MOVