use of *Source* function aside, the way these Vietnamese writers cited in non-integral citations tends to be ignored because four instances were found to include a long web link (Example 7). The inclusion of a web link, their inconsistency in citing Vietnamese authors, and their grammatical mistakes (Examples 3 and 5) suggest that an increased amount of form-based instruction on citing practice is needed to help this group of writers in Vietnam. Moreover, the existence of these non-conventions of citation patterns in these theses is likely to reflect the lack of due attention given to the citation practice in the Vietnamese TESOL discourse community. As can be seen in Excerpts 4.3 and 4.4, both the thesis

supervisor 2 (S2) and thesis writer (T23) admitted that citations are not the focus in his supervision.

(7) *English is the most widely used international language all over the world (Crystal, 1997 & [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language)),...* (I16)

(E4.3) “...I rarely check on the technical things like thesis format or citation uses...Thesis writers are supposed to know these things by themselves. If not, it could be the university’s fault. As a supervisor, I mainly focus on how my supervisees form research questions derived from their research purposes, then their conceptual frameworks, research design, subjects, statistics...” (S2)

(E4.4) “...we were not taught about how to use citations, we just checked the use of citations in theses written by previous students in the library and followed....My supervisor rarely commented on my citations, except for the grammatical mistakes. Most of the time, she gave feedback on the research design, methods, subjects...in general research-related aspects...” (T23)

### 4.2.3 Reporting Verbs

#### 4.2.3.1 Denotative/Process Categories

Table 4.8 below shows reporting verbs (RVs) according to their denotative/process categories used in the introduction chapters of TESOL M.A. theses in Vietnam.

**Table 4.8: Distribution of reporting verbs in process categories**

Categories	Occurrences (M.A. in TESOL, Vietnam)			Percentage comparisons with previous studies		
	Frequency counts	Average per chapter	Average per 1,000 words	M.A. in TESOL (Vietnam)	Dontcheva-Navratilova (2008)	Hyland (2002a) Applied Linguistics
Research Acts	30	1.25	0.75	27.03 %	16.9 %	30.5 %
Cognition Acts	7	0.29	0.17	6.3 %	20.4 %	10.5 %
Discourse Acts	74	3.08	1.85	66.67 %	62.7 %	59 %
<b>Total</b>	111	4.63	2.77	100 %	100 %	100 %

The findings of this study are in accordance with those in Dontcheva-Navratilova (2008) and Hyland (2002a) in which *Discourse* RVs were the preferred ones (66.67 %) of a total of 111 RVs found in this corpus. The greater use of *Discourse* verbs, as explained in Hyland (2002a), characterizes the discursive nature

of soft disciplines to which the field of this target corpus, TESOL, belongs. These *Discourse* verbs used in integral citations with the name(s) of scientist(s)/researcher(s) at the subject position as the departure of the message, thus, help these Vietnamese writers raise their voice through the voice of a precedent authority in the field. Paltridge (2006) indicates that this textual structure gives the prominence to the subjects or themes of the sentences and it is, therefore, likely that this preferred referencing style helps the writers in this academic community in Vietnam strengthen and establish the niche for their current study.

The infrequent use of RVs in the groups of *Research* and *Cognition* acts (27.03 % and 6.3 %, respectively) found in this introduction corpus also accords with the distribution of these two groups of reporting verbs in applied linguistics by Hyland (2002a). However, this finding is different from that of Dontcheva-Navratilova (2008), in which more *Cognition* than *Research* RVs were found due to the absence of the Method sections in their theses. Unlike Dontcheva-Navratilova's (2008) thesis corpus, TESOL M.A. theses in Vietnam are experimental; it is not surprising to see the higher percentage of *Research* verb occurrences in this corpus. Moreover, the result about the process categories of RVs in the current corpus was also found to be different from that of Jirapanakorn (2012) in her study of medical RA introductions written by Thai writers in which *Experimental/Research* verbs were most frequently used, followed by *Discourse* and *Cognition* verbs. This disparity is due to the disciplinary differences in citing conventions. In fact, since most medical RAs are experiment-based (Nwogu, 1997), it is not surprising that her finding confirmed that of Hawes and Thomas (1994) in their study of medical RAs.

#### 4.2.3.2 Evaluative Categories

It can be seen in Table 4.9 that these Vietnamese writers tended to take an explicit stance towards the cited sources through their preferred use of factive RVs in both describing the findings and supporting their own argument by attributing a high degree of confidence to the proposition by the original author (36.94 %). In other words, by employing factive RVs, the writers signaled their acceptance of prior cited research and directly bolstered their own views on the reported topic. The non-factive RVs, which comment on the research findings and inform readers of the authors' positions to the cited claim neutrally, accounted for 29.73 % of the RVs in this introduction corpus. However, this finding contradicts with those of previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012) in which non-factive RVs were found to prevail. Jalilifar (2012) also attributes the prominent use of non-factive RVs in the introduction sections of M.A. theses and RAs to the communicative purposes of these sections where writers are less likely to reflect their evaluation in order to situate their research results in relation with the works of others. The factive-reporting-verb preference by this group of Vietnamese writers may be due to their being unaware of this subtle aspect of RVs as stated by Bloch (2010) or their not being taught about the use of this "occluded" citation feature (Pecorari, 2006).

**Table 4.9: Classification of reporting verbs according to denotation and evaluation**

<b>Research Acts</b> 30 (27.03 %)	Findings 16 (14.41%)	Factive 6 (5.41%)
		Counter-factive 1 (0.9%)
		Non-factive 9 (8.11%)
	Procedures 14 (12.61%)	
<b>Cognition Acts</b> 7 (6.3%)	Positive 1 (0.9%)	
	Critical	
	Tentative 3 (2.7%)	
	Neutral 3 (2.7%)	
<b>Discourse Acts</b> 74 (66.67%)	Doubt 13 (11.72%)	Tentative 13 (11.72%)
		Critical
	Assurance 59 (53.75%)	Factive 35 (31.53%)
		Non-factive 25 (22.52%)
	Counters 1 (0.9%)	

Besides their preference for factive RVs, these Vietnamese writers avoided explicit rebuttal of other researchers through their avoidance of using counter-factive and critical verbs. In addition to the differences in relation to power among thesis writers and examiners as indicated in Koutsantoni (2006), their avoidance of refuting and criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002). In fact, only two instances of negation RVs, “*not study*” and “*oppose*”, were found in this introduction corpus and they were used to portray the previous research gap (Example 8a) and to ascribe the cited author as holding a negative stance to the reported information (Example 8b). Hyland (2002a) states that explicit refutation of other researchers is “a serious face-threatening act” in academic writing; it is used with a great consideration of the rhetorical value to accomplish (p. 124). In Example 8b, the writer drew on McCarthy’s refutation on the benefits that learners can receive from their *schooling* in order to support her view on the importance of *learner autonomy*. It is clear that the rhetorical strategy employed in using the *Discourse-Counter* RV (*oppose*) by this writer aimed to support her own

view on the reported topic (*learner autonomy*), but she attributed the objection to the correctness of the reported message (*benefits of schooling itself*) to McCarthy, instead of taking responsibility for her own evaluation. Because “*not study*” and “*oppose*” are not included in Hyland’s (2002a) classification of RVs, they are added into their respective groups in his framework (Appendix E).

(8a) *Up to now, there have been many studies on using games in teaching and learning vocabulary such as those by.... However, these researchers have **not studied** and emphasized the use of games to enhance students’ motivation in vocabulary learning yet.* (I4) (Research acts: Finding, counter-factive)

(8b) *McCarthy (1998) also **opposed** this relying too much on schooling because “no school, or even university, can provide its pupils with all the knowledge and the skills they will need in their active adult lives.”* (I18) (Discourse acts: Counters)

#### 4.2.3.3 Verb Forms

Unlike Pickard’s (1995) assumption about the overuse of the RV “*say*” by ESL writers, the most common verb in the current introduction corpus written by Vietnamese M.A. students is “*state*”, followed by “*find*”, “*develop*”, “*suggest*”, “*point out*”, “*assert*”, “*confirm*”, and “*indicate*” (Table 4.10). This finding does not confirm Hyland’s (2002a), where “*argue*”, and “*suggest*” were found to be present in 100%, and 82% of all cases, respectively, in the social sciences and humanities.

**Table 4.10: Reporting verbs in 24 Introduction chapters**

1. state (14)	12. comment (3)	23. prove (1)	34. agree (1)
2. find (8)	13. mention (3)	24. conclude (1)	35. consider (1)
3. suggest (7)	14. emphasize (3)	25. argue (1)	36. uncover (1)
4. develop (7)	15. support (2)	26. oppose (1)	37. address (1)
5. point out (6)	16. examine (2)	27. proclaim (1)	38. define (1)
6. assert (5)	17. affirm (2)	28. use (1)	39. write (1)
7. confirm (5)	18. stress (2)	29. mean (1)	40. postulate (1)
8. indicate (4)	19. say (2)	30. report (1)	41. discover (1)
9. claim (3)	20. put (2)	31. imply (1)	42. carry out (1)
10. show (3)	21. note (2)	32. present (1)	43. not study (1)
11. discuss (3)	22. notice (2)	33. conduct (1)	44. figure out (1)

\* *The number in brackets indicates the times of verb occurrences in the introduction chapters of TESOL M.A. theses in Vietnam*

Moreover, it is surprising to see a very small number of RVs used in the corpus (44 verbs) and half of them occurred only once. This could be due to these writers' vocabulary shortage and they tended to randomly choose a RV without being aware of the rhetorical strategies needed for weaving the reported claims with their own perspectives through their use of reporting verbs.

In fact, instead of commenting on the reported information through the employment of RVs, a majority of these Vietnamese writers were likely to objectively report the information by using one different RV for one prior study and this seems to be their strategy of avoiding the repetition of RVs, as illustrated in Example 2, page 129. In fact, in the interview with thesis writers, it is known that they selected various RVs from the RV list provided in their academic writing courses in order to avoid repeating them in their writing and used them according to their denotative meanings. Although this way of using RVs by this group of Vietnamese writers helps them to display their sufficient knowledge in their field, it does not help to establish the credibility of their claim, which is considered as ineffective in writing for publication.

Since some RVs found in this corpus have not been included in Hyland's (2002) classifications, they are added into his category, depending on their denotative and evaluative loads identified in this introduction corpus (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. In terms of *Research* acts, besides the verbs with clear semantic denotations; namely, "*prove*", "*present*" or "*investigate*", the verb "*uncover*" is classified into non-factive *Finding* research verbs because the writer did not indicate a clear attitudinal stance to the reported research finding (Example 8).

(9) *That failure of schooling was addressed by Illich (1971), who **uncovered** "a major illusion on which the school system rests is that most learning as a result of teaching" (p. 12). (I18)*



For the *Cognition* acts, the verbs “*consider*” and “*mean*” are added to the tentative group (9a) while “*notice*” is grouped into the neutral one (9b), and “*figure out*” is put into the positive group (9c) due to writers’ attributing a tentative view, a neutral attitude and an acceptance of the truth to the reported claims to the cited authors, respectively.

(10a) *The emotional uneasiness may increase more and more with oral presentation test in the target language. Likewise, Day (1991) **meant** this emotional barrier would occur to both successful and unsuccessful EFL learners.* (I14) (tentative)

(10b) *David Nunan (2000) also **noticed** a mismatch between the knowledge teachers wanted to transmit to learners and that learners actually wanted to achieve, which resulted in learners bad learning outcomes.* (I18) (neutral)

(10c) *Ngoc Dung (2011) **figured out** the main reason for learners’ failures in study which was at learners’ lack of autonomy in learning.* (I18) (positive)

In terms of *Discourse* verbs, 17 newly identified verbs in the corpus are added to Hyland’s (2002). Under the *Doubt* RV group in *Discourse* acts, the verbs “*imply*”, “*comment*”, and “*mention*” are added since the writers conveyed a certain level of uncertainty in their interpretation of the reported message, as in (11a), (11b) and (11c).

(11a) *Likewise, Jiang (2000) **implies** that it is impossible to teach the target language without teaching the target culture.* (I1)

(11b) *Moreover, Wang (2005, p.1) **comments** in a language course, success depends less on materials, teaching techniques and linguistic analysis but more on what goes on inside and between the people in the classroom.* (I14)

(11c) *Similarly, Jeon (2005) **mentioned** oral presentation is one of the important academic skills required in university contexts.* (I14)

Regarding *Discourse* acts, besides the verbs with clear semantic denotations such as, “*assert*”, “*support*”, “*emphasize*”, “*insist*”, “*advocate*”, “*proclaim*” and “*stress*” (Discourse acts: Assurance, factive), and “*say*”, “*address*”, “*write*” and “*conclude*” (Discourse acts: Assurance, non-factive), illustrations below are on the verbs found to have their own specific meanings in the given contexts. First, the verb “*confirm*” was firstly used as a factive *Finding Research* act as indicated in Hyland

(2002), but it was later employed as a factive *Assurance Discourse* verb, as in (12a). This verb is, therefore, newly added into Hyland's (2002) factive *Assurance* group of *Discourse* acts. Moreover, it is interesting to see how the action verb "*put*" was used as a RV by these Vietnamese M.A. students. In (12b), "*put*" was used as a factive *Assurance Discourse* verb, which the writers used to support their own views with a high degree of confidence given to the proposition by the original authors (*Ellis and Nguyen*).

(12a) *Anxiety stands out as an important factor for effective learning. This factor has been **confirmed** by Krashen's (1982) well-known theory of Affective Filter". He **confirms** that such emotional barriers like apprehension, nervousness and worry hinder language learners' acquisition.* (I14)

(12b) *As Ellis (1985) **put** it, a complete account of second language acquisition (SLA) involves both showing how the input is shaped to make it learnable (an inter organism perspective) and how the learner works on the input to turn it into intake (an intra – organism perspective)* (p.163) (I11)

#### 4.2.3.4 Tense and Voice

As shown in Table 4.11, the past simple is by far the most frequent choice of tenses, accounting for almost two thirds of the RVs used in these introductions (61.3%). It is followed by the present simple (35.1%) and present perfect (3.6%). Actually, it is the introduction where the writers provide general information about their topics, make claims about their topic importance and establish the niche for their current research to be situated by reviewing previous studies. The employment of the present simple and present perfect is, therefore, expected to be prominent in the introduction chapters in order to situate the cited works within the field and to position the reported study in relation to it (Hanania & Akhtar, 1985; Swales, 1990). In other words, the predominant use of the past simple in the introduction chapters of these theses in Vietnam tend to suggest that these writers distanced themselves from the cited work (Swales, 1990) and what they cited is

simply reports on past studies. Moreover, this preferred use of past tense RVs in these introduction chapters is not likely to demonstrate the discursive rhetorical style of the field in social sciences (Hyland, 2002a).

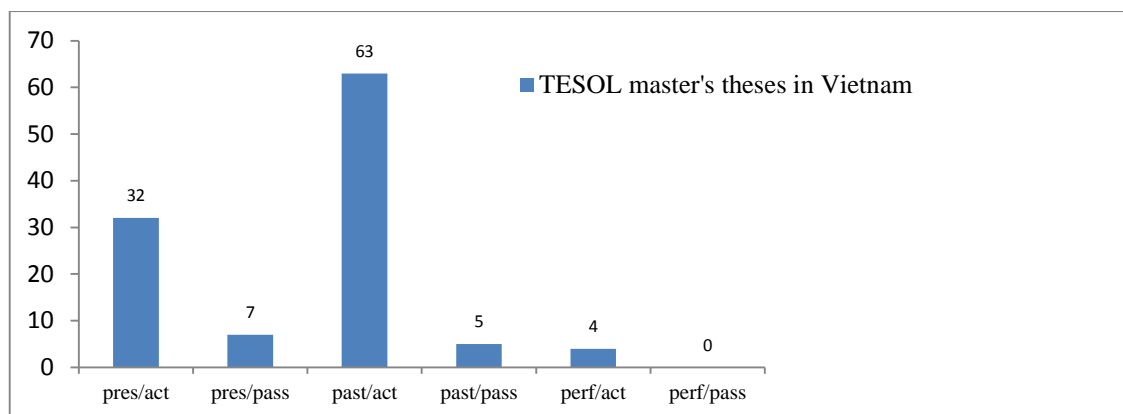
**Table 4.11: Tense and voice of reporting verbs in TESOL M.A. theses in Vietnam**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
39 (35.1%)	68 (61.3%)	4 (3.6%)	111	95 (85.6%)	16 (14.4%)

In the interviews with the thesis writers, it is not surprising to know that some of them were not aware of the rhetorical functions of their tense uses (Excerpt 4.5). Furthermore, some of them admitted that they were confused between the uses of the present and past tenses in writing their theses, and they chose to consistently use either tense in a certain chapter as they were advised by their supervisor to be consistent in tense uses. Through their random but consistent uses of tenses across chapters, however, they mentioned that they expected the feedback from their supervisors (Excerpt 4.5). Since no comments from their supervisors were given, they thought the way they used tenses is appropriate. These findings tend to suggest that the non-native thesis writers rely much on their supervisors for not only their research-related aspects but the rhetorically linguistic devices.

(E4.5) “...I used past tense in the Introductions because I think there are no differences between the present and past simple tenses and these two tenses are interchangeably used and accepted in academic writing.” (T17)

(E4.6) “...honestly, which tense to use in which chapters has been my big question so far. When I wrote my thesis, my supervisor advised me to be consistent in using tenses and from that I decided to use one tense for one chapter like past for Introduction, present for Literature review, etc...and I waited for my supervisor’s comments on that. But he did not give any comments on that, so I thought it was correct.” (T11)



**Figure 4.1: Numbers of instances of tense + voice combination in TESOL M.A. theses in Vietnam**

In terms of voice, it can be clearly seen in Table 4.11 and Figure 4.1 that the preferred voice is active and it is not surprising to see active voice was most commonly combined with past aspect (63 past/act), followed by its combination with the present simple (32 pres/act). The active preference for reporting verbs by this group of non-native writers in Vietnam was used to emphasize the researchers/authors by placing them in the theme position of the sentence. However, it could be argued that the emphasis given to the researchers/authors by these Vietnamese writers through their preferred use of *Discourse*, active-voice RVs combined with the past tense in integral citations is not effective in providing their persuasive arguments in order for their reported research niche to be established in the introduction chapters.

## **CHAPTER 5**

### **ANALYSIS OF MOVES-STEPS AND CITATIONS IN LITERATURE REVIEW CHAPTERS**

This chapter presents the analysis of move-step structures and citations found in the Literature Review chapters. The presentation of the results and discussions starts with the findings on the overall structures of the Literature Chapters, followed by Introductory and Concluding texts, and the Body texts with all three moves as suggested by Kwan (2006). The following sections are findings and discussions on citations presented with separate sections for citation types, functions and reporting verbs.

#### **5.1 Overall structures of Literature Review Chapters**

Except a new step (*Concluding a part of literature review and/or indicating transition to review of a different area*) in Move 2 (Creating a research niche), the framework for the analysis of the rhetorical structure of Literature Review (LR) revised by Chen and Kuo (2012) is identical to the original one by Kwan (2006). Therefore, the results of move-step analysis in the LR chapters of this study will be compared to these two previous studies of the same genre. Based on the revised framework by Chen and Kuo (2012), the findings on move-step analysis of the LR chapters of the TESOL M.A. theses in Vietnam revealed both differences and

similarities to those in these two previous studies. Different from Chen and Kuo's (2012) study on M.A. theses from ProQuest, all TESOL M.A. theses in the current corpus had a separate LR chapter while 11 out of 15 theses with an ILrMRDC pattern in their corpus separated this chapter from the introduction (Table 5.1). The presence of this separate LR chapter in these theses written by Vietnamese students, which is in line with that of international and Ph.D. writers in Chen and Kuo (2012) and Kwan (2006), respectively could be due to their compliance to the guidelines for thesis writing provided by their universities. In fact, an M.A. thesis in the TESOL community in Vietnam is required to have chapters separated, except for the Discussion chapters which can be either separate or combined with the Result or Conclusion chapters. However, although the guidelines do not indicate the inclusion of an Introduction-Body-Conclusion structure and several thematic sections in the body part of the LR chapters, this structure and these sections were found in this TESOL M.A. thesis corpus with a high frequency.

**Table 5.1: Comparison of the LR chapters between Chen and Kuo's (2012) and TESOL M.A. corpus**

	Chen and Kuo (2012)		TESOL M.A. corpus	
Theses in corpus	20		24	
Theses with ILrMRDC	15	75%	24	100%
Separate LR chapters	11	55%	24	100%
Embedded LR chapters	4	20%	0	0%
Introduction	10	50%	23	95.83%
Conclusion	8	40%	19	79.16%

## 5.2 Introductory and concluding texts

Besides the overall structure of the LR chapters, this study also found a short text at the beginning of 23 (out of 24) LR chapters which informs the reader of the purposes, structures, themes and justifications for the themes to be reviewed in the following sections, but 19 do not have the heading “*Introductions*”. This finding is different from Kwan’s (2006), which identified the section headings for all the introductory texts. This difference could be because of the differently assumed requirements in which Ph.D. dissertations are expected to be more elaborately presented. Moreover, this is also likely to account for the up-to-two page length of the introduction of some LR chapters of Kwan’s (2006) Ph.D. dissertation corpus while the introduction of the LR chapters in this M.A. thesis corpus is only a few lines long, as can be seen in Example 1 below. The information from the interviews with the thesis writers (T1, T6, T11, T14 and T17) also confirms that the absence of the headings for the chapter introduction sections in their LR chapters was due to the small number of words.

(1) “*This Chapter of the thesis presents a review of relevant literature, through which a knowledge gap would be discovered to serve as the lodestar for the thesis’ implementation. The Chapter contains five main parts: motivation and its types, the relation between ‘motivation’ and ‘interest’ in the thesis, a review of the discovered factors in the previous studies, a review of the factors that have yet to be mentioned in the previous studies, delimitation of the thesis and the recent teaching and learning of American/British Literature in DELL-USSH.*” (LR3)

In contrast with the introductions in terms of the heading and length, the majority of the concluding texts (15 out of 19 LR chapters with a conclusion) in this thesis corpus were entitled with either “*Summary*” or “*Conclusion*” and the longest one occupies three whole pages. Although all of concluding texts in 19 LR chapters provided the summary of the chapter, 10 have at least one count of Move 3; namely, the gap, aim, and theoretical framework, and seven texts (almost one third) even

provided an advance indicator of the next chapter (Example 2). The presence of Move 3 at some LR chapter endings in this thesis corpus suggests the presence of two modes of theme arrangements: “modular and nested move structures” in the LR chapters of theses written by Vietnamese (Kwan, 2006, p. 51).

(2) “2.9. SUMMARY

*To construct a base for the study, this chapter has discussed briefly the two basic notions: CLT and communicative competence. Some practical problems in the application of CLT are included in the chapter as well. The chapter then provides a model of CLT synthesized from the theories of Richards & Rodgers (2001) and Larsen-Freeman (2004). On that ground, the conceptual framework of the study has been refined.*

*A detailed discussion of the research instruments, the participants, the research methodology as well as data analysis methods, as employed in the study, are presented in the next chapter.”*  
(LR7)

### 5.3 Thematic units in the body texts

In the body parts of these LR chapters, 118 thematic units were identified and many of them displayed the CARS three move structure as indicated by Kwan (2006) and found in Chen and Kuo (2012). However, none of these three moves are obligatory, but conventional (Moves 1 and 2) and optional (Move 3) in this LR chapter corpus while Move 1 was found to be obligatory in all 11 LR chapters with an ILrMRDC pattern in Chen and Kuo’s (2012) corpus.

**Table 5.2: Frequency counts of the three moves in the LR chapters**

	Kwan’s (2006) Ph.D. corpus			TESOL M.A. corpus		
Themes	127			118		
	Counts within the move		Individual counts	Individual counts	Counts within the move	
M1	124	97.64%	665	138	116	98.3%
M2	121	95.28%	513	172	93	78.8%
M3	70	55.12%	160	58	41	34.75%

Moreover, it is interesting to see that this finding is similar to Kwan’s (2006), which also found no obligatory moves in her Ph.D. LR chapters, but the predominant occurrence of Move 1 and Move 2 in the corpus (Table 5.2). Another similar finding between Kwan (2006) and this study is the same pattern of the move



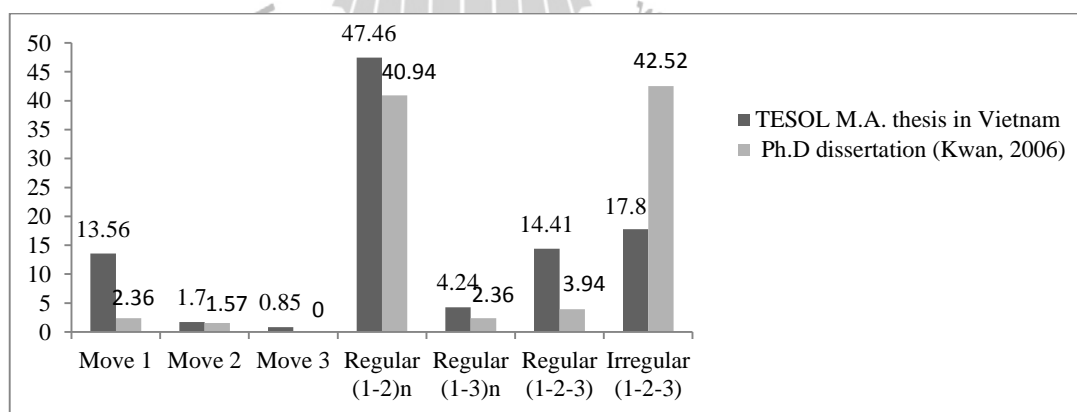
frequency distribution identified in the body parts of these LR chapters. A closer look at the move combinations in the thematic units reveals various schematic patterns. As can be seen in Table 5.3 and Figure 5.1 below, the schematic patterns of the three moves combined by these Vietnamese M.A. students tend to conform to those by native writers in Kwan (2006) in the way three moves are paired or combined, but with a little higher percentages, except for the irregular combination of three moves, which is more than twice lower. In fact, similar to that in Kwan's (2006) study, Move 1 and Move 2 occur in a regular 1-2 pattern in nearly 50% of the units and this is likely to be the most frequent order employed by both groups of native Ph.D. and Vietnamese M.A. writers. Moreover, the more frequent occurrences of Move 1 alone, about five times higher than those in Ph.D. dissertations (13.56% and 2.36%, respectively), and the far lower percentage of irregular combinations of the three moves tend to show that these Vietnamese M.A. students are trying to display their familiarity with the knowledge in their field, but not arguing for situating their studies into the body of knowledge. In other words, by just referring to previous research (Move 1) without synthesizing or indicating the relevancy of the reviewed literature (Move 2) for establishing the niche and occupying the niche (Move 3), their literature reviewed tended to be less effective. It is, therefore, necessary for this group of writers to be made aware of how this chapter should be effectively written. In the interviews with six thesis writers, five of them (T1, T6, T14, T17, and T23) confessed that they simply reported what they read, and though criticized by their supervisors, they found it difficult to combine previous studies and write about them in their own words. Moreover, such a difficulty was also affirmed in the interview with thesis supervisor 1 (S1), as illustrated in Excerpt 5.1 below. Specific courses which aim to

help these non-native thesis writers with critical thinking, summarizing and synthesizing skills are, therefore, necessary.

(E5.1) “... different from overseas M.A. students, these Vietnamese writers are less capable of paraphrasing, synthesizing and thinking critically, so they tend to copy previous studies and they rarely compare, contrast or synthesize what they have read. Due to the time constraint, we seldom check their revised versions after the feedback is given....” (S1)

**Table 5.3: The configurations of moves in the LR chapters of the TESOL M.A. theses in Vietnam**

Observed patterns	Examples	Counts	%
Move 1	Move 1 alone	16	13.56
Move 2	Move 2 alone	2	1.70
Move 3	Move 3 alone	1	0.85
Regular (1-2)n	1-2 1-2-1-2-1-2	56	47.46
Regular (1-3)n	1-3 1-3-1-3	5	4.24
Regular (1-2-3)	1-2-3-1-2-3	17	14.41
Irregular (1-2-3)	1-3-2 1-3-1-2-3 1-3-2-3 3-1-2-3	21	17.80



**Figure 5.1: Frequency distribution of the move configurations (number of thematic units = 118)**

### 5.3.1 Move 1

Besides the move configurations, the findings on the body parts of the LR chapters in this TESOL M.A. corpus revealed some interesting information. First, twenty two thematic units (18.64%) begin their parts with an advance introduction of the subthemes and their organization (Example 3 below). This opening part at the beginning of these themes is similar to the introductory section at the very beginning of a LR chapter because it provides a justification and subthemes to be reviewed in the accompanying texts. This special feature in writing the body part of the LR chapters is likely to make these chapters recursive, but in sub-levels and it is not indicated by either Kwan (2006) or Chen and Kuo (2012). This could attribute to the three-part structures in composing an essay (Introduction-Body-Conclusion) that these Vietnamese English major students have been trained at university. Indeed, four out of six thesis writers (T6, T14, T14, and T23) asserted that their supervisors required them to add small texts to introduce the themes to be reviewed and to summarize them after reviewing at the beginning and the end of each theme, respectively.

(3) “2.3. *Reading strategies*

*In order to see through the aspects of reading strategies as the fundamentals of the study, there are necessary considerations to be taken into account. In this section, therefore, the researcher mentions the definitions of reading strategies, reading strategies of high-proficiency and low-proficiency readers, the instruction of reading strategies, and the classification of reading strategies*

2.3.1. *Definitions of reading strategies*” (LR17)

Second, as displayed in Table 5.4 below, the Strategy *Surveying the non-research-related phenomena* (1A) is the most predominant in the corpus (73.91%), followed by *surveying the research-related phenomena* (1C) (23.91%) and *claiming centrality* (1B) (2.17%).

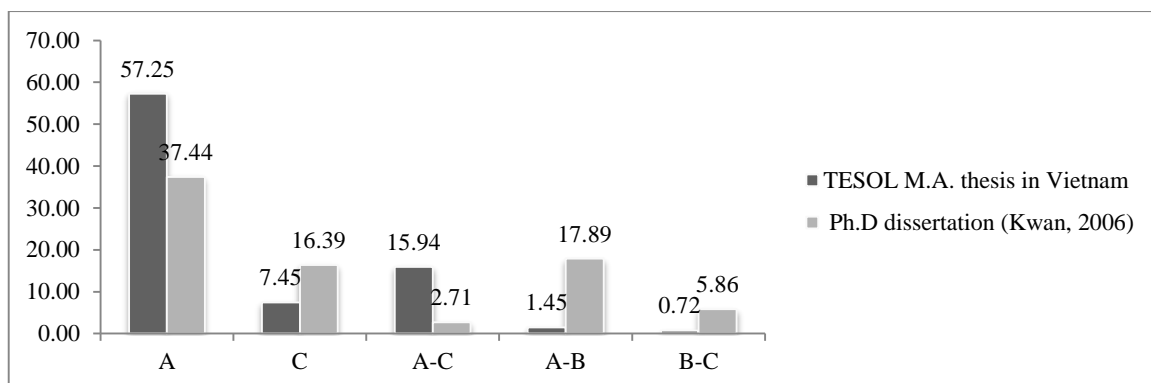
**Table 5.4: Frequency counts of Move 1 strategies (Total counts of Move 1 = 138)**

	Kwan's (2006) corpus		TESOL M.A. corpus	
Total counts of Move 1	665		138	
Number of instances of Move 1 with the strategy				
Non-related research reviewing (1A)	439	66.02%	102	73.91%
Centrality claiming (1B)	234	35.19%	3	2.17%
Research-related reviewing (1C)	219	32.93%	33	23.91%

Although this finding is in accordance with Kwan's (2006) in which Strategy 1A had the highest count, it is not in line with Chen and Kuo (2012) which found Strategy 1A and 1B to be present in all LR chapters of 11 theses with an ILrMRDC pattern. In addition, as can also be seen in Table 5.5, Strategy 1B outnumbered 1C in Kwan's (2006) corpus while Strategy 1C was preferred by these Vietnamese M.A. students and Strategy 1B presented a very small percentage of occurrences (2.17%) in this corpus. Although Hyland (1999, 2000) confirms the weak presence of Strategy 1C in the humanities and social sciences, its preference over strategy 1B in the TESOL M.A. theses could be due to the different communicative purposes that Ph.D. dissertations and M.A. theses have. In fact, despite their similar features in terms of intended audiences and textual structures, the Ph.D. dissertations are research-world oriented in a broader scope while M.A. theses focus on the real world with a restricted scope (Swales, 2004). Therefore, works written by Ph.D. students need to reflect their critical thinking and their analytical ability in order to indicate the importance of their reviewed topics in relation to their reported research while M.A. students are expected to show that they are familiar with the literature in their reference to previous studies (Petrić, 2007). Indeed, as indicated in Kwan (2006), Strategy 1B is used to claim the importance or the need to review the themes related to the writer's own work "thesis-

internal claims”, and to assert the centrality of the themes “thesis-external claims” (p. 40). Despite these differences between Kwan (2006) and the Vietnamese TESOL M.A. thesis corpus, the predominant occurrence of strategies 1A and 1C in the current corpus conforms to Chen and Kuo’s (2012) finding in their ProQuest M.A. thesis corpus. This can be accounted for the same genre, i.e. M.A. that these two text corpora belong to.

Despite their similarity in the preference for Strategies 1A and 1C, the presence of these two strategies in all instances of Move 1, making recursive structures in terms of moves in their ProQuest M.A. thesis corpus is not found in the corpus of theses written by Vietnamese students. As can be seen in Figure 5.2 below, the pairing of Strategy 1A with 1C is accounted for only 15.94% and its pairing with strategy 1B is also at a very low percentage. However, the highest frequencies of Strategy 1A in the corpus (57.25%) show that a majority of Move 1 in these LR chapters just provided a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, procedures and findings. This strategy, in addition, was followed by either Strategy 2C (*asserting confirmative claims about knowledge or research practices surveyed*) in order to establish the niche for a theme review and/or Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*). Although these strategy combinations help these students display their familiarity with the knowledge in the field, they cannot help them avoid possible duplications of what has already been done before and possible flaws in previous studies that Strategy 1C provides.



**Figure 5.2: Distribution of Move 1 configurations (Total counts of Move 1 = 138)**

### 5.3.2 Move 2

Table 5.5 below shows the total of 172 instances of Move 2 and the frequency count of each strategy type. As can be seen in this table, Strategies 2C and 2F accounted for more than half of Move 2 instances. As mentioned earlier, these two strategies, preceded by strategy 1A, were used to affirm the correctness of the reviewed literature and to conclude a part of literature review (Example 4) and/or indicate transition to reviewing a different area (Example 5).

**Table 5.5: Frequency counts of Move 2 strategies (total counts of Move 2 = 172)**

	Kwan's (2006) Ph.D. corpus		TESOL M.A. corpus	
Total counts of Move 2	513		172	
Number of instances of Move 2 with the strategy				
Counter-claiming (2A)	356	69.39%	5	2.91%
Gap-indicating (2B)	78	15.20%	17	9.88%
Asserting confirmative claims (2C)	128	24.95%	48	27.91%
Asserting the relevancy (2D)	74	14.42%	9	5.23%
Establishing theoretical positions and framework (2E)	8	1.56%	33	19.19%
Concluding a part of literature review (2F)	0	0%	60	34.88%

It is interesting to note here that although Strategy 2F was newly identified and added by Chen and Kuo (2012), this strategy, which is just a few lines long, is the

most frequently used strategy (34.88%) in Move 2 of these LR chapters of Vietnamese M.A. theses. The prominent presence of this concluding step and the introductory text given at the beginning of a new theme, tended to reflect the established practice of following an Introduction-Body-Conclusion pattern in composing an academic text by these Vietnamese students.

(4) “2.5. *Advantages of using e-lesson plans*

*In brief, e-lesson plans benefit teachers in many ways. They not only save them a lot of time writing..., etc but also make....Furthermore, they provide teachers a combination of....Last but not least, e-lesson plans are easy to create, modify and update.” (LR5)*

(5) *“In summary, it is difficult to define exactly what reading is because this definition depends on each individual’s purposes in reading. However, a general definition accepted by various educational researchers is that reading is the connectivity of a reader, a text, and the interaction between the two. In the next section, I will present the definitions of reading comprehension.” (LR11)*

Different from Kwan’s (2006) finding in which Strategy 2A (Counter-claiming) was the most frequently used in her Ph.D. LR chapter corpus, the finding in this study shows that this strategy is used the least in Move 2 of the LR chapters of this TESOL M.A. corpus. Indeed, Chen and Kuo (2012) also identified few occurrences of this strategy in the LR chapters of their M.A. thesis corpus written by international writers. This difference is, as also stated earlier, due to the different orientations and scopes between Ph.D. dissertations and M.A. theses. In other words, works at the doctoral level require students to demonstrate not only their critical thinking but also their ability to identify the flaws in the existing knowledge in their field in order to establish the novelty of their works. M.A. students, in contrast, are only expected to show their familiarity with the knowledge of their disciplines. As confirmed by thesis supervisor 1 (S1), these M.A. thesis writers lacked critical thinking (E5.1, page 143), and due to the awareness of their inferior status to the

examiners and previous scholars (Koutsantoni, 2006), their avoidance of claiming the weaknesses of previous studies is predictable.

The third frequently used strategy in Move 2 of this current thesis corpus is Strategy 2E (*abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework*), (19.19%) and it is usually followed by Strategy 2F (5.13%) as can be seen in Example 6 and Figure 3 below. However, worth mentioning here is how this strategy was employed by these thesis writers. From Example 6, it can be seen that this strategy is found in the concluding text of a reviewed theme where the writer summarized the previously discussed literature and abstracted it in order to indicate her theoretical position.

(6) *"The discussion above indicates that there are many ways to approach discourse. In the light of linguistics and language learning study, discourse is much in relation to...Also, under the perspectives of the social scientists, discourse can....". To the extent of the present study, discourse is much concerned with...Under the lenses of this study, discourse is found to be....First of all, it is....Simultaneously, it is necessary that discourse is....Since discourse is taken into consideration, it is obvious that components of such an issue are also drawn into light. Regarding this, the next discussion will be devoted to elucidate two concepts – written and spoken discourse, the two elements that construct the so-called discourse."* (LR15)

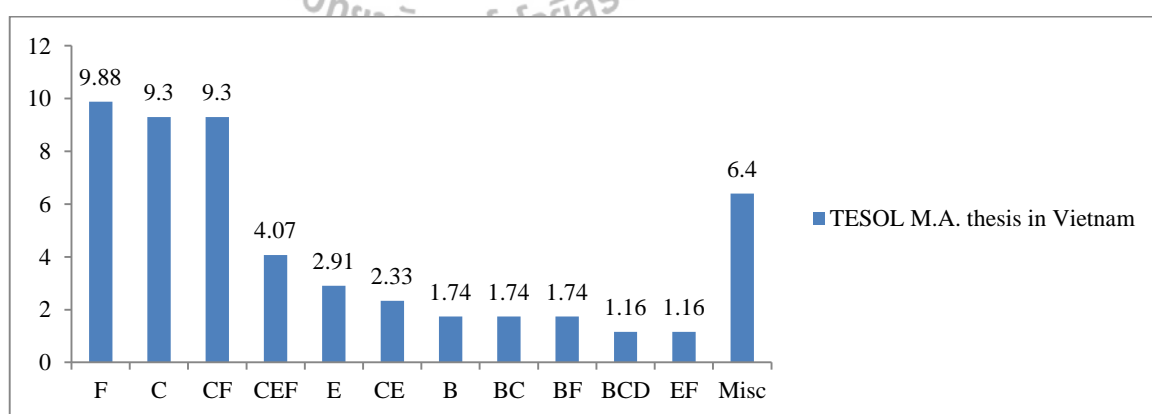
Similarly, Strategy 2B (*gap-indicating*) also frequently appeared in the concluding text of the theme reviewed as in Example 7. The way Strategies 2B and 2E were presented tends to reveal that Move 2 in these LR chapters occupied at the very end of the reviewed themes and in a few lines long. Moreover, this is also likely to indicate that the rest of the long LR texts was occupied with Move 1.

(7) *In short, both of the two vocabulary learning strategies "guess-from-context" and "word cards" were useful for learners to develop their vocabulary. However, some contradictions between the two strategies could be found in the following aspects: First,....Second,....Third,...As a result, these contradictions gave rise to the need of conducting this research on comparing the effectiveness of these two vocabulary learning strategies.* (LR13)

Due to various combinations of strategies in Move 2 and their infrequent occurrences, Figure 3 shows only the configurations of Move 2 in the Vietnamese



TESOL M.A. theses. In Figure 5.3, a majority of Strategies (2F, 2C, 2E and 2B) were separately used with a high percentage (23.83%). As indicated in the previous sections, Strategy 2C tended to immediately follow Strategy 1A or 1C in order to confirm the correctness of the reviewed literature while Strategies 2E and 2B appeared at the very end of the reviewed theme and was frequently preceded by strategy 2F (*concluding a part of literature review and/or indicating transition to review a different area* (Example 5). This sequence is common when the body part contains Strategy 2F in combination with any of Strategies 2B, 2C, or 2E; otherwise, the body part ended with Strategy 2C or 2F. This sequence accounted for the most frequent occurrence of these two strategies as a separate strategy in this M.A. thesis corpus. In fact, a closer look at Figure 3 indicates that the separately used Strategy 2F with the highest percentage (9.88%) aside, a majority of strategy combinations in Move 2 ended with Strategy 2F (CF, CEF, BF, and EF), accounting for 9.3%. Chen and Kuo (2012) also found the high frequency of Strategy 2F in their M.A. thesis corpus.



**Figure 5.3: Distribution of Move 2 configurations (Total counts of Move 2 = 172)**

### 5.3.3 Move 3

Similar to Kwan's (2006) findings on Move 3 of the body part of the Ph.D. LR chapters, this study also finds Strategy 3A (*indicating research aims, focuses, questions, or hypotheses*) the most common of the four (Table 5.6 below). It should be noted here that instances of Move 3 were found both at the end of some themes (Example 8) and at the concluding texts of some literature review chapters as in Example 2 above and Example 9 below.

**Table 5.6: Frequency counts of Move 3 strategies (total counts of Move 3 = 58)**

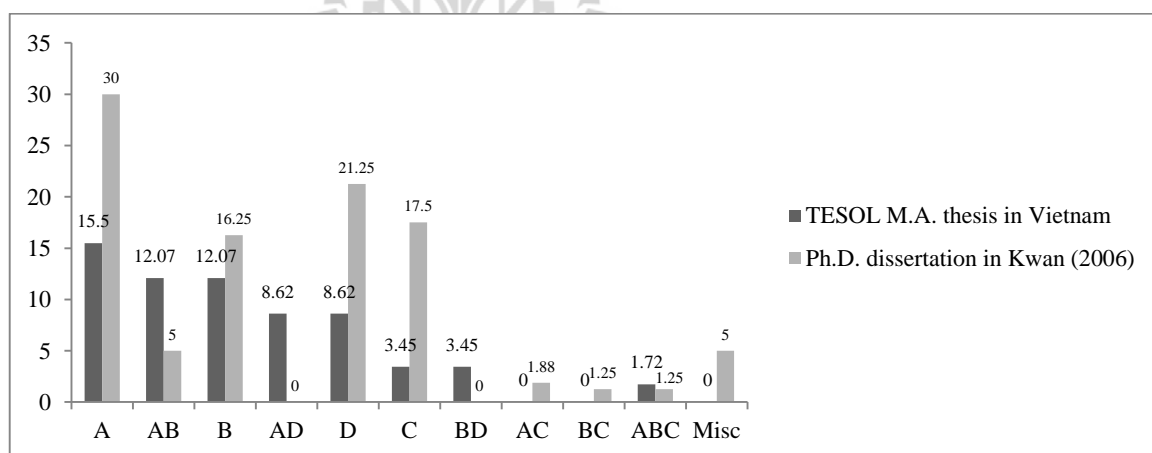
	Kwan's (2006) Ph.D. corpus		TESOL M.A. corpus	
Total counts of Move 3	160		58	
Number of instances of Move 3 with the strategy				
Research aims, focuses, questions or hypotheses (3A)	67	41.88%	24	41.38%
Theoretical positions/frameworks (3B)	44	27.50%	19	32.76%
Research design/process (3C)	36	22.50%	4	6.9%
Terminology used (3D)	36	22.50%	11	18.97%

(8) ...Judging from these studies, it can be said that female students employ a wider range of LLS than their counterparts. This study therefore aims to see whether these results can be applied for grade 12 students in the context of learning EFL at a high school in X school. (LR9)

(9) In conclusion, the literature has revealed that most of the studies investigate the effectiveness of VLSs. The theoretical background related to vocabulary learning and teaching to second language learners was also mentioned. However, not much empirical research on the use of VLSs in English classes in Vietnamese context has been documented. It is true that the results of the above studies provide much information and support for my decision in doing this research: using pictures and context in teaching vocabulary to non-English majored students at Y University. Which one can help the learners remember and maintain vocabulary better? I conduct this research to gain more insights into the addressed matter in the context of a University in the Mekong Delta. I also hope to offer learners an effective and fruitful instructional method to improve their vocabulary in learning English. (LR10)

The most frequently used strategy aside, the finding on Move 3 of this study revealed the recurrence of some instances of Move 3. This is just because of the presence of Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*) where writers summarized the reviewed part as in Example 8, then synthesized the claims made, and finally indicated some

instances of Move 3 such as aims, terminology used or theoretical frameworks. This finding is not in line with that in Chen and Kuo (2012) and Kwan (2006) because there were no recurrences or co-occurrences of the Move 3 strategies in their corpus. In contrast, as can be seen in Figure 5.4 below, the reoccurrences of Strategies 3A (*indicating research aims, focuses, questions, or hypotheses*) and 3B (*gap-indicating*) were found in almost all Move 3 strategy combinations despite the fact that they were separately used with the highest frequency (15.5 and 12.07, respectively). Finally, it was found that there was the presence of the significance or contribution of the reported research in three literature review chapters. As can be seen in Example 9 above, the significance was asserted in combination with Move 3. Kwan (2006) indicates that such justification strategy does not stand alone, but is “sub-strategies of the respective Move 3 strategies” (p. 50).



**Figure 5.4: Distribution of Move 3 configurations (Total counts of Move 3 = 58)**

## 5.4 Findings on Citations

### 5.4.1 Citation Types

Since there are few studies on the LR chapters and especially on citations used in these chapters, the findings on citations in the LR chapters of the current corpus will be compared with those of Jalilifar and Dabbi (2012) and others in the literature (if relevant) in order to have a deeper understanding about the citation practice of Vietnamese M.A. students’.

It is found that the LR chapter contains the largest number of citations (an average of 81.66 citations each) (Table 5.7 below) in comparison with the other chapters in this TESOL M.A. thesis corpus. This could be due to the communicative function of this chapter where thesis writers review what has been done in the literature and locate the research gap for their study (Kwan, 2006). However, in the interviews with thesis writers, it is interesting to know that they all did not know rhetorical functions of citations in the LR chapters as they explained that several more references were used in their LR chapters than in the others is because the LR ones are where citations should be. Moreover, it is surprising to know from two thesis writers (T17 and T23) who stated that citations are not required in the other chapters of a thesis. As can be seen in Excerpt 5.2, this writer was unaware of the rhetorical functions of citations, but relied on previous theses which they considered as good models.

(E5.2) “...I think references to previous studies should be present in LR chapters, not in the others as from my observation, few citations were found in the other chapters of previous theses...” (T23)

Such misunderstanding tends to suggest that it is difficult for non-native writers to implicitly acquire citation conventions and explicit instruction of citations should, therefore, be provided.

With a total of 1,960 citations in the LR chapter sub-corpus of 164,344 words, it can be concluded that the number of citations in these LR chapters is relatively small. As shown in Table 5.8, for every 1,000 words, nearly 12 citations are found while in the thesis Introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012) 14 citations were found per 1,000 words (Table 4.4). It could be argued that the lower average number of references in these LR chapters could be due to the way citations are counted in this study. Unlike Jalilifar and Dabbi (2012) which counted each occurrence of another author's name as one citation, the current study recorded multiple references as one citation if they were cited for a particular statement. This is because the count indicates that a citation has been made, but not whether it is a single or a multiple reference citation (Mansourizadeh & Ahmad, 2011). However, the findings on citation types shown on the concordance lines reveal that there are a few instances of multiple references employed by this group of Vietnamese writers. The low number of references to previous studies identified in these LR chapters where citations are supposed to be dense may reflect the insufficiency of reference resources in the TESOL discourse community in Vietnam. This speculation has been made since the majority of references identified in this LR chapter corpus are from previous M.A. theses of Vietnamese students and old books and almost none are from international journals. Moreover, the interviews with thesis writers and their supervisors confirm this as reported in Chapter 4 (4.2.1, page 112).

**Table 5.7: Citation types in LR chapters**

LR chapters	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
	1263	697	1960
Percentage	64.44	35.56	100
Average per chapter	52.63	16.73	81.66
Average per 1000 words	7.69	4.24	11.93

Besides the total number of citations in the LR chapters of this TESOL M.A. thesis corpus, Table 5.7 also shows the types of citations used. Different from the findings on citation types in the Introduction chapters of this thesis corpus where there is an approximately equal number of integral and non-integral citations used, the findings on citations in these LR chapters show that these thesis writers employed almost twice more integral citations than non-integral ones (66.44% and 35.56%, respectively) (Table 5.7). Although the findings on citation-type preferences in these current LR chapters are in line with those in the thesis Introduction chapters written by Iranian students (Jalilifar & Dabbi, 2012), they are different from Hyland's (1999, 2000) in which more non-integral citation were found. This difference can be accounted by the disciplinary preferences. In fact, Jalilifar and Dabbi's (2012) and the current thesis corpora are in the soft disciplines (Applied Linguistics and TESOL, respectively) where emphasis is mostly placed on the cited authors with the persuasive and argumentative purposes while impersonality is required in the hard disciplines in which human interest and intervention in knowledge discovery is avoided.

As can be seen in Table 5.8 below, there are variations in the number of citation types used among each LR chapter in the corpus. While some writers overused integral citations (LR2, LR7), others preferred non-integral ones (LR4, LR20). Besides the writers' personal preferences over the citation types, the number of citations used among these LR chapters varies. The highest number of 147 references in a LR chapter (LR18) was found while another LR chapter (LR13) contained only 36 citations.

**Table 5.8: Distribution of citations in 24 LR chapters**

LR	Integral	Non-integral	LR	Integral	Non-integral	LR	Integral	Non-integral
<b>LR1</b>	77	32	<b>LR9</b>	52	23	<b>LR17</b>	44	17
<b>LR2</b>	65	1	<b>LR10</b>	61	13	<b>LR18</b>	110	37
<b>LR3</b>	42	33	<b>LR11</b>	47	16	<b>LR19</b>	54	70
<b>LR4</b>	25	44	<b>LR12</b>	27	15	<b>LR20</b>	5	48
<b>LR5</b>	36	21	<b>LR13</b>	27	9	<b>LR21</b>	47	76
<b>LR6</b>	76	29	<b>LR14</b>	103	34	<b>LR22</b>	61	44
<b>LR7</b>	76	10	<b>LR15</b>	48	16	<b>LR23</b>	64	47
<b>LR8</b>	36	23	<b>LR16</b>	49	20	<b>LR24</b>	31	19

Although the topics under investigations were found to attribute to such a difference identified in the Introduction chapters of the current corpus, they are unlikely to explain for the same phenomenon found in these current LR chapters, but the research variables. In other words, while the latter (LR13) compared the effectiveness of using word card and guess-in-context techniques on high school students' retention of vocabulary, the former focused on the effects of strategic content-learning instruction on non-English majors' oral presentation ability within the setting of learner autonomy. It is clear from the title of the former thesis that its LR chapter (LR18) should focus on reviewing the literature on "strategic content-learning instruction", "Vietnamese' non-English major students", "their oral presentation ability" and "learner autonomy" whereas the literature on "techniques of teaching vocabulary by using word cards and by guessing its meaning from contexts and Vietnamese high school students" were reviewed in the latter LR chapter.

Among 1,960 citations employed in these LR chapters, 175 instances (8.93%) made use of secondary sources for both integral and non-integral citations (63 and 112, respectively). Similar to the findings on secondary citations in the Introductions of this M.A. thesis corpus, the more secondary sources were found if the LR chapter contained more citations. This incident could be due to the limited resources provided

by these universities with the M.A. programs in Vietnam. In addition to this, “invented” secondary citation ways were employed in these LR chapters as can be seen in Examples 10a, b and c below. In Examples 10a and b, the primary sources of the cited propositions are not clearly indicated while the key word “cited” for the secondary source was not used in Example 10c. These examples tend to suggest that students’ in-text citations in their M.A. theses might not be paid due attention to. As stated by all three supervisors, their supervision is mainly on the research matters, but not the technical aspects like citations or thesis format (Excerpt 4.3, page 127). Moreover, they added that their supervisees are supposed to know how to cite as they are given the APA guidelines for references and due to the insufficiency of resources in their universities, secondary citations are acceptable in this particular TESOL discourse community in Vietnam.

(10a) *Strategies such as self-monitoring, self-evaluation, advance organizers, self- management, and selective attention can be placed among the main metacognitive strategies. (Tabanlıoglu, 2003 cited in p. 25) (LR9)*

(10b) *Lynne Hand (cited on [www. learnenglish.de](http://www.learnenglish.de)) gives some advantages as below: .... (LR6)*

(10c) *What is important is to provide learners with meaningful (comprehensible) input and opportunities to interact with each other in a language they understand so that they can use the target language in various situations (Krashen, 1983 in Brown, 2000, p.277-80) (LR7)*

Besides the citation types and the over-employment of secondary sources, it is interesting to see “invented” citing ways by this group of Vietnamese M.A. students. First, both integral and non-integral citations were occasionally found in the same statement (Example 11). Furthermore, as shown in Examples (12a, b & c), the integral citation was used but the names of the cited authors were not properly emphasized as they were listed as examples. This finding tends to indicate that these writers are not aware of the rhetorical functions of each citation type. Second, similar to the findings on citations in the Introduction chapters, long web links and inconsistency of citing



Vietnamese scholars were found in almost half of this LR chapter corpus (11 out of 24 LR chapters). In fact, while 13 thesis writers employed the surnames of Vietnamese scholars, followed by a year and/or page in their citations, full names (Example 13) or surnames, followed by a comma, middle and given names of Vietnamese scholars and a year (Example 14) were found in 11 LR chapters. Finally, a few instances of foreign scholars' full names were also found (Example 15).

(11) *Hoffman & Holden, (1997) pinpointed that the major advantage of the holistic scoring scheme over the analytic scoring one is that the scheme is relatively economical; raters can assign a global rating quickly (Hoffman & Holden, 1997, p. 2).* (LR19)

(12a) *Some researchers such as Cumming, Eouanzoui, Kantor, Baba, Erdosy, and James (2005) reported important differences in the discourse characteristics of written texts related to the level of language proficiency as well as task types.* (LR2)

(12b) *Other researchers such as Nation (1990), Waring (1997), Melka (1997) and Clark & Meara (1990) examine the receptive and productive vocabulary system to find out the gap between them in order to help the learners acquire the words intelligently.* (LR10)

(12c) *For Maley (1983, as cited in Nguyen et al., 2006, p. 5), teachers represent the ultimate, the one and the only source of knowledge for students to obtain.* (LR21)

(13) *"The next disadvantage of e-lesson plans is the matter of time. There is the fact that an effective and impressive lesson plan on Power Point often takes teachers much time to prepare (Vu Van Khanh, 2009)."* (LR5)

(14) *"Likewise, Nguyen, Thi Nhu Quynh (2007) also supported that learners always have a great sense of not understanding any word unit without its translation into L1."* (LR8)

(15) *While researchers suggested that L2 learners should apply guess-from-context to learn the vocabulary as it seemed vital for their vocabulary development, the learners on the other hand made frequent use of L1 translations in understanding meanings of unknown words (Larrotta Monsalve, 1999).* (LR13)

These findings are likely to confirm Paltridge's (2002b) claim about the difficulties that thesis writers have in composing their own theses when they are provided with only the guidelines and handbooks without formal instructions. In fact, although these Vietnamese thesis writers were provided with the APA citing style with illustrated examples, variations and unconventional citing ways existed. The existence of these problems could result from their unawareness of citation functions and citation conventions. Furthermore, the absence of how to cite Vietnamese or some

Asian authors and the source taken from the websites in the guidelines provided by these universities with TESOL M.A. programs could also account for these existing problems.

Besides these “invented” citing ways by this group of Vietnamese writers, it is surprising to find some citations without being followed by a year of publication but three question marks (???) (Example 16). In the interview with this thesis writer who used the question marks instead of a year of publication, it is known that it is because he could not find the year of that reference. With the findings on this “invented” citing practice by these Vietnamese writers, it is suggested that the way this group of M.A. students in Vietnam cite previous works may not be paid due care and attention to. However, a similar situation was also described in Jalilifar (2012) and Jalilifar and Dabbi (2012) in their studies on the way Iranian M.A. students cite in their theses. From these studies on how non-native English writers cite in their M.A. theses, it could be suggested that they should be formally instructed on how to use this important textual feature in their thesis composition.

(16) *According to these hypotheses, Duenas (???) states that by excluding references to real domains of language use in ELT practices and materials, we will do the learners a disservice, as their knowledge of the actual dimension of the English language and its speakers in the world is distorted.* (LR1)

## 5.4.2 Citation Functions

### 5.4.2.1 Integral citations

As shown in Table 5.9, *Verb controlling* was the most frequently used in these LR chapters (66%), followed by *Naming* (29%) and *Non-citation* (5%). This tendency of using citation functions was also found in the Introduction chapters of

this M.A. thesis corpus. Moreover, this distribution of citation functions was identified in the M.A. Introduction chapters written by Iranian M.A. students (Jalilifar & Dabbi, 2012). Such commonalities in citation functions between these two groups of non-native English writers tend to suggest that placing the name(s) of cited authors at the subject position followed by a verb tends to be the easiest way in integrating citations into texts. However, unlike the findings on citation functions in the current Introduction chapters and those from Mansourizadeh and Ahmad (2011), which revealed that *Verb controlling* was employed five times more than *Naming*. In these LR chapters, the former was twice more frequent than the latter. A possible explanation for this difference between the Introduction and LR chapters in the current corpus could be due to their different communicative purposes. In fact, while citations are employed in the Introductions in order to establish the territory and the niche of the reported studies (Samraj, 2002b; Swales, 1990, 2004), they serve as a justification of the value of the research in the LR chapters (Kwan, 2006). In showing what is distinct from what has been done in the literature, previous related studies are supposed to be reviewed in detail in the LR chapters. In other words, besides identifying the previously-researched relevant work, the LR chapters review not only the findings but also the research methods and designs in order to inform writers' own research design and avoid possible flaws in previous studies. Because of these specific communicative purposes of the LR chapter, *Naming* was more frequently used in comparison to its use in the Introduction chapters of this M.A. thesis corpus. With regard to the different finding in terms of the use of the *Naming* function from Mansourizadeh and Ahmad (2011), however, it could be explained by the fact that

their results showed the frequency counts of the citation functions identified in the whole RAs written by Malaysians.

**Table 5.9: Function distribution in integral citations in 24 LR chapters**

Integral	Total	Percentage
Verb controlling	829	66%
Naming	370	29%
Non-citation	64	5%
Total	1263	100

The *Non-citation* function, which aims to provide further discussion on the previously cited research by employing the name of the earlier cited authors without a year of reference since it has been supplied earlier (Thompson, 2001; Thompson & Tribble, 2001), accounted for only 5% of integral citation functions. Like the finding on this integral citation function in the Introduction chapters of this M.A. thesis corpus, its infrequent occurrence tends to suggest that very few further discussions on cited references were provided by this group of Vietnamese writers.

Besides the overall distribution of integral citation functions, a closer inspection of the *Naming* citation in these LR chapters revealed some interesting findings about the employment of this citation function by this group of Vietnamese M.A. students. First, among 370 *Naming* citation functions, 189 (51.1%) were found in the pattern *According to X(year)*, followed by *by X (year)* in (28.83%), *in X (year)* (8.1%), *of X (year)* (4.32%), *for X (year)* (3.51%), *from X (year)* (1.1%) and *within X (year)* (0.8%). This finding indicates that *According to X(year)* is their preferred pattern in *Naming* and noun normalization, which refers to the research methods, techniques or findings of other researchers is less commonly used in these LR chapters. The other interesting result identified in these LR chapters is the presence of

careless mistakes in punctuations and non-idiomatic citing ways in the *Naming* citation function.

Similar to the findings on citations in the Introductions, citations in these LR chapters were found to contain grammatical mistakes. Such mistakes in citing previous studies by this group of Vietnamese M.A. students do not only reflect their linguistic insufficiency but also reduce the rhetorical effect of integral citations which place their emphasis on cited authors. More importantly, these findings indicate that it is difficult for English foreign language learners to acquire citation conventions through the provided guidelines. Therefore, an appropriate amount of explicit, form-based instruction with a clear focus on the lexical grammatical aspects of citations in terms of accurate structures and appropriate reporting verbs should be introduced into the classroom to help these thesis writers.

#### **5.4.2.2 Non-integral citations**

Table 5.10 shows the non-integral citation functions identified in the LR chapters of the TESOL M.A. theses written by Vietnamese students. Besides the functions categorized by Thompson and Tribble (2001), only two instances of the *Example* category mentioned in Thompson (2001) were also found in these LR chapters (LR7 & LR17) (Examples 19a & b). A closer look at these two instances, however, reveals that one was not properly used as Thompson (2001) defined “this citation is prefaced by either ‘e.g.’ or “for example” and “provides a number of examples of studies referred to in the sentence” (p.105). In particular, while this citational function was used as defined by Thompson (2001) in (17a), it is ambiguous in (17b). Such a mistake is likely to suggest that guidelines on citation conventions

are not sufficient but explicit instructions with illustrated examples should be provided, especially to non-native English speaking students.

**Table 5.10: Function distribution in non-integral citations in 24 LR chapters**

Non-integral	Total	Percentage
Source	671	96.3
Identification	0	0
Reference	3	0.4
<b>Example</b>	<b>2</b>	<b>0.3</b>
Origin	21	3
Total	697	100

(17a) *Studies on reading (e.g., Cohen, 1990; Aebersold & Field, 1997) have shown that predictable words are fixated on for shorter periods of time.* (LR17)

(17b) *In formal evaluation, a teacher is likely to use a communicative test, which is an integrative and has a real communicative function (e.g., Madsen, 1983; Hughes, 1989).* (LR7)

As also shown in Table 5.10, attributing the sources of the cited propositions to cited authors (*Source*) was predominantly present, accounting for 96.3% of the non-integral citations used in these LR chapters. This finding confirms previous studies on citation functions on M.A. theses written by non-native English students (Jalilifar & Dabbi, 2012; Petrić, 2007), and this citation function is claimed to be sufficient in displaying M.A. students' knowledge and their familiarity with the literature (Petrić, 2007). However, unlike the extreme employment of this citation function in the Introduction chapters of this M.A. thesis corpus, *Origin* and *Reference* and *Example* functions were identified in these LR chapters with relatively small percentages (3%, 0.4% and 0.3%, respectively). *Origin* was mainly used to indicate the originator of a concept or a term as can be seen in Example 18. Like the use of *Example*, *Reference* was ambiguously employed as can be seen in Example 19. In fact, “Cohen, 2005” was directed to as a source for further details about the cited proposition, but this “directive” function tends to be less certain as it is a secondary

source through the employment of another non-integral secondary citation “*cited in Cohen & Upton, 2006*”. Therefore, instructions on citations should explicitly be taught to this group of writers in Vietnam in order to raise their awareness of various rhetorical functions of citations because if they use them properly, the citations will help them acculturate into their disciplinary discourse.

(18) *The relationship between language and culture has been widely investigated and confirmed by many researchers. This is proved by the fact that many new words have been coined to reflect this strong relationship: linguaculture (Kramsch, 1989; Fantini, 1995), languaculture (Agar 1994), language-culture (Galisson, 1991), language-and-culture (Byram & Morgan, 1993) (LR1)*

(19) *While processes are general, subconscious or unconscious, and more automatic, strategies are subject to control, more intentional, and used to act upon the processes (see Cohen, 2005) (cited in Cohen & Upton, 2006). (LR11)*

### 5.4.3 Reporting verbs

#### 5.4.3.1 Denotative/Process Categories

Table 5.11 below shows the division of reporting verbs (RVs) used in the LR chapters of the TESOL M.A. theses according to their denotative classification. Discourse acts were found to be prominent, accounting for almost two thirds (63%) of the reporting verbs in these LR chapters. Ranked second was Research acts, followed by Cognition acts (28.42% and 8.68%, respectively). This finding confirms the trend of using RVs in Applied Linguistics by Hyland (2002a) and he claims that the greater use of Discourse act verbs characterizes the discursive nature of soft disciplines in which explicit interpretation, speculation and arguments are considered as “accepted aspects of knowledge” (p. 126).

**Table 5.11: Distribution of verbs in process categories in 24 LR chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	249	10.38	1.52	28.42%
Cognition Acts	76	3.16	0.46	8.68%
Discourse Acts	551	13.22	3.35	62.90%
<b>Total</b>	876	36.5	5.33	100%

#### 5.4.3.2 Evaluative Categories

As shown in Table 5.12, *Procedure* and *Finding* verbs were almost equally used in these LR chapters of the TESOL M.A. theses in Vietnam (14.61% and 13.81%, respectively). This tends to indicate that procedural aspects of previous studies were reviewed as much as their findings. A similar result regarding the employment of Research verbs was also identified in the Introduction chapters of these theses. However, it is interesting to find the prominent use of *non-factive* verbs in these LR chapters, which is in contrast with the finding in the Introduction chapters. In other words, while these thesis writers preferred *factive* RVs in the Introduction chapters, *non-factive* RVs, which neutrally report on the research findings and inform readers of the authors' positions to the cited claims, were found to be dominant in these LR chapters (30.37% and 37.67%, respectively). This finding could be better understood in relation to the communicative functions of these chapters that these writers had in mind when composing them. In fact, in the Introduction chapters of this thesis corpus, more *factive* RVs were used because Move 1, in which the importance of their research topics was claimed and their reported studies were situated into the knowledge body, was found to occupy more than half of the whole chapter length. In their accompanying LR chapters, on the other hand, almost three fourths of Step 2A of Move 1, *Reviewing non-related research*, which provided a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, was found. In addition, this step was combined with only 47.1% of Strategy 2C (*asserting confirmative claims about knowledge or research practices surveyed*) and/or Strategy 2F (*concluding a part of literature review and/or indicating transition to review of a different area*) (Table 5.6).



**Table 5.12: Classification of reporting verbs according to denotation and evaluation in 24 LR chapters**

<b>Research Acts</b> 249 (28.42%)	Finding 128 (14.61%)	Factive 31 (3.54%)
		Counter-factive
		Non-factive 97 (11.07%)
	Procedure 121 (13.81%)	
<b>Cognition Acts</b> 76 (8.68%)	Positive 18 (2.05%)	
	Critical	
	Tentative 51 (5.82%)	
	Neutral 7 (0.80%)	
<b>Discourse Acts</b> 551 (62.90%)	Doubt 80 (9.13%)	Tentative 80 (9.13%)
		Critical
	Assurance 468 (53.42%)	Factive 235 (26.83%)
		Non-factive 233 (26.60%)
	Counters 3 (0.34%)	

As discussed earlier, although this strategy combination helps these Vietnamese writers display their familiarity with their field knowledge, it does not help them to establish the credibility of their studies. In summary, the *non-factive* RV preference by these Vietnamese M.A. thesis writers in the LR chapters could be due to these writers' assumptions about the communicative functions of the LR chapters, which simply review previous research without arguing for the need for their studies to be conducted. However, the information from the interviews with all six actual thesis writers showed that they were not aware of the evaluative value of RVs, but randomly used them according to their personal judgment on the semantic appropriateness to the cited claims and for the purpose of avoiding the repetition of the RVs.

Like the findings on the Introduction chapters, these writers avoid explicit rebuttal or direct confrontation with previous researchers through the absence of *Critical* verbs (in Cognition acts and Discourse acts) and few instances of *Counter* verbs (Discourse acts). In fact, among 876 verbs there were only three instances of

two Counter verbs (*warn* and *attack*) found in two LR chapters (LR15 and LR19) (Table 5.12). In other words, the Counter verb “*warn*” occurred two times in LR19 (Examples 20a & b below). As mentioned in the previous chapters, the avoidance of Counter verb use in these thesis corpus could be due to these thesis writers’ awareness of the power inequality between themselves and examiners (Koutsantoni, 2006) and partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002). As shown in Example 20c below, on the other hand, the Counter verb “*deny*”, which belongs to the *Counter* Discourse acts by Hyland (2002a), was classified into the *factive Assurance* Discourse acts in this study of RVs in the LR chapters. It is because this *Counter* verb was employed with a negation (*not*), making the writer’s evaluation positive and directly supporting her argument.

(20a) *In addition, some other linguists also claim that whereas spoken discourse is context-bound, written discourse seems to be freestanding and independent from context. McCarthy attacks the idea by exemplifying the use of the sign “NO BICYCLES”.* (LR15)

(20b) *Hughes (2003) warned that in scoring analytically, the criterion scored first may affect on subsequent criteria which are scored later, making the overall effect of a writing papers diverted to an individual criterion (as cited in Weir, 2005, p. 191).* (LR19)

(20c) *Although acknowledging the harmful side of anxiety, Albert & Haber (1960), Kleinmann (1977), Scovel (1978) and Hembree (1988) did not deny its positive effect on learner performance.* (LR14)

As can be seen in Table 5.12, about 15% of *tentative* RVs, which report both the authors’ tentative views (Cognition *tentative*) (Example 21a) and the writers’ tentative uncertainty (Discourse *tentative*) towards the reported messages (Examples 21b & c). Moreover, a small percentage of Cognition *positive* and *neutral* RVs were also found in these LR chapters (3% and 1%, respectively) (Examples 22 and 23, respectively). It is interesting to find that *positive*, *tentative* and *neutral* RVs were employed in the LR chapters at almost the same percentage as they were in the

Introductions (18%). This tendency of using these RVs by these Vietnamese thesis writers is likely to indicate their preference for ascribing a tentative view to the cited authors or characterizing themselves holding a tentative stance when they were uncertain about the cited materials.

(21a) Richards *et al* (1993) **supposes** long-term memory is a part of the retention system where information is stored more permanently. (LR10) (Cognition tentative)

(21b) Bulik and Hanor (2000) **suggest** that the Web supports self-directed learning by both increasing learner control and providing mechanisms for learners to determine what information is good to them. (LR12) (Discourse Doubt tentative)

(21c) Wenden (1987, p.6) **indicates** that it is very important to consider different aspects of the language learning process to know exactly what LLS should be used to reach to the effective learning. (LR10) (Discourse Doubt tentative)

(22) For this reason, Hill and Flynn (2006) **think** that interaction is the most important component of cooperative group work that helps to build new knowledge. (LR16) (Cognition positive)

(23) Moreover, Liu (2006) **noticed** that the more proficient in English students were, the less anxious they seemed to be. (LR14) (Cognition neutral)

#### 5.4.3.3 Verb forms

Like the findings on the RVs in the Introductions, the most common verb in the accompanying LR chapters is “state” (a Discourse Assurance *non-factive*) (57 times). It is followed by three other Discourse verbs, “define” (Assurance *non-factive*) (46 times), “suggest” (Doubt tentative) (34 times) and “claim” (Assurance *factive*) (33 times) (Table 5.13)

This finding is different from Pickard’s (1995) claim about the non-native English writers’ overuse of the RV “say”. In fact, 32 instances of “say” (a Discourse Assurance *non-factive*) were found in these LR chapters, being equally ranked the fifth with the Research Finding *non-factive* verb “find”, followed by Research Procedure “conduct” (31 times) and Discourse Assurance *factive* “argue” (29 times). Besides these eight most common RVs, the other 130 (among 138 verbs)

had a low frequency of occurrences and almost half occurred once or twice in the corpus of 24 LR chapters.

**Table 5.13: Reporting Verbs in 24 LR chapters**

1. state (57)	33. prove (8)	65. agree (3)	97. associate (1)
2. define (46)	34. investigate (8)	66. recognize (3)	98. (not) deny (1)
3. suggest (34)	35. list (7)	67. apply (3)	99. predict (1)
4. claim (33)	36. assume (7)	68. have (2)	100. realize (1)
5. find (32)	37. discuss (7)	69. warn (2)	111. interview (1)
6. say (32)	38. refer (7)	70. design (2)	112. declare (1)
7. conduct (31)	39. compare (6)	71. base (2)	113. demonstrate (1)
8. argue (29)	40. remark (6)	72. offer (2)	114. tackle (1)
9. believe (25)	41. carry out (6)	73. notice (2)	115. uncover (1)
10. describe (22)	42. do (6)	74. give (2) (out)	116. comment (1)
11. report (20)	43. support (6)	75. establish (2)	117. speak (1)
12. add (19)	44. stress (5)	76. analyze (2)	118. name (1)
13. propose (18)	45. consider (5)	77. mean (2)	119. stipulate (1)
14. assert (18)	46. study (5)	78. postulate (2)	120. address (1)
15. conclude (18)	47. admit (5)	79. underline (2)	121. estimate (1)
16. point out (17)	48. introduce (5)	80. acknowledge (2)	122. attack (1)
17. use (17)	49. summarize (5)	81. confess (2)	123. invent (1)
18. develop (15)	50. see (5)	82. observe (2)	124. reconfirm (1)
19. confirm (15)	51. divide (4)	83. put (2)	125. survey (1)
20. explain (15)	52. make (4)	84. imagine (2)	126. denote (1)
21. affirm (14)	53. suppose (4)	85. convince (2)	127. assess (1)
22. identify (14)	54. treat (4)	86. distinguish (2)	128. speculate (1)
23. indicate (12)	55. view (4)	87. work (2)	129. designate (1)
24. show (11)	56. express (3)	88. call (1)	130. attest (1)
25. examine (11)	57. pinpoint (3)	89. pose (1)	131. judge (1)
26. mention (10)	58. maintain (3)	90. contend (1)	132. write (1)
27. discover (9)	59. reveal (3)	91. advance (1)	133. illustrate (1)
28. present (8)	60. determine (3)	92. provide (1)	134. repeat (1)
29. note (8)	61. explore (3)	93. accept (1)	135. reaffirm (1)
30. emphasize (8)	62. coin (3)	94. draw (1)	136. ensure (1)
31. think (8)	63. content (3)	95. reflect (1)	137. advise (1)
32. classify (8)	64. categorize (3)	96. conceptualize (1)	138. defend (1)

\* The number in brackets indicates the times of verb occurrences in the LR chapters of TESOL M.A. theses in Vietnam

This finding is partly in line with Hyland (2002a) which found “*argue, suggest, show, explain, find and point out*” the most frequent RVs in Applied Linguistics. The low frequency of RV use in the LR chapters, which contain the most citations of this TESOL M.A. thesis corpus, however, is likely to reflect these writers’ innocence of how to appropriately acknowledge sources in academic writing (Hyland, 2002a). In

fact, as discussed in the move-step analysis of these LR chapters, besides their preference for integral citations, these Vietnamese writers focused on reviewing previous research (Move 1), with few instances of synthesis (Moves 2 and 3) in order to create a research need for their studies to be filled. Their low frequency of RV use identified in these LR chapters, therefore, suggests that they randomly chose a RV in reviewing previous studies without being aware of the rhetorical consequences of their choice and this could be their strategy to avoid the repetition of RVs.

Since some RVs found in this corpus have not been included in Hyland's (2002a) classifications, they are added into his category, depending on their denotative and evaluative loads identified in this introduction corpus (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. In term of Research acts, besides verbs with clear semantic denotations (Finding factive: *provide evidence, declare*; Finding non-factive: *discover, find out*; Procedures: *set up, apply, conduct, develop, carry out, examine, explore, use, make use, design, administer, interview*), the other verbs are added to their corresponding groups (Appendix E) with the following illustrated examples. In Examples 24a and b, the verbs, which occurred infrequently (three times and once, respectively), were employed by only one thesis writer (LR18). This finding, therefore, reflects this writer's preference for the factive verbs in reporting the findings of previous researchers. Example 24c, on the other hand, shows that the writer acknowledged her acceptance of the previous researcher's (Widdowson) results with a high level of confidence through her non-idiomatic expression "*provide evidence to prove*".

(24a) Therefore, Nguyen (2009) **coined** the term top-down approach for CALLA and bottom-up approach for SCL (pp. 110-114). (LR18) (Research Finding factive)

(24b) *In order to develop self-regulated learning, Butler (2002) **invented** The Strategic Content Learning Instructional Model to develop metacognition based on tasks.* (LR18) (Research Finding factive)

(24c) *Then Widdowson (1990) **provides** evidence to prove that the act of speaking involves not only the production of sounds but also the use of gestures, the movements of the muscles of the face, and indeed the whole body...* (LR6) (Research finding non-factive)

In terms of Research *Finding non-factive* verbs, which were used to neutrally report on the findings of previous studies, a number of verbs were used with a low frequency of occurrences. As can be seen in Examples 25-35 below, some of Research Procedures verbs such as *distinguish*, *classify*, *categorize* and *divide* were employed in reporting what previous researchers have found. However, the contexts in which these verbs occurred were examined and they were classified into Research *Finding non-factive* verbs. Furthermore, a few informal verbs were also found in neutrally reporting the findings of previous studies (Example 26). This could reflect the deficit of vocabulary of these Vietnamese writers as indicated by Hyland (2002a).

(25) *In addition, Lok (2007) **revealed** that Hong Kong secondary high school learners preferred immediate understanding of vocabulary meanings rather than guessing or making use of pictorial cues.* (LR13) (Research Finding non-factive)

(26) *Based on the steps of composing an e-lesson plan, Bien Van Minh (2004) **gives out** the steps of composing an e-lecture using Microsoft PowerPoint software as follows: ...* (LR5) (Finding non-factive)

(27) *All the debates above have offered certain contributions for the growth of the concerns for discourse over time. However, the present study finds much interest in what Cameron (2001) **has figured out** regarding her work on spoken discourse. Cameron (2001) tackles the issue in two concerns. First of all, the author studies discourse with comparison to the so-call language above the sentence...* (LR15) (Research Finding non-factive)

(28) *In trying to provide a description of procedures in communicative classroom, Finocchiaro and Brumfit (1983, p.107-108) **offer** a lesson outline for teaching the function “making a suggestion” for learners in the beginning level of a secondary school program.* (LR7) (Research Finding non-factive)

(29) *Byrne (1991: 8) **illustrates** the relation of the four language skills in the following diagram:..* (LR6) (Research finding non-factive)

(30) *In this classification, O'Malley et al (1985a, pp. 33-34) **listed** twenty six kinds of strategies: nine for metacognitive, sixteen for cognitive, and one social/affective strategy.* (LR23) (Research finding non-factive)

(31) *O'Malley et al (1985: 582-584) **classified** strategies into three main subcategories: metacognitive strategies”, “cognitive strategies”, and “social/affective strategies.* (LR9) (Research finding non-factive)

(32) *As an example, Block (1986) categorized these strategies into general comprehension, considered as top-down or teacher-centered strategies, and local linguistic strategies, which could be regarded as bottom-up or text-centered strategies. (LR11) (Research finding non-factive)*

(33) *Harmer (1998: 30) divides motivation into two main categories: extrinsic motivation, which is concerned with factors outside classroom and intrinsic motivation, which related to what occurs inside the classroom. (LR6) (Research finding non-factive)*

(34) *Chomsky (1965) clearly distinguished the description of language form (known as competence) and language use (known as performance) and .... (LR23) (Research finding non-factive)*

(35) *Furthermore, Tomalin and Stempleski (1993, pp. 7-8) modified the aims of culture teaching, which are based on Seelye's (1984, p. 9). (LR1) (Research finding non-factive)*

Regarding the Research *Procedure* RVs, as compared with those classified by Hyland (2002a), a number of new verbs were employed by this group of Vietnamese writers to refer to the procedural aspects of previous researchers' investigations (Examples 36-38). Moreover, they simply report the tasks of previous studies neutrally as claimed by (Hyland, 2002a). However, similar to the finding of the Research *Finding non-factive* verbs, the verb “work on” is non-idiomatic in reporting previous studies (Example 39).

(36) *Liebman (1992) surveyed Japanese and Arabic ESL students to investigate how writing is taught in these two cultures, and how writing backgrounds influence on L2 writing. (LR2)*

(37) *For oral skills, Nakatani (2005) also applied the explicit metacognitive strategy instruction into a 12week EFL course to develop students' oral communication strategy use or conversation strategies. (LR18)*

(38) *Significantly, Ma (2008) also administered a research study comparing the retention of vocabulary taught by guess-from-context and L1 translation with one group of elementary learners; therefore, it was conducted in two cycles of instructions, recall tests and interviews. (LR13)*

(39) *Qian (1996) worked on two groups of Chinese university students, of which one (n=32) was instructed with guess-from-context and the other group (n=31) with L1 translation. (LR13)*

Cognition RVs, “which portray the cited work in terms of a mental process” (Hyland, 2002a, p. 120), were employed to ascribe a particular attitude to the cited authors. Like the finding of Research verbs, a number of new Cognition verbs, as compared with those classified by Hyland (2002a), were identified in this LR chapter

corpus and they are added to his taxonomy. As mentioned earlier Cognition critical verbs were not found in these LR chapters, so Examples 40- 42 below illustrate the new Cognition RVs used by these Vietnamese writers. Among these nine examples, three were taken from the same LR chapter (LR14) (Examples 40b, c & 41c). Given a small number of Cognition RVs (8.68%) (Table 5.12) and the infrequent occurrences of some verbs (*realize* and *conceptualize*) (Table 5.13) in this LR chapter corpus, this finding tends to reflect this writer's preference for Cognition verbs.

(40a) *Cheider and Barsoux (1997, p. 22) content that behaviours include observable features of daily life such as greeting rituals, forms of address, making contact, dressing, and so forth.* (LR21) (Cognition positive)

(40b) *By using diary studies of language learners, Bailey (1983) realized that the relationship between competitiveness and anxiety appeared to result in either an unsuccessful or successful self-image.* (LR14) (Cognition positive)

(40c) *Chou, Cheng and Sung (2009) recognized a moderate inverse correlation between foreign language anxiety and English learning achievement in high school juniors in Taipei City.* (LR14) (Cognition positive)

(41a) *Finkbeiner (2004) assumes that this is one of the crucial outcomes of using foreign language learning.* (LR16) (Cognition tentative)

(41b) *Cohen (1998: 11) views that learning strategies are 'either within the focal attention of the learners or within their peripheral attention, in that learners can identify them if asked about what they have just done or thought.* (LR10) (Cognition tentative)

(41c) *Cognitivists like Liebert and Morris (1967) conceptualized anxiety as having two components "worry and emotionality.* (LR14) (Cognition tentative)

(42a) *Moreover, Krahnke (1994) contended that "high motivation seems to have a great deal to do with success in language acquisition.* (Krahnke,1994, p.13). (LR22) (Cognition tentative)

(42b) *Apart from that, Burns (2003) sees that the understanding of turn types enables learners to interpret preferred and dispreferred responses as well as...* (LR15) (Cognition neutral)

(42c) *Monheimer (2004) predicted that repeated exposure to L2 vocabulary items with L1 meanings would allow learners to build strong connections to the target words and these connections would result in learners' learning of the words.* (LR13) (Cognition neutral)

In terms of Discourse act verbs, which either express writers' views (*Doubt* and *Assurance*) or attribute an attitude to cited authors (Counters) (Hyland, 2002a), accounted for almost two thirds of all RVs in this LR chapter corpus. Therefore, it is not surprising to see a lot of newly identified Discourse verbs used by these Vietnamese writers. Examples 43a-i show how the *tentative* reporting verbs under the



*Doubt* verb group were employed by this group of writers. However, mistakes regarding word choices by these writers were also identified. As can be seen in Example 43i, “*imagine*” should be replaced by “*suggest*” or “*propose*”. Courses with a form focus, therefore, should be provided to help these future writers.

(43a) “Buttjet and Byram (1991, p. 13) **propose** that learners should be encouraged to reflect on their own and foreign cultures instead of being provided with “a one-way flow of cultural information.” (LR1)

(43b) Gairns and Redman (1986) **remark** that one of the most common problems for learners of a foreign language is their inability to pronounce the word correctly. (LR22)

(43c) Oxford, however, **admitted** that these surveys might miss the richness and spontaneity of less-structured formats. (LR9)

(43d) Haney, Czerniak, and Lumpe (1996) **determined** that teachers’ beliefs are significant indicators of the behaviors that will be present in the classroom. (LR1)

(43e) Hobson & Steele (1992), moreover, **advised** raters should not reread the paper to justify the score in terms of specific errors. (Hobson & Steele, 1992, p. 6). (LR19)

(43f) Consequently, as Phan (2008, p. 164) **denotes**, Vietnamese students normally like the teacher who can explain all the details of the lesson as well as give all the answers of exercises to them. (LR21)

(43g) Campbell & Ortiz (1991) **estimated** that almost half of all language students experience debilitating level of foreign language anxiety. (LR14)

(43h) Prensky (2001) **judges** that researchers, educators, and software developers have grown increasingly interested in digital games and how games can be apply in education because games represent a preferred method of recreation for many young people. (LR22)

(43i) Meanwhile, Luoma (2004) **imagines** four scenarios of testing speaking, which is worth mentioning. Scenario 1 is usually applied for young people who have been learning a foreign language at school and possibly taking extra classes as one of their hobbies. ... (LR23) (wrong word choice)

Besides some Discourse Assurance *factive* reporting verbs newly identified in the Introduction chapters of this TESOL M.A. thesis corpus and those with clear denotative meanings (*pinpoint, convince, ensure, reaffirm, reconfirm, clarify, attest, underline, approve, highlight*), the following examples illustrate how these Vietnamese writers used RVs to support their own arguments. As can be seen in the following examples (Examples 44a-h), these writers employed “*accept, underline, defend, attest, supplement, advance, add and stipulate*” to attribute a high degree of their confidence to the propositions of the cited materials. Although these verbs were

employed once or twice in this LR chapter corpus by a particular thesis writer, this finding indicates that some of these thesis writers were not familiar with the language required for academic writing.

(44a) Meara (1990) only **accepts** the notion of a continuum for productive, while insisting that receptive is qualitatively different. (LR10)

(44b) Loban et al (1961) **supplemented** that the literature learner is experiencing imaginative insight when he reads a great book, perform an experiment, or listens to music... (p. 119) (LR3)

(44c) Breen and Candlin (1980, p.110) **advances** the understanding of learner roles within the CLT by describing their roles in the following terms: ... (LR7)

(44d) Steinberg (1991) **adds** that computer aids refers to computer-presented instruction that is individualized, interactive, and guided. (LR22)

(44e) TESOL (1996, p. 17; cited in Onalan, 2005) **stipulates** the third goal in ESL Standards for Pre-K-12 (LR1)

(44f) Instead of teachers explicit correction of errors, De Bot (1996, p.554) **underlines** the importance of pushing learners to produce correct forms themselves after some corrective clue so that they can establish meaningful connections in their brains. (LR7)

(44g) Grabe and Grabe (2007) **attest** that when working with software for tutorials, students can take an active role by asking for clarification or requesting that the tutor repeat an explanation. (LR22)

(44h) However, Yalden (1996) does not stop at this point but goes forwards in arguing that discourse is also always attached with 'the process of negotiating meaning. She **defends** that people always speak or write with purposes...(LR15)

Like the other RV groups found in these LR chapters, verbs in the Discourse Assurance non-factive group were ineffectively used by this group of thesis writers (Examples 45a-g). As can be seen in Examples 45c and 45g, the verbs “*speak* and *draw attention to*” were employed instead of “*say* and *report*”, respectively. Moreover, “again and again” was used with the verb “*repeat*” (Example 45f), making the statement semantically redundant.

(45a) Correspondingly, Dörnyei (2001) **expressed** that in a language class the fear of making mistakes is so strong in some students who determined to stay silent rather than to commit a grammatical error. (LR14)

(45b) Harmer (2001) **speaks** about some characteristics of a good presentation that should be mentioned here:...(LR16)

(45c) Likewise, Horwitz et al. (1986) **associate** anxiety with the subjective feeling of tension, apprehension, nervousness, and worry consisting of an arousal of the autonomic nervous system. (LR14)

(45d) Slavin (1995) and Slavin et al. (2003) **name** this theory motivational theory. (LR16)

(45e) Oxford (1990) **labels** this empathy with others and classifies it under the social strategies category (p.21). (LR16)

(45f) Besides, Henriksen (1999) **draws attention to** the fact that the acquisition of word meaning actually involves two interrelated processes: item learning and system changing. (LR10)

(45g) Sage (1987) again and again **repeated**, Literature portrays a wide variety of human concerns and needs, Literature is rooted in daily life, the activities that people carry out each day (p.3-4). (LR3)

Besides the mistakes and the ineffectiveness of these Vietnamese writers' use of RVs identified in these LR chapters, the following examples illustrate the non-idiomatic expressions used in reporting previous studies (Examples 46a-k). These expressions are not only inappropriate in academic writing but also reflect some of these writers' low level of language proficiency. In addition, this finding is likely to suggest that citation practice in the TESOL discourse community in Vietnam is not paid due attention to how these thesis writers used citations.

(46a) "Another shortcoming of Holec's definition is that ... (Benson, 2011, p.p. 5960). Therefore, Little (1991) **worked out another definition** of autonomy which completed this shortage." (LR18)

(46b) Meanwhile Greenhall (1984, p. 17) **narrows down the definition** of games in teaching language that "game is an element of competition between individual students or teams in a language activity." (LR24)

(46c) Oxford and Scarcella (1994) also **appear to be talking** about comprehension when they wrote: By far the most useful [vocabulary learning] strategy is guessing from context. (p. 236) (LR10)

(46d) Kaplan **went further by arguing** that language and culture have a reciprocal relationship in the meaning that the diversity of languages also affects the cultures,... (LR2)

(46e) Kaplan **continued by pointing out** that a fallacy that have been popular at American colleges and universities at a time assumes that if a student can write a well-written text in his native language,.. (LR2)

(46f) However, Yalden (1996) **does not stop at this point but goes forwards in arguing** that discourse is also always attached with 'the process of negotiating meaning'. (LR15)

(46g) For example, Flanders (1970) **attempts at analyzing** teaching behavior to attract sensitive teachers about the effects of what they say to the class...(LR15)

(46h) Butler (2002) **started with an investigation** into self-regulated or autonomous learners' characteristics and found that the students engaged in recursive cycles of task analysis, strategy use, and monitoring (p. 82). (LR18)

(46k) Brown & Yule (1989) **begin their discussion** on the nature of spoken language by distinguishing the differences in form between spoken and written language. (LR6)

#### 5.4.3.4 Tense and Voice

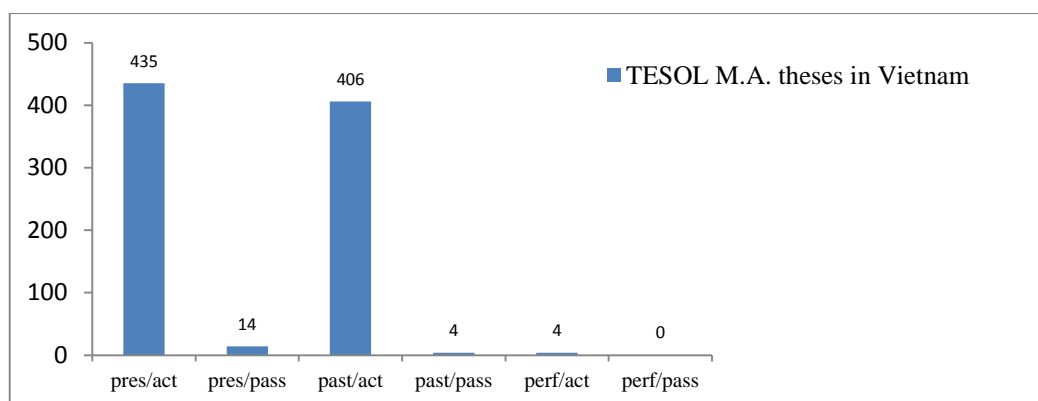
As shown in Table 5.14, the present simple and past simple were almost equally used in the LR chapters written by these Vietnamese writers (51.25% and 46.80%, respectively). The present perfect, which is used to refer the general area of the topic under investigation (Malcolm, 1987; Thompson, 2001), on the other hand, accounted for a very small percentage (1.94%). This finding is different from that in the Introduction chapters in which the past simple was the most commonly used, followed by the present simple and the present perfect (61%, 35%, and 4%, respectively). As indicated in previous studies on tenses in RAs and theses, grammatical choices are determined by rhetorical functions of the texts (Hanania & Akhtar, 1985; Lackstrom, Selinker, & Trimble, 1973; Oster, 1981). These writers' preference for the past tense used in the Introduction chapters, as discussed earlier, contradicts the tendency of a higher frequency of the present over the past tense in the Introductions where background generalizations, topic importance, assumptions and research purpose are presented (Swales, 1990). In their accompanying LR chapters, in contrast, there are a marked shift towards the present tense and a remarkable decrease in the past tense. Although the use of these two tenses in the LR chapters by Vietnamese is in line with Hanania and Akhtar (1985), a very small percentage of the present perfect in these chapters reveals that few instances about the past literature generality were provided before more detailed information regarding the reviewed topics or related previous research was reported. In fact, Oster (1981) indicates that in the LR chapters, the present perfect is employed to introduce the generalizations of the reviewed topics, followed by the past simple or the present simple, depending on

whether writers would like to report the procedures of past literature or to draw conclusions about the reviewed past literature, respectively.

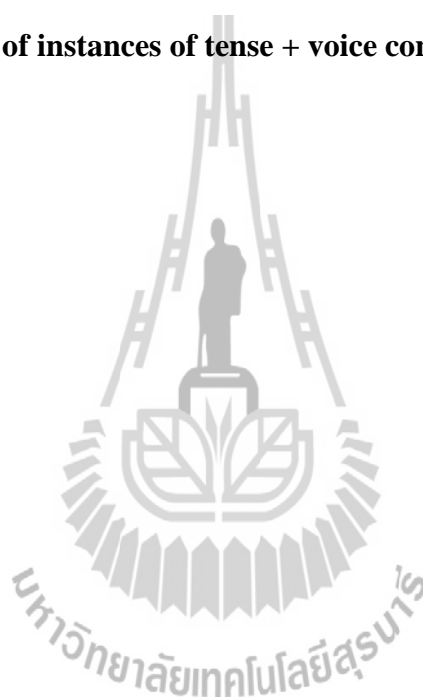
**Table 5.14: Tense and Voice of reporting verbs in 24 LR chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
449 (51.25%)	410 (46.80%)	17 (1.94%)	876	858 (97.95%)	18 (2.05%)

In terms of voice, it can be seen in Table 5.14 that the active voice was overwhelmingly used in these LR chapters (98%). Moreover, it is not surprising to see the active voice was commonly combined with all the three tenses found in this LR chapter corpus (Figure 5.5). Besides their emphasis on previous researchers, the active preference for the RVs by this group of Vietnamese M.A. students is similar to Hanania and Akhtar (1985) in science theses. This similarity could be accounted by the rhetorical functions of reviewing the past literature. Moreover, in his study of citations in the Agricultural Botany and Agricultural and Food Economics Ph.D. theses, Thompson (2001) found more active than passive RVs were employed in the latter (a ratio of 10:1) while a 3.3:1 ratio of active and passive was found in the former. The commonality between the preference for the active voice in the current LR chapters of TESOL M.A. theses in Vietnam and the Agricultural and Food Economics Ph.D. theses in his study tends to reflect the tendency for active RVs in the social sciences. In fact, as explained by Thompson (2001), although these two fields (Agricultural Botany and Agricultural and Food Economics) are applied, the former falls within the life sciences domain while the latter belongs to the social sciences.



**Figure 5.5: Numbers of instances of tense + voice combination in 24 LR chapters**



## **CHAPTER 6**

### **ANALYSIS OF MOVES-STEPS AND CITATIONS IN METHODOLOGY CHAPTERS**

Similar to the structures of the previous Chapters (4 and 5), this chapter begins with findings and discussions on move-step structures and ends with those on citations found in the Methodology chapters of the current thesis corpus. For the former, detailed information on the overall structures of the Methodology chapters, section headings, moves and steps is presented. Citation types, functions and reporting verbs with their denotative and evaluative categories, forms, tenses and voice are components of the latter.

#### **6.1 Findings on Move-Step Structures**

##### **6.1.1 Overall Structures**

The Methodology (Method) chapters of these M.A. theses in the TESOL discourse community in Vietnam consist of 75,617 words (an average of 3,150 words a thesis), accounting for 15.4% of the length of the total corpus. This does not confirm Peacock's (2011), finding that the Method sections in Language and Linguistics made up nearly a quarter (24%) of the research article (RA) length. This difference could be due to the nature of their discourse communities in which the Method sections of a RA should be highly elaborated, enabling the replication of the study by all kinds of

its readers while with a limited number of the intended audiences, the Method chapters of M.A. theses do not occupy the great length of the whole theses (Swales, 1990). The length of the chapter aside, there is a great difference in the ranges of word numbers between these Method chapters in the current corpus. In fact, the longest Method chapter has 5,706 words while the shortest consists of 794 words. According to Lim (2006), the length of the Method sections depends on the numbers of variables and the justifications provided for each chosen method. His claim on the length of Management RA Method sections is appropriately applied in understanding the length differences between the Method chapters of these TESOL M.A. theses written by Vietnamese students.

In addition, the Method chapters in these theses tend to reflect the “slow” or “extended” characteristics proposed by Swales and Feak (1994, p. 166; 2000, p. 206) because they include an elaborate description of the samples, methods of data collection and data analysis procedures. Moreover, the general rhetorical features of these Method chapters follow the characteristics of “slow” Method sections described by Bruce (2008) in terms of chronological idea organization, general-particular textual organization with section headings and sub-headings and descriptive elaboration (p. 48). In fact, the Method chapters in these TESOL M.A. theses start with a brief but comprehensive summary of the whole chapter, followed by detail sections of descriptive information about the samples, location, time and data collection and analysis procedures which are chronologically described.



### 6.1.2 Section Headings

**Table 6.1: Section and subsection headings in the Method chapters of TESOL**

#### M.A. theses

Section headings	Subsection headings
Introduction	
Research aims	
Research questions of the study Research questions	
Hypotheses	
Research questions and hypotheses	<ul style="list-style-type: none"> <li>- Research questions</li> <li>- Hypotheses</li> </ul>
Research design Design of the study General perspectives Experimental design	<ul style="list-style-type: none"> <li>- Case Study</li> <li>- Mixed method approach</li> <li>- The subjects</li> <li>- Instruments</li> </ul>
Research Setting/Context/Site	
Research participants Participants Characteristics of subjects Respondents of the study Population and sample	<ul style="list-style-type: none"> <li>- The students</li> <li>- The teachers</li> <li>- The university</li> <li>- The classes</li> <li>- The teacher participants/respondents</li> <li>- The student participants/respondents</li> </ul>
Research instruments Research tools Research instruments used in data collection Kinds of instrument The measurement instruments Instrumentation Instruments for data collections	<ul style="list-style-type: none"> <li>- Questionnaire/ Survey questionnaire to students/teachers</li> <li>- Classroom observation</li> <li>- Interview</li> <li>- Document reviews</li> <li>- Tests</li> <li>- Pretests</li> <li>- Posttests</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- The target words</li> <li>- The course book/text book</li> <li>- Other materials</li> </ul>
Variables in the research	<ul style="list-style-type: none"> <li>- Dependent variables</li> <li>- Independent variables</li> <li>- Controlling the threats to the validity</li> </ul>
Data types	<ul style="list-style-type: none"> <li>- Nominal data</li> <li>- Ordinal data</li> <li>- Textual data</li> </ul>
Data collection procedures Procedures Collecting data	<ul style="list-style-type: none"> <li>- Procedures for conducting questionnaire survey</li> <li>- Procedures for conducting the interviews</li> <li>- Procedures for administering the questionnaire to student/teacher respondents</li> <li>- Administering the pretests/posttests/delayed tests/ interviews</li> </ul>
Data analysis procedures Data analysis methods Data analysis Analytical frameworks Analyzing data	<ul style="list-style-type: none"> <li>- Questionnaire data analysis</li> <li>- Classroom observation analysis</li> <li>- Interview data analysis</li> <li>- Pretests and posttests</li> <li>- Qualitative data processing/analysis</li> <li>- Quantitative data processing/analysis</li> </ul>
Ethical consideration	
Limitations of the study	
Summary Chapter summary Summary of the chapter	

In addition to the overall organization, all of these Method chapters are divided into sections or subsections with generic headings (Table 6.1 above). These headings are grouped according to their communicative purposes, and they are listed in the order they are sequenced in these chapters.

The employment of generic section headings and subheadings in these Method chapters written by Vietnamese tends to make it fairly easy for the moves and steps in the text to be identified. In fact, by reading the headings and subheading used in these chapters, readers will understand the type of research approaches or methods, instruments and subjects used in the reported study. The sufficiently frequent use of these discourse and linguistic markers/clues in the Method chapters by these Vietnamese thesis writers is similar to Indonesians who published their RAs in their national journals (Safnil, 2013). The similarity in using the generic section headings and subheadings in the Method chapters of M.A. theses and the Method sections of RAs between Vietnamese and Indonesians, respectively could be due to their limited readership. In fact, in the TESOL discourse community in Vietnam, a M.A. thesis is written in order to prove to the intended audience; namely, supervisors, examiners or committee members, that besides knowledge of his/ her specialized field, a thesis writer is familiar with the research skill and he is qualified for the degree.

The overview of these Method chapters aside, it is found that these chapters of the M.A. theses in the TESOL discourse community in Vietnam tend to include all the suggested elements in the guidelines provided by their universities (Table 6.2). They have all five moves identified in the Method chapters of Applied Linguistics theses from ProQuest (Chen & Kuo, 2012) and the first four moves have a linear pattern while the independent move (*Referring to other studies*) is present in all these four

moves. The straightforward presentation identified in these Method chapters of the TESOL M.A. theses by Vietnamese and the use of generic section headings and subheadings are likely to be in line with Swales and Feak (1994) who comment that the Method section of RAs is “merely labeled rather than characterized” (p. 167). However, the first two moves (*Introducing the Method chapter* and *Describing data collection method and procedure(s)*) and the independent move are obligatory while Moves 3 and 4 are conventional and optional, respectively. Although the dominant appearance of Moves 1-3 in the current Method chapter corpus (Table 6.2) confirms Chen and Kuo’s (2012) findings in M.A. theses and those of Peacock (2011) in the Method sections of social science RAs, variations are still found and their details are provided in the following paragraphs.

### 6.1.3 Moves

Move 1 (*Introducing the Method chapter*) and *Chapter summary*, which are not provided in the guidelines by these universities with a TESOL M.A. program, occur in 100% and 79% of this Method chapter corpus, respectively (Table 6.2). In fact, all Method chapters in this corpus start with an indication of the chapter structure (*Introducing the chapter structure*), as can be seen in Example (1), an overview of the reported study (*Providing an overview of the study*) and the research design (*Indicating theory/approach*), and 19 end with the summary of the chapter.

- (1) “This chapter provided details description for the research methodology including (1) the research questions and hypotheses, (2) the research design, (3) the participants, (4) the research instruments, (5) the materials used in the study, (6) the data collection procedures, (7) the data analysis method.”(T13)

**Table 6.2: Move-Step Structures of 24 TESOL M.A. Thesis Method Chapters**

Moves & Steps	Total	%
<b>Move 1: Introducing the Method chapter</b>	<b>24</b>	<b>100</b>
Indicating chapter/section structure	24	100
Providing an overview of the study	17	71
<b>Research aims</b>	<b>11</b>	46
<b>Research questions</b>	<b>14</b>	58
<b>Hypotheses</b>	<b>7</b>	30
Indicating theory/approach	19	79
+ <b>justifying the chosen approach</b>	5	21
<b>Move 2: Describing data collection method and procedure(s)</b>	<b>24</b>	<b>100</b>
Describing the sample (participants, location, time, etc.)	24	100
+ <b>Location + characteristics</b>	<b>14</b>	59
+ <b>Participants + characteristics</b>	<b>22</b>	92
+ <b>Time</b>	<b>7</b>	30
Describing methods and steps in data collection	19	79
+ <b>Instruments</b>	24	100
- <b>purpose</b>	19	79
- <b>justifying the chosen instrument</b>	18	75
- <b>subjects</b>	6	25
+ <b>steps</b>	22	92
+ <b>Time</b>	6	25
+ <b>Location</b>	3	13
Justifying data collection procedure(s)	3	13
<b>Move 3: Delineating methods of data analysis</b>	<b>19</b>	<b>79</b>
Presenting an overview of the (data analysis) design		0
Explaining specific method(s) of data analysis	19	79
+ <b>Research aims</b>	1	4
Explaining variables and variable measurement	1	4
Justifying the methods of measuring variables or data analysis	0	0
+ <b>Limitations of the studies</b>	1	4
<b>Move 4: Elucidating data analysis procedure(s)</b>	5	<b>21</b>
Relating(or recounting) data procedure(s)	1	4
Justifying the data analysis procedure(s)	4	17
Previewing results	0	0
<b>Referring to other studies</b>	24	<b>100</b>
Providing background information	7	30
Providing definition of terms	0	0
Providing support or justification	24	100
<b>Chapter summary (Heading)</b>	13	54
+ <b>Summary</b>	19	79
+ <b>Next chapter introduction</b>	15	63

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Moreover, more than 50% of the Method chapters (13 out of 19 theses with the chapter summary) in this corpus have a separate section headed “Summary” for the chapter summary while five chapters have “Introduction” as the heading for the chapter introduction. Similar to the findings on the previous chapter analyses, the presence of both chapter introduction and chapter summary in the Method chapters of these theses reflects the distinctive practice of organizing each chapter in the TESOL discourse community in Vietnam, as revealed in the follow-up interviews with thesis writers and their supervisors.

Although Move 1 (*Introducing the Method chapter*) was newly identified and added to Lim’s (2006) framework by Chen and Kuo (2012) in order to reflect the presence of this move in their M.A. thesis corpus in Applied Linguistics, it is found to be a compulsory move in this TESOL M.A. corpus of theses in Vietnam. Moreover, it is worth mentioning that among the three steps identified in Move 1 of the Method chapter in Chen and Kuo (2012), the step *Introducing the chapter structure* is obligatory in this TESOL M.A. thesis corpus due to its presence in all Method chapters of the corpus. Besides the obligatory step in Move 1, research aims, research questions and hypothesis are found under the step *Providing an overview of the study* of Move 1 (45.8%, 56%, and 29%, respectively), and some of which have a corresponding heading for each element. The practice of including research aims, research questions and hypothesis in the TESOL discourse community in Vietnam confirms Peacock’s (2011) finding in the Method sections of four non-science disciplines (Business, Language and Linguistics, Law, and Public and Social Administration). However, according to Kanoksilapatham’s (2005) criteria, these three elements under *Providing an overview of the study* in the TESOL M.A. thesis

corpus in Vietnam are optional. In contrast to the presence of these three elements, the step *Indicating theory/approach* is conventional since it is identified in 19 theses (79%) and five of which (20.8%) provide the justification for the chosen research design as illustrated in Example (2) below.

(2) “A descriptive research design was employed to understand teachers’ perceptions of using e-lesson plans and how the tenth graders at X School respond to teaching English from e-lesson plans. Descriptive research was chosen for it is used to describe achievement, attitudes, behaviors or other characteristics of a group of subjects (Shumacher, 2001, p283). According to Khan (1990), descriptive method is concerned with the present and attempts to determine the status of the phenomenon under investigation. Furthermore, it provides descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment. (Seliger, 1989, p116)” (T5)

Different from Chen and Kuo’s (2012) framework, the presence of *Chapter summary* in this M.A. corpus is considered as a new move since it is identified in more than 50% of the corpus (19 theses) (Nwogu, 1997). However, the presence of the steps *Summarizing the Method chapter* (79%) and *Introducing the content of the next chapter* (62.5%) in the last move (Chapter summary) (Example 3) suggests that they are conventional in this thesis corpus in the TESOL discourse community in Vietnam (Kanoksilapatham, 2005).

(3) “3.8. SUMMARY  
This chapter has presented and evaluated the methodology used to investigate teachers’ attitudes towards the theory of CLT, learners’ attitudes towards the practice of CLT, and the application of CLT at FLC-USSH. A descriptive research design, including both qualitative and quantitative methods, was employed. Data were collected from questionnaires, interviews and direct-classroom observation. The analysis of data collected are presented and discussed in the next chapter.” (T7)

In addition to the compulsory move (*Introducing the Method chapter*) and the newly identified move (*Chapter summary*) at the beginning and the end of the chapter, respectively, this study shows that Move 2 (*Describing data collection method and procedure(s)*) is present in 24 theses (100%) while Move 3 (*Delineating methods of data analysis*) is identified in 19 theses (79%) and Move 4 (*Elucidating data analysis*

*procedure(s)*) is found in 5 theses (20.8%). This finding suggests that Move 2 is compulsory while Move 3 and Move 4 are conventional and optional, respectively (Kanoksilapatham, 2005). Similar to Chen and Kuo's (2012) finding, two steps of Move 2 (*Describing methods and steps in data collection* and *Describing the sample*) are found to be compulsory in this study. Chen and Kuo (2012) claim that Applied Linguistics writers of their thesis corpus tend to focus on the samples, the procedures and methods of data collection, and their claim is likely to be true for the Vietnamese TESOL thesis writers as well. Moreover, Peacock (2011) emphasizes that subjects and data analysis are important in Language and Linguistics. In *Describing the sample*, for example, the detailed information about the location, the sample characteristics, and the time when the reported study was conducted is provided in the Method chapters of these TESOL M.A. theses. The detailed description on the subjects aside, the methods and steps in data collection in the M.A. thesis corpus in Vietnam are likely to be more elaborate than those in Chen and Kuo (2012) because for each data collection method/instrument, careful descriptions on the steps, purposes and justifications are given (Example 4). In fact, the number of the instruments employed in collecting the data in each thesis decides the number of cycles of these three sub-steps. This finding is different from that of Chen and Kuo (2012), where the justifications were provided for the whole data collection procedure while *Justifying data collection procedure(s)* is found in only three theses (12.50%) in the TESOL M.A. corpus in Vietnam. However, the occurrence of this justifying step for each chosen instrument in the current corpus is likely to be in accordance with Lim (2006) which states that justifying each single method of variable measurements is present in all RAs while justifying the whole procedures of data collection and analysis occurred

less frequently in the Method section of his Management RA corpus. This practice of providing purposes and justifications for each data collection method or instrument in these theses of the current Method chapter corpus was clarified in the interviews with the thesis writers and their supervisors in the TESOL discourse community in Vietnam. While these thesis writers said that their supervisors asked them to provide the rationale of their chosen methods and instruments, the supervisors confirmed that such information would be questioned in the thesis defense; their supervisees had better explicitly state it in their theses.

(4) “3.4.1. *Survey questionnaire to students*

*This study was designed to investigate metacognitive reading strategies. Since most reading strategies were unobservable, a questionnaire was developed as a major research instrument in order to elicit data from subjects. Anderson (1990) approved that the questionnaire had become one of the most useful means of collecting information. Thus, the data for this study were collected through a questionnaire adapted from the survey of reading strategies (SORS).”*  
(T17)

Move 3, *Delineating methods of data analysis*, which is found in 19 theses (79%) in this corpus, focuses exclusively on explaining the methods of data analysis. As mentioned earlier, Peacock (2011) claims the importance of this step in Language and Linguistics. The newly added step *Explaining variables and variable measurement* by Chen and Kuo (2012) in their corpus is absent in this corpus of TESOL M.A. theses written by Vietnamese students. This could be due to the explanations, the item specifications in the questionnaire and methods of measuring data collected are previously presented in the step *Explaining specific method(s) of data analysis*. This tends to suggest that there is an overlapping between these two steps in Chen and Kuo’s (2012) framework for the Method chapter. Besides the similarities and differences in Move 3 between the current thesis corpus and that of Chen and Kuo (2012), the presence of a separate section, *Limitations*, in one thesis



(T19) in the TESOL community in Vietnam could be considered as an exception although this step is claimed to occasionally occur in Language and Linguistics by Peacock (2011).

#### 6.1.4 Steps

Similar to Chen and Kuo (2012), Move 4, which is present in five theses of the current Method chapter corpus (20.8%), appears much less frequently than the first three moves, and the most common step (found in four theses) is *Justifying the data analysis procedure(s)* while only one Method chapter repeats the data analysis procedure (Table 6.2). Furthermore, there is a complete absence of *Previewing results* in the current Method chapter corpus, which is similar to Chen and Kuo's (2012) finding, and they account the absence of this step for its inclusion in the Result chapters. However, this finding is not in line with that of Lim (2006) in which this step was found to be the most common. This difference could be due to the various conventions of different genre types (RAs and M.A. theses) of these studies. Another explanation for the complete absence of *Previewing results* in the Method chapters of TESOL M.A. theses by Vietnamese is the guidelines provided by the universities with this TESOL M.A. program (Appendix A). In fact, according to the guidelines, a Method chapter of a thesis should tell readers "WHEN", "WHERE", and "HOW" the study was carried out and "WHAT" materials, techniques, samples, data, approaches, theoretical frameworks were used in the study, and "WHAT" procedures were used.

Finally, the independent move of *Referring to other studies* was found to be obligatory in the TESOL M.A. thesis corpus in Vietnam and its predominant communicative purpose is *Providing support or justification* for the chosen methods of data collection and analysis as in Examples (2) and (4) above. In other words,

according to Kanoksilapatham (2005), this independent move and its step of providing support/justification is compulsory because they were found in all twenty four Method chapters of the current corpus. Chen and Kuo (2012), in contrast, found the occurrence of this independent move in 70% of their thesis corpus and the step of providing support/justification for the adopted methods was found to be the most prevalent. On the other hand, the step *Providing background information* was found in seven Method chapters (29%) while there was a complete absence of *Providing definition of terms*. As mentioned earlier, in the Method chapters of the TESOL M.A. theses written by Vietnamese students, each adopted instrument or method of data collection and analysis was followed by the justification or background information, making the cycles of these steps.

## 6.2 Findings on Citations

### 6.2.1 Citation Types

Since there are few studies on citations in the Method chapters, the findings on citations in the Method chapters of the current corpus will be compared with those of Jalilifar and Dabbi (2012) and others in the literature (if relevant) in order to have a deeper understanding about the citation practice of Vietnamese M.A. students'. With a total of 233 citations in 24 Method chapters of 75,617 words, an average of 10 citations each (Table 6.3), it can be concluded that a small number of citations were used in these M.A. thesis Method chapters. However, in comparison with the number of citations used in their corresponding Introduction chapters where citing previous research is compulsory, the number of citations in these Method chapters is big. In fact, although the employment of citations in the Introduction chapters is for the

centrality of the research topics to be claimed and the niche for the studies to be established (Swales, 2004), only 231 instances of citations were found. In the Method chapters where citation are used to provide background information, term definitions and support or justification for the chosen methods (Chen & Kuo, 2012), on the other hand, 233 citations were present. Despite their identical average number per chapter found in the Introduction and Method chapters of this TESOL M.A. thesis corpus, citations occurred twice more frequently in the former than in the latter, 5.76 and 3.1 instances per 1,000 words, respectively (Table 6.3). This difference could be due to their different communicative purposes. However, interviews with the actual thesis writers are expected to provide more information regarding whether these writers took the communicative purposes of each chapter into consideration when using citations.

**Table 6.3: Citation types in 24 Method chapters**

	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
Methodology chapters	128	105	233
Percentage	54.9	45.1	100
Average per chapter	5.3	4.4	9.7
Average per 1000 words	1.7	1.4	3.1

Besides the identical total number of citations, a similar trend in the employment of citation types was found between the Introduction and Method chapters. In fact, a relatively equal proposition of integral and non-integral citations was found in the Methodology chapters (55% and 45%, respectively) (Table 6.3) while 53% and 47% of integral and non-integral citations were respectively identified in the Introductions. Except for their preference for the integral citations in the LR chapters, revealed in their interviews, the equal use of two citation types by these Vietnamese M.A. students was because they intentionally balanced the citation types used, as can be seen in the following excerpt:

(E6.1) “When I see I have used many integral citations in my writing, the non-integral would be used in the following text and vice versa in order to make them approximately equal in numbers” (T1 and T6).

In fact, this tendency can be seen in Table 6.4, which shows the distribution of citations in these 24 Method chapters. Although Charles (2006) claims that the use of integral/non-integral citations is partly influenced by individual styles, these writers’ balance-citation-type tendency is likely to reflect their unawareness of the rhetorical functions of citation types in academic writing.

**Table 6.4: Distribution of Citations in 24 Method chapters**

M	Integral	Non-integral	M	Integral	Non-integral	M	Integral	Non-integral
M1	5	9	M9	7	9	M17	5	2
M2	3	1	M10	3	0	M18	10	8
M3	2	2	M11	2	2	M19	3	3
M4	7	11	M12	2	1	M20	6	6
M5	7	9	M13	10	6	M21	8	7
M6	8	6	M14	9	2	M22	6	2
M7	10	2	M15	4	7	M23	3	4
M8	4	2	M16	2	3	M24	2	1

Moreover, unlike the various distributions of citations in the Introduction chapters, citations were more evenly used in these Methodology chapters. In other words, every Method chapter contained citations, varying from three to 18 instances while one Introduction (I15) did not refer to any previous research and 33 citations were found in one Introduction (I14). The presence of references in all of these Method chapters, however, could be due to the fact that previous works are directly related to the reported research methodologies as they were adopted or adapted by these writers. In contrast, references in the Introductions, as perceived by novice writers, tend to indirectly show their relatedness to the reported research, hence they were not employed in an Introduction. Finally, among 233 citations employed in these Method chapters, 11 instances of secondary citations were found, accounting for 4.7%,

and as previously explained this could be due to the insufficiency of reference resources in these universities with the TESOL M.A. programs in the South of Vietnam as confirmed in the interviews with the thesis supervisors.

### 6.2.2 Citation Functions

Different from Jalilifar and Dabbi's (2012) finding on citation functions in the M.A. thesis Introduction chapters by Iranians and those on previous chapters of the current M.A. thesis corpus, which revealed that *Verb controlling* was the most frequently used by M.A. students, followed by *Naming* and *Non-citation*, only two functions of integral citations namely, *Verb controlling* and *Naming*, were found in these Method chapters (Table 6.5). Moreover, it is interesting to see that *Naming* was found to be almost twice prominent than *Verb controlling* (63.28% and 36.72%, respectively). This difference could be due to the different communicative purposes between these chapters. In fact, in the Introduction and LR chapters, more *Verb controlling* is employed because the emphasis is placed on previous researchers who construct factual reliability and define a specific context of knowledge or problem to which the current work contributes (Hyland, 2002a). Moreover, Hyland (2002a) emphasizes that through the use of *Verb controlling*, the current work is embedded in the community-generated literature and this literature is employed to create the niche for the current study. References to previous studies in the Method chapters, on the other hand, aim to focus on the previous research works rather than previous researchers; hence, more *Naming* functions are present.

**Table 6.5: Function distribution in integral citations in 24 Method chapters**

Integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Verb controlling	47	453	36.72%	64.8%
Naming	81	189	63.28%	27.04%
Non-citation	0	57	0%	8.16%
Total	128	699	100%	100

Close inspection of *Naming* citations in these Method chapters in the concordance lines revealed that among 81 instances, 25 followed the pattern “*According to X (year)*” and 56 were constructed in noun phrases like “*by X (year)*”, “*from X’ (year)*”, “*in X’s (year)*”, “*of X (year)*” and “*for X (year)*” (23, 13, 13, 2 and 5 instances, respectively) (Examples 5a-f). This finding tends to indicate that “*According to X (year)*” was the preferred pattern in *Naming* by this group of non-native writers and a limited number of structures was used in this type of citation functions in the Method chapters. Furthermore, it is surprising to see five instances of “*for X (year)*” which served the same function as “*According to X (year)*” (Example 5f). This suggests that form-based courses should be formally taught to non-native English students with the aim of helping them to grammatically form citation patterns according to their own writing purposes.

(5a) **According to Khan (1990)**, descriptive method is concerned with the present and attempts to determine the status of the phenomenon under investigation. (M7)

(5b) The questionnaire design was based on the theoretical framework and adopted some of questions from the CULTNET project<sup>3</sup> done **by Sercu et al. (2005)** and the research carried out **by Han (2009)**. (M1)

(5c) The third part, related to sources of anxiety, was partly adapted and modified **from Chen’s (2009) study**. (M14)

(5d) A 14-item questionnaire adapted from the one used **in Malik and Shabbir’s study (2008)** was used to collect data on students’ perception, motivation and engagement in using technologies in their self-directed learning time (See Appendix A). (M12)

(5e) The interview questionnaires were adapted from the investigation **of Walters and Bozkurt (2009)** on Students’ attitude toward the effect of keeping vocabulary notebooks on vocabulary acquisition. (M13)

(5f) *For Seliger (1989) questionnaires are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. (M5)*

Table 6.6 below shows the functions of non-integral citations used in 24 current Method chapters. Like the findings on non-integral citation functions in the Introduction and LR chapters in which *Source* accounted for the highest percentage, this function was used in nearly three quarters of these Method chapters (64.76%), almost twice more prominent than the other function, *Origin*, found in these chapters (Table 6.6). This finding tends to confirm Petrić (2007) which found this citing function was the most favored by the group of non-native M.A. thesis writers in her study. She also accounts its most frequent use by M.A. students for its simplicity and sufficient potential in displaying their familiarity with the literature and their knowledge of the topic.

**Table 6.6: Function distribution in non-integral citations in 24 Method chapters**

Non-integral	Total		Percentage	
	TESOL theses	Jalilifar & Dabbi (2012)	TESOL theses	Jalilifar & Dabbi (2012)
Source	68	369	64.76%	84.82
Identification	0	42	0%	9.82
Reference	0	8	0%	1.83
Origin	37	16	35.24%	3.67
Total	105	435	100	100

However, although this finding is also in line with Jalilifar and Dabbi (2012), it tends to show that Vietnamese M.A. students employed fewer non-integral citation functions than their Iranian counterparts. In fact, all four non-integral citation functions (*Source*, *Identification*, *Reference*, and *Origin*) were present in the Introduction chapters of M.A. theses written by Iranian students while in the M.A. thesis corpus by Vietnamese, only three of these functions were found in the LR chapters, two in the Method and one in the Introductions. As stated by these thesis

writers, they were unfamiliar with the functional features of citations. On the other hand, as indicated by Yeh (2012), less experienced students are less capable of articulating subtle citation functions although they notice the different citation patterns in their readings. Explicit instructions on citations, therefore, should be provided to these Vietnamese M.A. students in order to raise their awareness of various rhetorical functions of citations and it is argued that proper citation use will enable novice writers to acculturate into their disciplinary discourse.

Another interesting finding in the non-integral citation functions in these Methodology chapters, as compared with those in the previous chapters of the current M.A. thesis corpus, is the presence of *Origin* in more than a third of these chapters (Table 6.6). In fact, this citation function accounted for only 3% of 697 non-integral instances in the LR chapters while it was completely absent in the Introductions. This difference could be due to the different communicative purposes between these chapters. In the Introduction and LR chapters, references to previous research aim to establish the niche of the current research (Swales, 1990, 2004) and to show the distinction from what is documented in the literature (Kwan, 2006), respectively. Citing previous studies in the Method chapters, in contrast, is to provide support or justifications for the methodology employed to conduct the study to answer research questions after it has been reviewed, abstracted or synthesized in the LR chapters (Chen & Kuo, 2012). As can be seen in Examples 6a and 6b, the former indicates the originators (*MacMillan & Schumacher*) of the research design whilst the latter shows where the proposition of the statement is taken from. These references help justify the chosen research tools and instruments as appropriate and reliable ones since they have been developed and their effectiveness was confirmed by previous researchers.



However, similar to the findings on the Introduction and LR chapters of this M.A. thesis corpus, long web-links were also found in these Method chapters.

(6a) *In order to investigate the impact of computers in assisting students to learn vocabulary, a nonequivalent control group of quasi-experimental design (MacMillan & Schumacher, 2001) was used.* (M22)

(6b) *Questionnaire allows researchers to gather information that respondents report about themselves, such as their beliefs and motivation regarding learning or their reaction to learning and classroom instruction and activities (Mackey & Gass, 2005). For these reasons, it seems appropriate to use questionnaires as a main method of data collection in this study.* (M12)

These findings suggest that there tends to be undue attention paid to the way these M.A. students cite in the TESOL discourse community in Vietnam. However, the interview with the actual thesis writer (T23) revealed that no criticism or comments were made on her inclusion of long web-links in the thesis (Excerpt 6.2). Moreover, as reported in the previous chapters, three supervisors from all three universities where the current thesis corpus was collected emphasized that citations were not their focus in supervising M.A. students. The information from the interviews with both thesis writers and supervisors tends to indicate that citations are not paid due attention to in the Vietnamese TESOL discourse community.

(E6.2) “...is it wrong? Why didn't my supervisor say anything about that? And in my thesis defense, no criticism or comments were given....” (T23)

## 6.2.3 Reporting Verbs

### 6.2.3.1 Denotative/Process Categories

Table 6.7 below shows the division of Reporting verbs (RVs) used in 24 Method chapters of the TESOL M.A. theses according to their denotative classification. Discourse acts were found to be predominant, accounting for 96% of the RVs in these chapters. Among 48 RVs in these Method chapters, only two instances of Research acts and Cognition acts (4.16%) were found. Similar to the

findings on RVs in the two previous chapters, this trend of using RVs by this group of Vietnamese M.A. students in the Method chapters confirms Hyland (2002a) and Dontcheva-Navratilova (2008). The greater use of Discourse act verbs is claimed for the discursive nature of soft disciplines in which explicit interpretation, speculation and arguments are considered as “accepted aspects of knowledge” (Hyland, 2002a, p. 126).

**Table 6.7: Distribution of verbs in process categories in 24 Method chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	1	0.08	0.026	2.08%
Cognition Acts	1	0.04	0.013	2.08%
Discourse Acts	46	1.08	0.60	95.83%
<b>Total</b>	48	2	0.63	100%

### 6.2.3.2 Evaluative Categories

As can be seen in Table 6.8, almost half of the RVs in these Method chapters are non-factive, followed by factive RVs and Discourse Doubt tentative (31.25% and 17%, respectively). This finding tends to indicate that these TESOL M.A. thesis students preferred to neutrally report and comment on the cited claims. Although this trend in showing the writers’ neutral and tentative evaluations to the cited works is different from that in the Introductions of this thesis corpus where more factive RVs were found, it shares the common trend identified in the LR chapters.

**Table 6.8: Classification of reporting verbs according to denotation and evaluation in 24 Method chapters**

<b>Research Acts</b> 2 (4.16%)	Findings 1 (2.8%)	Factive
		Counter-factive
		Non-factive 1 (2.8%)
	Procedures 1 (2.08%)	
<b>Cognition Acts</b> 1 (2.08%)	Positive 1 (2.08%)	
	Critical	
	Tentative	
	Neutral	
<b>Discourse Acts</b> 45 (93.75%)	Doubt 8 (16.66%)	Tentative 8 (16.66%)
		Critical
	Assurance 37 (77.08%)	Factive 15 (31.25%)
		Non-factive 22 (45.83%)
	Counters	

This commonality could be better understood in relation to these chapters were composed by the writers. In fact, in the Introduction chapters of this thesis corpus, citations occurred exclusively in Move 1, in which the importance of their research topics was claimed and their reported studies were situated into the knowledge body. In their accompanying LR chapters, on the other hand, a general discussion of a theme, without focusing on specific aspects of previous studies such as subjects, research methods and designs accounted for the higher frequency of non-factive verb uses. Similarly, in these Method chapters, indication of the originators of the techniques (Example 6a above) and justifications for the methods used to answer research questions (Example 7 below) were two main functions of references to previous studies. Despite their inconsistent assessment of the cited research through the employment of RVs, these Vietnamese writers' preferred use of Discourse Assurance non-factive and Discourse Doubt tentative RVs rather than the factive ones in the LR and Method chapters (Table 6.8) confirms the neutral stance preferences in previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar &

Dabbi, 2012). In fact, the first three chapters are not the place where writers negotiate the value of their own findings in order to situate them into the literature; hence, fewer factive RVs than the neutral ones are found.

(7) Anderson (1990) *states* “Pilot testing will identify ambiguities in the instructions, help clarify the wording of questions, and indicate omissions or previously unanticipated answers in multiple-choice or ranking questions” (p. 127). (M17) (Discourse Assurance non-factive)

Like the findings on the Introduction and LR chapters, these writers avoided explicit rebuttal or direct confrontation with previous researchers through the absence of *Critical* verbs (in Cognition acts and Discourse acts) and *Counter* verbs (in Discourse acts). The avoidance of the negative verbs by these Vietnamese students could be due to their awareness of the power inequality between themselves and examiners (Koutsantoni, 2006) and partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

### 6.2.3.3 Verb Forms

Like the findings on the RVs in the Introduction and LR chapters, the most common verb in the accompanying LR chapters is “*state*” (a Discourse Assurance non-factive) (11 times). It is followed by three other Discourse verbs, “*say*” (Assurance non-factive) (6 times), “*suggest*” and “*propose*” (Doubt tentative) (4 and 3 times, respectively) and “*argue*” (Assurance factive) (3 times) (Table 6.9). This finding is different from Pickard’s (1995) claim about the non-native English writers’ overuse of the RV “*say*”. Besides these five most common reporting verbs in these Method chapters, the other 17 (among 21 verbs) had a low frequency of occurrences and almost half occurred once or twice in the corpus of 24 Method chapters.

**Table 6.9: Reporting verbs in 24 Method chapters**

1. state (11)	7. recommend (2)	13. express (1)	19. affirm (1)
2. say (6)	8. define (2)	14. carry out (1)	20. explain (1)
3. suggest (4)	9. emphasize (2)	15. design (1)	21. maintain (1)
4. argue (3)	10. add (2)	16. cite (1)	
5. propose (3)	11. be confident (1)	17. approve (1)	
6. assert (2)	12. articulate (1)	18. find (1)	

\* The number in brackets indicates the times of verb occurrences in the Method chapters of TESOL M.A. theses in Vietnam

Since RVs identified in this Method chapters have not been included in Hyland's (2002a) classifications, they are added into their respective groups, depending on their denotative and evaluative loads (Appendix E). However, these added words are limited to their occurrences found in this corpus alone. As can be seen in Table 6.9, almost all newly used RVs identified in these Methodology chapters belong to the Discourse act group. Regarding the Discourse Assurance factive verbs, "*approve* and *maintain*" were found as they were employed to bolster the writers' own views through their attributing a high level of confidence to the proposition by the original authors (Examples 8a & 8b).

(8a) Anderson (1990) **approved** that the questionnaire *had* become one of the most useful means of collecting information. (M17) (Discourse Assurance factive)

(8b) Brown (2002) **maintains** that questionnaires are any written instruments that present respondents with a series of questions or statements to which students react either by writing out their answers or selecting from among existing answers (p.6). (M22) (Discourse Assurance factive)

In Examples 8c-e, the verbs "*articulate*, *express*, and *cite*" were used to neutrally inform readers the original authors' positions; they are classified into Discourse Assurance non-factive group. It is interesting to see "*be confident*" was used as a Cognition positive RV in reporting previous studies by one of these thesis writers in Vietnam (Example 8f). Besides this non-idiomatic expression, "*express her viewpoint*" in Example 8d was also ineffectively employed and indicating the

originator (Likert) of a research tools (five-point scale) in Example 8g was lengthily presented. The unconventional practice of reporting previous research by this group of Vietnamese M.A. students tends to suggest that it is difficult for non-native English learners to acquire citation conventions in the implicit input.

(8c) Brown (2005) **articulates** that “Mean is a statistic central tendency that is the equivalent to the arithmetic average obtained by totaling the scores and then dividing the sum by the number of scores” (p. 290). (M20) (Discourse Assurance non-factive)

(8d) Supporting the use of interviews, Wenden (1987) **expressed** her viewpoint that the best way to get at what strategies learners actually use is to ask them. (M9) (Discourse Assurance non-factive)

(8e) Firstly, Mackey & Gass (2005) **cite** that “interview may involve selective recall, self-delusion, perceptual distortions, memory loss from the respondent, and subjectivity in the researcher’s recoding and interpreting of the data. (M5) (Discourse Assurance non-factive)

(8f) Oxford and Burry-Stock (1995) **were confident** that such a methodological approach can be cost-effective and allow both researchers and participants to gain a rapid understanding of the participants’ strategy use (cited in Gao, 2004). (M11) (Cognitive positive)

(8g) One of the methods of data collection is five-point scale. It is normally designed to measure respondents’ attitudes towards an issue in question. The origin of attitude scaling was identified with Rensis Likert’s work, which appeared in the late 1920s. (M20)

#### 6.2.3.4 Tense and Voice

As shown in Table 6.10, the present simple and past simple were almost equally used in the Method chapters written by these Vietnamese writers (50% and 45.83%, respectively). The present perfect, which is used to refer to the general area of the topic under investigation (Malcolm, 1987; Thompson, 2001), on the other hand, accounted for a very small percentage (4.17%). Although this finding is different from that in the Introduction chapters in which the past simple was the most commonly used, followed by the present simple and the present perfect (61%, 35%, and 4%, respectively), it is in line with that of the LR chapters of the current thesis corpus. As indicated in previous studies on tenses in RAs and theses, grammatical choices are determined by rhetorical functions of the texts (Hanania & Akhtar, 1985; Lackstrom et al., 1973; Oster, 1981). These writers’ preference for the past tense used

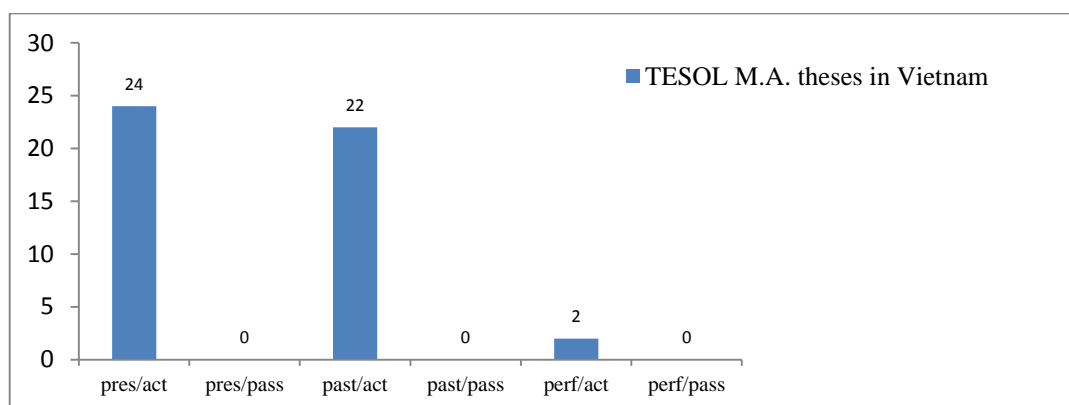
in the Introduction chapters, as discussed earlier, contradicts the tendency of a higher frequency of the present over the past tense in the Introductions where background generalizations, topic importance, assumptions and research purpose are presented (Swales, 1990). In their accompanying Method chapters, in contrast, their preferred use of the present tense tends to be inappropriate because the communicative purposes of the Method chapter is to report on how the reported study was carried out in order to answer the research questions. The past tense, therefore, is supposed to be prominent in these Method chapters (Hanania & Akhtar, 1985). Another interesting finding regarding the use of the RVs used in these Method chapters is the absence of passive (Table 6.10).

**Table 6.10: Tense and voice of reporting verbs in 24 Method chapters**

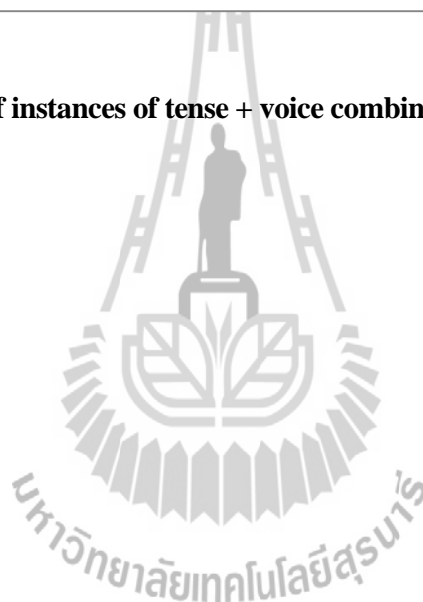
Tense			Total	Voice	
Present	Past	Perfect		Active	Passive
24 (50%)	22 (45.83%)	2 (4.17%)	48	48 (100%)	0 (0%)

As can be seen in Table 6.10, all 48 RVs identified in these chapters were in the active voice and it is not surprising to see the active voice was commonly combined with all the three tenses found in this Method chapter corpus (Figure 6.1). These writers' extensive employment of the active contradicts Hanania and Akhtar (1985) which found that among all chapters of their M.Sc thesis corpus written by professional writers of an advanced English level in Lebanon, the passive was predominant in the method chapters. They also claim that the past passive dominance in the Method chapters is most closely to the rhetorical functions of these chapters, i.e. describing procedures followed and experiments performed by the researcher. The inappropriate tense-voice use of RVs in the Methodology chapters of the M.A. theses

by these Vietnamese writers tends to reflect their unawareness of the rhetorical functions of RVs in reporting previous studies.



**Figure 6.1: Numbers of instances of tense + voice combination in 24 Method chapters**





## CHAPTER 7

### ANALYSIS OF MOVES-STEPS AND CITATIONS IN RESULT AND DISCUSSION CHAPTERS

In this chapter, the overall structures of the concluding chapters are presented first, followed by the findings and discussions of the move-step structures and citations identified in the 13 separate Result and Discussion chapters. Next, the findings and discussions on the move-step structures and citations in the other 11 combined Result-Discussion chapters are presented. In addition, details on moves, steps, citation types, functions, and reporting verbs found in each unit of analysis (Results, Discussions and Result-Discussions) are also described and discussed with the interview data.

#### 7.1 Overall Structures of the Concluding Chapters

**Table 7.1: Appearance of the chapters from Results to closure**

Chapters	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	T 21	T 22	T 23	T 24	Total
Results	+	+		+	+		+	+	+			+	+	+				+		+	+				13
Result & Discussions			+			+				+	+				+	+	+		+			+	+	+	11
Discussions	+	+		+	+		+	+	+			+	+	+				+		+	+				13
Conclusions	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	24

Table 7.1 shows the appearance of results and the closing chapters in 24 TESOL M.A. theses in terms of their communicative purposes, and the sequence of

chapters displays in this table suggests their normal order of occurrences. However, the headings used in these closing chapters varied although they are “generic” (Bunton, 2002, p. 64) or “conventional” (Yang & Allison, 2003, p. 375), i.e. they could be used in a thesis on any topic. Among 19 chapters with the combined chapter headings for the results and discussions of the reported studies, 10 are labeled with “Data analysis and Discussions” while five are named “Results and Discussions” and four chapters with an alternative heading “Findings and Discussions”. In the interviews with thesis writers and their supervisors, it is revealed that thesis writers were allowed to alternatively use “Results/Findings/ or Data analysis” as the headings for the rhetorical purpose of their Result chapters in the TESOL discourse community in Vietnam. Furthermore, among these 19 chapters, 11 have combined sections for presenting the findings and discussions while the other eight separated them. In other words, the results and discussions in these eight theses were separately presented although they appeared under the combined section headings for results and discussions as mentioned above. According to one thesis supervisor (S2), the combined chapter for Results and Discussions by these 11 Vietnamese thesis writers resulted from their insufficient information for discussing their findings. Three of these thesis writers (T6, T11 and T23), in contrast, claimed that the combined chapter was easy to write. Due to their divided status under the combined chapter heading, the Results and Discussions in these eight theses were classified as separate chapters. In addition to the text division of these 19 chapters with the combined chapter headings, three theses divided results and discussions into two separate chapters named “Result/Data analysis and Interpretation”, and “Discussions/Discussions of Findings”, making a six-chapter thesis. Finally, the discussions in the other two theses were

found to be in the same chapter with the conclusions, but they were divided into separate sections with the headings “Discussions of the Findings” and “Conclusions”, respectively. Similar to the Results and Discussions in eight theses previously mentioned, the Discussions and Conclusions in these two chapters were recorded as separate ones. In general, as can be seen in Table 7.1, all 24 theses in this corpus had the conclusions, 11 contained combined Result-Discussion chapters and the other 13 theses separated Results from Discussions. The way these closing texts in the TESOL M.A. theses written by Vietnamese students were divided is similar to that by international writers in Chen and Kuo (2012) in which the Discussion chapters of a third of their theses with the ILrMDC pattern were found to be embedded in either the Result or Conclusion ones.

## 7.2 Findings on the Result Chapters

### 7.2.1 Findings on Move-Step Structures

#### 7.2.1.1 Moves

As can be seen in Table 7.2 below, the first two moves (*Introducing the Result chapter* and *Reporting results*) are obligatory in the current corpus of 13 Result chapters of TESOL M.A. theses in Vietnam. Moreover, while Move 3 (*Commenting on results*) and Move 4 (*Summarizing results*) were found in nine and five Result chapters (69% and 38.5%, respectively), there tended to be a complete absence of Move 5 (*Evaluating the study*) and Move 6 (*Deductions from the study*) in the corpus. Due to their frequency of occurrences, Move 3 in the Result chapters of this corpus is classified as conventional whereas Move 4 is optional (Kanoksilapatham, 2005).

**Table 7.2: Frequency of moves-steps in 13 Result chapters**

Moves & Steps	Total*	%	Freq.
- Summarizing the previous chapter	5	38	0.38
<b>Move 1: Introducing the Results chapter (4 headings)</b>	13	<b>100</b>	<b>1</b>
Providing background information or how results are presented	6	46	0.46
Indicating methods used or statistical procedure applied	64	92	4.92
<b>Move 2: Reporting results</b>	13	<b>100</b>	<b>1</b>
- Section introduction (each Result)	19	53.8	1.46
Locating graphics	220	100	16.92
Reporting major findings	244	100	18.77
<b>Move 3: Commenting on results</b>	10	<b>77</b>	<b>0.77</b>
Interpreting results	72	69.2	5.54
Comparing results with literature	3	23	0.23
Evaluating results (strengths, limitations, generalizations, etc. of results)	0	0	0
Accounting for results (giving reasons)	6	46	0.46
- Section summary (each result summary)	34	77	2.62
- Next section introduction	3	23	0.23
<b>Move 4: Summarizing results (each result summary)</b>	8	<b>69</b>	<b>0.69</b>
Making conclusions of results	8	69	0.69
<b>Move 5: Evaluating the study</b>	0	<b>0</b>	<b>0</b>
Indicating limitations of the study	0	0	0
Indicating significance/advantage of the study	0	0	0
<b>Move 6: Deductions from the (research) study</b>	1	<b>8</b>	<b>0.08</b>
Recommending further research	1	8	0.08
Drawing pedagogic implications	0	0	0
Making suggestions	0	0	0
<b>Referring to other studies</b>	7	<b>54</b>	<b>0.54</b>
Providing background information	4	31	0.3
Providing definition of terms	1	8	0.08
Providing support or justification	21	54	1.6
- Summarizing the chapter (2 headings)	4	31	0.3
- Introducing the next chapter content	2	16	0.15

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Although these findings are not in line with that of Yang and Allison (2003) which indicated that the Moves 2 and 3 of the Result sections of RAs are obligatory, they support Chen and Kuo's (2012), in which the first two moves were found to be present in all theses. This similarity could be accounted by the same target genre, i.e., master's thesis, between the current corpus and that of Chen and Kuo (2012) while RAs are the target genre in Yang and Allison (2003). Although previous studies (Brett,

1994; Chen & Kuo, 2012; Nwogu, 1997; Posteguillo, 1999; Yang & Allison, 2003) claim that the Result chapters do not only report on the research results but comment on them as well, this study identified few instances of commenting on research results (Move 3) in comparison with the instances of results reported in Move 2. For example, while there were 244 main findings reported, only 72 of them were interpreted (Table 7.2). The infrequent occurrence of Move 3 on the reported results identified in these Result chapters tend to show the lack of these Vietnamese writers' personal interpretations on all of the research findings reported in their theses and this could also be due to the presence of separate Discussion chapters that follow these Result chapters in these theses. In fact, the interview with a thesis writer (T1) confirmed this assumption as can be seen in Excerpt 7.1 below. However, in comparison with the international M.A. thesis writers in Chen and Kuo (2012), where two steps in Move 3 were found to occur with high frequency, this finding tends to suggest that these Vietnamese writers are not fully aware of the rhetorical functions of the Result chapters.

(E7.1) *"....as I separated the findings and discussions of my thesis, I suppose they should be separately presented. Am I right?..."* (T1)

Besides the presence of these moves identified in the Result chapters, their sequence in each chapter tends to follow the order of presentation in Table 7.2. In particular, all these 13 separate Result chapters started with the chapter introduction, which provides either some background information of the research topic/the Result chapter structure or/and methods/instruments or statistical procedures and four of which even have a section heading for this communicative purpose. This introduction section was followed by several cycles of the research findings, which in turn was

followed by some instances of result comments (Move 3) and result summaries (Move 4). These several research-finding cycles were identified in the corpus because these Vietnamese writers presented the findings according to their research questions or their employed research instruments. In other words, the findings of each research question or from each research instrument were reported one by one in these Result chapters, making Move 2 (*Reporting results*) cyclical.

However, it is interesting to note the newly identified steps that preceded or followed these main-move cycles in this study. As can be seen in Table 7.2, five of these 13 chapters (R4, R9, R14, R20 and R21) were found to begin with the previous chapter summary (as in Example 1 below), and four (R9, R14, R20 and R21) ended with the chapter summary and an introduction of the next chapter content (R9 and R21) (as in Example 2 below). It is also worth mentioning here that when a chapter started with a brief summary of the previous chapter, it is likely that it would end with a summary of the chapter (except R4). This tendency could reflect the writers' intention in connecting all chapters in their theses together, but this practice reflects the distinctive practice of organizing each chapter in the TESOL discourse community in Vietnam, as revealed in the follow-up interviews with thesis writers and their supervisors. Due to their average frequency of occurrences in these Result chapters (38% and 31%, respectively), they are not recorded as new moves (Nwogu, 1997).

(1) *The previous chapter presented the research design, research instruments like questionnaire and interview guide, and the data collection procedures. Based on the data collected from the questionnaire, in this chapter I will present the analysis of the statistical information related to the reported use of language learning strategies, and the extent to which it is affected by the students' gender and stream, and whether there is a significant difference in the use of LLS according to gender and stream. Findings concerning the extent to which the most frequently LLS reported by most students can be applied to individuals in the interview are also explored.*

*In addition, a focus on qualitative data from the interview is investigated by asking the interviewed students for key strategies necessary for their learning English and the reasons for their choice. (R9)*

*(2) To summarize, this chapter has presented the main findings related to four main research questions. First,.... Second,.... Next,..... Summaries and discussions of these findings will be presented in the next chapter. (R9)*

In addition to these findings on the six main moves of the Result chapters, this study also found 26 instances of an independent move of *Referring to other studies* in six theses, accounting for 46% of the 13 chapters in which Results were separately presented. Therefore, this independent move is considered as optional as suggested by Kanoksilapatham (2005) in the Result chapter of the current TESOL M.A. thesis corpus. Moreover, among three steps identified in this additional move by Chen and Kuo (2012), the step of *Providing support or justification* was found to be preferred by this group of writers (21 instances). As illustrated in Example (3), *Kaplan* was cited to support the writer's finding and *Kaplan's* proposition was employed as the writer's interpretation of the finding. This way of citing previous studies was found as a common practice in these Result chapters.

*(3) Finally, from Question 5, comes the good news that most of the students, 58%, agreed that a good writer of Vietnamese is not necessary a good writer of English although more than 20 percent of the respondents said that that is the case. This fact was proven by Kaplan (1966), who said that a popular fallacy at American colleges and universities at the time assumes that if a student can write a well-written text in his native language, he can, as a matter of course, write a perfect essay in English. (R2)*

### 7.2.1.2 Steps

As can also be seen in Table 7.2 above, two steps in Move 2; namely, *Locating graphics* and *Reporting major findings* occurred with the highest frequency in all 13 theses with a separate Result chapter. In other words, all Result chapters in these theses were found to contain these two steps with an average occurrence of 16.92 and 18.77 per chapter, respectively, making these two steps obligatory and have

the highest cycle in these Result chapters. Besides these two obligatory steps, another two steps; namely, *Indicating methods used or statistical procedure applied* and *Interpreting results* were found to be conventional because they occurred in twelve and nine theses, (92% and 63.6%, respectively). Moreover, *Reporting major findings* was found to follow *Locating graphics* in the majority of the cases identified in the corpus. Furthermore, these two steps were preceded by *How results are presented* (0.46) and/or *Indicating methods or statistical procedure applied* (4.92) and followed by *Interpreting results* (5.54) and/or *Comparing with literature* (0.23) and/or *Accounting for results* (0.46). However, in comparison with the steps found in Chen and Kuo (2012), these findings on steps do not confirm those of international writers. The first difference is the most prominent cycle of these two obligatory steps identified in these Result chapters of the current M.A. thesis corpus. In particular, in Chen and Kuo's (2012) study while the steps of *Providing background or Indicating how results are presented* (Move 1) and *Reporting major findings* (Move 2) were found in all theses, the cycle of *Reporting major findings* (Move 2)-*Interpreting results* (Move 3) accounted for the highest frequency of steps. This cyclical difference between these two groups of writers tends to reveal that whenever these international writers reported the research findings, they provided their interpretation. In contrast, Vietnamese thesis writers were likely to locate the tables or graphs where results are displayed, and then presented the results of their study without comments, as can be seen in Example (4) below.

(4) 4.2.1.1 Length

As seen from Table 1, the length of text can contribute to language learning ( $M = 2.1$ ). However, this criterion in terms of suitability, appropriacy, and accessibility to age and level is not met in the currently used textbook ( $M$  ranged from 3.5 to 4.1). Specifically, around 80% of the students thought that the number of texts in the textbook was unsuitable and that the text length was inappropriate for them. Nearly the same number (82.4%) said that the number of words in each text was inaccessible to their age, and about 20% fewer (64%), albeit still predominant,



*reckoned that it was inaccessible to their level. Finally, roughly 60% rejected the accessibility of word number in each sentence to both age and level of learners. (R20)*

The second difference in the steps of the Result chapters between these two thesis corpora is the sequence patterns of the steps. As shown in Table 7.3 below, *Reporting major findings* tended to be the central step of all in these patterns and this step was preceded by *Indicating method used or statistical procedure applied* and *Locating graphics*, and followed by *Interpreting results*. The cycle of two steps; namely, *Locating graphics-Reporting major findings* was by far the highest frequency of occurrence, followed by the three-step sequence of *Indicating method used or statistical procedure applied-Locating graphics-Reporting major findings*.

**Table 7.3: Move-step cycling in the Result chapters**

Move/step cycles	Total	Average occurrence per chapter
Graphics-Findings	211	16.23
Methods-Graphics-Findings	59	4.54
Graphics-Findings-Interpreting	52	4
Methods-Findings	15	1.15
Methods-Graphics-Findings-Interpreting	12	0.92

The presence of Move 3 in the cycles (*Locating graphics-Reporting major findings-Interpreting results*) and (*Indicating method used or statistical procedure applied-Locating graphics-Reporting major findings-Interpreting results*) was recorded with a low average occurrence (4 and 0.92, respectively). In contrast, the most frequent pattern of steps identified in Chen and Kuo (2012) is *Reporting major findings-Interpreting results*, suggesting that the international writers provides adequate interpretation when reporting the results whereas Vietnamese writers mainly focused on reporting on the research findings without interpretation.

Finally, three steps were newly identified in this Result chapter corpus, but they were not included in Chen and Kuo's (2012) framework. These steps were found at the beginning of Move 2 (*Reporting results*) which aims to present the structure of how a section (each main finding in a study) was reported, and after Move 3 (*Commenting on results*) when the writers summarized the section and introduced the next section content. As can be seen in Table 7.2 above, seven of these 13 Result chapters contained "section introduction" step, three with "next section introduction" and 10 with a "summary of each section". These three steps formed a sub-cycle in some Result chapters of the corpus as shown in Example 5 below. The cycle of these three steps is similar to that of the whole Result chapter, which starts with a chapter introduction and ends with a chapter summary, which may include an introduction of the next chapter content in four of these Result chapters (Table 7.2). Despite the occurrence of the step of "next section introduction" found in 23% of these 13 Result chapters, two steps "section introduction" and "summary of each section" occurred in more than 50% (53.8% and 76.9%). Therefore, these two steps are classified as new steps in the Result chapters of the current thesis corpus.

(5) **4.2. Results of the questionnaire to teacher respondents**

*As shown in the earlier framework of analysis, the data provided from the questionnaire to teacher respondents was divided into three small sections for analysis. The results of the first section are presented as below. (section introduction)*

*Generally speaking, in the process of teaching vocabulary to elementary adult learners at this center, teachers could run into seven major difficulties originated from their learners. The most considerable difficulty was ...The second major problem reported in the study was. ... The third problematic things ..... Above all,.... (section summary)*

*In addition to the major difficulties derived from learners found in section A, section B of this questionnaire was also specially designed to find out possible difficulties that teachers might encounter from themselves. The data included in section B was analyzed and interpreted as follows. (next section introduction)*

**Section B - Difficulties arising from teachers. ... (R8)**

## 7.2.2 Findings on Citations

### 7.2.2.1 Citation Types

As can be seen in Table 7.4, only 26 citations were found in 61,609 words of 13 Result chapters of the TESOL M.A. thesis corpus by Vietnamese writers. With an average of two citations per chapter, it is clear that these writers mainly report on their findings in the Result chapters without referring to previous studies. This finding on citations is in line with that of the move-step structures of these Result chapters. In fact, these Result chapters started with indication of methods used or statistical procedures applied (Move 1) from which the results were obtained and presented with graphics (Move 2) and some ended with the summaries of the results (Move 4). Moreover, there were few instances of Move 3 where the writers compare, evaluate and/or account for their findings by referring to prior studies in the literature (Table 7.2). In the interviews with six thesis writers, they all admitted that they did not know the importance of citations in the Result chapters, as can be seen in Excerpt 7.2 below. This finding reflects these novice writers' unawareness of the rhetorical functions of citations in each chapter in relation to its communicative purposes (Kwan & Chan, 2014; Samraj, 2013) and suggests explicit instructions which aim to make them aware of the use of this rhetorical device in their thesis writing.

(E7.2) “...why are citations necessary in the Result chapters? I think only the findings are presented in this chapter....” (T14)

**Table 7.4: Citation types in 13 Result chapters**

Result chapters	Integral	Non-integral	Total
	18	8	26
Percentage	69.2	30.8	100
Average per chapter	1.4	0.6	2
Average per 1000 words	0.3	0.13	0.43

Besides few instances of citations in these Result chapters, Table 7.4 also shows the writers' preference for integral citations to non-integral ones (69.2% and 30.8%, respectively). Although these Result chapters share the commonalities on citation-type preferences with their corresponding LR chapters, they are different from the findings on citation-type preferences in the Introduction and Method chapters of this thesis corpus where an approximately equal number of integral and non-integral citations was found. This disparity could be due to the differences in the communicative purposes of these chapters that these writers had in mind in composing them. As discussed in the findings on citations in the Methodology chapters, how each chapter was constructed tends to reflect these Vietnamese writers' citation use in the respective chapter.

Table 7.5 shows that nearly half of the current Result chapters did not refer to any prior studies (R5, R12, R13, R18, R20, R21) while four chapters (R2, R14, R1, R9) contained up to six citations. While some writers overused integral citations (R2, R8), others preferred non-integral ones (R1). Besides the writers' personal preferences over the citation types, Table 7.5 is likely to show the tendency that if a chapter contains citations, both citation types are likely to be found. This practice of using citations was revealed in the interviews with these actual thesis writers as mentioned in the findings of the Method chapters (Excerpt 6.1, page 182).

**Table 7.5: Distribution of citations in 13 Result chapters**

<b>R</b>	Integral	Non-integral	<b>R</b>	Integral	Non-integral	<b>R</b>	Integral	Non-integral
<b>R1</b>	1	3	<b>R8</b>	3	0	<b>R18</b>	0	0
<b>R2</b>	5	1	<b>R9</b>	3	1	<b>R20</b>	0	0
<b>R4</b>	1	0	<b>R12</b>	0	0	<b>R21</b>	0	0
<b>R5</b>	0	0	<b>R13</b>	0	0			
<b>R7</b>	2	1	<b>R14</b>	3	2			

### 7.2.2.2 Citation Functions

Similar to the finding on citations in the Method chapters, only two functions of integral citations, namely *Verb controlling* and *Naming*, were found in these Result chapters and the latter was found to be almost three times more frequent than the former (Table 7.6).

**Table 7.6: Function distribution in integral citations in 13 Result chapters**

Integral	Total	Percentage
Verb controlling	5	17.78
Naming	13	72.22
Non-citation	0	0
Total	18	100

The communicative purposes of the Result chapters could be explained for this finding. As indicated in the move-step structure of the Result chapters in M.A. theses by Chen and Kuo (2012), writers can indicate methods used and statistical procedures applied (Move 1) and in commenting on the results found, besides evaluating the strengths and limitations of the results and providing explanations for the findings, writers can compare them with those in the literature. The presence of these steps indicates that previous works rather than their authors are employed in the Result chapters. In fact, as shown in Example 6a, the methods of data analysis were provided prior to the presentation of the results found. Similarly, in Example 6b, the previous research was employed in making a comparison with the result of the reported study.

(6a) *In order to analyze the collected data from the SILL, the Key to Understanding the Averages of Using the SILL, which was initiated by Oxford (1989), was used.* (R9)

(6b) *This finding was in line with the previous research by Light & Spada (1998), confirming that most adult learners at the beginning level tended to be very embarrassed when speaking English in front of people because they felt a sense of lack of mastery of the target language.* (R8)

A closer look at *Naming* citations in these Result chapters revealed that among 13 instances, 11 followed “*by X (year)*”/ “*noun + by X (year)/X’s (year) + noun*” patterns (Examples 6a, 6b, and 6c, respectively). However, it is interesting to find that the other two *Naming* instances in “*according to X (year)*” pattern were used to provide the background information (Example 6d).

(6c) *This attitude confirms Hsu’s (1981) claim that Asian writers tend to avoid offending other people because they have an inclination to be more situation-centered and to be more socially or psychologically dependent on others.* (R2)

(6d) *According to Sercu et al (2005), they define teacher-centered and learner-centered approaches as follows: Teacher-centered approach is the activity where teachers define the cultural contents; Learner-centered approach is the activity where learners can decide on the cultural contents. And the following table 4.10 will present the culture teaching activities arranged in order of frequency, basing on the results obtained from this question (See Appendix K).* (R1)

Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in the Results chapters contained unconventional citing practice (Example 6b) and grammatical mistakes (Example 6d). In Example 6b, the ampersand (&) was used instead of “and” in the integral citation because as indicated in the APA 6<sup>th</sup> style, the ampersand (&) is used for a non-integral citation which has two authors (in the parentheses), but “and” is employed between the authors’ names within the text (integral citation). In addition, “et al.” and the year followed the last name of the first author are used when a reference of three to five authors is repeated. However, in Example 6d, “et al” (without a period after “al”) was used by the writer. Besides this error, Example 6d contains a grammatical mistake, i.e. the redundancy of “they”, because *Sercu et al (they)* is previously referred to as the source of the proposition. The low level of these writers’ language proficiency aside, the mistakes identified suggest that citations cannot be implicitly acquired but explicitly taught to non-native learners.

As shown in Table 7.7, it is surprising to see the presence of two identical non-integral citation functions, namely *Source* and *Origin*, which were found in the Method chapters of this TESOL M.A. thesis corpus, in their corresponding Result chapters. However, unlike their frequency in the Method chapters, more *Origin* than *Source* functions were found in these Result chapters. As shown in Examples 7a and 7b below, the citations were used to indicate the originator of the adopted method and the source of the cited proposition. The presence of more *Origin* functions in these Result chapters shows that references to previous studies by these Vietnamese writers are for methods and statistical procedures applied (Move 1) rather than for commenting on results (Move 3). Similar to the findings of citations on the previous chapters of these writers, mistakes were found in the employment of non-integral citations in the Result chapters (Example 7a).

**Table 7.7: Function distribution in non-integral citations in 13 Result chapters**

Non-integral	Total	Percentage
Source	2	25
Identification	0	0
Reference	0	0
Origin	6	75
Total	8	100

(7a) *This question consists of nine items, eight of which are possible objectives of culture teaching provided; one is an open-ended item to which EL teachers were invited to add their own objectives of culture teaching. These eight objectives were adopted from the CULTNET project (Sercu et al., 2005) and Han's research (Han, 2009). (R1)*

(7b) *In addition, learning styles and learners' personality can be generally understood as a distinctive manner of doing something, which can be influenced by genetic makeup, previous learning experience or culture (Hornby & Ruse, 1999; Verster, 2005). (R14)*

### 7.2.2.3 Reporting Verbs

#### 7.2.2.3.1 Denotative/Process Categories

As shown in Table 7.8, there is a common trend in using RVs in these Result chapters, with their previous chapters and Hyland (2002a) in which Discourse acts are the most prominent, followed by the Research acts and Cognition acts. However, different from Hyland (2002a) and the other chapters is the absence of Cognition acts in these Result chapters. This disparity could be due to both the small number of citations used and the limited purposes these writers had in referring to previous studies in the Result chapters. In other words, as discussed in the citation function sections, references to prior research in these Result chapters aim to review the methods and applied statistical procedures from which the reported results were obtained (Example 8). Few instances of references to prior studies, moreover, were employed to make a comparison and an evaluation with the reported results.

**Table 7.8: Distribution of verbs in process categories in 13 Result chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	3	0.23	0.05	27.3%
Cognition Acts	0	0	0	0%
Discourse Acts	8	0.62	0.13	72.7%
<b>Total</b>	11	0.85	0.18	100%

(8) *McDonough & McDonough (1997) assert that percentage gives an overview of all the data.*  
(R8)

#### 7.2.2.3.2 Evaluative Categories

It can be seen in Table 7.9 that more factive than other RVs were used in the Result chapters as compared with the two previous chapters (LR and Method). As argued by Jalilifar (2012), it is the Result chapters in which writers have



to show their positive evaluation in order to situate their research results in relation to the works of others in the literature. However, a close investigation into the factive RVs that these Vietnamese M.A. thesis writers used in the Result chapters revealed that factive RVs were employed to provide justifications for their chosen research methods and statistical procedures rather than their findings (Example 8). Only two instances out six factive RVs were used to support the writers' findings, as illustrated in Example 9.

**Table 7.9: Classification of reporting verbs according to denotation and evaluation in 13 Result chapters**

<b>Research Acts</b> 3 (27.3%)	Findings 1 (9.09%)	Factive 1 (9.09%)
		Counter-factive
		Non-factive
	Procedures 2 (18.18%)	
<b>Cognition Acts</b> 0 (0%)	Positive	
	Critical	
	Tentative	
	Neutral	
<b>Discourse Acts</b> 8 (72.7%)	Doubt 2 (18.18%)	Tentative 2 (18.18%)
		Critical
	Assurance 6 (54.54%)	Factive 5 (46.35%)
		Non-factive 1 (9.09%)
	Counters	

(9) Ellis (1994) *claims* that students who attempt to learn a second language and communicate in it may experience language anxiety. (R14)

### 7.2.2.3.3 Verb Forms

Table 7.10 below shows the total number of RVs employed in the Result chapters of this TESOL M.A. thesis corpus. Nine RVs were found, but one occurred three times (*claim*) while the other seven RVs occurred once in these chapters. Among all these nine RVs, the verb “*relate*” is not included in Hyland (2002a) and was non-idiomatically used as RVs in the Result chapters. As shown in

Example 10, besides the grammatical mistake (run-on sentence) and the unconventional citing practice (full name of the author), this cited statement reported previous work as supportive information for the writer's argument of the different text organizations between Vietnamese and English through the employment of the verb “*relate*”.

Table 7.10: Reporting verbs in 13 Result chapters

1. claim (3)	3. adopt (1)	5. confirm (1)	7. assert (1)	9. initiate (1)
2. mention (1)	4. show (1)	6. explain (1)	8. relate (1)	

\* The number in brackets indicates the times of verb occurrences in the Result chapters of TESOL M.A. theses in Vietnam

(10) Sandra McKay (1993) once **related** the anecdote about a refugee in the US who was a good writer of Vietnamese but failed to meet his English audience's expectations, it can be seen that the conventions regarding to text organization and reader-writer relationships are not the same in both Vietnamese and English. (R2)

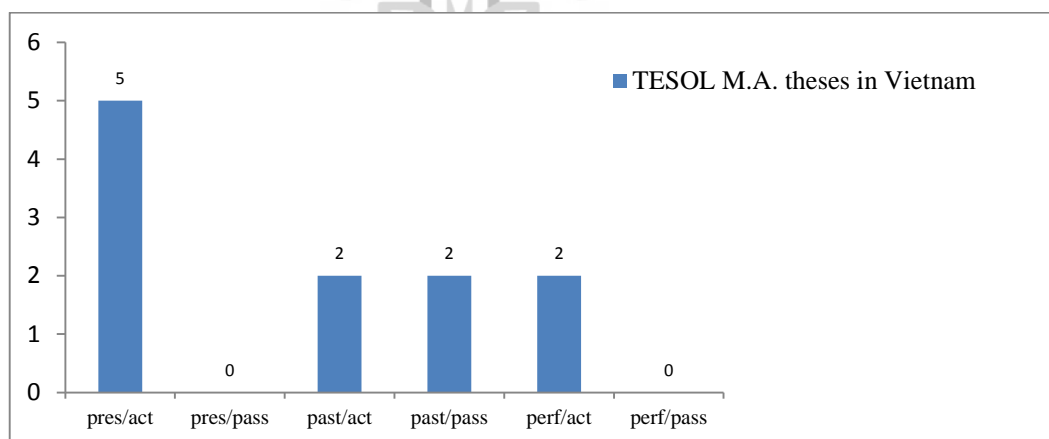
#### 7.2.2.3.4 Tense and Voice

Except for the Introductions where more past tenses than the present ones were employed, a common trend in using tenses of RVs by these Vietnamese writers was found in all chapters. In other words, similar to the tense uses in the LR and Method chapters, the present tenses occurred more frequently in these Result chapters (Table 7.11). Another similar finding on the RVs used in these Result chapters to those in the Introduction and LR chapters is that a majority of RVs are in the active form and it is not surprising to see its combination with all three tenses found in the Result chapters (Figure 1). As shown in Example 6a, 6b and 7a, the past tense was used in reporting the research methods (6a and 7a) and the findings (6b) of the reported studies while the present simple was employed when these writers would like to comment on their findings (Example 6c) and to argue for the appropriateness of their chosen methods and applied statistical procedures (Example 9). Although tense uses in RVs are individual and particular to each situation because the thesis

writers choose the time according to their purposes in writing (Chen, 2009), this tense-voice practice by this group of Vietnamese writers showed in their interviews that they did not know the rhetorical functions of tense used in the Result chapter because they randomly used them and expected the feedback from their supervisors. Their supervisors, on the other hand said that their supervisees were supposed to take responsibility of their language use. Their past tense use in these Result chapters renders them from generalizing their findings, as indicated by Malcolm (1987) and Thompson (2001).

**Table 7.11: Tense and Voice of reporting verbs in 13 Result chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
5 (45.45%)	4 (36.36%)	2 (18.18%)	11	9 (81.8%)	2 (18.2%)



**Figure 7.1: Numbers of instances of tense + voice combination in 13 Result chapters**

## 7.3 Findings on the Discussion Chapters

### 7.3.1 Findings on Move-Step Structures

#### 7.3.1.1 Moves

Table 7.12 below shows the frequency of moves/steps and their sequences in each Discussion chapter. As described in the overall structures of chapters from results to closure in the current corpus, among 13 separately presented Discussion chapters, only three (T9, T20 and T21) had a separate heading (Discussion) while the rest was found under the combined headings of Results-Discussions and Discussions-Conclusions (eight and two, respectively).

**Table 7.12: Frequency of moves-steps in 13 Discussion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	1	7.7	0.18
<b>Move 1: Introducing the Discussion chapter</b>	8	<b>62</b>	<b>0.62</b>
Providing background information and how discussions are presented	8	62	0.62
<b>Move 2: Reporting results</b>	0	<b>0</b>	<b>0</b>
Graphics	0	0	0
Reporting major findings	0	0	0
<b>Move 3: Summarizing results</b>	13	<b>100</b>	<b>1</b>
Making conclusions of results	71	100	5.46
<b>Move 4: Commenting on results</b>	13	<b>100</b>	<b>1</b>
Interpreting results	46	100	3.54
Comparing results with literature	16	54	1.23
Accounting for results (giving reasons)	23	69	1.77
Evaluating results	5	15.3	0.38
<b>Move 5: Summarizing the study</b>	2	<b>15.3</b>	<b>0.15</b>
Summarizing the study briefly	0	0	0
<b>Move 6: Evaluating the study</b>	3	<b>23</b>	<b>0.3</b>
Indicating limitations	3	23	0.23
Indicating significance/advantage	5	15.3	0.38
Evaluating methodology	0	0	0
<b>Move 7: Deductions from the (research) study</b>	3	<b>23</b>	<b>0.23</b>
Making suggestions	2	15.3	0.15
Recommending further research	1	7.7	0.18
Drawing pedagogic implications	0	0	0
<b>- Section summary</b>	8	62	0.61
<b>Referring to other studies</b>	12	<b>92</b>	<b>0.85</b>
Providing support or justification	69	84.6	5.31
Providing background information	12	46	0.92
<b>-Chapter summary (Heading)</b>	9	69	0.69
<b>- Next chapter introduction</b>	5	39	0.39

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

The way these texts were divided between the results and discussions in this corpus could account for the complete absence of Move 2 (*Reporting results*) in these Discussion chapters. In fact, as can be seen in Table 7.12 there were no instances of Move 2 in these Discussion chapters while Move 3 (*Summarizing results*) and Move 4 (*Commenting on results*) occurred in every text, making them the obligatory moves in these chapters. This finding, however, is different from those of Chen and Kuo (2012) and Yang and Allison (2003), which find that the Discussion chapters not only summarize results, comment on results, and compare them with previous studies in the field but also report results. The absence of reporting on results in these Discussion chapters tended to reflect these writers' conscious choice in separating results from discussions although they were presented under the same heading in a majority of theses (61.5%). Besides the prevalence of Moves 3 and 4, Moves 5, 6 and 7, in contrast, were found in two, three and five chapters, respectively and with a low frequency of occurrences. It is generally accepted that the presence of Moves 3 and 4 in the Discussion chapters could sufficiently demonstrate its communicative focuses; namely, summarizing results and commenting on results, but the infrequent occurrences of Moves 6 and 7 indicated that few evaluations and claims were made in the Discussion chapters by these Vietnamese writers. Peacock (2002) found that non-native English RA writers made far fewer claims than their native counter-parts, and his finding is likely to reflect the way these Vietnamese writers wrote their Discussion chapters.

However, despite fewer claims and evaluations found in this Discussion chapter corpus, the infrequency of occurrence of these Moves (Moves 5-7) in comparison with Moves 3 and 4 confirmed the findings by Chen and Kuo (2012) and

Yang and Allison (2003). Unlike Moves 5-7 which were optional in this Discussion chapter corpus, Move 1 (*Introducing the Discussion chapter*) and the independent move of *Referring to other studies* were seen in eight chapters, which makes them conventional in this study. The prominent occurrence of the independent move confirms Peacock's (2002) finding which indicates that *Referring to previous research* seems to be important in Language and Linguistics while the high frequency of Move 1 which provides background about theory, research aims and methodology does not. This difference could be due to the different genre types between his study; namely RAs, which requires concise writing while M.A. thesis, the target genre in the current study, accepts details and information repetition.

Regarding move cycles, Move 3 (*Summarizing results*) and Move 4 (*Commenting on results*) were found in every Discussion chapter with a high frequency of occurrence (Table 7.12 above). The frequent occurrence of these two moves reflects the communicative purposes of the Discussion chapters that these Vietnamese thesis writers had in mind, as revealed in Excerpt 7.1, on page 215. A closer look at these two moves revealed that interpretations, explanations, and/or evaluations were provided for each main result summarized, as shown in Example 9 below, which makes these two moves cyclical. This finding on the move cycle confirmed that of Chen and Kuo (2012), which reported that Move 4 often accompanies Move 3 with a high frequency. Moreover, it was observed that all moves in these Discussion chapters followed the order of the moves in the framework (Table 7.12), except the independent move of *Referring to other studies* because previous studies were referred to when the authors commented on the results. In other words, this independent move was found to be intertwined with Move 4 (*Commenting on*

*results*) because these authors employed previous studies in order to justify, support or explain for the interpretations of their findings. A few of them also provided the background information related to the reported research through their reference to previous studies with the aim of assisting readers with better understanding of the reported results. In general, the only cycle of Move 3, followed by Move 4 and the independent move was found in this Discussion chapter corpus with a high frequency.

(9) **“4.3.2 EL teachers’ defining objectives of culture teaching in the ELT context**

*It was found from the questionnaire that VTE and NET share a similar viewpoint on defining culture teaching objectives. Both VTE and NET admitted that the main objectives concerning the skills and knowledge dimensions were to “promote the ability to handle intercultural contact situations” and “provide information about daily life and routines” to learners. This first suggests that the role of culture in ELT is not a new concept to VTE and NET, since most VTE and NET realized that an overall goal for the teaching of culture is that ‘all students should develop the cultural/intercultural awareness needed to function appropriately within a segment of another society’ (Seelye, 1984, p. 29)....” (D1)*

### 7.3.1.2 Steps

In terms of steps, two steps of Moves 3 and 4; namely, *Making conclusions of results* and *Interpret results*, respectively, were obligatory in this Discussion chapter corpus. Moreover, while *Accounting for results* was found in 9 out of 13 separate Discussion chapters (69%), *Comparing results with literature* was present in 7 chapters, accounting for 53%. According to Kanoksilapatham’s (2005) criteria, they were classified as conventional and optional steps, respectively. Similar to *Accounting for results*, the step of *Providing background information and how discussions are presented* in Move 1 occurred in eight chapters, making it a conventional one. In brief, besides the two obligatory steps in Moves 3 and 4, the steps of *Accounting for results* (Move 4) and *Providing background information and how discussions are presented* (Move 1) were conventional while the other steps were optional in these Discussion chapters. Besides this finding, it is worth mentioning that the highly frequent occurrence of Move 4 (*Commenting on Results*) in these

Discussion chapters, but its infrequency in the Result chapters tended to reflect these writers' awareness of the communicative focuses of these two chapters in dividing results and discussions of their research findings in two separate sections (Yang & Allison, 2003).

The analysis of sequence patterns of steps showed that *Making conclusions of results* was always followed by *Interpret results*, and/or *Comparing results with literature* and/or *Accounting for results*. This sequence briefly reviewed the detailed findings which were reported in the Result chapter as illustrated in Example 9 above, and then were interpreted with the explanation through the employment of a reference. As can also be seen in Table 7.13 below, the sequence of *Making conclusions of results-Interpreting results* accounted for the highest average occurrence per chapter, followed by *Main findings-Interpreting-(Reference)-Accounting* and *Main findings-Comparing*. The highest frequency of these cycles identified in this corpus written by Vietnamese confirmed that of international writers (Chen & Kuo, 2012) and this similarity suggests that M.A. thesis writers mainly interpret the reported findings, sometimes explain and give reasons for the findings, and may refer to other studies to provide support for their interpretation. However, through the presence of the cycle of these two steps (*Making conclusions of results-Interpret results*) in all 13 Discussions in this corpus, it can be understood that all reported findings were provided with interpretations by these Vietnamese writers while only 80% of Discussion chapters written by international writers in Chen and Kuo (2012) had this cycle. The absence of this two-step cycle in international writers' theses could be explained by the more and various three-step sequence patterns (*Providing background-Findings-Interpreting*; *Providing background-Findings-Comparing*; and *Finding-Interpreting-*



*Comparing*) while Discussion chapters of Vietnamese writers contained only two three-step sequence patterns. In particular, as shown in Table 7.13, the most frequent three-step sequence patterns were *Summarizing the results-Interpreting-Accounting* (23 instances) and *Providing background- Summarizing the results-Interpreting* (11 instances). As mentioned earlier, in the interview with the thesis supervisors 2 (S2) and 3 (S3), it is known that the separated presentation between Discussion and Result chapters in the TESOL discourse community in Vietnam partly was due to the fact that whether or not these thesis writers had sufficient information for their reported results to be discussed in a separate chapter. In other words, their supervisees tended to present these two communicative functions together when they had little related literature for the discussion.

**Table 7.13: Step cycling in 13 Discussion chapters**

Move/step cycles	Total	Average occurrence per chapter
Main findings-Interpret	44	3.38
Main findings-Interpreting-(Reference)-Accounting	23	1.77
Main findings-Comparing	20	1.54
Background-Main findings-Interpreting	11	0.85

Similar to the findings in the Result chapters, *Chapter summary* was found in nine out of 13 Discussion chapters, accounting for 69% of the theses with a separate Discussion chapter and two of these had a section heading for this communicative purpose. Because this newly identified step was found in more than 50% of the corpus, it was considered as a new step (Nwogu, 1997) and was classified as a conventional one as suggested by Kanoksilapatham (2005). However, this new step should be regarded as a new move because it was employed to summarize the content of the whole chapter and four even introduced the content of the next chapter (Example 10

below). In other words, according to move definitions by Swales (1981) and Holmes (1997), this text at the end of the chapter not only performs a specific communicative function of its own but also contributes to the overall communicative purpose of the genre. In fact, in relation to Move 1, which aims to open the Discussion chapter, this newly identified step, *Chapter summary*, was employed to close the chapter and it is suggested as a new move in the Discussion chapter of theses written by Vietnamese. Besides *Chapter summary*, another two new steps; namely, *Section introduction* and *Section summary* were found in two and five Discussion chapters, respectively. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. Similar to their counter-parts in Result chapters, these two newly identified steps were employed to introduce and close a text in which a research finding was reported. However, because not all research findings were surrounded with these two steps and they occurred in less than 50% of the Discussion chapter corpus, they were not considered as new steps in these Discussion chapters.

(10) **“Summary**

*This Chapter reported on the outcomes of the data-gathering phase. The results from the analysis above seem to address all of the research questions in a positive way. In fact, through the surveys and interviews, the teachers displayed a broad knowledge of contrastive rhetoric (though none of them use this term), and it is their main concern in teaching writing. The teachers confirm there is a cultural influence on Vietnamese students' writing, and it may have a negative impact because it makes students' English essays incomprehensible to native English speakers. On the other hand, the survey of students' opinions and knowledge of contrastive rhetoric shows that the students seem confused and inconsistent in their thoughts. This hesitation may be overcome, as discussed above. The analyzed results from the documentary essays show that if contrastive rhetoric concept is applied in class, it may somewhat enhance students' academic writing ability. The results from class observations and interviews suggest a direction to take in designing a lesson plan for writing classes, which will be presented in the next chapter.*

*In the next chapter, the findings from the study presented in this chapter and the three problem statements stated in the first chapter will be interlaced again to discuss the final conclusion of this thesis.” (D2)*

### 7.3.2 Findings on Citations

#### 7.3.2.1 Citation Types

With 81 citations in a sub-corpus of 92,692 words of 13 Discussion chapters (an average of 6 citations per chapter) (Table 7.14), it is clear that citations were employed more in these chapters than in their respective Result ones (an average of 2 citation each). This difference can be explained by the different communicative purposes of these two corresponding chapters. In fact, in the findings of move-step analysis of the Discussion chapters, commenting on results (Move 4), where the writers compared, evaluated and accounted for their findings through their references to previous studies, was obligatory. Very few instances of this move, in contrast, were found in the Result chapters, accounting for the lower average frequent occurrences of referring to prior research in these chapters.

**Table 7.14: Citation types in 13 Discussion chapters**

	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
LR chapters	64	17	81
Percentage	79	21	100
Average per chapter	4.9	1.3	6.2
Average per 1000 words	0.7	0.2	0.9

In addition to the total number of citations, Table 7.14 shows these Vietnamese writers' preference for integral citations over the non-integral ones (nearly four times higher). This finding is in line with those in the LR and Result chapters although it is different from those in the Introduction and Method ones, where a relatively equal proportion of these two citation types was found. It can, therefore, be concluded that these Vietnamese writers tend to favor integral citations on the one hand. These writers' favor for integral citations in the Discussions, on the other hand, can be attributed to the rhetorical functions of these chapters. In other

words, through the “arguing” voice of the previous authors, the authority and gatekeepers, whose names are placed at the start of each cited sentences, the writers situate their research findings in relation to the works of others in the literature. Moreover, as indicated in Hyland (1999, 2002a), the predominant presence of integral citations which place the emphasis on the cited authors reflect the argumentative and persuasive nature of the soft disciplines to these TESOL M.A. theses belong. In contrast, more non-integral citations are required in the hard disciplines in which human interest and intervention in knowledge discovery is avoided. Despite the disciplinary differences on citation conventions, these Vietnamese writers’ preference for integral citations confirms Mansourizadeh and Ahmad (2011) which find novice writers favor integral citations.

As shown in Table 7.15, besides a few citations found in nearly half of these 13 Discussion chapters (D1, D2, D5, D7, D8, and D21), D4 and D20 did not contain any citations while 24 and 15 instances were found in D14 and D9, respectively. This is argued that it is in the Discussion chapters where citations should be used as a tool to gain readers’ acceptance and to situate their findings in relation to those in the literature. The absence of references to previous studies in the Discussion chapters renders the findings of the reported studies ungrounded and disconnected with those in the literature.

**Table 7.15: Distribution of citations in 13 Discussion chapters**

<b>D</b>	Integral	Non-integral	<b>D</b>	Integral	Non-integral	<b>D</b>	Integral	Non-integral
<b>D1</b>	3	2	<b>D8</b>	2	0	<b>D18</b>	5	2
<b>D2</b>	3	1	<b>D9</b>	12	3	<b>D20</b>	0	0
<b>D4</b>	0	0	<b>D12</b>	6	1	<b>D21</b>	4	1
<b>D5</b>	4	0	<b>D13</b>	5	2			
<b>D7</b>	0	1	<b>D14</b>	20	4			

The interviews with the actual thesis writers showed that they did not know the rhetorical functions of citations in these last chapters of their theses (Excerpts 7.3 and 7.4). As revealed in the interviews with three thesis supervisors, moreover, it is confirmed that although these M.A. students were advised to make use of references in these last chapters, they did not use them as many as expected due to their lack of formal instructions on the citing practice. Furthermore, thesis supervisor 2 added due to thesis writers' busy schedule (teaching and studying at the same time), their last chapters were not adequately invested. Such an explicit training is, therefore, expected to not only raise these writers' awareness of the significance of citations but help them effectively use citations in their English academic writing as well.

(E 7.3) “...I had no idea about using them in the Discussion s and my supervisor did not mention about using them in these chapters except the literature review” (T6)

(E7.4) “From my understanding, writers are required to discuss or talk about what they have found, not the others' works in these chapters. And one more reason, I was afraid to get out of track if I cited a lot in these chapters” (T23)

### 7.3.2.2 Citation Functions

As shown in Table 7.16, it is interesting to see that more *Naming* citations than *Verb controlling* were found in these 13 Discussion chapters (53.12 % and 46.86%, respectively). This finding tends to suggest that *Naming* occurred more frequently in the Method, Result and Discussion chapters than the two previous ones (Introductions and LR). In fact, apart from the overwhelming presence of *Verb controlling* over *Naming* in the Introduction and LR chapters (five and two times, respectively), *Naming* was almost two and three times more prominent than *Verb controlling* in the Methodology and Result chapters, respectively. As previously discussed, such differences can be attributed to the different communicative purposes among these chapters. In their corresponding Discussion chapters, moreover, a

relatively higher proportion of *Naming* indicates that in addition to the comparisons made between findings of the reported study and those in the literature (*Naming*), the writers almost equally used previous researchers whose names were placed as the subject of the reporting verbs (*Verb controlling*) in order to argue for the value of their research findings. Another commonality between the Methodology, Result and Discussion chapters is the absence of *Non-citation*, in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text. This finding indicates that no repetition of previously cited works was made in these following chapters while this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

**Table 7.16: Function distribution in integral citations in 13 Discussion chapters**

Integral	Total	%
Verb controlling	30	46.86%
Naming	34	53.12%
Non-citation	0	0%
Total	64	100%

A closer look at the most frequently used function, *Naming*, revealed that among 34 *Naming* instances, 25 followed either *Noun (of/by) X (year)* or *in X (year)* *Noun* patterns and the other nine instances were found in the *According to X (year)* structure. As shown in Examples 11a-c below, previous works and findings constructed in noun phrases (*Naming*) rather than the researchers were employed to make comparisons with those being reported. Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in these Discussion chapters contained unconventional citing practice (Examples 11a-c).

(11a) As discussed before in the *study by Sayadian & Laskarian (2010)*, present findings from the study supported that although learners knew they should learn that foreign language, they were likely to fail due to their lack of interest in learning it. (D8)

(11b) These *findings* are in accordance with *those of Goh & Kwah (1997)* in that female students used compensation and affective strategies more often than male students. (D9)

(11c) Although the majority of them ( $N = 20$ ) had extroversion and 61.9 % ( $N = 26$ ) learners possessed communicative learning style (see Table 3.1), they did not have enough self-confidence as mentioned in *Tsui's (1996) research and Clément et al (1977) one*. (D14)

Different from the LR, Method and Result chapters in which up to three non-integral citation functions were found, the non-integral citations in these Discussion chapters had a single function, *Source* (Table 7.17).

**Table 7.17: Function distribution in non-integral citations in 13 Discussion chapters**

Non-integral	Total	Percentage
Source	17	100%
Identification	0	0
Reference	0	0
Origin	0	0
Total	17	100%

As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen in Examples 12a-b below, the proposition by the previous authors was used as support and justifications for the writers' findings. Although the presence of this single non-integral citation function was found in both the Introduction and Discussion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in the former in order for the niche of the reported studies to be established. In the latter, in contrast, these writers integrated previous researchers' propositions into their text in commenting on their findings. The different communicative functions of the Discussion chapters could attribute to the change in the ways these writers employed this *Source* function. Besides the appropriateness in using the *Source* function, its overwhelming use in these Discussion chapters tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. In fact, she states that due to its sufficient potential in displaying the M.A.

students' knowledge and familiarity with the literature, *Source* is most frequently used in these students' writing of their M.A. theses. Similarly, Mansourizadeh and Ahmad (2011) confirm that the single purpose of citations used by non-native novice writers is to attribute.

(12a) ... *These difficulties may drive VTE and NET to focus more on language knowledge and skills than cultural/intercultural awareness in their ELT. This is true as it was discovered that difficult conditions and heavy workloads have a powerful impact on the pedagogical decision that teachers make (Crooks & Arakaki, 1998).* (D1)

(12b) *It also paralleled earlier studies which reported that more mechanical strategies were favoured over more complex ones by Asian learners at various levels (Gu & Johnson, 1996; Schmitt, 1997).* (D13)

### 7.3.2.3 Reporting Verbs

#### 7.3.2.3.1 Denotative/Process Categories

Table 7.18 below shows 42 RVs found in 13 Discussion chapters of the TESOL M.A. theses written by Vietnamese students. However, it is surprising to see that 12 RVs were identified in statements that provided further discussions on the previously cited works. Indeed, as shown in Table 7.16 above, there were 30 instances of *Verb controlling* while Table 7.18 shows the total number of 42 RVs in the Discussion chapters.

**Table 7.18: Distribution of reporting verbs in process categories in 13 Discussion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	11	0.85	0.46	26.19 %
Cognition Acts	3	0.23	0.13	7.14 %
Discourse Acts	28	2.15	1.18	66.66 %
<b>Total</b>	42	3.23	1.77	100 %

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology), Discourse RVs were found to be the most commonly used in the Discussion chapters, accounting for two thirds of the RVs identified in these chapters



(Table 7.17). Ranked second are Research RVs, making of more than a quarter of the total number of RVs, followed by a few instances of Cognition RVs. This trend in using RVs in these Discussion chapters confirms Hyland's (2002a) findings on RVs used in Applied Linguistics RAs. The dominant use of Discourse verbs in these TESOL M.A. theses, as argued by Hyland (1999, 2002a), reflects the discursive nature of soft disciplines which regard explicit interpretation, speculation and arguments as "accepted aspects of knowledge" (p. 126).

Different from the finding on RVs employed in their respective Result chapters, these Discussion chapters had a few instances of Cognition verbs (Table 7.18). This difference could be due to the distinctive communicative functions between these two chapters that these writers had in mind in composing the texts. In fact, in the Result chapters, the writers mainly reported their findings and references to previous studies were found mainly in Move 1, where background information, the chosen research methods and applied statistical procedures were provided. The employment of citations in the Result chapters, therefore, was for providing background information, justifications and support for the research methods. In contrast, citations were found in Move 4 of their respective Discussion chapters where the writers commented on their findings. It is clear that more discussions were provided in the Discussion chapters as in this *Commenting* move, the reported findings were compared, accounted and evaluated in relation to those in the literature. Moreover, in order to successfully situate their findings into the literature, the writers placed previous researcher(s)' name(s) in the subject positions of the sentences, followed by RVs. This intended purpose can be clearly seen through the relatively equal proportion of *Verb controlling* and *Naming* functions in these Discussion

chapters while in their respective Result chapters, *Naming* was nearly three times more prominent than *Verb controlling*.

### 7.3.2.3.2 Evaluative Categories

Table 7.19 shows the categorization of 42 RVs according to their evaluative loads as classified by Hyland (2002a). Unlike the findings on the evaluative potential of RVs in their respective Result chapters, these Discussion chapters contained more non-factive verbs, which both neutrally inform readers of the previous researchers' position and objectively report the cited works without personal interpretation (Example 13), than the factive ones (45.24% and 23.81%, respectively).

**Table 7.19: Classification of reporting verbs according to denotation and evaluation in 13 Discussion chapters**

<b>Research Acts</b> 11 (26.19 %)	Findings 10 (23.8%)	Factive 2 (4.76%)
		Counter-factive
		Non-factive 8 (19.05%)
<b>Cognition Acts</b> 3 (7.14 %)	Procedures 1 (2.38%)	
	Positive	
	Critical	
	Tentative	
<b>Discourse Acts</b> 28 (66.66 %)	Doubt 8 (19.05%)	Tentative 8 (19.05%)
		Critical
	Assurance 20 (47.62%)	Factive 9 (21.43%)
		Non-factive 11 (26.19%)
	Counters	

Moreover, there was an absence of Counter Discourse verbs, which reveal writers' objections to the correctness of the reported message (Hyland, 2002a) and a third of neutral Cognition (Example 14) and Doubt tentative Discourse verbs (Example 15) (7.14% and 19.05%) in these Discussion chapters. In general, it can be concluded that almost three quarters of RVs employed in the Discussion chapters are neutral. The neutral RV preference indicates that these Vietnamese M.A. students

were less certain in discussing the findings of their studies. However, maintaining a neutral stance in using RVs is a common trend in academic writing as indicated by previous researchers (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012). In fact, as discussed in Jalilifar (2012), more factive verbs should be used in the Result chapters rather in the other chapters in order for the reported results to be situated into the literature.

(13) Warschauer and Healy (1998) also **reported** that technology was very useful for language learners in helping them practice language with other language learners or speakers of the target language around the world. (D12)

(14) Also, Liu (2006) **noticed** that the more proficient in English students were, the less anxious they seemed to be. (D14)

(15) As has been discussed, Chastain (1988, pp. 299-300) **mentions** that in language classes where intercultural understanding is one of the goals, learners become more aware of their own culture and more knowledgeable about the foreign cultures. (D1)

#### 7.3.2.3.3 Verb Forms

Different from the RVs used in the previous chapters of the current M.A. thesis corpus by Vietnamese in which “*state*” was found to be the most commonly used, the analysis on RVs in the Discussion chapters revealed that “*find*”, a Research Finding non-factive verb, was the most frequent (6 times), followed by “*state*” (5 times) (Table 7.20). However, it is surprising to see that this RV which was employed to report on the findings of cited research when comparisons between them and the reported studies were made was exclusively used in one chapter (D9) (Example 16). Similarly, the Cognition neutral RV “*notice*”, being ranked the third of the most frequently used verbs in these Discussion chapters, was found to occur three times in one chapter (D14) (Example 14 above). These writers’ overuse of RVs in their reporting sentences could be attributed to both their deficit of vocabulary

(Hyland, 2002a) and their unawareness of the subtleties of language necessary for reporting (Pecorari, 2008).

**Table 7.20: Reporting verbs in 13 Discussion chapters**

1. find (6)	6. emphasize (3)	10. remark (2)	14. say (1)	18. show (1)
2. state (5)	7. discuss (2)	11. determine (1)	15. admit (1)	19. demonstrate (1)
3. notice (3)	8. indicate (2)	12. conclude (1)	16. confirm (1)	20. report (1)
4. suggest (3)	9. support (2)	13. explore (1)	17. discover (1)	21. mention (1)
5. point out (3)				

\* The number in brackets indicates the times of verb occurrences in the Discussion chapters of TESOL M.A. theses in Vietnam

(16) *This finding is not consistent with that of the previous studies (Politzer, 1983; Ehman & Oxford, 1989; Oxford & Nyikos, 1989; Lee, 1994; Green & Oxford, 1995; Goh & Kwah, 1997) in that their results showed that female students significantly differed from male students in the use of LLS, but it is supported by Griffiths (2003), who **found** that the difference in using LLS between female and male was not significant.* (D9)

Compared with the number of RVs used in their respective Result chapters, these 13 Discussion chapters contained more RVs (9 and 21, respectively). As shown in Table 7.20, however, except for the first six commonly used RVs, namely “*find, state, notice, suggest, point out* and *emphasize*”, the other 15 verbs occurred once or twice in these 13 Discussion chapters. Except for *admit, remark* and *explore*, the RVs identified in the current Discussion chapters, are included in Hyland (2002a) and have already been illustrated and added in his categorization from the previous chapters (*notice*). The following examples (17a-c), therefore, are for these three newly used RVs in the Discussion chapters by these Vietnamese writers. Based on their denotative and evaluative loads identified in this Discussion chapter corpus, these verbs are added to Hyland’s (2002a) classification of RVs, but these words are limited to their occurrences found in this corpus alone.

(17a) *Ormrod (2009) also **admitted** that a small amount of anxiety improved performance.* (D14) (Discourse Doubt tentative)

(17b) *In the same way, Bransford (1979) **remarks** if information is not actively rehearsed, it is forgotten.* (D14) (Discourse Doubt tentative)

(17c) *In addition, Rager (2006) **explored** both the opportunities and challenges posed by the Internet influence in learning settings.* (D12) (Research Procedure)

#### 7.3.2.3.4 Tense and Voice

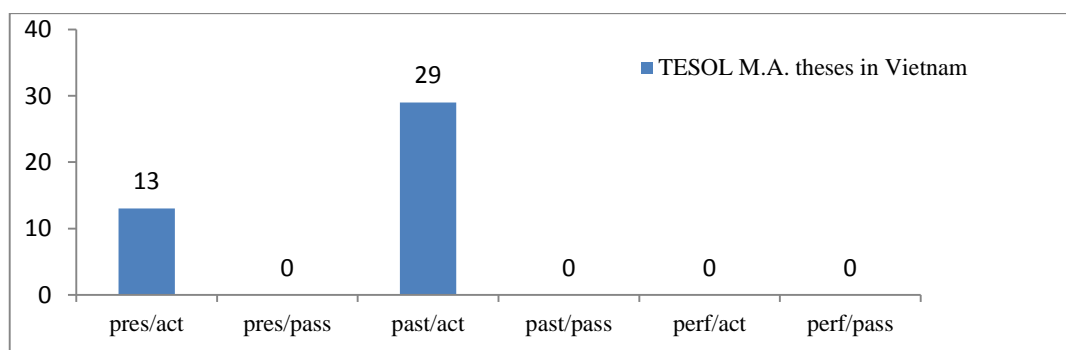
Different from the findings on the tenses of RVs used in the LR, Method and Result chapters, the tense analysis of RVs in their corresponding Discussion chapters showed the preference for the past simple, which is more than twice more prominent than the present simple (Table 7.21). This tendency in using more past simple than the present in these Discussion chapters by these Vietnamese writers was also found in their Introduction chapters. Moreover, there was an absence of the perfective, which is used to make generalizations about previous works in these Discussion chapters (Malcolm, 1987; Oster, 1981). As the communicative function of the Discussion chapters is to compare, evaluate and account for the reported findings, the present simple and present perfect are expected to be more prominent. In fact, the employment of these two tenses enables writers to make the cited works alive, and thus be able to activate the discursive arguments. In addition, through their alive and ongoing discussions, writers can not only get their research grounded in the current state of their disciplinary knowledge but position themselves in relation to other disciplinary members as well.

**Table 7.21: Tense and voice of reporting verbs in 13 Discussion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
13 (30.95%)	29 (69.05%)	0 (0%)	42	42 (100%)	0 (0%)

Besides the findings on tenses, it is surprising to see the absence of the passive form in these Discussion chapters in which the findings of previous research were employed to make a comparison with those of the reported studies (Table 7.21 above). As a result, as shown in Figure 7.2, the active was combined with all the past and present verbs identified in these chapters. These writers' preference for the past and

active forms of verbs in their Discussion chapters was explained in their interviews that they did not know which tense to use in which chapters. Explicit instructions on tense and voice of RVs, therefore, should also be provided to help these writers effectively use them in their future writing for publication.



**Figure 7.2: Numbers of instances of tense + voice combination in 13 Discussion chapters**

## 7.4 Findings on the Combined Result-Discussion Chapters

### 7.4.1 The Combined Framework

**Table 7.22: Combined framework for the Result- Discussion chapter of M.A. theses**

<b>Move 1:</b> Introducing the Result + Discussion chapter	<ul style="list-style-type: none"> <li>• Providing background information (such as purpose, design, research questions/ hypotheses, etc.) or how the chapter is presented</li> <li>• Indicating methods used or statistical procedure applied</li> </ul>
<b>Move 2:</b> Reporting results	<ul style="list-style-type: none"> <li>• Locating graphics</li> <li>• Reporting major findings</li> </ul>
<b>Move 3:</b> Commenting on results	<ul style="list-style-type: none"> <li>• Interpreting results</li> <li>• Comparing results with literature</li> <li>• Evaluating results (including strengths, limitations, generalizations, etc. of results)</li> <li>• Accounting for results (giving reasons)</li> </ul>
<b>Move 4:</b> Summarizing results	<ul style="list-style-type: none"> <li>• Making conclusions of results</li> </ul>
<b>Move 5:</b> Summarizing the study	<ul style="list-style-type: none"> <li>• Summarizing the study briefly</li> </ul>
<b>Move 6:</b> Evaluating the study	<ul style="list-style-type: none"> <li>• Indicating limitations of the study</li> <li>• Indicating significance/advantage of the study</li> </ul>
<b>Move 7:</b> Deductions from the (research) study	<ul style="list-style-type: none"> <li>• Recommending further research</li> <li>• Drawing pedagogic implications</li> <li>• Making suggestions</li> </ul>
<b>Referring to other studies</b>	<ul style="list-style-type: none"> <li>• Providing background information</li> <li>• Providing definition of terms</li> <li>• Providing support or justification</li> </ul>

The existence of 11 combined Result and Discussion chapters in this corpus drove the researcher to collapse the two frameworks by Chen and Kuo (2012) for analyzing these two chapters into one. The differences between these two frameworks are the order of the moves “*Commenting on results*” and “*Summarizing results*”, and the addition of move 5 “*Summarizing the study*” in the Discussion framework. In particular, due to their different focuses between these two chapters, the move “*Commenting on results*” (Move 3) precedes “*Summarizing results*” (Move 4) in the Result framework while this move follows “*Summarizing results*” in the Discussion framework (Yang & Allison, 2003). In order to analyze the combined Result and Discussion chapters, the researcher decided to keep the order of the first four moves of the Result framework and to combine them with the last four moves of the Discussion framework. As shown in Table 7.22, the new framework for the Result-Discussion chapter consists of eight moves.

## 7.4.2 Findings on Move-Step Structures

### 7.4.2.1 Moves

Table 7.23 shows the frequency of moves/steps and their sequence in each Result-Discussion chapter. Based on the new framework for analyzing the combined Result and Discussion chapters, the study revealed that the first three moves are compulsory while Moves 4-7 and the independent move of *Referring to other studies* are optional and conventional, respectively. The finding on the optional moves (Moves 4, 5, 6 and 7) confirms Yang and Allison’s (2003) in the Discussion chapters which indicated that *Summarizing the study*, *Evaluating the study* and *Deductions from the (research) study* are uncommon. However, this finding is different from that of the Result chapters in which the authors tended to simply report

on the research results without interpretation through their infrequent use of Move 3 “*Commenting on results*”. The authors who followed this combined-chapter structure, on the contrary, interpreted the research findings reported with a very high average occurrence (11.1). Moreover, the majority of these authors (72.7%) compared their findings with previous studies in the literature and accounted for the results found with an average of two and three times per chapter, respectively.

**Table 7.23: Frequency of moves-steps in 11 Result-Discussion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	3	27.2	0.27
<b>Move 1: Introducing the Result + Discussion chapter</b>	11	<b>100</b>	<b>1</b>
Providing background information	13	82	1.18
how the chapter is presented	11	100	1
Indicating methods used or statistical procedure applied	74	82	6.73
<b>Move 2: Reporting results</b>	11	<b>100</b>	<b>1</b>
<b>- section structure</b>	21	54.5	1.9
Locating graphics	178	100	16.2
Reporting major findings	240	100	21.82
<b>Move 3: Commenting on results</b>	11	<b>100</b>	<b>1</b>
Interpreting results	122	100	11.1
Comparing results with literature	22	63.6	2
Evaluating results	1	9	0.09
Accounting for results (giving reasons)	36	63.6	3.27
<b>- Section summary</b>	5	27.2	0.45
<b>- Next section introduction</b>	2	18.2	0.18
<b>Move 4: Summarizing results</b>	5	<b>45.5</b>	<b>0.45</b>
Making conclusions of results	6	54.5	0.54
<b>Move 5: Summarizing the study</b>	0	<b>0</b>	<b>0</b>
Summarizing the study briefly	0	0	0
<b>Move 6: Evaluating the study</b>	2	<b>18.2</b>	<b>0.18</b>
Indicating limitations of the study	0	0	0
Indicating significance/advantage of the study	2	18.2	0.18
<b>Move 7: Deductions from the (research) study</b>	3	<b>27.3</b>	<b>0.27</b>
Recommending further research	0	0	0
Drawing pedagogic implications	3	27.3	27.3
Making suggestions	5	45.5	0.45
<b>Referring to other studies</b>	11	100	1
Providing background information	9	82	0.82
Providing definition of terms	0	0	0
Providing support or justification	66	100	6
<b>- Summarizing the chapter</b>	10	90.1	0.9
<b>- Introducing the next chapter content</b>	2	18.2	0.18

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Furthermore, while *Evaluating the study* (Move 6) and *Deductions from the (research) study* (Move 7) were barely present in the theses with separate Result



chapters, they were found in four theses with the combined Result-Discussion chapters. These findings could reflect the dual communicative purposes of the combined Result-Discussion chapter which not only reports the research findings but also comments, interprets, evaluates and draws conclusions from the results. Although Chen and Kuo (2012) claim that the first three moves could represent the primary communicative purposes of the Result chapters, the presence of these three moves in all Result-Discussion chapters in this thesis corpus is likely to reflect the communicative purposes of this combined chapter perceived by this group of Vietnamese writers in composing it. However, interviews with the actual thesis writers (T6, T11, T17, and T23) showed that they combined these two sections with the purpose of avoiding missing their reported results in the discussions. Moreover, in the interview with the thesis supervisor (S2), as mentioned on page 211, it is known that the combined chapter for Results and Discussions by these Vietnamese thesis writers resulted from their insufficient information for discussing their findings. The information on Table 7.23 seems to confirm what their supervisor claims as *Interpreting results* was found to be by far the most frequent step in Move 3 (*Commenting on results*).

In terms of move cycles, the moves in these combined chapters followed the same order in the framework, i.e., they started with Move 1, followed by several cycles of Moves 2 and 3, and ended with Moves 4, 6 or 7. However, Move 5 (*Summarizing the study*) was found in one chapter, but at the end of the chapter and it provided the summary of all the results found in the study through the instruments employed (Example 6 below). Regarding the independent move of *Referring to other studies*, nine out of 11 combined Result-Discussion chapters (81.8%) contained this

move and its most commonly used function is for *Providing support or justification* with an average of six times per chapter (Table 7.23). Providing background information was also identified in four theses, but with a low frequency of occurrences (0.82).

(6) “*In summary, thanked for the results of three tests and the questionnaires, the author could confirm the following benefits of games. Games could bring about an amusing atmosphere; games could create a learning environment; games could provide students with opportunities and challenges to practice English; and especially, games could help students get better results.*” (RD24)

#### 7.4.2.2 Steps

Different from the findings of the separate Result chapters in which only two steps in Move 2 (*Locating graphics* and *Reporting major findings*) were found to be obligatory, these combined Result-Discussion chapters had four compulsory steps; namely, *how the chapter is presented* (Move 1), *Locating graphics*, *Reporting major findings* (Move 2) and *Interpreting results* (Move 3). The presence of these four steps from the first three moves in each chapter accounted for the obligatory status of the first three moves in the Result-Discussion chapter corpus. Besides the four obligatory steps in the first three moves, another four steps; namely, *Providing background information* (Move 1), *Indicating methods used or statistical procedure applied* (Move 1), *Accounting for results* (Move 3), and *Providing support or justification* (independent move), were recorded as conventional because they were found in nine and seven theses (81.8% and 72.7%, respectively) (Table 7.23). The finding on the higher number of both obligatory and conventional steps that occurred in these Result-Discussion chapters in comparison with that of the Result chapters tends to show that the combined Result-Discussion chapters were more elaborately presented. However, the presence of a separate Discussion chapter that follows could

be a possible explanation for the fewer obligatory and conventional steps in the separate Result chapters of this thesis corpus by these Vietnamese writers.

In terms of step cycling, these Result-Discussion chapters contained more steps of Move 3 in the cycles than the separate Result chapters (Table 7.24). In fact, although the cycle of *Graphics-Findings* (Move 2) also accounted for the highest frequency of occurrences, the cycles with Move 3's steps *Interpreting* and *Accounting* were prominent. Moreover, the presence of a cycle "*Methods-Graphics-Findings-Interpreting-Accounting*" with an average occurrence of 1.28 in each chapter indicated that each finding was meticulously reported in these Result-Discussion chapters. Different from the single focus on presenting the findings of the separate Result chapters, the findings in the combined Result-Discussion ones were presented with the writers' interpretation and explanations. This combination of these Move 3 steps in the cycles could reflect the writers' conscious choice in following the combined Result-Discussion chapter structure.

**Table 7.24: Step cycling in 11 Result-Discussion chapters**

Move/step cycles	Total	Average occurrence per chapter
Graphics-Findings	173	15.73
Methods-Graphics-Findings-Interpreting	57	5.18
Methods-Graphics-Findings	23	2.1
Graphics-Findings-Interpreting	20	1.82
Methods-Findings-Interpreting	14	1.28
Methods-Graphics-Findings-Interpreting-Accounting	14	1.28

In addition to the step cycles in these combined chapters, it is interesting to see how these Vietnamese writers provided background information in Move 1. As stated by Yang and Allison (2003), Move 1 of the Result chapter functions as "a pointer, a reminder or a connector" between chapters, aiming to provide relevant information

for the presentation of the research findings and it may consist of research methods, statistical procedures or a general preview of the chapter. Besides the chapter structure, the methods and statistical procedure applied, almost 73 % of these Vietnamese writers (7 writers), however, either reviewed the research purposes, hypothesis or research design in the first move before the findings were reported (Example 7 below). The presence of providing such information identified in this Result-Discussion chapter corpus is previously recorded by both key studies (Chen & Kuo, 2012; Yang & Allison, 2003) that this study refers to, but in the Discussion chapters. However, it could be argued that the repetition of the research purposes, hypotheses or research design prior to the presentation of the research findings could help readers who read a long text, i.e. a thesis, remember the key information of their reported research. This writing practice by this group of Vietnamese writers is in line with that by international writers.

(7) *"In this experimental research study, the researcher examined the non-English learners' vocabulary retention capacity through the teacher's use of pictures and context in vocabulary teaching in a context of Z University in the Mekong Delta. Besides, the learners' attitudes toward the use of pictures and context were measured to know whether they had positive or negative attitudes at the two points of measurement. The hypotheses of this research study were based on the theoretical assumptions and results of previous studies of Gu and Johnson (1996), Yoshi and Flaitz (2002), Omid Akbari (2008), Kateřina Joklová (2009). Based on the theoretical background, the researcher hypothesized that.... Based on the study results of Kateřina Joklová (2009), the researcher assumed that .... In short, through this theoretical framework derived from the theoretical assumptions and research studies above, the researcher would like to make clear that whether both picture and contextualization were more effective than traditional method in teaching vocabulary or not; whether using pictures would help learners remember vocabulary better than context or not; whether using pictures would maintain vocabulary longer than context or not; and whether learners' attitudes toward the use of pictures and context were positive or negative."* (RD10)

Similar to the findings in the Result chapters, the cycle of *"section introduction-section summary-next section introduction"* was found in these Result-Discussion chapters but with a low frequency of occurrences and only *"section introduction"* was seen in five chapters (Table 7.23). Because of their low average

number of occurrences and in less than 50% of these Result-Discussion chapters, they were not considered as new steps. The last interesting finding in these chapters is the presence of “*chapter summary*” in 10 out of 11 theses with the combined Result-Discussion chapters and half of them have a heading for this section. The rhetorical purpose of this step is to provide a summary of the whole chapter and an introduction to the next chapter content, as shown in Example 8 below. Since this step was found in 91% of these combined chapters, it was classified as a conventional and new step in this study.

(8) *This chapter has analyzed the data obtained from teachers' and students' responses to the questionnaires, students' responses to the interview, and students' test scores. The discussions with colleagues also helped the researcher know more about first-year English majors' current problems in learning English speaking skill at NLU. The findings showed a positive effect of role-play applied to an English speaking class, especially for English majors. In addition, factors affecting EFL learners' speaking ability were considered to identify the effect of role-play. For the scope of the study, it was likely to say that the main factor that affected English majors' speaking ability was psychological factors. The other factors such as social status, age, gender, cognitive factor, and socio-cultural factor seemed not to affect students' English speaking much because most of them were at the same age and social status; they had a little real life experience and knowledge, which limited their English speaking skill; and although the study indicated that males tended to be more confident and independent in speaking English whereas females seemed to be more careful and hesitant, this result was not really reliable because there was only about one-fifth of males in each class. The next chapter will present some conclusions and recommendations. (RD6)*

### 7.4.3 Findings on Citations

#### 7.4.3.1 Citation Types

Table 7.25 shows the number of integral and non-integral citations, their proportions and average numbers per chapter and per 1,000 words of 11 Result-Discussion chapters of the current thesis corpus. With 75 citations in 67,150 words, an average of 7 citations per chapter, each combined Result-Discussion chapter contained three times more citations than a separate Result chapter in the current thesis corpus. However, there is a relatively equal number of citations between a separate Discussion and a combined Result-Discussion chapters. Their commonality

is likely to reflect the similar communicative purposes between these chapters in which citing previous works is necessary in situating the reported results into the disciplinary body knowledge. In fact, through the writers' comments on their findings by providing explanations, evaluations and comparison in relation with those of previous studies, the findings of their reported research are convincingly placed in the literature.

**Table 7.25: Citation types in 11 Result-Discussion chapters**

LR chapters	<b>Integral</b>	<b>Non-integral</b>	<b>Total</b>
	49	26	75
Percentage	65.3	34.7	100
Average per chapter	4.5	2.3	6.8
Average per 1000 words	0.73	0.39	1.1

Besides the average number of citations in these chapters, Table 7.25 shows these writers' preference for integral citations to non-integral ones (49 and 26 instances, respectively). Apart from an approximately equal number of integral and non-integral citations found in the Introduction and Method chapters of this thesis corpus, the integral citation preference in these Result-Discussion chapters share the commonalities on citation-type preferences with their corresponding LR and Discussion chapters. The integral citation preference by these Vietnamese TESOL M.A. writers confirms that of non-native novice writers in Mansourizadeh and Ahmad (2011) and Petrić (2007). However, similar to the explanations on the findings of citations in the previous chapters, this tendency in using integral citations in some chapters of the present M.A. thesis corpus could be due to the communicative purposes of these chapters that these writers had in mind in composing them. In fact, in these Result-Discussion chapters, more integral citations were employed in order to help these writers position their research findings in relation to the works of others in

the literature. Although Hyland (1999, 2002a) states that the predominant presence of integral citations reflects the argumentative and persuasive nature of the soft disciplines to which these TESOL M.A. theses belong, the interviews with the actual thesis writers (T11, T14 and T17) indicated that more integral citations were used because they were asked to paraphrase the cited sources rather than to quote them in the non-integral ones (Excerpt 7.5). Their supervisors also admitted that these Vietnamese writers tended to copy the language of the original sources in the non-integral citations, so they kept asking them to paraphrase them by using the integral ones (Excerpt 7.6).

(E7.5) “...for me, integral citations were used because my supervisor asked me to paraphrase the sources rather than to use the language of the previous writers. So in my thesis, the integral ones were my words, and the non-integral ones were my quotations.” (T11)

(E7.6) “...these students preferred to use quotations. And if my students often quoted and put the names of previous researchers in brackets, I would ask them to paraphrase and summarize the cited sources or provide them reference books for them to learn citations by themselves” (S3)

Ranging from 1 (RD23) to 22 citations (RD10), as shown in Table 7.26, it can be concluded that the number of citations used among these combined Result-Discussion chapters vary greatly. Although this disparity could reflect these writers' personal preferences, it partly reflects these writers' unawareness of the importance of citing previous studies in reporting their research findings. As indicated by Hyland (2000), references to the works or ideas of others help writers to provide justifications for their arguments and findings, to persuade readers to accept their new claims as scientific facts in their specialized field, and to position themselves in relation to other disciplinary members. The presence of a few citations identified in a majority of these combined Result-Discussion chapters written by Vietnamese TESOL M.A. students

(Table 7.26), therefore, is likely to render these chapters ineffective in persuasively showing the novelty of their works.

**Table 7.26: Distribution of citations in 11 Result-Discussion chapters**

RD	Integral	Non-integral	RD	Integral	Non-integral	RD	Integral	Non-integral
RD3	6	3	RD15	5	0	RD22	3	2
RD6	6	1	RD16	5	3	RD23	1	0
RD10	13	9	RD17	2	2	RD24	2	0
RD11	2	3	RD19	4	3			

#### 7.4.3.2 Citation Functions

Similar to the citation functions found in the Method, Result and Discussion chapters of this thesis corpus, these 11 Result-Discussion chapters contained more *Naming* citations than *Verb controlling* (Table 7.27) (59.18 % and 38.78%, respectively). This finding tends to suggest that *Naming* functions were more frequent in the toward-end chapters (Methods, Results, Discussions, and Result-Discussion).

**Table 7.27: Function distribution in integral citations in 11 Result-Discussion chapters**

Integral	Total	Percentage
Verb controlling	19	38.78%
Naming	29	59.18%
Non-citation	1	2.04%
Total	49	100

In fact, apart from the overwhelming presence of *Verb controlling* over *Naming* in the Introduction and LR chapters (five and two times, respectively), *Naming* was almost two and three times more prominent than *Verb controlling* in the Method and Result chapters, respectively. As previously discussed, such differences can be attributed to the different communicative purposes among these chapters. In these Result-Discussion chapters, moreover, a relatively higher proportion of *Naming* indicates that more findings than previous researchers of previous studies were



employed to make comparisons and evaluations, and to provide explanations for the findings of the reported study.

However, a closer look at *Verb controlling* citation functions in these combined Result-Discussion chapters by these Vietnamese writers reveals that previous authors were employed to mainly review specific research methods from which the results were found rather than to argue for the value of the reported research findings. As shown in Example 9, the finding reported was obtained from role-playing that *Lewis and Hill (1985)* suggest as a technique to increase students' talking time. Another commonality between these toward-end chapters is the absence of *Non-citation* in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text. Actually, one instance of *Non-citation* was found in these combined chapters as can be seen in Example 9 (*Lewis & Hill's suggestion*). This finding indicates that few discussions of previously cited works were made in these toward-end chapters while this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

(9) *In relation to students' talking time, Lewis & Hill (1985) suggest that teachers should use pair work or group work to increase students' talking time. Based on Lewis & Hill's suggestion, students were asked about chances in practicing English speaking skill with role-play. 63.6% of the students said that they had opportunities to use spoken English after using role-play. The finding leads to a potential conclusion that role-play may increase students' talking time. (RD6)*

A closer look at *Naming* citations in these Result-Discussion chapters revealed that among 29 instances, 21 followed “*X's (year)+noun*”, “*that/those of X(year)*”, “*noun + in X (year)*”, “*noun of X's (year)+ noun*” and “*(passive verb) by X (year)*” patterns (Examples 10a, 10b, 10c, 10d and 10e, respectively) while the other 8 *Naming* instances were in “*according to X (year)*” pattern (Example 11).

(10a) *The result of the present research study, however, was different from Omid Akbari's (2008) study. (RD10)*

(10b) *This result is similar to that of Raimes (1993), Omid Akbari (2008), Skripsi (2006).* (RD10)

(10c) *The finding supported the hypothesis and the findings in Baker & Brown (1984); Garner (1987); Swanson & De La Paz (1998); Zhang (2000); and Phakiti (2003b) in which the groups of higher scores would use more strategies than the groups of lower scores .* (RD11)

(10d) *The results are in line with the findings of Carrell, Pharis, and Liberto's (1989) study in which the high proficiency students reported using more Global strategies.* (RD17)

(10e) *This result may be shared by Carrier (1985) and Hadfield (1999) who used to state that games and activities are invaluable to the teacher of a foreign language because ....* (RD24)

(11) *According to Ladousse (1992: 9), being accurate not only depends on using structures and vocabulary correctly, but also on saying the right thing in the right place, at the right time. However, while a large number of teachers admitted that role-play could improve students' fluency in speaking English, a small proportion of teachers (20%) believed that students could use the language in the proper situations.* (RD6)

Like the findings on citations of the previous chapters of this M.A. thesis corpus, the citations used in these Result-Discussion chapters contained mistakes and unconventional citing practice (Examples 9, 10d, 11 above). These mistakes tend to reflect these non-native writers' unfamiliarity with the APA citing style although they were provided with the guidelines.

**Table 7.28: Function distribution in non-integral citations in 11 Result-Discussion chapters**

Non-integral	Total	Percentage
Source	26	100%
Identification	0	0%
Reference	0	0%
Origin	0	0%
Total	26	100%

Different from their corresponding LR and Method chapters in which up-to-three non-integral citation functions were found, these combined Result-Discussion chapters had a single function of non-integral citations, namely *Source* (Table 7.28 above). As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen

in Examples 12a-b below, the proposition by the previous authors was used as support and justifications for the writers' findings.

(12a) *Moreover, monitoring and checking one's own cognitive activities to verify whether comprehension is taking place is one of metacognitive reading strategies that skilled readers employ to enhance their text comprehension (Palincsar & Brown, 1989). This is true with PNTUM first-year students with high proficiency who reported using Global strategies more frequently than the students in low one. (RD17)*

(12b) *First, the students realized that it was not a good way to learn vocabulary just only based on one method given by the teacher. The more students used different methods, the better they can learn vocabulary (Brown, 1980; Nunan1999 and O'Malley & Chamot 1990) (RD10)*

Although the presence of this single non-integral citation function was found in both the Introduction and combined Result-Discussion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in the former in order for the niche of the reported studies to be established. In the latter, in contrast, these writers integrated previous researchers' propositions into their text in providing support for their findings. The different communicative functions of the Result-Discussion chapters could attribute to the change in the ways these writers employed this *Source* function. Moreover, the predominance of this *Source* function in these Result-Discussion chapters tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. In fact, due to its sufficient potential in displaying the M.A. students' knowledge and familiarity with the literature, *Source* is most frequently used in these students' writing of their M.A. theses. Mansourizadeh and Ahmad (2011), furthermore, confirm that attributing is the single citation purpose used by non-native novice writers in their academic writing. A single function of non-integral citation aside, mistakes on punctuation still existed in the Vietnamese writers' use of non-integral citations in their combined Result-Discussion chapters (Example 12b).

### 7.4.3.3 Reporting Verbs

#### 7.4.3.3.1 Denotative/Process Categories

Table 7.29 shows the types of RVs found in 11 Result-Discussion chapters of the TESOL M.A. theses written by Vietnamese students. Like the finding on RVs in the 13 Discussion chapters, 8 more RVs were identified in statements that provided further discussions on the previously cited works (Example 13). Indeed, as shown in Table 7.29 above, there were 19 instances of *Verb controlling* while the total number of RVs in the Result-Discussion chapters is 27.

(13) *However, what Perrine (1974) discussed has significantly helped identify the type of reader they are playing: immature reader. He said the purpose of an adventure story may be simply to carry the reader through a series of exciting escapades.* (RD3)

**Table 7.29: Distribution of reporting verbs in process categories in 11 Result-Discussion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	3	0.18	0.03	11.11%
Cognition Acts	2	0.27	0.04	7.41%
Discourse Acts	22	2.00	0.33	81.48%
<b>Total</b>	27	2.45	0.40	100%

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology), Discourse RVs were found to be the most prominent, accounting for 81.48% of the RVs identified in these Result-Discussion chapters (Table 7.29 above). Ranked almost equally second are Research and Cognition RVs, 3 and 2 instances, respectively. This trend in using RVs in these Result-Discussion chapters confirms Hyland (1999, 2002a), who claims the prominence of Discourse RVs reflects the discursive nature of soft disciplines, to which TESOL belong.

#### 7.4.3.3.2 Evaluative Categories

Table 7.30 shows the categorization of 27 RVs according to their evaluative loads as classified by Hyland (2002a). Like the findings on the evaluative potentials of RVs in their respective LR and Method chapters, these Result-Discussion chapters contained more non-factive verbs, which both neutrally inform readers of the previous researchers' position and objectively report the cited works without personal interpretation (Example 14), than the factive ones (62.96% and 22.22%, respectively).

**Table 7.30: Classification of reporting verbs according to denotation and evaluation in 11 Result-Discussion chapters**

<b>Research Acts</b> 3 (11.11%)	Findings 3 (11.11%)	Factive
		Counter-factive
		Non-factive 3 (11.11%)
	Procedures	
<b>Cognition Acts</b> 2 (7.41%)	Positive 1 (3.7%)	
	Critical	
	Tentative 1 (3.7%)	
	Neutral	
<b>Discourse Acts</b> 22 (81.48%)	Doubt 2 (7.41%)	Tentative 2 (7.41%)
		Critical
	Assurance 20 (74.07%)	Factive 6 (22.22%)
		Non-factive 14 (51.85%)
	Counters	

(14) *Oxford and Burry-Stock (1995) describe that low-proficiency readers use translating more frequently than high-proficiency readers do and sometimes it can slow the learners down, forcing them to go back and forth constantly between a native language and a target language.* (RD17)

Moreover, there was an absence of Counter Discourse verbs, which reveals writers' objections to the correctness of the reported message (Hyland, 2002a) and 15% of positive (Example 15) and tentative verbs (Example 16) (3.7% and 11.11%, respectively) in these chapters. In general, it can be concluded that more than three quarters of RVs employed in these combined chapters are neutral. Like the neutral RV preference identified in the Discussion chapters written by these Vietnamese M.A.

students, this trend in using RVs in terms of their evaluative potentials in these Result-Discussion chapters indicate that this group of writers were less certain in discussing the findings of their studies. However, although maintaining a neutral stance in using RVs is a common trend in academic writing as indicated by previous researchers (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012), its predominance in these combined Result-Discussion chapters is inappropriate. As indicated in Jalilifar (2012), more factive verbs should be used in the Result chapters in order to argue for the reported results to be positioned into the literature.

(15) *Hadfield (2000) and Byrne (1991) also **agreed** that games are used in English classroom always bring about a joyful and relaxed atmosphere. Games were considered as playing, which meant relaxing and enjoyable activities for all kinds of students.* (RD24)

(16) *This student's prominent favor proves that the student understood that the analytic scoring scale would benefit them. As Weigle (2002) **commented** upon Bachman & Palmer's six qualities of test usefulness, the analytic scoring scale will be more appropriate for second language learners on the quality of construct validity.* (RD19)

#### 7.4.3.3 Verb Forms

Different from the RVs used in the previous chapters of the current M.A. thesis corpus by these Vietnamese writers in which “*state*” and “*find*” were found to be the most commonly used, the analysis on RVs in the Result-Discussion chapters revealed that “*describe*”, a Discourse Assurance non-factive verb, was the most frequent (4 times), followed by the other two Discourse Assurance non-factive verbs “*say*” and “*state*” (3 times each) (Table 7.31). Followed these three most commonly used RVs are two other Discourse Assurance factive verbs and a Discourse Doubt tentative one (twice each). As can be seen in Examples 14, 15 and 16 above and Examples 17 and 18 below, the RVs were all employed to report the findings of the cited research or previous researchers' positions with the purpose of providing support or justifications and explanations for the writers' reported results.

**Table 7.31: Reporting verbs in 11 Result-Discussion chapters**

1. describe (4)	5. stress (2)	9. assert (1)	13. identify (1)
2. say (3)	6. comment (2)	10. agree (1)	14. explain (1)
3. state (3)	7. discuss (2)	11. conclude (1)	15. categorize (1)
4. affirm (2)	8. consider (1)	12. claim (1)	16. substantiate (1)

\* The number in brackets indicates the times of verb occurrences in the Result-Discussion chapters of TESOL M.A. theses in Vietnam

(17) ...O'Harra (1984) **claimed** that context is the setting or surroundings of a word; therefore, when students listened to someone's talk, the context of a word is the statement that includes the word. (RD10)

(18) Comprehensively, the positive responses on this item persuaded us that using the input authentic materials to engage students fully in communicative activities. Atkins and Baddeley (1998), Carter (1987), Hirsch (2003) and Stahl (2004) **asserted** that the more frequently students interact and use the new words, the more sustainably they can remember those newly learned words. (RD22)

Compared with the total number of RVs used in the separate Result and Discussion chapters, an almost equal number of RVs was found in these 11 combined Result-Discussion chapters (30 and 27, respectively). As shown in Table 7.31, however, except for the first six commonly used RVs, namely “*describe, say, state, affirm, stress, comment* and *discuss*”, the other 9 verbs occurred once in these 11 Result-Discussion chapters. Except for the verb “*substantiate*”, the RVs identified in these Result-Discussion chapters are included in Hyland (2002a) and have already been illustrated and added into his categorization from the previous chapters. The following example (Example 19), therefore, is for this newly used RV in these chapters by this group of Vietnamese writers. Based on its denotative and evaluative loads identified in this Result-Discussion chapter corpus, this verb is added to Hyland's (2002a) Discourse Assurance factive classification of RVs, but this verb is limited to its occurrence found in this corpus alone.

(19) Additionally, Pusack and Otto (1990) and Ianacone (1993) **substantiated** that visuals and audio-visual materials such as charts, videos, filmstrips, slides, and movies inserted in the computer program are important means through which contextualized vocabulary can be taught. (RD22) (Discourse, Assurance, factive)

#### 7.4.3.3.4 Tense and Voice

Different from the findings on the tenses of RVs used in their respective LR, Method and Result chapters, the tense analysis of RVs in the combined Result-Discussion chapters showed the preference for the past simple, more than three times more prominent than the present simple (Table 7.32). This tendency in using more past simple in the combined chapters by these Vietnamese writers was also found in their corresponding Introduction chapters. Moreover, there was one instance of the perfective, which is used to make generalizations about previous works in these Result-Discussion chapters (Malcolm, 1987; Oster, 1981). As the communicative function of the Result-Discussion chapters is to report, compare, evaluate and account for the findings in a single chapter, the present simple and present perfect are expected to be more prominent. In fact, the employment of these two tenses enables writers to make the cited works alive, and thus be able to activate the discursive arguments. Moreover, through their alive and ongoing discussions, writers can not only get their research grounded in the current state of their disciplinary knowledge but position themselves in relation to other disciplinary members as well. As revealed in Hanania and Akhtar's (1985) study of the tense and voice of RVs employed in the MSc theses written by professional and advanced English writers, there was a noticeable increase in the present simple and modal verbs used in the Discussion chapters. They accounted this trend for the communicative purposes of these chapters in which generalizations and conclusions based on the results of research are made and qualified. However, as shown in Examples 15-20 above, almost all RVs used to discuss the findings by these Vietnamese writers are in the past simple and their use of this tense in these combined Result-Discussion chapters tends to hamper their

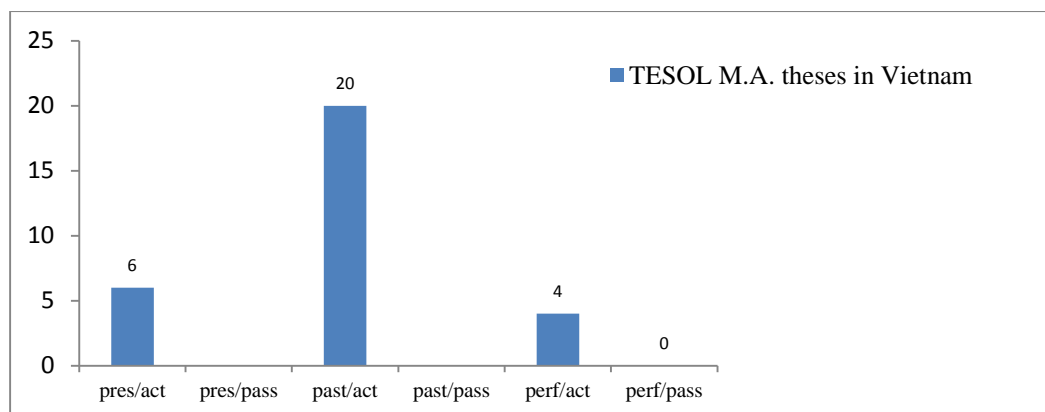


ongoing conversations with those in the literature. In other words, the past tense use in their references to previous researchers' propositions implies that the cited propositions hold true in the past and they may be different from the writers' (Malcolm, 1987; Thompson, 2001). As shown in Examples 15-20, however, they were employed as established knowledge to support the writers' research results; more "historical present" RVs are supposed to be used in these chapters (Quirk, Greenbaum, Leech, & Svartvik, 1985, p. 181).

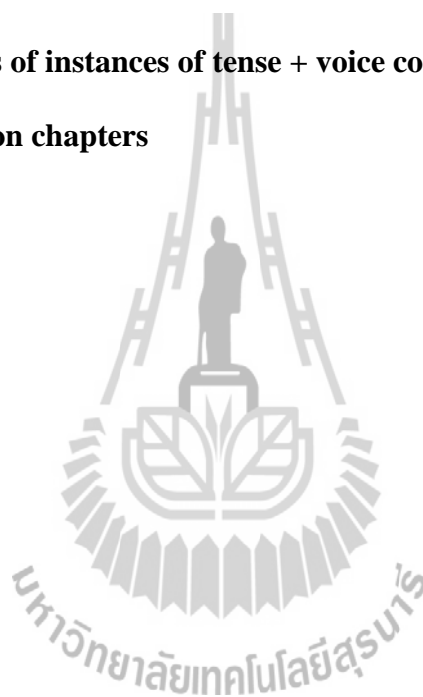
**Table 7.32: Tense and voice of reporting verbs in 11 Result-Discussion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
6 (22.22%)	20 (74.07%)	1 (3.7%)	27	27 (100%)	0 (0%)

Besides the tenses, Table 7.32 shows the absence of the passive form in these combined Result-Discussion chapters in which previous research was employed to comment on the results of the reported studies. As a result, as shown in Figure 1, the active was combined with all the past, present and perfective verbs identified in these chapters. As revealed in the interviews, these writers' preference for the past and active forms of verbs in their Result-Discussion chapters reflects their unawareness of the rhetorical functions of these aspects in reporting prior research and explicit instructions on tense and voice of RVs needed to help these writers effectively use them in their future writing for publication.



**Figure 7.3: Numbers of instances of tense + voice combination in in 11 Result-Discussion chapters**



## CHAPTER 8

### ANALYSIS OF MOVES-STEPS AND CITATIONS IN CONCLUSION CHAPTERS

This chapter presents the analysis of move-step structures and citations in 24 Conclusion chapters of the TESOL M.A. theses written by Vietnamese students.

#### 8.1 Titles of the Conclusion Chapters

Chapter headings are important because they give some indication of the role which the writer sees a chapter plays (Bunton, 2002). The preliminary examination of the current corpus of 24 M.A. theses written by Vietnamese revealed that the conclusion in a M.A. thesis has the status of a separate chapter, as confirmed by Paltridge (2002b) and Bunton (2005). However, unlike the generic titles of their respective previous chapters, the titles of these concluding chapters varied considerably. As can be seen in Table 8.1 below, only three of the 24 theses are simply called “*Conclusions*” and six are named “*Conclusions and Recommendations*”. The other 15 concluding chapters had different titles that combined various elements often seen as part of a concluding role. In addition, it is interesting to see that one Conclusion chapter was named “*Recommendations*” in the current concluding chapter corpus. In fact, a closer look at these titles (Table 8.1) showed that these writers have seen a conclusion of their thesis playing the roles of summarizing their findings,

giving pedagogical implications, indicating limitations and making recommendations and suggesting areas of further research. Moreover, the titles of two chapters were found to include the discussions, but as described earlier the discussions in these two theses were presented separately from the conclusions and they had subtitles; namely, “*Discussions*” and “*Conclusions*” for each in relation to their communicative purposes. Therefore, the conclusion parts of these two theses were separately examined.

**Table 8.1: Generic chapter titles in 24 M.A. Conclusion chapters**

Chapter titles	Total*	Chapter titles	Total*
Conclusions and Recommendations	6	Discussions of findings, Conclusions and Recommendations	2
Conclusions	3	Conclusions, Limitations, and Directions for further study	1
Conclusions and Implications/Suggestions	2	Discussions and Conclusions	1
Conclusions, Implications/Suggestions and Recommendations	2	Implications, Limitations and Further study	1
Conclusions, Pedagogical Implications and Limitations	2	Implications, Limitations and Conclusions	1
Summary of findings, Conclusions and Recommendations	2	Recommendations	1

*\*The total number of sections with a particular heading in the data*

## 8.2 Section headings

Section headings are also very helpful in showing what the writer is hoping to achieve in different parts of the chapter or the moves the writer has in mind. All these 24 concluding chapters in this TESOL M.A. thesis corpus were divided into sections with varied headings although they shared identical communicative purposes. This finding confirmed that of Bunton (2005) which found various patterns of section headings in the concluding chapters of Ph.D. dissertations in humanities and social sciences. As can be seen in Table 8.2 below, the headings in this table are grouped

according to their shared communicative purposes and they are sequenced in the table in approximately the order they appeared in the Conclusion chapters.

**Table 8.2: Section headings in 24 Conclusion chapters**

Section headings	Total*	Section headings	Total*
Introductions	3	Limitations of the study	8
		Limitations	7
Summary of findings	7	Delimitation of the study	1
Summary of the present study	2	Limitations of the study and suggestions for further study	1
General findings	1		
Major conclusions	1	Recommendation for further study	6
Conclusion(s)	5	Recommendations	6
Research questions explicitly answered	2	Further research	1
		Direction for further study	1
Pedagogical implications	5	Implications for further study	1
Teaching implications	1	A few further words	1
Implications	4		
Recommendations	5	Conclusion(s)	7
Recommendations for teaching and learning	4		
Suggestions	2	Chapter summary	7
Contributions of the study	1	Summary	3

\*The total number of sections with a particular heading in the data

It is clear from Table 8.2 that almost all of the headings used in these 24 Conclusion chapters of M.A. theses by Vietnamese writers are generic because they were used to indicate the functions of the sections. However, three Conclusion chapters in the corpus have sections headed with “*Research questions explicitly answered*”, “*Contributions of the study*” and “*A few further words*” for the functions of summarizing the main findings of each research question, making pedagogical suggestions, and suggesting further research, respectively. They were, therefore, put in the respective group of these three communicative purposes. Furthermore, the heading “*Conclusion(s)*” was used with two different functions, i.e. summarizing the main findings of the reported study and making an overall summary of the whole

study. For the former communicative purpose, this heading was usually seen at the beginning of the chapter while the later was found at the end of the chapter. Similarly, “*Recommendations*” was found to refer to future research as in Dudley-Evans (1986, 1994) and practical applications as well as future research as in Weissberg and Buker (1990). They were, therefore, classified into two groups according to their communicative purposes. In summary, there are seven functions that these writers had in composing their Conclusion chapters.

### 8.3 Findings on Move-Step Structures

#### 8.3.1 Moves

In Table 8.3 below, Move 4 (*Deductions from the research study*) was identified as an obligatory move in this Conclusion chapter corpus as each chapter contained at least one element of this move. The other moves were conventional and optional. In particular, the first two moves (*Introducing the Conclusion chapter* and *Summarizing the study*) were found in 22 and 20 of these 24 chapters, accounting for 92% and 83%, respectively while the third move (*Evaluating the study*) and the independent move of *Referring to other studies* were identified in 19 (79%) and 16 (67%), respectively. The prevalent presence of the first four moves in the Conclusion chapters of the current corpus is in line with the finding of Chen and Kuo (2012), but no obligatory moves were found in the M.A. theses written by international writers in their corpus.

**Table 8.3: Frequency of moves-steps in 24 Conclusion chapters**

Moves & Steps	Total*	%	Freq.
<b>- Summarizing the previous chapter</b>	3	12.5	0.13
<b>Move 1: Introducing the Conclusions chapter</b>	20	<b>83.3</b>	<b>0.91</b>
- purpose	9	37.5	0.38
- method+ statistics	3	12.5	0.13
- research question	4	16.6	0.17
- how the chapter is presented	20	83.3	0.83
<b>Move 2: Summarizing the study</b>	20	<b>83.3</b>	<b>0.83</b>
Summarizing the study briefly	20	83.3	0.83
<b>- introduce the next section</b>	2	8.3	0.08
- section summary	6	25	0.25
<b>Move 3: Evaluating the study</b>	19	<b>79</b>	<b>0.79</b>
Indicating significance/advantage	7	29	0.29
Indicating limitations	17	71	0.71
- time limit	6	25	0.25
- method (sample + instrument)	11	45.8	0.46
Evaluating methodology	2	8.3	0.08
<b>Move 4: Deductions from the study</b>	24	<b>100</b>	<b>1</b>
Recommending further research	22	92	0.92
Drawing pedagogic implications	22	92	0.92
Making suggestions	5	20.8	0.21
<b>Referring to other studies</b>	16	<b>67</b>	<b>0.67</b>
Providing support or justification	95	67	3.96
Providing background information	3	12.5	0.12
<b>- Summarizing the chapter</b>	<b>14</b>	58	0.58

\* The total of moves/steps in the data

\* The bold steps indicate the newly identified ones in the corpus

Moreover, except for the first move (*Introducing the Conclusion chapter*) added by Chen and Kuo (2012), the high frequency of occurrences of Moves 2, 3, and 4 confirmed Yang and Allison's (2003) which found *Summarizing the study*, *Evaluating the study*, and *Deductions from the study* the most frequent elements in the Conclusion sections of RAs. As asserted by Yang and Allison (2003) and Chen and Kuo (2012), these three moves sufficiently characterize the communicative purposes of Conclusions in theses, which concentrate on highlighting overall results and evaluating the study. However, the presence of Move 4 in all of these Conclusion chapters could be explained by the complete absence of this move in the previous

concluding chapters; namely, the Result and Discussion chapters and the Result-Discussion chapters. In other words, as described in the findings of the previous concluding chapters, *Deductions from the study*, Move 6 of the Result chapters and Move 7 of both the Discussion chapters and the combined Result-Discussion chapters were hardly found. The absence of this move in the previous concluding chapters tended to reflect the specific way that these Vietnamese writers organized these concluding texts from results to closure. In particular, it is likely that the Conclusion chapters are the only place where these thesis writers in Vietnam made recommendations and suggestions for students, teachers and administrators and for future work, based on the results of their studies.

In terms of move cycles, similar to Chen and Kuo's (2012) and Yang and Allison's (2003), the results of this study revealed that these Conclusion chapters had a linear structure. As mentioned earlier, these concluding chapters were organized in approximately the order of the section headings in Table 8.2 above, except for the independent move of *Referring to other studies*. In fact, while the majority of writers (83%) opened the last chapter of their theses with the chapter introduction (with and without section headings), as seen in Example 11 below, four began their chapters with summaries of main findings. Following the chapter introductory section were summaries of main findings, pedagogical implications, limitations of the study, and recommendation for further study. They all ended the chapters with elements of Move 4 (*Deductions from the study*) and more than half of them (58%) closed with a chapter summary (with and without the headings) or a brief review of the whole study (Examples 12 and 13 below, respectively).



## (11) "6.1 Introduction

*The English language plays an important part in Vietnam's development, as the country needs more and more people who can speak it to staff the development flowing from the open-door policy. One of the most significant factors that can contribute to the success of its teaching and learning is textbook. However, since its pilot application into high schools in 2006-2007, the English textbook for the 10<sup>th</sup> graders has not been systematically evaluated. Therefore, this study has been carried out to find out information to solve that problem, specifically with respect to reading skill. The discussion of data analysis and interpretation in the previous chapter makes it possible to organize the conclusion in four main parts: the research questions explicitly answered, strengths and weaknesses in the methodology of the study, recommendations for teachers and textbook designers, and suggestions for further research."* (C18)

(12) *"In brief, this chapter has helped to summarize the whole work of the thesis. This includes collecting the results in Chapter 4 to answer the wonders that stimulate the conduction of the study. Next, the chapter has also drawn out important implications for pedagogical issues in terms of teaching spoken discourse which can be applied in teaching practice afterwards. In addition, a discussion on the study limitations has also been withdrawn. Such limitations, on the other hand, urge new ideas for further research which has been also discussed in the final section of the chapter."* (C15)

## (13) "5.5. Conclusion

*The purpose of this study was to examine and determine .... It also aimed at investigating.... In addition, the results of the study would aim at providing.... The study employed a survey research with the design of a mainly quantitative approach combined with additionally qualitative approach in order to gain.....*

*Based on the results, this study briefly draws the following conclusions: 1)..... 2) ....There were no significant differences in.... However,....3) ....*

*This study suggests that the ...." (C17)*

However, it is worth mentioning here that Move 4 (*Deductions from the study*) was found to be lengthily presented in nine chapters (38%), accounting for three quarters of the length of these chapters. As previously mentioned, this move was found to be present in every Conclusion chapter of the current thesis corpus. Besides future research recommendations, its main communicative purposes were seen to provide detailed suggestions for teachers, students and administrators. The meticulous descriptions of what teachers, students and administrators at a particular educational setting should do for the improvement of the practice of learning and teaching English of their school were likely to make this move cyclical.

### 8.3.2 Steps

Frequency analysis of steps revealed that *How the chapter is presented*, *Summarizing the study briefly* (20 instances each), *Indicating limitations* (17

instances), and *Recommending future research*, *Drawing pedagogical implications* (22 instances each) in Moves 1, 2, 3 and 4, respectively were five most frequent steps. However, these steps did not have frequencies as high as the high-frequency steps in other chapters, suggesting that cycles of steps rarely occur in Conclusions. In fact, as can be seen in Table 8.3, these five steps occurred only once in each Conclusion chapter. This finding confirms Yang and Allison's (2003) which states that Conclusions usually have a linear structure.

In addition to their frequent occurrences, these steps also had high percentages (83%, 71% and 92%, respectively), making them conventional steps in this Conclusion chapter corpus (Kanoksilapatham, 2005). Although the findings on the most frequently occurred steps and their high percentages in these Conclusion chapters written by Vietnamese are in line with those in Chen and Kuo (2012), the high percentage and frequency of occurrence of the step *How the chapter is presented* is not. The prominent occurrence of this step at the beginning of the chapter tended to reflect the Vietnamese written pattern, which follows the three part structure of "Introduction-Body-Conclusion". In fact, as can be seen in Table 11, the step of "*Chapter summary*" was found in 14 chapters, accounting for 58% of the Conclusion chapters (Example 12 above). The presence of chapter introduction and conclusion/summary steps and elements of Moves 2 to 4 in these Conclusion chapters is supposed to show the "Introduction-Body-Conclusion" written pattern by these Vietnamese writers. In the follow-up interviews with thesis writers and their supervisors, it is known that this convention is a common practice in their universities despite the fact that it is not included in the guidelines. The cycles of this written discourse was also seen in the findings on the move/step structures of the previous

chapters with a relatively high percentage. Furthermore, due to its presence in more than 50% of the Conclusion chapter corpus, the step “*Chapter summary*” was classified as a new step as suggested by Kanoksilapatham (2005).

Besides the five conventional steps and the new step mentioned above, the other steps (*Indicating significance/advantage*, *Evaluating methodology* (Move 3), *Making suggestions* (Move 4), and *Providing support or justification* (Independent move) were found to be optional as they occurred in less than 50% of the Conclusion chapter corpus. However, it is also interesting to see how these Vietnamese thesis writers composed the first move through their employment of steps. As illustrated in Example 14 below, the chapter introduction (Move 1) started by briefly reviewing the previous chapter content, introducing the chapter structure and then briefly restating the research aims, subjects, and research methods, followed by the main findings (Move 2) and ended with a section summary. This common way of introducing the Conclusion chapters was identified in nine out of 24 chapters (38%), as can be seen in Table 8.3. This aside, three chapters were found to contain background information, which indicates the importance of the research topic in the first move and this step of providing background is similar to “*Consolidation of research space*” found in thesis-oriented Conclusions in Bunton (2005) (Example 14).

(14) “*Based on the data analysis and discussion of findings in the previous chapter, this one draws main conclusions by first explicitly answering the research questions presented in Chapter 1. It then gives out some implications and recommendations for the use of games to enhance students’ motivation in learning lexis. It next includes some limitations in research methodology before it finally gives suggestions for further research.*

#### **5.1 Conclusion**

*Vocabulary plays an important role in successful English learning. It contributes to learners’ language knowledge improvement. To learn lexis effectively, they need to have motivation enhanced by games. Therefore, this research has been implemented to examine the educational value of games for students’ performance and attitude towards vocabulary learning reflected via their motivation enhancement, language practice chances, cooperative learning, and difficulties of game introduction. Specifically, it has been prompted by the answer to the following main research question To what extent can games enhance students’ motivation in vocabulary learning? and its two sub-questions: ....*

*The findings, as discussed in the previous chapter, indicate that: ....*

*In conclusion, games were considered as a positive factor good for student motivation enhancement. They proved... Therefore, it is time games were used frequently ....”* (C4)

The step of *Indicating limitations* (Move 3) was found to mainly focus on the shortcomings of research time, research samples, research instruments and some objective research settings (Table 8.3). In fact, instead of making some general limitations of the reported studies, nearly half of these writers tended to show their awareness of their small sample sizes, seven indicated the weaknesses of research instruments while six mentioned the time limit in conducting their studies (Example 15). Similar to the findings of the previous chapters, the step of *Providing support or justification* was identified in 16 theses, making it a conventional step. However, the move of *Referring to other studies* was employed for not only providing support and justification as indicated by Chen and Kuo (2012), but giving background information. This new step used in *Referring to other studies* was found in only three chapters and this was mainly found in the steps of restating the research methodology in Move 1 (C11 and 19) and indicating limitations in Move 3 (C3) (Example 15). Similar to this, the other two newly identified steps (*next section introduction* and *section summary*) were also found in Move 2 of two and four chapters, respectively. The occurrences of these two new steps were recorded when there were several main findings to be reported. However, as they were present in a few chapters of the corpus, they were not considered as new steps.

(15) “5.3. *Limitations*

*The current study has some limitations. Firstly, because of the time limit, the study only investigated the strategy use of the students through the questionnaire. Therefore, the actual use of the strategies of the students has not been observed. Secondly, as presented in literature review, 30 reading comprehension strategies in the questionnaire based on Fotovatian’s (2006) and Marzban’s (2006) couldn’t reflect students’ actual use of strategies. Thirdly, 59 second – year participants in this study could not generalize all English majored students at Vietnamese Universities.”*(C11)

## 8.4 Findings on Citations

### 8.4.1 Citation Types

**Table 8.4: Citation types in 24 Conclusion chapters**

Conclusion chapters	Integral	Non-integral	Total
	64	34	98
Percentage	65.3	34.7	100
Average per chapter	2.7	1.4	4.1
Average per 1000 words	1.38	0.72	2.1

As can be seen in Table 8.4, only 98 citations were found in 47,053 words of 24 Conclusion chapters of the TESOL M.A. thesis corpus by Vietnamese writers. With an average of four citations per chapter and two instances in 1,000 words, it is clear that these Conclusion chapters contained a relatively limited number of citations, as compared with those in their previous respective chapters (Introductions, LR, Method, Results, Discussions, and Results-Discussions). In fact, apart from the highest frequency of citations in the LR chapters (11.93 instances per 1,000 words), followed by almost six citations in 1,000 words in the Introductions, the average number of citations per 1,000 words in all the other chapters in this thesis corpus ranges from 0.43 to 3.1 (Table 8.5). Despite the low average number of citations in these last chapters, worth mentioning here is the fact that citations were found to be twice or four times denser per 1,000 words than those in the other concluding chapters (Results, Discussions, Results-Discussions).

**Table 8.5: Frequency comparisons on citations between chapters of 24 TESOL M.A. theses**

Chapters	Intro.	LR	Method.	Results	Discussions	Results Discussions	Conclusions
Average per chapter	9.63	81.66	9.7	2	6.2	6.8	4.1
Average per 1,000 words	5.76	11.93	3.1	0.43	0.9	1.1	2.1

Besides the average number of citations in these 24 Conclusion chapters, Table 8.6 shows these Vietnamese writers' preference for integral citations over non-integral ones (65.3% and 34.7%, respectively). In general, except for an approximately equal number of integral and non-integral citations found in the Introduction and Method chapters, these writers' integral citation preference was identified in all the other chapters of this TESOL M.A. thesis corpus. Such preference confirms the non-native novice writers' common tendency in using these two citation types in Mansourizadeh and Ahmad (2011) and Petrić (2007).

However, similar to the explanations on the findings of citations in the previous chapters, this tendency in using integral citations in some chapters of the present M.A. thesis corpus could be due to the communicative purposes of these chapters that these writers had in mind in composing them. In fact, in these Conclusion chapters, besides a few citation instances found in Move 2 (*Summary the study*), more previous researchers than their findings (in integral citation type) were exclusively dense in the longest move, Move 4 (*Deduction from the research study*) in which the pedagogical recommendations drawn from their research findings were made. In other words, through the employment of integral citations in which the previous researchers are prominent, the pedagogical implications that these writers made tend to be more convincing to readers. Although the predominant presence of integral citations reflects the argumentative and persuasive nature of the soft disciplines (Hyland, 1999, 2002a), these writers' use of integral citations in their Conclusions is likely to reflect the communicative purpose they had in mind in composing each chapter. However, in the interviews with these actual thesis writers, it is surprising to learn that more integral citations were used because the cited sources

were paraphrased rather than to be quoted in the non-integral ones. This finding from the interviews indicates that these Vietnamese thesis writers are not aware of the rhetorical functions of each citation type and explicit instructions on this rhetorical feature should be provided to help these writers.

As shown in Table 8.6, there is a great variation of citations used in these Conclusion chapters, ranging from 0 to 29 citations. Actually, except for C3, which had 29 citations, eight chapters (C4, 5, 8, 10, 12, 13, 15, and 20) did not contain any citations while the other 15 chapters had a few instances. Although this disparity could reflect these writers' personal preferences, it partly reflects these writers' unawareness of the crucial role of citation in their academic writing.

**Table 8.6: Distribution of citations in 24 Conclusion chapters**

C	Integral	Non-integral	C	Integral	Non-integral	C	Integral	Non-integral
C1	2	1	C9	0	2	C17	1	1
C2	3	4	C10	0	0	C18	5	1
C3	19	10	C11	5	1	C19	2	2
C4	0	0	C12	0	0	C20	0	0
C5	0	0	C13	0	0	C21	1	0
C6	4	3	C14	2	1	C22	3	2
C7	2	0	C15	0	0	C23	4	2
C8	0	0	C16	4	3	C24	7	1

As indicated by Hyland (2000), references to the works or ideas of others help writers to provide justifications for their arguments and findings and to persuade readers to accept their new claims. The complete absence of citations in a third of these Conclusion chapters written by Vietnamese TESOL M.A. students (Table 8.6), therefore, indicates that these chapters simply summarized their studies without engaging into any conversation with other disciplinary members. This practice could render these chapters ineffective in persuasively showing the novelty of their works and positioning the writers themselves in relation to other disciplinary members.

### 8.4.2 Citation Functions

As shown in Table 8.7, *Verb controlling* was the most frequently used in these Conclusion chapters (64%), followed by *Naming* (34%) and *Non-citation* (2%). This tendency of using citation functions was also found in their respective Introduction and LR chapters of this M.A. thesis corpus. Moreover, this distribution of citation functions is in line with that of Iranian M.A. students in their M.A. Introduction chapters (Jalilifar & Dabbi, 2012).

**Table 8.7: Function distribution in integral citations in 24 Conclusion chapters**

Integral	Total	Percentage
Verb controlling	41	64.06%
Naming	22	34.38%
Non-citation	1	1.56%
Total	64	100%

Such commonalities in citation functions between these two groups of non-native English writers tend to suggest that placing the name(s) of cited authors at the subject position followed by a verb tends to be the easiest way in integrating citations into texts. However, different from the findings on citation functions in the Introduction chapters and those from Mansourizadeh and Ahmad (2011), which revealed that *Verb controlling* was employed five times more than *Naming*, the former is nearly twice more prominent than the latter in these Conclusion chapters. Furthermore, this proportion of these two citation functions, *Verb controlling* and *Naming*, in these last chapters is similar to that in their corresponding LR chapters. A possible explanation for this different tendency in using these two integral citation functions between the Introductions and LR and Conclusion chapters in the current corpus could be due to their different communicative purposes. In fact, while citations are employed in the Introductions in order to establish the territory and the niche of



the reported studies (Samraj, 2002b; Swales, 1990, 2004), they serve as a justification and a consolidation of the value of the research in these two chapters, respectively. In particular, in showing what is distinct from what has been done in the literature, in the LR chapters, previous related studies are supposed to be reviewed in detail, including not only the findings but also the research methods and designs (Kwan, 2006). In the Conclusion chapters, on the other hand, citations are employed in order to justify the comparisons, evaluations and the new claims that have been made in their respective Result and Discussion chapters. Such justifications on the research findings could be easily accepted if they are made through the voice and the views of prior researchers whose names are placed within the citing sentences in the integral citations (Example 16).

(16) *Student-centred literature class, in Carter and Long (1991)'s opinions, is one which allows and encourages learners to explore the literary work themselves, and to invite them to develop their own responses and sensitivities (p.24). (C3)*

A closer investigation at *Naming* citations in these Conclusion chapters revealed that among 22 instances, 15 followed “*according to X (year)*” pattern (Examples 17a-b) and the other seven were in “*X's (year)+noun*” pattern (Example 16). This finding tends to indicate that few patterns were used in *Naming* citation functions in these Conclusion chapters by this group of Vietnamese writers. Despite their simplicity, mistakes existed in the use of these two patterns. As can be seen in Example 16, an apostrophe (‘) indicating the possession was placed after the brackets instead of the researchers’ names and the corrected version should be like this *Carter and Long's (1991) opinions*. Examples 17a-b, in contrast, show similar mistakes found in the previous chapters, namely the wrong use of the ampersand (&) and the full name of a Vietnamese scholar. However, it is interesting to see a comma

separating this scholar's surname and her middle and first name in Example 17b, which is likely to reflect this writer's adaptation in citing Vietnamese scholars. These grammatical and unconventional mistakes suggest an appropriate amount of explicit form-based instruction aiming to help these non-native novice writers to acquire the citation conventions which are internationally accepted.

(17a) *Teachers should not be afraid of the noise caused by pair work and group work activities. According to **Lewis & Hill (1985)**, techniques must be used to increase students' participation. It means that in order to teach spoken English effectively, teachers must be regularly using choral, pair work, and group work.* (C6)

(17b) *According to **Pham, Phu Quynh Na (2007)**, these activities should not be too difficult or too easy compared to their current level since adult learners are easily discouraged and frustrated.* (C8)

Like the findings on citations found in the combined Result-Discussion chapters, only one instance of *Non-citation* in which the name(s) of previous researchers are given without a year reference as they have been supplied earlier in the text was found in these Conclusion chapters (Example 18). This finding indicates that few further information or discussions of previously cited works were made in these toward-end chapters although this citation function was occasionally found in the Introduction and LR chapters of the same thesis corpus.

(18) *Before, **Nguyen (2009)** also came up with an operationalized definition of LA in which LA consisted of two components: learners' self-initiation of autonomous learning activities both inside and outside classroom such as .... However, **Nguyen** both before and after the treatment claimed that "self-initiation is less teachable than self-regulation" (p. 52) and "the self-initiation of learners is not easily either changed or improved considerably through teaching" (p. 300).* (C18)

As shown in Table 8.8, except for one instance of *Reference* (Example 19), these Conclusion chapters in this thesis corpus had a single function of non-integral citations, namely *Source*.

**Table 8.8: Function distribution in non-integral citations in 24 Conclusion chapters**

<b>Non-integral</b>	<b>Total</b>	<b>Percentage</b>
Source	33	97.06%
Identification	0	0%
Reference	1	2.94%
Origin	0	0%
Total	34	100%

(19) *Secondly, instructors play a very important role in the success of the instruction and in fostering learner autonomy. Instructors need to be sensitive and skillful to have timely and effective interventions to facilitate students' development of metacognitive awareness and metacognitive regulation. In other words, teacher autonomy (see Benson, 2011) is really crucial to fostering learner autonomy.* (C18)

This finding on non-integral citation functions is similar to those in the Discussion and combined Result-Discussion chapters, but it is different from their corresponding LR and Method chapters in which up-to-three non-integral citation functions were found. As defined by Thompson and Tribble (2001), this non-integral citation function indicates where the idea or information is taken from. In fact, as can be seen in Examples 20a-b below, the propositions by the previous authors were used as source of support and justifications for the writers' suggestions.

(20a) *...In order to help the students avoid mispronunciation and using the wrong stress, teachers should help them deal with pronunciation and stress because the students' mother tongue mostly affects the way they pronounce the foreign language.* (Brown, 2001) (C23)

(20b) *However, a classroom would be boring if the teacher only followed activities designed in the textbook strictly. This might limit the creativity of both teachers and students. Therefore, it is necessary to enrich classroom activities and reinforce teaching aids such as songs, games, and role-plays, and so on* (Do Huy Tinh, 2010). (C6)

Although the presence of this single non-integral citation function, *Source*, was found in the Introduction, combined Result-Discussion and Conclusion chapters of this M.A. thesis corpus, it was mainly used to list the topics of the previous research in order for the niche of the reported studies to be established in the Introductions. In the Result-Discussion chapters, in contrast, these writers integrated previous researchers' propositions into their text in providing support for their

findings while justifying their suggestions for teaching is its main function in these Conclusion chapters. The different rhetorical functions of these chapters in theses could attribute to the change in the ways these writers employed this *Source* function. Moreover, the predominance of this *Source* function across the chapters of these 24 theses tends to confirm Petric's (2007) claim that this citation function is non-native M.A. students' most favorite. Its sufficient potential in displaying the M.A. students' knowledge and familiarity with the literature could be attributed to its most frequent use in these Vietnamese students' writing of their M.A theses. Mansourizadeh and Ahmad (2011), furthermore, confirm that attributing is the single citation purpose used by non-native novice writers in their academic writing.

### 8.4.3 Reporting Verbs

#### 8.4.3.1 Denotative/Process Categories

Table 8.9 shows the types of RVs found in 24 Conclusion chapters of the TESOL M.A. theses written by Vietnamese students. Unlike the finding on RVs in the 13 Discussion chapters and 11 combined Result-Discussion ones, no extra RVs were identified in statements that provided further discussions on the previously cited works. In other words, all 41 RVs in these Conclusion chapters are those from 41 *Verb controlling* citations (Table 8.7) and the absence of extra RVs found indicates the absence of further discussions in these summarizing chapters. As indicated in the move-step structures of the Conclusion chapters by Chen and Kuo (2012), *Referring to other studies* (Independent Move) in these last chapters is for providing support or justifications for the general research conclusions, evaluations and deductions made. Like those in their respective prior chapters, except the Discussion and Result-Discussion chapters of this M.A. thesis corpus written by Vietnamese writers,

previous works reported through the employment of RVs were mentioned once without writers' further personal interpretations.

**Table 8.9: Distribution of reporting verbs in process categories in 24 Conclusion chapters**

Categories	Occurrences			%
	Frequency counts	Average per chapter	Average per 1,000 words	
Research Acts	8	0.33	0.17	19.5%
Cognition Acts	4	0.16	0.09	9.75%
Discourse Acts	21	0.88	0.45	70.75%
<b>Total</b>	41	1.67	0.87	100%

Like the findings on RVs used in the previous chapters (Introductions, LR, Methodology, Result-Discussion), Discourse RVs were found to be the most prominent, accounting for more than two thirds (71 %) of the RVs identified in these chapters (Table 8.9). Ranked second are Research RVs (19.5%), followed by Cognition RVs (9.75%). This trend in using RVs in these Conclusion chapters confirms Hyland (1999, 2002a), who claims the prominence of Discourse RVs reflects the discursive nature of soft disciplines, to which the field of the current study, TESOL, belongs.

#### 8.4.3.2 Evaluative Categories

Table 8.10 shows the classification of 41 RVs according to their evaluative loads as categorized by Hyland (2002a). Unlike the findings on the evaluative potentials of RVs in all their respective prior chapters (Introduction, LR, Methodology, Result, Discussion and Result-Discussion), in these Conclusion chapters, neutral and tentative RVs were found to be the most prominent, followed by non-factive and factive ones (41.42%, 26.55% and 24.38%, respectively). This difference could be ascribed to the prevalence of citations used in Move 4 (*Deduction from the research study*) in which the pedagogical recommendations drawn from their

research findings were made in these last chapters. In other words, since previous researchers were employed to support their pedagogical implications drawn from the research findings, these writers tended to be less assertive in their suggestions through their more frequent use of tentative and non-factive verbs.

**Table 8.10: Classification of reporting verbs according to denotation and evaluation in Conclusion chapters**

<b>Research Acts</b> 8 (19.5%)	Findings 5 (12.2%)	Factive 1 (2.44%)
		Counter-factive
		Non-factive 4 (9.75%)
	Procedures 3 (7.3%)	
<b>Cognition Acts</b> 4 (9.75%)	Positive 1 (2.44%)	
	Critical	
	Tentative 2 (4.88%)	
	Neutral 1 (2.44%)	
<b>Discourse Acts</b> 29 (70.75%)	Doubt 14 (34.1%)	Tentative 14 (34.1%)
		Critical
	Assurance 15 (36.6%)	Factive 8 (19.5%)
		Non-factive 7 (17.1%)
	Counters	

Besides the difference regarding the evaluative potentials of RVs, these Vietnamese writers completely avoided using Counter Discourse verbs, which is similar to the findings in the previous chapters of the current thesis corpus. Despite the facts that explicit refutation of other researchers is “a serious face-threatening act” in academic writing (Hyland, 2002a, p. 124) and the differences in relation to power among thesis writers and examiners may lead to the absence of Counter RVs in these M.A. theses (Koutsantoni, 2006), these Vietnamese students’ avoidance of refuting and criticizing previous research partly reflects Vietnamese cultures in which all forms of confrontation should be avoided as taught by the philosophies of Taoism and Confucianism (Nguyen, 2002).

### 8.4.3.3 Verb Forms

**Table 8.11: Reporting verbs in 24 Conclusion chapters**

1. suggest (11)	7. indicate (1)	13. distinguish (1)	19. reveal (1)
2. state (4)	8. find (1)	14. see (1)	20. comment (1)
3. recommend (3)	9. come up with (1)	15. offer (1)	21. assume (1)
4. say (2)	10. affirm (1)	16. define (1)	22. agree (1)
5. confirm (2)	11. prove (1)	17. explain (1)	23. stress (1)
6. emphasize (2)	12. highlight (1)	18. regard (1)	

\* The number in brackets indicates the times of verb occurrences in the Conclusion chapters of TESOL M.A. theses in Vietnam

Table 8.11 shows 23 RVs and their frequency of occurrences in 24 Conclusion chapters. Compared with the total number of RVs used in the previous concluding chapters (Result, Discussion and Result-Discussion), these Conclusion chapters had the most RVs (9, 21, 15 and 23 RVs, respectively). Moreover, different from the RVs used in the previous chapters of the current M.A. thesis corpus by Vietnamese in which “*state*”, “*find*” and “*describe*” were found to be the most commonly used, the analysis on RVs in the Conclusion chapters revealed that, “*suggest*”, a Discourse Doubt tentative verb, was the most frequent (11 times), followed by “*state*” and “*recommend*” (4 and 3 times, respectively).

As discussed in the evaluative functions of the RVs used in these chapters, these Vietnamese writers tended to be less assertive in reporting prior works through their prominent use of tentative RVs when making teaching suggestions which were drawn from the findings of their research (Examples 21a-b). As shown in Table 8.11, furthermore, three verbs “*say*, *confirm*, and *emphasize*” were found to occur twice in this Conclusion chapter corpus. Except for these first 6 RVs, the other 17 verbs occurred once in these 24 Conclusion chapters.

(21a) Edge (1989, p.24) **suggests** the best form of correction is self-correction because “people usually prefer to put their own mistakes right rather than be corrected by someone else”. Thus, teachers should not correct the mistakes themselves, but show that a mistake has been made. (C23)

(21b) ...To carry out this step, Collie and Slater (1987) **recommended** the following activities: biographical montage, creating a sketch of the author, guessing missing information, biographical lie-detecting. Certainly, teachers can add to the list whatever kind of information they see as needed or activities suitable for their students to help them comprehend the literary text better. (C3)

As the verbs “*distinguish*, *offer* and *come up with*” were newly identified as RVs in these Conclusion chapters, Examples 22a-c below illustrate how they were used by Vietnamese M.A. students. Moreover, they are also added to Hyland’s (2002a) categorization based on their denotative and evaluative loads identified in this Conclusion chapter corpus, but these verbs are limited to their occurrence found in this thesis corpus alone. However, besides the mistakes in using RVs identified in these Conclusion chapters, Example 22c also illustrates the non-idiomatic expression “*come up with*”. This expression is not only inappropriate in academic writing but also reflects some of this writer’s low level of language proficiency.

(22a) Collie and Slater (1987) even **offered** a wider range of activities to facilitate students’ comprehension of the text on the one hand and motivate them to read more enthusiastically on the other hand. (C3)

(22b) Cortazzi and Jin (1999) **distinguish** three types of cultural information that can be used in language textbooks and materials. (C1)

(22c) Before, Nguyen (2009) also **came up with** an operationalized definition of LA in which LA consisted of two components: learners’ self-initiation of autonomous learning activities... and self-regulation of metacognitive strategies (i.e. planning, monitoring, and evaluating). (C18)

#### 8.4.3.4 Tense and Voice

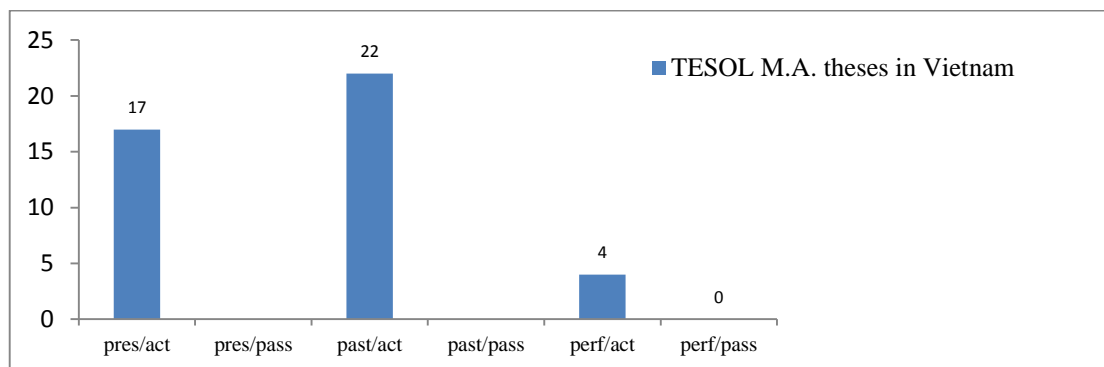
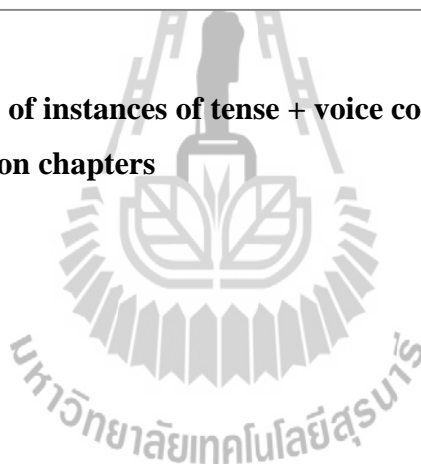
Different from the findings on the tenses of RVs used in their respective LR, Method and Result chapters, the tense analysis of RVs in the Conclusion chapters showed the preference for the past simple, which is in line with the finding in their combined Result-Discussion chapters (Table 8.12). However, unlike the past tense which was found to be over three times more prominent than the present simple in their combined Result-Discussion chapters, the former in these



Conclusion chapters occurred slightly more frequently than the latter (56.1% and 41.5%, respectively). The tendency in using more past simple than present tenses in these last chapters by these Vietnamese writers was also found in their corresponding Introduction chapters. Moreover, like the combined Result-Discussion chapters, these Conclusion chapters had one instance of the perfective, which is used to make generalizations about previous works (Malcolm, 1987; Oster, 1981). As indicated in Chen and Kuo (2012), however, these last concluding chapters aim to summarize and evaluate the reported studies, and to make suggestions or pedagogical implications drawn from the findings. The prominent use of the past simple in these last chapters by these Vietnamese thesis writers, therefore, is unlikely to express their generalizations, conclusions and suggestions. As revealed in Hanania and Akhtar (1985), Malcolm (1987) and Swales (1990), the past simple is employed to report on specific experiments while generalizations are made in the present simple. In fact, the more frequent employment of the former in the Conclusion chapters of these non-native writers is likely to distance their own findings from the cited propositions, and be thus unable to get their research grounded in the current state of their disciplinary knowledge and to position themselves in relation to other disciplinary members as well. Besides the tenses, Table 8.12 shows the absence of the passive form in these Conclusion chapters in which previous research was employed to provide support or justifications on the results of the reported studies and the suggestions made. As a result, as shown in Figure 8.1, the active was combined with all the past, present and perfective verbs identified in these chapters.

**Table 8.12: Tense and voice of reporting verbs in 24 Conclusion chapters**

Tense			Total	Voice	
Present simple	Past simple	Present perfect		Active	Passive
17 (41.5%)	23 (56.1%)	1 (2.5%)	41	41 (100%)	0 (0%)

**Figure 8.1: Numbers of instances of tense + voice combination in in 24 Conclusion chapters**

## **CHAPTER 9**

### **CONCLUSIONS**

This final chapter will offer a brief summary of the main findings attained from this research. The findings about the move-step structures of each chapter in TESOL M.A. theses written by Vietnamese students, the differences from and similarities to those of international writers from ProQuest, citation types and functions and reporting verbs, which aim to answer four research questions, are respectively presented. Following a brief section on pedagogical implications is the recommendations for further research that can benefit from this present one.

#### **9.1 Summary of Findings**

##### **9.1.1 Move-Step structures**

###### **9.1.1.1 Move-Step structures of each chapter in the TESOL M.A. theses in Vietnam**

Following Bunton (2005), this study summarizes the moves and steps that occurred in at least half of the corpus and an additional record of moves and steps that occurred in at least a quarter of the respective chapters in order to answer the Research Question 1 (Table 9.1). Their frequency of occurrences identified in each chapter of the corpus of 24 TESOL M.A. theses written by Vietnamese postgraduates was recorded as the number of occurrences divided by the number of chapters being analyzed (in this study, 24 for all, except for Results, Discussions and combined

Result-Discussions, 13 and 11 respectively). In other words, the moves and steps on the first left-hand sided column are those commonly employed in composing each chapter of the M.A thesis by Vietnamese writers ( $\geq 50\%$ ) while the infrequent moves and steps ( $\geq 25\%$ ) are presented on the right-hand sided column. The moves-steps are sequenced in the table in the order in which they appeared in the current thesis corpus.

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam**

Usually present ( $\geq 50\%$ )	Freq.	Present $\geq 25\%$	Freq.
<b>Abstract (N=24); Freq. = 1</b>			
Introduction	1		
Method	1		
Results	0.96		
Conclusions	0.84		
<b>Introduction (N=24); Freq. = 1</b>			
<b>Move 1: Establishing a Territory</b>	1		
Providing topic generalization/background	0.92		
Indicating centrality/importance of topic	0.79		
<b>Move 2: Establishing a Niche</b>	1		
Indicating gaps in previous research	0.5		
Indicating a problem/a need	0.92		
<b>Move 3: Occupying the Niche</b>	1		
Indicating purposes/aims/objectives	1		
		Indicating scope of research	0.46
Indicating chapter/section structure	0.5		
Stating research questions/hypotheses	0.63		
Indicating value or significance	0.67		
Indicating thesis structure	0.84		
<b>Refer to other studies</b>	0.96		
		Providing background information	0.38
Providing support or justification	0.88		
		* Summarizing the chapter	0.08
		* Introducing the next chapter content	0.42
<b>Literature Review (N=24); Freq. = 1</b>			
<b>Introduction</b>	0.96		
Indicating organization of the review chapter(s)	0.92		
* Indicating subthemes and how they are organized	0.92		
<b>Move 1: Establishing one part of the territory of one's own research by</b>	4.83		
Surveying the non-research-related phenomena or knowledge claims	4.25		
Surveying the research-related phenomena	1.38		

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Move 2: Establishing a research niche by</b>	<b>3.88</b>		
Gap-indicating (paucity or scarcity)	0.71		
Asserting confirmative claims about knowledge or research practices surveyed	2		
		Asserting the relevancy of the surveyed claims to one's own research	0.38
Abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework	1.17		
Concluding a part of literature review or indicating transition to review of a different area	2		
<b>Move 3: Occupying the research niche by</b>	<b>1.71</b>		
Indicating research aims, focuses, research questions or hypotheses	0.83		
Indicating theoretical positions/theoretical frameworks	0.66		
		Interpreting terminology used in the thesis	0.46
<b>Conclusion</b>	<b>0.79</b>		
Providing a summary of the review of the themes	0.79		
		Relating the review to the present study	0.4
		+ indicating gaps	0.13
		+ stating research aims	0.13
		+ indicating research questions	0.04
		+ indicating theoretical framework	0.17
		+ indicating research design	0.04
		* Introducing the next chapter content	0.3
<b>Methodology (N=24); Freq. = 1</b>			
<b>Move 1: Introducing the Method chapter</b>	<b>1</b>		
Indicating chapter/section structure	1		
Providing an overview of the study	0.71		
		+ Research aims	0.46
+ Research questions	0.58		
		+ Hypotheses	0.3
Indicating theory/approach	0.79		
		+ justifying the chosen approach	0.21
<b>Move 2: Describing data collection method and procedure(s)</b>	<b>1</b>		
Describing the sample (participants, location, time, etc.)	1		
+ Location + characteristics	0.58		
+ Participants + characteristics	0.92		
		+ Time	0.3
Describing methods and steps in data collection	0.79		
+ Instruments	1		
+ purpose	0.79		
+ justifying the chosen instrument	0.75		
		+ subjects	0.25
+ Steps	0.92		
		+ Time	0.25

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Move 3: Delineating methods of data analysis</b>	<b>0.79</b>		
Explaining specific method(s) of data analysis	0.79		
<b>Referring to other studies</b>	<b>1</b>		
		Providing background information	0.3
Providing support or justification	9.46		
* Chapter summary	0.54		
+ Summary	0.79		
+ Next chapter introduction	0.63		
<b>Results (N=13); Freq. = 1</b>			
		* Summarizing the previous chapter	0.38
<b>Move 1: Introducing the Results chapter</b>	<b>1</b>		
		Providing background information or how results are presented	0.46
Indicating methods used or statistical procedure applied	4.92		
<b>Move 2: Reporting results</b>	<b>1</b>		
* Section introduction (each Result)	1.46		
Locating graphics	16.92		
Reporting major findings	18.77		
<b>Move 3: Commenting on results</b>	<b>0.77</b>		
Interpreting results	5.54		
* Section summary (each result summary)	2.62		
		* Next section introduction	0.23
<b>Move 4: Summarizing results (each result summary)</b>	<b>0.69</b>		
Making conclusions of results	0.69		
<b>Referring to other studies</b>	<b>0.53</b>		
Providing support or justification	1.6		
		* Summarizing the chapter	0.3
		* Introducing the next chapter content	0.15
<b>Discussions (N=13); Freq. = 1</b>			
		* Summarizing the previous chapter	0.18
<b>Move 1: Introducing the Discussion chapter</b>	<b>0.62</b>		
Providing background information and how discussions are presented	0.62		
<b>Move 3: Summarizing results</b>	<b>1</b>		
Making conclusions of results	5.46		
<b>Move 4: Commenting on results</b>	<b>1</b>		
Interpreting results	3.54		
Comparing results with literature	1.23		
Accounting for results (giving reasons)	1.77		
		* Section summary	0.61
<b>Referring to other studies</b>	<b>0.85</b>		
Providing support or justification	5.31		
		Providing background information	0.92
* Chapter summary	0.69		
		* Next chapter introduction	0.38

**Table 9.1: Summary of move-step structures of the whole TESOL M.A. theses in Vietnam (Cont.)**

<b>Combined Result-Discussion chapters (N=11); Freq. = 1</b>			
		* Summarizing the previous chapter	0.27
<b>Move 1: Introducing the Result-Discussion chapter</b>	<b>1</b>		
Providing background information	1.18		
Indicating how the chapter is presented	1		
Indicating methods used or statistical procedure applied	6.73		
<b>Move 2: Reporting results</b>	<b>1</b>		
* Section introduction	1.9		
Locating graphics	16.2		
Reporting major findings	21.82		
<b>Move 3: Commenting on results</b>	<b>1</b>		
Interpreting results	11.1		
Comparing results with literature	2		
Accounting for results (giving reasons)	3.27		
		* Section summary	0.45
		* Next section introduction	0.18
		<b>Move 4: Summarizing results</b>	<b>0.45</b>
		Making conclusions of results	0.54
<b>Referring to other studies</b>	<b>1</b>		
Providing background information	0.82		
Providing support or justification	6		
* Summarizing the chapter	0.9		
		* Introducing the next chapter content	0.18
<b>Conclusions (N=24); Freq. = 1</b>			
		* Summarizing the previous chapter	0.13
<b>Move 1: Introducing the Conclusion chapter</b>	<b>0.91</b>		
		+ purpose	0.38
+ how the chapter is presented	0.83		
<b>Move 2: Summarizing the study</b>	<b>0.83</b>		
Summarizing the study briefly	0.83		
		* Next section introduction	0.08
		* Section summary	0.25
<b>Move 3: Evaluating the study</b>	<b>0.79</b>		
		Indicating significance/advantage	0.29
Indicating limitations	0.71		
		+ time limit	0.25
		+ method (sample + instrument)	0.46
<b>Move 4: Deductions from the study</b>	<b>1</b>		
Recommending further research	0.92		
Drawing pedagogic implications	0.92		
<b>Referring to other studies</b>	<b>0.67</b>		
Providing support or justification	3.96		
* Summarizing the chapter	<b>0.58</b>		

The (\*) indicates the newly identified moves/steps in the corpus which are not indicated in Chen and Kuo (2012)

The (+) indicates the sub-steps used under some specific moves/steps employed by this group of Vietnamese writers

### 9.1.1.2 Similarities and Differences in the Move-Step Structures of M.A. Theses by Vietnamese and Those by International Writers in ProQuest (Chen & Kuo, 2012)

#### 9.1.1.2.1 Similarities

Tables 9.2 and 9.3 summarize the similarities and differences in the move/step structures of M.A. theses composed by Vietnamese students and those by international writers from an established database (ProQuest) in order to answer the second research question of the current study. As can be seen in these tables, the similarities and differences found in each chapter of these two corpora are point by point presented. However, due to the absence of the findings on the combined Result-Discussion chapters in Chen and Kuo (2012), only the move –step structures of the combined Result-Discussion chapters of the current corpus are presented in Table 9.3.

**Table 9.2: Similarities between TESOL M.A. theses in Vietnam and those from ProQuest**

<b>Abstracts:</b> <ul style="list-style-type: none"> <li>✓ A linear structure of T-M-R-C</li> <li>✓ Scarcity of move cycling</li> <li>✓ Introduction &amp; Method Moves: obligatory</li> <li>✓ Conclusion Move: conventional</li> <li>✓ Promising step of <i>providing pedagogical implications</i></li> </ul>
<b>Introductions:</b> <ul style="list-style-type: none"> <li>✓ Move1 (T) - Move2 (N) - Move3 (O)</li> <li>✓ Topic generalization &amp; background (highest percentage)</li> <li>✓ Gap/Need indicating (most frequent)</li> <li>✓ No Counter-claiming</li> <li>✓ Referring to previous studies (4 functions)</li> </ul>
<b>Literature Review</b> <ul style="list-style-type: none"> <li>✓ Thematic sections with Introduction-Body-Conclusion structures</li> <li>✓ Introductions and Conclusions: conventional</li> <li>✓ No headings for introduction texts</li> <li>✓ CARS three move structures in the Body parts</li> <li>✓ Predominance of Non-related research reviewing and Research-related reviewing (Move 1)</li> <li>✓ Few instances of Counter-claiming</li> <li>✓ Presence of Concluding a part of literature review</li> </ul>



**Table 9.2: Similarities between TESOL M.A. theses in Vietnam and those from ProQuest (Cont.)**

<b>Methodology</b> <ul style="list-style-type: none"> <li>✓ Presence of all 5 moves</li> <li>✓ A linear structure of the first four moves</li> <li>✓ Moves 1-2: obligatory</li> <li>✓ Move 4 occurring less frequently than the first three moves</li> <li>✓ <i>Indicating chapter/section introduction</i>: obligatory</li> <li>✓ <i>Describing the sample</i>: obligatory</li> <li>✓ <i>Referring to other studies</i> to provide support and justification: conventional</li> <li>✓ Absence of <i>Previewing Results</i></li> </ul>
<b>Results</b> <ul style="list-style-type: none"> <li>✓ Moves 1-2: obligatory</li> <li>✓ Move 3: conventional</li> <li>✓ Move 4: optional</li> </ul>
<b>Discussions</b> <ul style="list-style-type: none"> <li>✓ Few instances of Moves 5-7 and Independent Move of <i>Referring to previous studies</i></li> <li>✓ Move 3: cyclical</li> <li>✓ Most frequent cycles: <i>Reporting major findings-Interpreting; Reporting major findings-Interpreting-Accounting; and Reporting major findings-Comparing</i></li> </ul>
<b>Conclusions</b> <ul style="list-style-type: none"> <li>✓ Prevalence of Moves 2 and 4</li> <li>✓ Moves 1, 3 and Independent Move of <i>Referring to other studies</i>: optional</li> <li>✓ A linear structure of Moves and Steps</li> <li>✓ Conventional steps: <i>Summarizing the study briefly, Indicating limitations, Recommending future research, Drawing pedagogical implications</i></li> </ul>

#### 9.1.1.2.2 Differences

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest**

TESOL M.A. (Vietnam)	Chen & Kuo's (ProQuest)
<b>Abstracts</b>	
<ul style="list-style-type: none"> <li>✓ Twice longer (265 words)</li> <li>✓ Result Move: conventional</li> <li>✓ <i>Gap indicating</i></li> <li>✓ Presence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>	<ul style="list-style-type: none"> <li>✓ 164 words</li> <li>✓ Result Move: obligatory</li> <li>✓ No <i>Gap indicating</i></li> <li>✓ Absence of research questions and hypothesis, significance of the study and suggestions for future studies</li> </ul>
<b>Introductions</b>	
<ul style="list-style-type: none"> <li>✓ T-N-O (45.8%)</li> <li>✓ 19 steps</li> <li>✓ Presence of chapter introduction &amp; summary and next chapter introduction</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ T-N-O (82%)</li> <li>✓ 28 steps</li> <li>✓ Absence of chapter introduction and summary and next chapter introduction</li> </ul>

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest (Cont.)**

<b>Literature Review</b>	
<ul style="list-style-type: none"> <li>✓ All separate LR chapters</li> <li>✓ <i>Conclusions</i> with headings (15 out of 19)</li> <li>✓ Modular and nested structures</li> <li>✓ Body: no obligatory moves. Moves 1-2: conventional; Move 3: optional</li> <li>✓ Step 1A: optional</li> <li>✓ Introductory texts at the beginning of Move 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ 4 (out of 15) embedded LR chapters</li> <li>✓ No headings for <i>Conclusions</i></li> <li>✓ Modular structures</li> <li>✓ Body: Move 1 (obligatory)</li> <li>✓ Steps 1A-B: obligatory</li> <li>✓ No introductory texts at the beginning of Move 1</li> </ul>
<b>Methodology</b>	
<ul style="list-style-type: none"> <li>✓ Generic section headings and subheadings</li> <li>✓ Independent move of <i>Referring to other studies</i>: compulsory</li> <li>✓ <i>Describing methods and steps in data collection</i>: conventional</li> <li>✓ <i>Justifying data collection procedure; Referring to other studies to provide background information</i>: optional steps</li> <li>✓ <i>Chapter summary</i>: Newly identified move with two conventional steps: <i>Summarizing the chapter</i> and <i>Introducing the next chapter content</i></li> <li>✓ Absence of step <i>Explaining variables and variable measurement</i></li> <li>✓ Highest frequency step: <i>Describing the sample</i></li> <li>✓ High frequency of three step sequence: <i>Instruments-Purposes-Justifications</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ No generic section headings and subheadings</li> <li>✓ Independent move of <i>Referring to other studies</i>: conventional</li> <li>✓ <i>Describing methods and steps in data collection</i>: obligatory</li> <li>✓ <i>Justifying data collection procedure; Referring to other studies to provide support and justification; Referring to other studies to provide background information</i>: conventional steps</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Newly added step <i>Explaining variables and variable measurement</i></li> <li>✓ Highest frequency step: <i>Describing methods and steps in data collection</i></li> <li>✓ Few instances of three step sequences and justifications are for the whole data collection procedures</li> </ul>
<b>Results</b>	
<ul style="list-style-type: none"> <li>✓ Presence of <i>previous chapter summary, chapter summary</i> and <i>introduction of the next chapter content</i></li> <li>✓ Obligatory cycles: <i>Locating graphics-Reporting major findings</i></li> <li>✓ Highest frequency cycles: <i>Locating graphics-Reporting major findings</i></li> <li>✓ Newly identified steps: <i>section introduction</i> and <i>each section summary</i></li> <li>✓ Only two three step sequence patterns (<i>Methods-Graphics-Findings</i> and <i>Graphics-Findings-Interpreting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Absence of <i>previous chapter summary, chapter summary</i> and <i>introduction of the next chapter content</i></li> <li>✓ Obligatory cycles: <i>Reporting major findings-providing background or indicating how results are presented</i></li> <li>✓ Highest frequency cycles: <i>Reporting major findings-Interpreting results</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> <li>✓ Presence of six three step sequence patterns with high frequency (<i>Background-Findings-Interpreting; Graphics-Findings-Interpreting; Methods- Findings-Interpreting; Graphics-Findings-Methods; Findings-Interpreting-Comparing; Methods-Findings-Graphics</i> and <i>Methods-Graphics-Findings</i>)</li> </ul>

**Table 9.3: Differences between TESOL M.A. theses in Vietnam and those from ProQuest**

<b>Discussions</b>	
<ul style="list-style-type: none"> <li>✓ Moves 3-4: obligatory</li> <li>✓ Compulsory step: <i>Making conclusions of results</i> (Move 3); <i>Interpreting results</i></li> <li>✓ Conventional steps: <i>Accounting for results</i>; <i>Providing background information and how discussions are presented</i> and <i>Referring to other studies for support/justification</i></li> <li>✓ Highest frequency cycles: <i>Making conclusions of results-Interpreting results</i></li> <li>✓ Few instances of three step sequence patterns</li> <li>✓ <i>Chapter summary</i>: A newly identified move with two steps: <i>Summarizing the chapter</i> (conventional) and <i>Introducing the next chapter content</i> (optional)</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>section introduction</i> and <i>each section summary</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Move 2: obligatory</li> <li>✓ Compulsory step: <i>Reporting major findings</i></li> <li>✓ Conventional steps: <i>Interpreting results</i>; <i>Accounting for results</i>; <i>Providing background information and how discussions are presented</i>; <i>Referring to other studies for support/justification</i> and <i>Making conclusions of results</i></li> <li>✓ Highest frequency cycles: <i>Reporting major findings- Interpreting results</i></li> <li>✓ A great number of three step sequence patterns</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> </ul>
<b>Combined Result-Discussion chapters</b>	
<ul style="list-style-type: none"> <li>✓ Moves 1-3: compulsory</li> <li>✓ Independent move of <i>Referring to other studies</i>: conventional</li> <li>✓ Moves 4-7: optional</li> <li>✓ A linear structure of moves</li> <li>✓ Highest frequency cycles: <i>Graphics-Findings</i></li> <li>✓ More instances of Move 3 (Commenting on Results)</li> <li>✓ <i>Chapter summary</i>: A newly identified move with two steps: <i>Summarizing the chapter</i> (conventional) and <i>Introducing the next chapter content</i> (optional)</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>section introduction</i>, <i>next section introduction</i> and <i>each section summary</i></li> </ul>	
<b>Conclusions</b>	
<ul style="list-style-type: none"> <li>✓ Move 4: obligatory</li> <li>✓ Moves 1-2: conventional</li> <li>✓ Step <i>How the chapter is presented</i>: conventional</li> <li>✓ <i>Chapter summary</i>: A newly identified move</li> <li>✓ Presence of newly identified steps, but with low frequency: <i>summarizing previous chapter</i>, <i>next section introduction</i> and <i>each section summary</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ No obligatory moves</li> <li>✓ Moves 2-4: conventional</li> <li>✓ Step <i>How the chapter is presented</i>: optional</li> <li>✓ No <i>Chapter summary</i></li> <li>✓ Absence of <i>section introduction</i> and <i>each section summary</i></li> </ul>

## 9.1.2 Citations

### 9.1.2.1 Citation Types

As can be seen in Table 9.4, there is a great difference in the total number of citations among these 24 TESOL M.A. theses, ranging from 61 (T12) to 213 (T14) instances. It can be argued that this variation in the number of the in-text citations could be due to each writer's individual writing style. However, in the interviews with the thesis writers and thesis supervisors, it is known that an average number of 50 references on the reference page is acceptable for an M.A. thesis in the TESOL discourse community in Vietnam. This information tends to suggest that more attention was paid to the total number of references at the end of a thesis rather than how they were used within its text. In addition to the difference in the number of citations among each thesis, Table 9.4 also shows a great variation in the use of citations among chapters. In particular, citations were densely present in the LR chapters, accounting for almost 75% of citations in the current thesis corpus (Table 9.5), followed by Introduction and Methodology chapters, with a relatively equal percentage of 8.5%. The concluding chapters (Results, Discussions, Results-Discussions and Conclusions) of these TESOL M.A. theses, on the other hand, contained a few citations (around 3%). The infrequent use of citations at those last chapters of these theses, where writers present the findings of their studies and need to use citations as a tool to gain readers' acceptance, could reflect the lack of a competitive environment for delivery or publication in Vietnam.

Table 9.4: Citation types in each chapter of 24 TESOL M.A. theses in Vietnam

	T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12		T13		T14		T15		T16		T17		T18		T19		T20		T21				
	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N	I	N			
I	1	8	2	1	7	1	4	1	5	1	7	1	1	3	5	8	7	0	3	4	1	9	7	5	4	8	3	1	7	1	6	0	0	2	6	5	2	1	3	1	6	2	1	5	3
LR	7	3	6	1	4	3	2	4	3	2	7	2	7	1	3	2	5	2	6	1	4	1	2	1	2	9	1	3	4	8	1	4	2	4	4	1	1	3	5	7	5	4	4	7	
M	5	9	3	1	2	2	7	9	7	1	8	6	1	0	2	4	2	7	9	3	0	2	2	2	1	1	6	9	2	4	7	2	3	5	2	1	0	8	3	3	6	6	8	7	
R	1	3	5	1			1	0	0	0			2	1	3	0	3	1					0	0	0	0	3	2							0	0			0	0	0	0			
D	3	2	3	1			0	0	4	0			0	1	2	0	1	2	3					6	1	5	2	2	0	4						5	2			4	1	0	0		
R-D					6	3					6	1							1	3	9	2	3						5	0	5	3	2	2			4	3							
C	2	1	3	4	1	1	0	0	0	0	4	3	2	0	0	0	0	2	0	0	5	1	0	0	0	0	2	1	0	0	4	3	1	1	5	1	2	2	0	0	1	0			
Total	9	5	8	9	7	4	3	6	4	3	9	4	9	1	5	3	7	4	8	2	6	2	4	2	5	2	1	5	5	2	6	3	5	7	2	1	4	5	7	8	1	5	6	8	
al	15	90	12	10	87	13	11	85	11	10	94	61	70	21	80	97	81	19	15	73	14																								

I: Integral citations

N: Non-integral citations

I: Introductions; LR: Literature Review; M: Methodology; R: Results; D: Discussions; R-D: Results-Discussions; C: Conclusions

In fact, after the thesis defense, revised theses are submitted to the libraries of these universities and a degree is awarded without any requirement for conference presentation or publication. Besides no requirements for the research findings to be disseminated in the TESOL discourse community in Vietnam, the concluding chapters of these theses were not adequately invested, as revealed in the interview with a thesis supervisor (S2), because of the fact that these M.A. students were pursuing their postgraduate studies at the expense of their busy professional and family lives. In fact this issue is common between Ph.D. and M.A. novice writers in Asia as stated by Min, San, Petras, and Mohamad (2013) in their study of Asian novice writers' problems and mistakes in research writing.

Despite the variations in the citation types among the 24 TESOL M.A. theses of the current corpus and their chapters, and the tendency to balance out two types of citations as revealed in the interviews with the actual thesis writers, the integral citations were found to be almost twice more prominent than the non-integral ones (Table 9.5). This tendency in using citations by this group of Vietnamese writers is likely to reflect the preferred citation type by non-native M.A. students in Applied Linguistics. In fact, like these Vietnamese M.A. students, Iranian M.A. students employed five times more integral citations than non-integral ones in their thesis Introduction chapters (Jalilifar, 2012; Jalilifar & Dabbi, 2012). Moreover, this finding conforms to the trend in using citations in the soft disciplines (Hyland, 2000; Maroko, 2013; Okamura, 2008). As found by Mansourizadeh and Ahmad (2011), despite their being non-native, both expert and novice Malaysian writers in the field of chemical engineering (the hard discipline) in Malaysia favored the non-integral citations over the integral ones. Besides more personal involvement in the discourse by the insertion

of cited author(s)' name(s) in a sentence initial, these non-native M.A. students' preference for the integral citations, however, indicates that they do not give an equal weight to the reported author and the reported message. Their citation practice, therefore, works against the inclination of expert writers for non-integral citations in published articles and their equal tendency towards these two types of citations (Okamura, 2007, 2008; Shooshtari & Jalilifar, 2010).

**Table 9.5: Citation functions in each chapter of 24 TESOL M.A. theses in Vietnam**

Types	Functions	I	LR	M	R	D	R-D	C	Total	%
<b>Integral</b> 1708 (63.17%)	Verb Controlling	100	829	47	5	30	19	41	1071	39.6
	Naming	18	370	81	13	34	29	22	567	20.91
	Non-citation	4	64	0	0	0	1	1	70	2.59
<b>Non Integral</b> 996 (36.83%)	Source	109	671	68	2	17	26	33	926	34.25
	Identification	0	0	0	0	0	0	0	0	0
	Reference	0	5	0	0	0	0	1	6	0.22
	Origin	0	21	37	6	0	0	0	64	2.37
<b>Total</b>		231	1960	233	26	81	75	98	<b>2704</b>	100
<b>%</b>		8.54	74.49	8.62	0.96	3	2.77	3.62	100	

### 9.1.2.2 Citation functions

In terms of citation functions, this study confirms Chen and Kuo's (2012) claim that citations performed different rhetorical functions in different chapters (Table 9.5 above). In particular, more *Naming* than *Verb Controlling* functions were present in the Methodology, Result, Discussion and combined Result-Discussion chapters while the latter was more predominant in the Introduction, LR and Conclusions. Furthermore, *Origin* was found in the LR, Methodology and Result chapters and there was a complete absence of this Non-integral citation function in the other chapters. These disparities could be due to the different communicative purposes that each chapter of a thesis functions. Besides the different distributions of citation functions in each chapter, *Verb controlling* (39.6%) and *Source* (34.25%) are the two most common functions used in the integral and non-integral citation types,

respectively. Although the employment of Non-integral *Source* is reported to be sufficient for M.A. students to display their knowledge in the field (Petrić, 2007) and to describe novice writers' awareness of the literature (Mansourizadeh & Ahmad, 2011), the predominant use of integral *Verb controlling* citations was reported in the interviews with actual thesis writers (T11, T14, T17, and T23) that this group of non-native writers in Vietnam paraphrased rather than quoted previous studies. Such information from the interviews indicates that these thesis writers were unaware of the rhetorical functions of this citing device. Furthermore, it is often claimed that it is crucial for writers to establish their own voice and authority in their writing (Thompson, 2005) and project themselves as authors (Ivanič, 1998). These Vietnamese novice writers, however, rarely employed citations to support their own claims, but to attribute ideas and information to other writers. Although applying limited citation practices by M.A. students is reported to be due to their not being at an appropriate stage of linguistic or intellectual development (Charles, 2006; Hyland, 1999; Petrić, 2007), their preference for only two citation functions may be indicative of their less proficient knowledge of citation. In addition, *Verb controlling* was found to be twice more common than *Naming*, suggesting that these Vietnamese novice writers lack skills in constructing nominalization and complex noun phrases, both of which are reported to pose problems for beginning writers (ElMalik & Nesi, 2008). This problem is similar to that in Mansourizadeh and Ahmad (2011) which showed that expert writers employed an almost equal number of integral *Verb controlling* and *Naming* citations while *Verb controlling* was used five times more than *Naming* in novice writers' papers. Besides these three commonly used citation functions, Integral *Non-citation* and Non-integral *Origin* citation functions accounted for around 2.5% of



all citations found in this M.A. thesis corpus whereas there was an absence of Non-integral *Identification* and *Reference* functions. In addition to these findings, the presence of grammatical mistakes, long web-links and inconsistencies of citing certain Asian names found in the current thesis corpus suggests an insufficient attention paid to the citing practice of these thesis writers in the TESOL discourse community in Vietnam. Furthermore, it is necessary for an explicit, formal and form-based course on citation use which aims to make these Vietnamese novice writers not only aware of different purposes and rhetorical functions of citations but also appropriately use citations.

### **9.1.2.3 Reporting verbs**

#### **9.1.2.3.1 Denotative and evaluative categories**

Like the findings on reporting verbs (RVs) used in Applied Linguistics RAs by Hyland (1999, 2002a), this study also found Discourse acts category verbs the most prominent, accounting for two thirds of all the RVs found in the corpus of 24 TESOL M.A. theses, and Research acts verbs with more than a quarter ranked second, followed by Cognition acts verbs (Table 9.6). This tendency in using RVs, as explained by Hyland (2002a) reflects the discursive nature of the soft disciplines, to which TESOL, the field of the current study, belongs.

**Table 9.6: Denotative and evaluative classifications of reporting verbs in each chapter of 24 TESOL M.A. theses in Vietnam**

Categories			I	LR	M	R	D	R-D	C	Total	%
Research Acts 306 (26.47%)	Findings 164 (14.19%)	Factive	6	31	0	1	2	0	1	41	3.55
		Counter-factive	1	0	0	0	0	0	0	1	0.09
		Non-factive	9	97	1	0	8	3	4	122	10.55
	Procedures 142 (12.28%)		14	121	1	2	1	0	3	142	12.28
Cognition Acts 93 (8.08%)	Positive		1	18	1	0	0	1	1	22	1.9
	Critical		0	0	0	0	0	0	0	0	0
	Tentative		3	51	0	0	0	1	2	57	4.93
	Neutral		3	7	0	0	3	0	1	14	1.2
Discourse Acts 753 (65.45%)	Doubt 127 (11%)	Tentative	13	80	8	2	8	2	14	127	11
		Critical	0	0	0	0	0	0	0	0	0
	Assurance 626 (54.2%)	Factive	35	235	15	5	9	6	8	313	27.1
		Non-factive	25	233	22	1	11	14	7	313	27.1
	Counters 4 (0.25%)		1	3	0	0	0	0	0	4	0.35
	Total			111	876	48	1	42	27	41	1156
%			9.6	75.78	4.15	0.09	3.63	2.34	3.55	100	

Regarding the evaluative categorizations, non-factive RVs, which neutrally comment on the research findings and inform readers of the authors' positions to the cited claim, were employed the most (37.65%), followed by the factive and tentative ones (30.65% and 15.93%, respectively). Although this finding is in line with those of previous studies (Dontcheva-Navratilova, 2008; Hyland, 1999, 2002a; Jalilifar, 2012) in which non-factive RVs were found to prevail, these writers' employment of RVs in order to indicate their evaluation towards the cited messages in each chapter of the current M.A. thesis tends to be inappropriate. In fact, this group of Vietnamese writers' preferences for factive verbs in the Introduction chapters, where non-factive ones are expected to be prominent, and in the Result chapters for the purpose of justifying the chosen research methods and statistical procedures rather than the findings proves this. As stated by Bloch (2010), such a mistake could result from their being unaware of this subtle aspect of RVs and more importantly from their not being taught about the

use of this “occluded” citation feature in the TESOL discourse community in Vietnam (Pecorari, 2006). In fact, as reported earlier all six thesis writers admitted that they were not made known about the evaluative potentials of reporting verbs and they used the RVs according to their semantic appropriateness to the cited messages. This finding suggests that it is necessary for this group of writers to be taught about the use of this occluded citation feature.

#### **9.1.2.3.2 Verb forms**

As shown in Table 9.7, only 145 RVs were employed in the corpus of 24 M.A. theses written by Vietnamese students and more than half of them occurred once or twice. This could be due to these writers’ vocabulary shortage and they tended to randomly choose a RV without being aware of the rhetorical strategies needed for weaving the reported claims with their own perspectives through their use of RVs. In fact, instead of commenting on the reported information through the employment of RVs, a majority of these Vietnamese writers were likely to objectively report the information by using one different RV for one prior study. This strategy was employed as a way of avoiding the repetition of RVs as confirmed in the interviews with all six thesis writers. However, as Bloch (2010) argues, students can make grammatically correct choices, but the rhetorical impact of their claims may suffer if the RV is not appropriate. As these verbs are not included in the list of RVs by Hyland (2002a), they were newly added to his list, but they are limited to their occurrences found in this corpus alone (Appendix E).

**Table 9.7: Reporting verbs in all 24 TESOL M.A. theses in Vietnam**

1. state (94)	37. carry out (8)	73. design (3)	109. realize (1)
2. suggest (59)	38. think (8)	74. distinguish (3)	110. interview (1)
3. define (50)	39. assume (8)	75. postulate (3)	111. declare (1)
4. find (48)	40. remark (8)	76. mean (3)	112. tackle (1)
5. say (46)	41. comment (7)	77. write (2)	113. speak (1)
6. claim (41)	42. list (7)	78. uncover (2)	114. name (1)
7. argue (33)	43. notice (7)	79. address (2)	115. stipulate (1)
8. conduct (32)	44. consider (7)	80. demonstrate (2)	116. estimate (1)
9. assert (26)	45. refer (7)	81. have (2)	117. attack (1)
10. point out (26)	46. agree (7)	82. convince (2)	118. invent (1)
11. describe (26)	47. compare (6)	83. warn (2)	119. reconfirm (1)
12. believe (25)	48. admit (6)	84. work (2)	120. survey (1)
13. confirm (24)	49. study (6)	85. give out (2)	121. denote (1)
14. develop (22)	50. see (6)	86. base (2)	122. assess (1)
15. propose (21)	51. do (6)	87. confess (2)	123. speculate (1)
16. conclude (21)	52. recommend (5)	88. observe (2)	124. designate (1)
17. add (21)	53. introduce (5)	89. establish (2)	125. attest (1)
18. report (21)	54. summarize (5)	90. acknowledge (2)	126. judge (1)
19. affirm (20)	55. maintain (4)	91. imagine (2)	127. illustrate (1)
20. explain (19)	56. categorize (4)	92. underline (2)	128. repeat (1)
21. emphasize (18)	57. put (4)	93. regard (1)	129. reaffirm (1)
22. use (18)	58. determine (4)	94. reveal (1)	130. ensure (1)
23. show (16)	59. explore (4)	95. contend (1)	131. draw (1)
24. indicate (16)	60. suppose (4)	96. pose (1)	132. articulate (1)
25. identify (15)	61. make (4)	97. cite (1)	133. conceptualize (1)
26. mention (15)	62. view (4)	98. approve (1)	134. adopt (1)
27. discuss (14)	63. treat (4)	99. call (1)	135. express (1)
28. examine (13)	64. divide (4)	100. highlight (1)	136. advance (1)
29. discover (11)	65. content (3)	101. substantiate (1)	137. reflect (1)
30. note (10)	66. coin (3)	102. come up with (1)	138. be confident (1)
31. stress (10)	67. express (3)	103. provide (1)	139. associate (1)
32. support (10)	68. pinpoint (3)	104. accept (1)	140. figure out (1)
33. prove (10)	69. reveal (3)	105. initiate (1)	141. imply (1)
34. present (9)	70. recognize (3)	106. relate (1)	142. proclaim (1)
35. investigate (8)	71. apply (3)	107. deny (1)	143. oppose (1)
36. classify (8)	72. offer (3)	108. predict (1)	144. advise (1)
			145. defend (1)

\* The number in brackets indicates the frequency of verbs occurred in the corpus

Unlike Pickard's (1995) assumption about the overuse of the RV "say" by ESL writers, the most common verb in the current introduction corpus written by Vietnamese M.A. students is "state" (94 times), followed by "suggest" (59 times), "define" (50 times), and "find" (48 times) (Table 9.7). This finding does not confirm Hyland's (2002a), where "argue", and "suggest" were found to be present in 100%, and 82% of all cases, respectively, in the social sciences and humanities. However,

this finding is consistent with that of Manan and Noor (2014) in which “*state*”, “*find*” and “*suggest*” were the most commonly used RVs in the Discourse acts, Research acts, and Cognition acts categories, respectively by Malaysian M.A. students in the field of English Language Studies. Such a similarity could be due to these non-native English writers’ “lack of understanding about the appropriate rhetorical strategies” in arguing and making claims from the writers’ viewpoints (Bloch, 2010, p. 220). In fact, these three commonly used verbs are non-factive and tentative ones which neutrally report on the cited research without signaling the writers’ acceptance of prior cited research and directly bolstering their own views on the reported topic (Hyland, 2002a).

#### **9.1.2.3.3 Tense and Voice**

The choice of the verb tenses and their voice depends on the functions of the rhetorical divisions of discourse as claimed by previous researchers (Hanania & Akhtar, 1985; Lackstrom et al., 1973; Malcolm, 1987; Oster, 1981). As can be seen in Table 9.8 below, although the predominance of active verbs in each chapter of 24 TESOL M.A. theses is in line with Hanania and Akhtar’s (1985), they were inappropriately used in each chapter. For example, there was an absence of passive voice in the Method chapter, where experimental work was reported and its procedures were described. In fact, the passive is mostly closely associated with the rhetorical function of describing procedures and experiments performed by the researcher.

**Table 9.8: Tense and voice of reporting verbs in each chapter of 24 TESOL M.A. theses in Vietnam**

		<b>I</b>	<b>LR</b>	<b>M</b>	<b>R</b>	<b>D</b>	<b>R-D</b>	<b>C</b>	<b>Total</b>	<b>%</b>
	<b>Total</b>	111	876	48	11	42	27	41	1156	<b>100</b>
	<b>%</b>	9.6	75.78	4.15	0.95	3.63	2.33	3.55	100	
<b>Tense</b>	Present simple	39	449	24	5	13	6	17	550	<b>47.58</b>
	Past simple	68	410	22	4	29	20	23	576	<b>49.83</b>
	Present perfect	4	17	2	2	0	1	1	27	<b>2.59</b>
<b>Voice</b>	Active	95	858	48	9	42	27	41	1120	<b>96.89</b>
	Passive	16	18	0	2	0	0	0	36	<b>3.11</b>

Moreover, the verb tenses in these 24 M.A. theses varied considerably from one rhetorical section of the text to another. In particular, past simple was found to be even with almost two or three times more prominent than the simple present in the Introduction, Discussion, combined Result-Discussion and Conclusion chapters while there was a relatively equal number of these two tenses in the LR, Method and Result sections. As discussed in the findings of each chapter of the current thesis corpus, this group of writers' use of tenses is not interpretable in terms of the communicative purpose of each rhetorical chapter in a thesis. In the interviews with six thesis writers, a majority of them (T11, T14, T17 and T23) reported that they did not know which tense should be used in each chapter and they randomly used them and expected the feedback from their supervisors. Their supervisors, on the other hand, claimed that their supervisees were supposed to take responsibility for their own language use. Such a contradiction in the expectation for the supervision between supervisees and supervisors in the TESOL discourse community in Vietnam may explain for the apparent misuse of tenses and voice in the current TESOL M.A. thesis corpus. In summary, the findings on citation in this study suggest that it is difficult or even impossible for non-native English students to acquire citation conventions in the

implicit input. Therefore, explicit instructions of citations are necessary for the future group of these Vietnamese students in order to make them aware of and will appropriately use citations in not only their own theses but their future writing for publication as well.

## 9.2 Pedagogical Implications

From the problems identified in this study and as indicated in Min, San, Petras and Mohamad's (2013) study on Asian novice writers' writing issues, it is crucial to make novice researchers aware of the required knowledge of a particular genre through formal training in their postgraduate programs. Based on genre-based approach, a tailor-made course is, therefore, developed to teach the future group of M.A. students in the TESOL discourse community in Vietnam who share similar nature and compose the texts of the same communicative purposes with the ones in this study (Table 9.9). As stated by previous scholars (Bhatia, 1993; Flowerdew, 1999a; Huang, 2014; Hyland, 2000, 2007; Pramoolsook, 2008; Swales, 1990), explicit genre instruction on rhetorical moves and linguistic features helps shape novice non-native English writers' knowledge of writing for scientific papers. Moreover, while the importance of genre knowledge in helping EAP learners to raise their consciousness and master their target genres has been widely acknowledged, Yeh (2102) argues that M.A. students, being made aware of the complicated uses of citations, can acquire more citation knowledge through continuous reading throughout the process of their thesis writing. In fact, as indicated by Mansourizadeh and Admad (2011) and Pecorari (2006), citation remains occluded to novice writers and they may leave the learning context with this important writing skill unlearned. Their use of

sources may thus be labeled plagiarism and it is worrying if they apply the same writing strategies later in their academic careers. For a thirty-hour course of Postgraduate writing conducted in 15 weeks aiming to help Vietnamese M.A students to write their theses as indicated in the syllabus of this TESOL program and based on the findings of the current study, attempts are made to provide lessons for teaching both rhetorical structures of a master's thesis and citation use. These suggestions serve to raise these Vietnamese students' awareness of the fact that rhetorical functions of each chapter in a thesis as well as writers' purposes influence their choices in structuring each part of their thesis and using a particular citation form, reporting verbs, tenses and voice (Charles, 2006; Chen & Kuo, 2012; Hanania & Akhtar, 1985; Jalilifar, 2012; Kwan & Chan, 2014; Lim, 2006; Malcolm, 1987; Moroko, 2013; Petrić, 2007; Samraj, 2013; Swales & Feak, 2004; Yeh, 2012).

**Table 9.9: Summary of the course contents**

Weeks	Topics	Objectives	Activities
1-7	Teaching move-step structures	<ul style="list-style-type: none"> <li>- to familiarize students with the concepts of communicative moves and steps</li> <li>- to understand how the communicative purposes are linked to the rhetorical structure of each chapter</li> <li>- to understand the complexity and possible variations of chapters in a thesis</li> <li>- to produce a new text of each chapter</li> </ul>	<ul style="list-style-type: none"> <li>- samples illustrated and discussions conducted</li> <li>- frameworks for each chapter by Chen &amp; Kuo (2012) given</li> <li>- examples of each chapter from ProQuest with marked moves-steps provided</li> <li>- exercises with unmarked moves-steps provided for move-step identifications</li> <li>- frameworks for each chapter identified in TESOL M.A. theses provided</li> <li>- exercises requiring observing and note-taking on fixed expressions to achieve the communicative purpose of each chapter given</li> <li>- discussions with peers and teachers conducted</li> <li>- independent constructions of each chapter</li> </ul>



**Table 9.9: Summary of the course contents (Cont.)**

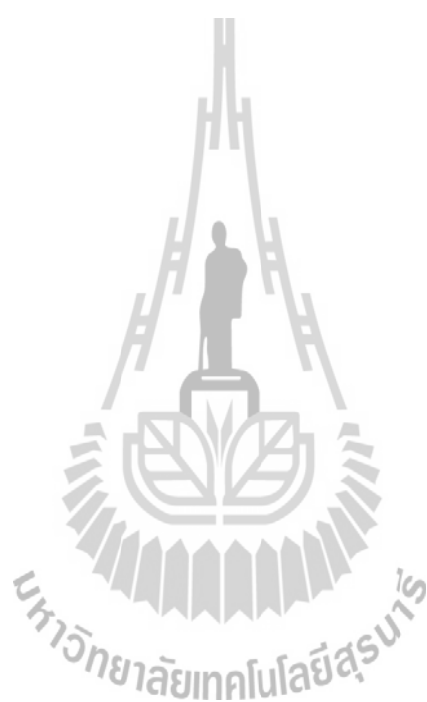
Weeks	Topics	Objectives	Activities
8-11	Teaching citation types and functions	<ul style="list-style-type: none"> <li>- to raise students' awareness of the relationship between the rhetorical structures of each chapter and citations used within it</li> <li>- to raise their awareness of the citation conventions</li> <li>- to illustrate the rhetorical functions citations serve</li> <li>- to make them aware of many ways in which citations are employed</li> <li>- to raise their awareness of contextual factors and what lies behind the language choice</li> <li>- to raise their awareness of cited sources and the rhetorical functions of each chapter</li> <li>- to explore the specific conventional practices of their disciplines</li> <li>- to make them aware of the cultural, disciplinary and genre aspects of citing previous studies</li> </ul>	<ul style="list-style-type: none"> <li>- Thompson and Tribble's (2001) framework provided with illustrated examples</li> <li>- matching exercises for each corresponding functions given</li> <li>- exercises on common grammatical and punctuation mistakes identified in the TESOL M.A. theses provided</li> <li>- excerpts from ProQuest, Ph.D. dissertations and RAs in TESOL or Applied Linguistics provided (first with teachers' guidance, then by themselves individually or in group)</li> <li>- students' selections of published texts or those written by advanced students/peers in their disciplines to determine the match between functions identified in the controlled exercises and those found in their own disciplinary areas</li> <li>- discussions on writers' intentions behind citation use in each case conducted with teachers and friends</li> <li>- whole thesis chapters from ProQuest selected for students to analyze citations used in each chapter</li> <li>- guided questions about their frequency, parts of the texts in which citations typically occur or commonly used citation types provided</li> <li>- excerpts of citation use from each chapter of TESOL M.A. theses given</li> </ul>
12-15	Teaching reporting verbs	<ul style="list-style-type: none"> <li>- to make them known about the various functions RVs perform (denotative and evaluative potentials)</li> <li>- to enhance their awareness of the evaluative potentials of RVs and their interactions with writers' purposes</li> <li>- to see the trend in using RVs in relation to the communicative purpose of each thesis chapter</li> <li>- to build up students' repertoire of RVs</li> <li>- to help raise their awareness of strategic choices in using RVs</li> <li>- to learn how frequently RVs used and which section/chapter contains most RVs</li> <li>- to make the rhetorical feature of tense and voice known to students</li> <li>- to inform them about the influence of chapter/section rhetorical functions on tense and voice use</li> <li>- to raise their awareness of the inappropriateness of tense and voice used by previous Vietnamese students</li> </ul>	<ul style="list-style-type: none"> <li>- Hyland's (2002) framework provided</li> <li>- Examples from RAs on how each citation type is used and how writers' evaluation and positions are revealed through their use of RVs</li> <li>- practiced exercises from published writing identifying and classifying the types of RVs and writers' intentions provided</li> <li>- chapters of theses from ProQuest and TESOL M.A. theses provided</li> <li>- list of RVs by Hyland's (2002) provided</li> <li>- concordance-developed exercises on sentence completion with RVs delivered</li> <li>- discussions on their choices for clarifications and justifications conducted</li> <li>- students' searching for RVs used in each chapter/section of theses or RAs</li> <li>- RVs used in each chapter of TESOL M.A. theses provided to make comparison between international and Vietnamese writers</li> <li>- accounts of tense choices (contextual dependent and context-independent meanings) provided</li> <li>- excerpts taken from RAs/ theses in previous lessons reused but with the focus on tense and voice</li> <li>- comparative exercises on tense and voice used in thesis from ProQuest and TESOL M.A. theses</li> </ul>

### 9.3 Recommendations for Further Research

The suggestions for further research that can benefit from this present study are mainly the result of the fact that there is insufficient research into academic and professional writing in English in the Vietnamese context, as stated in the Literature Review chapter. Due to this fact, Vietnam can be a rich source of conducting a wide range of research that should be of interest to the international community of academic writing and genre practitioners and researchers. The critical area that can be explored further is textual analysis of theses written by Vietnamese students at the institutions with TESOL M.A. programs in English in the Central and the North of Vietnam in order to have a more general picture of how this group of Vietnamese writers compose this genre. Moreover, some universities in Vietnam have recently provided English master's programs in other disciplines for Vietnamese students who do not have an opportunity to study overseas. A similar research project to the current one can, therefore, be conducted to find out the types of English master's theses that Vietnamese students in these disciplines write, following the four types identified by Paltridge (2002). Besides the thesis structures, studies on the linguistic features and rhetorical patterns realizing specific moves/steps in each thesis chapter would be pedagogically very helpful to Vietnamese student writers as they were found to be linguistically deficient. It is hoped that identifying the types of master's theses and their organizational structures and linguistics features will help better prepare all Vietnamese graduate students who do their master education in English for their thesis writing.

Another unaddressed area that is worth further exploration in the Vietnamese context is "legitimate text borrowing" (Petrić, 2012, p.115). As revealed in the

interviews with all six actual thesis writers of the current study, integral citations were employed in their theses when they paraphrased cited sources and direct quoting from sources was placed in non-integral forms. Further studies, therefore, are needed to extend our knowledge of how Vietnamese graduate students learn to perform legitimate citation practices when writing from sources and the types of instructions that help develop their use of sources most effectively. Whether these students move from patchwriting to excessive use of quotations before they are able to use sources more effectively as indicated in the literature (Howard, 1995; Petrić, 2012) is also an interesting question requiring further research. Such a study would help clarify whether student writers pass through different developmental stages as their source use develops, and, if so, whether such stages are universal or discipline specific (Currie, 1998; Flowerdew & Li, 2007; Howard, 1999; Petrić, 2012). Moreover, further research comparing rhetorical citation functions in high-rated and low-rated TESOL M.A. theses in Vietnam is also needed to understand whether there is a relationship between citation use and thesis grade as indicated by Petrić (2007). Finally, studies on how to effectively instruct students to use citations in each chapter of a thesis would also be of great significance in helping novice writers in their thesis composition.



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## **APPENDIX A**

### **THESIS GUIDELINES**

#### **Required length**

The university requires the writing and acceptance of a master's thesis of approximately 20,000 words (but not more than 45,000 words)

#### **Typing specifications**

Most important in typing a thesis is consistency of format and adherence to the specific instructions given in this guide.

1. Text should be printed on one side of A4 (297 mm x 210 mm) sheets.
2. Size point 13 (VNI-Times or Times New Roman) and one-and-a-half spacing of typescript should be used in the main body of the thesis.
3. Every single page in the thesis must be numbered at the bottom center, except the title page (The title page counts as a page but does not include a page number). The lead (prefatory) pages, up to the beginning of the text, are to be numbered with lower case Roman numerals (e.g., i, ii, iii, iv, etc.). Beginning with the first page of the text, all page numbers must be in Arabic numerals, beginning with the number "1", and continuing consecutively. The bibliography and appendices must also be numbered following the rest of the thesis.
4. The margins on each sheet must be 3.5 cm at the top, 3 cm at the bottom, 3.5 cm on the left hand side, and 2 cm on the right hand side.
5. Chapters should be written using at least major and minor headings, with the levels of headings numerically distinguished, e.g.  
1  
1.1  
Each level of heading should be typed consistently throughout.
6. Begin each chapter on a new page. Do the same with each element of the front matter (list of tables, acknowledgements, etc.), the reference section, and each appendix. Try to avoid typing a heading near the bottom of a page unless there is room for two lines of text following the heading. Instead you should simply leave a little extra space on that page and begin the heading on the next page.

#### **The major features of a thesis**

- Cover page
- Title page
- Statement of authority/ Certificate of originality (a declaration that the thesis has not previously been submitted for a degree or similar award at another institution)
- Retention and use of the thesis (optional)
- Acknowledgements
- Abstract

- Table of contents
- List of figures
- List of tables
- List of abbreviations and symbols
- Introduction
- Chapters in sequence
- Conclusion
- Bibliography
- Appendices

### **Abstract**

An abstract is a concise summary of the thesis, intended to inform prospective readers about its contents. The abstract indicate the problem investigated, the procedures followed, the general result obtained and the major conclusions reached. It should not contain any illustrative material or tables.

### **The main chapters**

#### Chapter 1: Introduction

The introduction may include an explanation of author's own background and motivation to undertake this particular piece of research. The introduction should end with the general question which the thesis sets out to answer.

The introduction can include the following:

- Background to the study
- Statement of purpose/ Rationale of the study
- Research questions
- Significance of the study
- Overview of thesis chapters

#### Chapter 2: Literature Review

The role of the literature review in thesis is to provide a critical review and analysis of the literature relevant to your particular topic. The purpose of a literature review can be to:

- Summarize and evaluate past research
- Show similarities and differences in previous research
- Give an overview of controversies in past research
- Place your own research into context
- Show a gap in research
- Generate new research hypotheses

The literature review should meet certain requirements:

- Most of the citations should be recent (preferable in the last five to seven years). Earlier studies should only be cited if they appear to be classic, landmark studies.
- Literature reviews should cite works from journals, books or government document.

#### Chapter 3: Methodology

The Methodology Chapter tells your reader 'how' you carried out the research that was needed to answer your research questions. It may have sections that explain:

- WHEN the study was carried out
- WHERE the study was carried out

- WHAT materials, techniques, samples, data, approaches, theoretical frameworks were used in the study, and
- HOW the study was carried out/ WHAT procedures were used.

#### Chapter 4: Results and Discussion

The results, discussion and conclusion sections of a thesis may appear as separate chapters or may be combined in different ways. Three models below show the possible combinations.

<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>
Results	Results & Discussion	Results
Discussion		Discussion & Conclusion
Conclusion	Conclusion	

These models are taken from Murrison, E & Webb, C. (1991). Writing a research paper. From the series: Writing Practice for University Students

You may also have mini results, discussion and conclusion sections occurring within chapters if there is no separate results section or chapter. However, it is more usual for results and discussion to be combined showing you have interpreted your findings.

The results are normally written up using complete paragraphs but are often supported by tables and/or graphs.

The function of a discussion section is to:

- interpret the results presented in the results section; and
- discuss them in relation to your research question and to the results of previous research in the field.

Of course, to present any discussion about results from previous research, you must already have introduced this research in your literature review.

#### Chapter 5: Conclusion and Implications

It is here where you wrap up the thesis by providing:

- A summary of the main findings of the thesis
- A list of the contributions of the work
- The implications of the research
- Recommendations for further research

#### **Bibliography/References**

A thesis must include a bibliography or reference section in the APA format listing all works which are referred to in the text. All studies cited in the text should be included in the bibliography, and everything in the bibliography should be cited in the text.

#### **Appendices**

Material related to the text but not suitable to be included in it (raw data, tables, copies of documents, etc.) may be placed in an appendix. When there is more than one appendix, each should be given a letter, e.g. Appendix A, Appendix B. You need to refer to appendices in the body of your thesis.

## APPENDIX B

### TABLES OF CITATION TYPES AND FUNCTIONS

**Table 2.9: Integral and Non-integral citation (Swales, 1990, p. 149)**

Integral	Non-integral	
<b>Ia.</b> Brie (1988) showed that the moon is made of cheese.	<b>Na.</b> Previous research has shown that the moon is made of cheese (Brie, 1988).	Reporting (+R)
<b>Ib.</b> The moon's cheesy composition was established by Brie (1988).	<b>Nb.</b> It has been shown that the moon is made of cheese (Brie, 1988).	
<b>Ic.</b> Brie's theory (1988) claims that the moon is made of cheese.	<b>Nc.</b> It has been established that the moon is made of cheese.	
<b>Id.</b> Brie's (1988) theory of lunar composition has general support.	<b>Nd.</b> The moon is probably made of cheese (Brie, 1988).	Non-reporting (-R)
<b>Ie.</b> According to Brie (1988), the moon is made of cheese.	<b>Ne.</b> The moon may be made of cheese. <sup>1-3</sup>	
	<b>Nf.</b> The moon may be made of cheese (but cf. Rock, 1989).	

**Table 2.11: Citation functions (Petrić, 2007, pp. 243-247)**

Functions	Description and examples
Attribution	- Attributing information to an author and it can be realized as a summary/paraphrase or quotation. Integral or non-integral, reporting or non-reporting, can be used. <i>According to feminist film critic Laura Mulvey's (1975) analysis of the gaze, in binary looking relations men tend to assume the active role of a looking subject while women tend to be passive objects to be looked at, which in turn supports and symbolizes the patriarchal power relations between the sexes.</i>
Exemplification	- Providing information on the source(s) illustrating the writer's statement. Both integral and non-integral citations can have this rhetorical function. <i>Many feminist scholars debate the concept of 'woman' and gender categories as such. Monique Wittig, for example, argues that woman is defined only in relation to man, and since a lesbian does not depend on men either 'economically, politically or ideologically...[she] is not a woman' and stands beyond the category of sex (Wittig 20).</i>
Further reference	- Referring to works providing further information on the issue. Only non-integral citations are used for this purpose. <i>See Trafficking in Women and Prostitution in the Baltic States: Social and Legal Aspects (IOM, Finland, 2001).</i>
Statement of use	- Stating what works are used in the thesis and for what purposes. Both integral and non-integral citations can have this function. <i>In further analysis I will rely on Rosemary Hennessy's (1998) theorization of how queer visibility can be appropriated for commodity purposes.</i>
Application	- Making connections between the cited and the writer's work in order to use the arguments, concepts, terminology or procedures from the cited work for the writer's own purposes. <i>Having been in contact with high school life and students gave me a tacit or inarticulate knowledge that helps formulate interview questions in the language of the interviewee now that I became a 'retrospective researcher' (Reinhartz, 1992, p. 27).</i>
Evaluation	- Evaluating the work of another author by the use of evaluative language ranging from evaluative adverbs to clauses expressing evaluation. <i>Elizabeth Grosz's concept of 'the body as inscriptive surface' is an ingenious way out of the nature/culture impasse.</i>
Establishing links between sources	- Pointing to links, (usually comparison and contrast), between or among different sources used, and Indicating differences in existing views on a topic. <i>While Rich argues that men enforce compulsory heterosexuality upon women, Suzanne Pharr claims that both homosexual women and men are perceived as a threat to the normative heterosexual patriarchal order, which is characterized by male dominance and control.</i>



**Table 2.11: Citation functions (Petrić, 2007, pp. 243-247) (Cont.)**

Functions	Description and examples
Comparison of one's own findings or interpretation with other sources	<ul style="list-style-type: none"> <li>- Indicating similarities or differences between one's own work and the works of other authors.</li> </ul> <p><i>As in the cases of classical patriarchy (Kandiyoti, 1988), also in a Chechen family the husband's kin appropriates his wife's labour.</i></p>
Other	<ul style="list-style-type: none"> <li>- Including cases where the relationship between the citing sentence and the citation is obscure.</li> </ul> <p><i>What are the central research questions about women inmates, and what are the appropriate methods to be used in answering these questions? (Steward (1994).</i></p>

**Table 2.12: Citation functions (Harwood, 2009, pp. 501-510)**

Functions	Description
Signposting	Directing readers to other sources <ul style="list-style-type: none"> <li>- to help/ lead less informed readers</li> <li>- to keep the argument on track</li> <li>- to save space</li> </ul>
Supporting	<ul style="list-style-type: none"> <li>- to justify the topic of research</li> <li>- to justify the method/ methodology employed</li> <li>- to justify the authors' claims</li> </ul>
Credit	<ul style="list-style-type: none"> <li>- to acknowledge authors of the source (Adjectives can be used)</li> <li>- to foreground a 'self-defence' motivation</li> </ul>
Position	<ul style="list-style-type: none"> <li>- to identify representatives and exemplars of different viewpoints</li> <li>- to explicate researchers' standpoints in detail</li> <li>- to trace the development of a researcher's or field's thinking over time</li> </ul>
Engaging	Authors are in critical dialogue with their sources <ul style="list-style-type: none"> <li>- to praise but then to identify problems with the source</li> <li>- to identify inconsistencies in source's position</li> </ul>
Building	Authors using sources' methods/ ideas as foundations which then they develop further
Tying	Aligning authors with: <ul style="list-style-type: none"> <li>- other sources' methods/ methodology</li> <li>- specific schools of thought/ disciplinary traditions</li> <li>- debates on specific issues</li> </ul>
Advertising	Alerting readers either to the author's earlier work, or to the work of others
Future	Establishing future research plans
Competence	Helping underscore writers' expertise by displaying <ul style="list-style-type: none"> <li>- knowledge of their field</li> <li>- their ability to conduct future research</li> </ul>
Topical	Showing that they and their research were concerned with state-of-the-art issue

**Table 2.13: Citation functions (Mansourizadeh & Ahmad, 2011, pp. 155-156)**

Functions	Description
Attribution	Providing acknowledgment for the source of information or research finding.
Support	<ul style="list-style-type: none"> <li>- Supporting the topic of the study <i>Cu is identified as one of the most promising elements reported to be active in the SCR-HC [1-3].</i></li> <li>- Justifying the procedures and materials <i>In this study, PSF was selected as the precursor membrane material because of its satisfactory gas permeabilities and acceptable permselectivities, and widespread use as a commercial polymer. These properties with its relative low cost established PSF as the choice for use as a standard material for the fabrication of membranes [8].</i></li> <li>- Supporting the writer's claim or argument <i>This trend observed could also be related to the viscosity of the solution and polymer hydrophilicity. It was reported that the presence of Li Br increased the viscosity of the solution [31].</i></li> <li>- Justifying the findings <i>Although the solution of 16 wt.% polymer concentration had excellent fluidity, the as-spun fiber could not withstand the high jet stretch. This solution was considered to be a dilute solution of poor draw-ability [13].</i></li> </ul>
Reference	Introducing a source for further information. This type of citation allows the author to be concise especially where there is limited space to include all the information. <i>The details of this procedure can be found in other literatures [40–41].</i>
Establishing links between sources	<ul style="list-style-type: none"> <li>- Sources with similar research findings <i>The PFA-g-PS-SO<sub>3</sub>H membranes were found to have a good combination of physico-chemical, structural and thermal properties [27–29].</i></li> <li>- Sources with similar focus <i>In recent years, investigations on dialysis membranes had been focused mostly on the characteristics as well as the properties of different commercial dialysis membrane such as sieving properties, flow maldistribution, diffusive permeabilities and pore size distribution [4–8].</i></li> <li>- Sources with similar argument <i>Every sorbed CO<sub>2</sub> molecule contributes instantaneously in the dilation of the polymer that may influence the mass transport [16–20].</i></li> </ul>
Identification	Mainly used to identify the actor or the agent in the cited sentence where there is a reporting verb. <i>The increase of reduction temperature has been reported to be due to the strong metal–support interaction [43].</i>
Comparison of one own's findings with other sources	<ul style="list-style-type: none"> <li>- Similarities <i>Similar phenomenon is also reported by Shao et al. [1] for diamine cross linked Matrimid membranes.</i></li> <li>- Dissimilarities <i>These results are contrary to the findings of Krol et al. [7] and Bos et al. [22], and show that more intense heat treatment leads to a lower permeability value at even further increased pressure.</i></li> </ul>

**Table 2.14: Citation functions (Samraj, 2013, pp. 304-308)**

Functions	Description and examples
Comparison of results	<p>- Providing a comparison with the current results being reported</p> <p><i>Bernardo (1994) performed a common garden study on multiple populations of the salamander <i>Desmognathus ochrophaeus</i> and found that food enhancement increased growth rates, but unlike this study, the age of maturation was fixed. Ford and Seigel (1994a) found that neither age nor size of first reproduction was fixed in the oviparous corn snake <i>Elaphe guttata</i>; food enhancement resulted in either earlier maturation, or larger size at maturation.</i></p>
Interpretation of findings	<p>- Interpreting the findings or to provide support for interpretations of the findings, based on previous research</p> <p><i>The apparent lack of overall concordance among genic, chromosomal, and morphological characters in <i>Saimiri</i> suggest that evolution of such characters may proceed independently. Recent studies support the independent evolution (mosaic evolution) of morphological, chromosomal, and genic characters. Chromosomal differences in conjunction with little or no electrophoretic divergence have been observed in morphologically similar races of <i>Sorex araneus</i> (Frykman et al., 1983), <i>Thomomys bottae</i> (Hafner et al., 1983), <i>Spalax ehrenbergi</i> (Nevo and Cleve, 1978), <i>Proechimys quaire</i> (Benado et al., Reig et al., 1979) and <i>Uroderma bilobatum</i> (Baker, 1981; Greenbaum, 1981). Based on phenotypic similarity among genetically divergent sapsuckers, Johnson and Zink (1983) concluded that the evolution of genic and external phenotypic patterns can clearly proceed independently.</i></p>
Explanation of results	<p>- Providing explanations for the kinds of results found</p> <p><i><i>Salicornia virginica</i> competes with <i>Spartina foliosa</i> for nitrogen, reducing the ability of <i>Spartina</i> to increase in biomass in response to nitrogen enrichment (Covin, 1984; Covin &amp; Zedler, 1988). This interference with <i>Spartina</i> biomass could explain the lack of correlation between <i>Prokelisia</i> abundance and <i>Spartina</i> biomass in experimental plots at Paradise Creek marsh.</i></p>
Evaluation of study	<p>- Strengthening either the positive or negative evaluation presented</p> <p><i>The use of band sharing proportions was not as effective as minisatellite fingerprinting. Random adult band sharing and parent-offspring band sharing did not fall into two discrete distributions, as was found in Westneat (1990) using minisatellite fingerprinting. This could have made it difficult to determine whether an extra-pair offspring was the result of an EPC or a result of IBP.</i></p>
Evaluation of field	<p>- Evaluating the general area of inquiry or field as a whole</p> <p><i>Much attention has been paid to the theoretical implications of reproductive costs on the evolution of life histories, particularly survival costs (reviewed in Reznick, 1985; Roff, 1992; Stearns, 1992). Comparatively few studies have assessed survival costs directly, as most evidence found to support reduced post-reproductive survival has been circumstantial in nature (Roff, 1984).</i></p>
Applied recommendations	<p>- Providing applied or research recommendations</p> <p><i>If a management plan for a coastal population of cactus wrens includes a translocation, ecological as well as genetic factors should be considered. The proposed translocation site must contain sufficient tall <i>Opuntia</i> cacti (four feet or taller, Rea &amp; Weaver, 1990) to allow the birds to select sites for roosting and breeding nests.</i></p>
Research recommendations	<p>- Linking the writer suggestion to the findings of previous studies</p> <p><i>Some insect populations have been shown to incorporate introduced weeds (Bowers et al., 1992) and introduced crop plants (Hsiao, 1978) into their diets. The diet breadth of introduced insects, especially those imported for biocontrol purposes, should be examined to determine their potential for feeding on economically valuable or ecologically sensitive plants.</i></p>
Background	<p>- Providing background information</p> <p><i>Elevation is a feature of salt marsh systems that can affect vegetation structure and invertebrate abundances (Cammen, 1976; Foster &amp; Treherne, 1976; Rutherford, 1989). <i>Spartina</i> cover and biomass, and <i>Prokelisia</i> and <i>Coleomegilla</i> abundances varied among Paradise Creek microhabitats according to elevation. Stiling et al. (1982) found leafminer densities to be significantly higher in <i>Spartina alterniflora</i> plants along the shoreline of the marsh than they were in more inland areas. In my study, the areas of highest <i>Prokelisia</i> abundances were also shoreline plants.</i></p>

**Table 2.15: The functional-semantic citation typology (Kwan & Chan, 2014, p.37)**

<b>Category A Re-stating the niche (Niche)</b>	
Group 1 Characterization of the territory	a Claims of importance or focuses of existing research generalized from named studies to show the centrality of the topic b. Specific aspects of named studies or a theory to characterize existing empirical or theoretical work done in a field c. Others
Group 2 Research niche	d Claims of gaps/problems or problematic aspects of generalized from named studies to indicate a gap or a problem
Group 3 Research hypotheses	e Claims to support a hypothesis tested
<b>Category B Demonstrating methodological rigors (Methods)</b>	
Group 1 Characterization of an instrument, method or procedure	a. Name/ attributes of an instrument, method or procedure cited to characterize actions carried out b. Guidelines or criteria to characterize principles followed in actions c. Others
Group 2 Evaluation of an instrument, method or procedure	d. Claims of limitations or strengths of a method/procedure to justify a research action / procedure
Group 3 Characterization of data	e. Attributes of data or a data source to characterize the data
<b>Category C Commenting on results (Comments)</b>	
Group 1 Interpretation of results	a. Claims to support an inferred meaning of a finding b. Statistical norms to qualify the acceptability/validity of a numerical result
Group 2 Reasons for results	c. Claims to provide a reason for a finding
Group 3 Comparison of results	d Research/non-research claims to compare the writer's results with e. Non-research claims to show that it is supported by the writer's own results
<b>Category D Qualifying overall claims of study (Qualification)</b>	
Group 1 Limitations	a. Claims of methodological limitations cited to acknowledge limitations
Group 2 Extent of limitation	b. Research/theoretical claims to alleviate limitations of the study
<b>Category E Extending the existing territory (Extension)</b>	
Group 1 Research recommendations	a. Theoretical/research claims to justify research areas/recommendations b. Other types of entities (notions/constructs, methods and theories) to exemplify future research actions
Group 2 Real-world recommendations	c. Claims to support recommendations of real-world applications d. Claims by others or attributes of named studies to illustrate real-world applications
Group 3 Contributions	e Claims by others or attributes of named studies to support claims of contribution f. Claims by others and attributes of named studies to show areas the writer's work has contributed to

## APPENDIX C

### THESIS CORPUS

- T1** Teachers' beliefs about the role of culture in English language teaching and their classroom practices: A case study, 2011.
- T2** Applying contrastive rhetoric in teaching TOEFL Ibt essay writing to Vietnamese students, 2011
- T3** Factors affecting students' interest in learning literature, 2011.
- T4** The impact of motivation on vocabulary learning, 2011.
- T5** Teachers and learners' attitudes towards teaching English from e-lesson plans for the tenth graders at Le Thanh Hien high school in Tien Giang province, 2011.
- T6** The effect of role-play on enhancing speaking skill for first-year English majors at Nong Lam University in Ho Chi Minh city, 2011.
- T7** An investigation of teachers' and learners' attitudes towards the communicative language teaching at the foreign language center of USSH in Ho Chi Minh city, 2012.
- T8** Difficulties in teaching vocabulary to elementary adult learners of English at the foreign language center of University of Social Sciences and Humanities, 2012.
- T9** A survey of language learning strategy use regarding gender and stream at a high school in Soc Trang province, 2009.
- T10** Vocabulary teaching: a comparison of the teacher's use of picture and contextualization on non-English majored students' vocabulary retention capacity, 2010.
- T11** The use of reading comprehension strategies and its interaction with grade point average among second-year English majored students at Mekong University, 2009.
- T12** Perception of Cantho university students on self-directed learning through learning technology, 2010.
- T13** The effectiveness of word cards versus guess-from-context on the retention of vocabulary of junior high school students in Tra Vinh City, 2010.
- T14** An investigation into oral presentation anxiety of EFL advanced students at Cantho University, 2011.
- T15** The instruction of spoken discourse: the current situation and potential teaching techniques, 2012.
- T16** An investigation on the effectiveness of high school students' group presentation in grammar learning, 2012.
- T17** Towards improving English reading comprehension: an investigation into students' use of metacognitive reading strategies at Pham Ngoc Thach University of Medicine, 2012.
- T18** The effects of strategic content learning instruction on non-English majors' oral presentation ability within the setting of learner autonomy, 2011.
- T19** The use of the analytic scoring scale in assessing third-year students' portfolio assignments at Nông Lâm University, 2011.
- T20** Teachers' and learners' attitudes towards reading in English 10 textbook, 2009.
- T21** Culture's influence on Vietnamese students' behaviours in English learning classrooms, 2011.
- T22** Effects of applying computer aids on learning vocabulary, 2011.
- T23** English speaking skill of the students at the international school, Phu Nhuan District: problems and recommendations, 2011.
- T24** The effects of teaching grammar with games on Binh Tay eighth graders, 2012.

## APPENDIX D

### SYNTAXES

*(Notes: These Regular Expressions (Regexes) were created for both the conventional and “invented” citing ways by this group of writers. In order to capture all citations included in the corpus, the researchers scanned through all the texts, noted these writers’ “invented” citing ways, and then new Regex were subsequently created. After all Regexes were written, they were combined in order to apply on Antconc (as shown in INTEGRAL/NON-INTEGRAL CITATION TOTAL).*

#### I. Integral Citation

##### **1. name (year)| name (year, page)**

[A-Z].\w\*\s(\d{4})\|[A-Z].\w\*\s(\d{4}), p[.:\.]\d+\)

##### **2. name (year)|name (year, p.3)|name (year, p. 3)|name (year, p:3) )|name (year, p: 3)**

[A-Z].\w\*\s(\d{4})\|[A-Z].\w\*\s(\d{4}), p[.:\.]\d+\|[A-Z].\w\*\s(\d{4}), p\.\ \d+\)\+ \|[A-Z].\w\*\s(\d{4}), p:\d+\|[A-Z].\w\*\s(\d{4}), p: \d+\)

##### **3. name (year: page) (E.g. Nunan (1992:145))**

[A-Z].\w\*\s(\d{4}):\d+:\ \d+\)

##### **4. Name et al. (year)**

[A-Z].\w\* [a-z].\w\* [a-z].\w\*\.\ (\d{4})\)

##### **5. Name, initial. (year) (E.g., Rubin, J. (1987))**

[A-Z].\w\*,s[A-Z].s(\d{4})\)

##### **6. (year)**

\(\d{4})\)

#### **INTEGRAL CITATION (TOTAL)**

[A-Z].\w\*\s(\d{4})\|[A-Z].\w\*\s(\d{4}), p[.:\.]\d+\|[A-Z].\w\*\s(\d{4})\|[A-Z].\w\*\s(\d{4}), p[.:\.]\d+\|[A-Z].\w\*\s(\d{4}), p\.\ \d+\)\+ \|[A-Z].\w\*\s(\d{4}), p:\d+\|[A-Z].\w\*\s(\d{4}), p: \d+\|[A-Z].\w\*\s(\d{4}):\d+:\ \d+\|[A-Z].\w\* [a-z].\w\* [a-z].\w\*\.\ (\d{4})\|[A-Z].\w\*,s[A-Z].s(\d{4})\(\d{4})\)

#### II. Non-integral

##### **1. (name, year)**

\([A-Z].\w\*,s\d{4})\)

##### **2. (name, year(a\b))**

\([A-Z].\w\*,s\d{4})\w+\)

##### **3. (name, year, page)| (name year: 35)**

\([A-Z].\w\*,s\d{4}), p\.\s\d+\)\|[A-Z].\w\* \d{4}: \d+\)

##### **4. (name, year, pp. 42-54)| (name year, p. 93-94)**

\([A-Z].\w\*,s\d{4}), pp.\s\d+-\d+\)\|[A-Z].\w\*\s\d{4}), p.\s\d+-\d+\)

**5. (name, year, page) (no space after page.)**

\([A-Z].\w\*, \d{4}, p.\d+\)

**6. (name and name, year, pp.17-19)**

\([A-Z].\w\* and [A-Z].\w\*, \d{4}, pp\.[0-9]{2}-[0-9]{2}\)

**7. (name, year; name, year)| (name and name, year)| (name and name year: page)| (name & name, in press)**

\([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}\)|\([A-Z].\w\* and [A-Z].\w\*, \d{4}\)|\([A-Z].\w\* and [A-Z].\w\* \d{4}: \d+\)|\([A-Z].\w\* & [A-Z].\w\*, in press\)

**8. (Name, year; Name & Name, year)**

\([A-Z].\w\*, \d{4}; [A-Z].\w\* & [A-Z].\w\*, \d{4}\)

**9. (Name, Name, & Name, year; name & Name, year)**

\([A-Z].\w\*, [A-Z].\w\*, & [A-Z].\w\*, \d{4}; [A-Z].\w\* & [A-Z].\w\*, \d{4}\)

**10. (Name, year; name, year; name, year)**

\([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}\)

**11. (name, name, and name, year; name & name, 2000; name, 2007; name, 2006 and name, 2003)| (name, year; name, year; name & name, year)**

\([A-Z].\w\*, [A-Z].\w\*, and [A-Z].\w\*, \d{4}; [A-Z].\w\* & [A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4} and [A-Z].\w\*, \d{4}\)|\([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}; [A-Z].\w\* & [A-Z].\w\*, \d{4}\)

**12. (see, name, year; name, year)|(see name, year)**

\(see, [a-z].\w\* [a-z].\w\*, \([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}\)|\([a-z].\w\* [A-Z].\w\*, \d{4}\)

**13. (Ministry of Education and Training, 2006)**

\([A-Z].\w\* [a-z].\w\* [A-Z].\w\* and [A-Z].\w\*, \d{4}\)

**14. (name, year, para. 1)|(de Graffenried, 2006, para. 12)**

\([A-Z].\w\*, \d{4}, para.\d+\)|\([a-z].\w\* [A-Z].\w\*, \d{4}, para.\d+\)

**15. (name et al., 2005)|(name et al., year, page)|(name, et al., 2005, p.viii)|(Akkar et al., n.d., para. 29)**

\([A-Z].\w\* [a-z].\w\* [a-z].\w\*, \d{4}\)|\([A-Z].\w\* [a-z].\w\* [a-z].\w\*, \d{4}\), p.\d+\)|\([A-Z].\w\* [a-z].\w\* [a-z].\w\*, \d{4}\), p.viii\)|\([A-Z].\w\* [a-z].\w\* [a-z].\w\*, n.d., para.\d+\)

**16. (name, year; name, year, name, year)| (name, year; name, year; name, year, name, year)| (name year, name and name, year, name and name, year) (wrong punctuation)**

\([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}, [A-Z].\w\*, \d{4}\)|\([A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}, [A-Z].\w\*, \d{4}\)|\([A-Z].\w\* \d{4}, [A-Z].\w\* and [A-Z].\w\*, \d{4}, [A-Z].\w\* and [A-Z].\w\* \d{4}\)

**17. (name & name, year)|(name & name, year; name, year)| (name, name, & name, year)| (name and/& name, year, page)| (name, name, name, & name, year, page)| (name, name, & name, year; name, name, & name, year)**

\([A-Z].\w\* & [A-Z].\w\*, \d{4}\)|\([A-Z].\w\* & [A-Z].\w\*, \d{4}; [A-Z].\w\*, \d{4}\)|\([A-Z].\w\*, [A-Z].\w\*, & [A-Z].\w\*, \d{4}\)|\([A-Z].\w\* [&and] [A-Z].\w\*, \d{4}, p.\d+\)|\([A-Z].\w\*, [A-Z].\w\*, [A-Z].\w\*, & [A-Z].\w\*, \d{4}, p.\d+\)|\([A-Z].\w\*, [A-Z].\w\*, & [A-Z].\w\*, \d{4}; [A-Z].\w\*, [A-Z].\w\*, & [A-Z].\w\*, \d{4}\)

**18. (Tran, Van Duong, 2008)**

\([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)

**19. (Huynh, Thi Bich Van, 2007)**

\([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)

**20. (Vo, Mai Do Quyen, 2008, p.9)**

\([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)

**21. (Huynh, Thi Bich Van, 2007 & Huynh, Thi Bich Van, 2007)**

\([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \& [A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)

**22. (Huu Hanh nguyen, 2007)**

\([A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)

**23. (Vu T. Phuong Anh, 2007), Nguyen Thi Xuan Lam, 2009)**

\([A-Z].w^\* [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)

**NON-INTEGRAL CITATION (TOTAL)**

\([A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, \{d\} w+)\([A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\* \{d\}: \{d+\} \backslash\)([A-Z].w^\*, \{d\}, pp.\{d+-\{d+\} \backslash\)([A-Z].w^\* \{d\}, p.\{d+-\{d+\} \backslash\)([A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\* and [A-Z].w^\*, \{d\}, pp.\{0-9\}\{2\}-[0-9]\{2\} \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* and [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* and [A-Z].w^\* \{d\}: \{d+\} \backslash\)([A-Z].w^\* & [A-Z].w^\*, in press) \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\* & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\}; [A-Z].w^\* & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, and [A-Z].w^\*, \{d\}; [A-Z].w^\* & [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} and [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}; [A-Z].w^\* & [A-Z].w^\*, \{d\} \backslash\)(see, [a-z].w^\* [a-z].w^\*, \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} \backslash\)([a-z].w^\* [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, \{d\}, para.\{d+\} \backslash\)([a-z].w^\* [A-Z].w^\*, \{d\}, para.\{d+\} \backslash\)([A-Z].w^\* [a-z].w^\* [a-z].w^\*, \{d\} \backslash\)([A-Z].w^\* [a-z].w^\* [a-z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\* [a-z].w^\* [a-z].w^\*, \{d\}, p.\{viii\} \backslash\)([A-Z].w^\* [a-z].w^\* [a-z].w^\*, n.d., para.\{d+\} \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}, [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\}, [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* \{d\}, [A-Z].w^\* and [A-Z].w^\*, \{d\}, [A-Z].w^\* and [A-Z].w^\* \{d\} \backslash\)([A-Z].w^\* & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* & [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* [&] [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\}; [A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* & [A-Z].w^\*, \{d\}; [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* [&] [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\}; [A-Z].w^\*, [A-Z].w^\*, & [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\}, p.\{d+\} \backslash\)([A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} & [A-Z].w^\*, [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)([A-Z].w^\* [A-Z].w^\* [A-Z].w^\* [A-Z].w^\*, \{d\} \backslash\)



## APPENDIX E

### CATEGORIES OF REPORTING VERBS ACCORDING TO THEIR DENOTATIVE AND EVALUATIVE LOADS

(Hyland, 2002a, pp. 118-121)

#### Research verbs :

##### - Findings:

+ Factive: demonstrate, establish, show, solve, confirm (prove, provide evidence, declare, invent, coin, work out (a definition))

+ Counter-factive: fail, misunderstand, ignore, overlook (not study)

+ Non-factive: find, identify, observe, obtain (present, reveal, uncover, discover, list, introduce, find out, offer, give (out), classify, categorize, propose, distinguish, modify, illustrate, provide, group, make a table, narrow down, add up, figure out, divide)

**-Procedures:** analyze, calculate, assay, explore, plot, recover, review, study, base (on), replicate, compare, (investigate, perform, set up, define, conduct, develop, carry out, examine, do, tackle, explore, use, make use, apply, work (on), design, administer, interview, survey)

##### Cognition verbs

- Positive: agree, concur, hold, know, think, understand (content, realize, recognize, interpret)

- Critical: disagree, dispute, not think

- Tentative: believe, doubt, speculate, suppose, suspect (consider, mean, assume, view, conceptualize, contend)

- Neutral: picture, conceive, anticipate, reflect (notice, see, predict, imagine)

### **Discourse verbs:**

- Doubts:

+ Tentative: postulate, hypothesize, indicate, intimate, suggest, (imply, comment, mention, make (a) point, remark, denote, estimate, recommend, propose, advise, admit, determine, judge)

+ Critical: evade, exaggerate, (not) account, (not) make point (not mention, pose a question)

- Assurance:

+ Factive: argue, affirm, explain, note, point out, claim (not deny, confirm, reconfirm, assert, support, advance, advocate, emphasize, stress, put, insist, proclaim, make a (positive adjective) point, acknowledge, pinpoint, confess, underline, reaffirm, add, back up, clarify, convince, maintain, approve, attest, stipulate, highlight, substantiate, accept, defend, ensure, supplement)

+Non-factive: state, describe, discuss, report, answer, define, summarize (say, address, write, conclude, comment, repeat, refer, draw attention, name, label, have (idea), express (viewpoint), associate, call, designate, cite, articulate, treat)

- Counters: deny, critique, challenge, attack, question, warn, refute, rule out (oppose)

*\* Notes: The verbs in brackets were found in the TESOL M.A. thesis corpus in Vietnam*

## **APPENDIX F**

### **INTERVIEW QUESTIONS**

#### **Supervisors**

1. Is the practice of including hypothesis, research questions in a thesis abstract common in your discourse community?
2. Is the practice of concluding each chapter of a thesis or introducing the content of the next chapter acceptable in your discourse community?
3. How many references are required in a thesis in your discourse community?
4. Is the employment of secondary sources acceptable in your discourse community?
5. Did you check and comment on the way your students cited in their thesis?

#### **Students (Thesis writers)**

1. How long should an M.A. thesis abstract be in your discourse community?
2. What did you mention in the abstract: the problem investigated, research gaps, hypothesis/research questions, the procedures followed, the general result obtained and the major conclusions reached?
3. Where do you think the research gaps should be included: in the abstract or introduction of your thesis? Why?
4. Did you have to open every chapter with a brief review of the previous chapter and an introduction and conclude every chapter of your thesis or introduce the content of the next chapter?

5. How did you organize the Literature Review chapter? Were you aware of the inclusion of an introduction-body-conclusion structure and several thematic sections in the body part of the LR chapters?
6. What made you choose to use the combined chapter for Results and Discussions, or Discussions and Conclusions?
7. Why were there few instances of Move 3 in separate Result chapters?
8. Why and when did you use the word “Conclusion/Conclusions”?
9. How many references are typical in a thesis at your discourse community?
10. Is the employment of secondary sources acceptable at your discourse community?
11. What were your purposes in placing the names of previous researchers as subjects of sentences or in brackets?
12. How did you choose a verb when you put the names of the researchers at the subject position?
14. Are there any conventions/guidelines for the use of tense and voice of the reporting verbs at your discourse community?
15. What could you say if you were not sure if something (an idea or result) you cited is correct or not?
16. What could you say if you were definite or very confident about an idea or result?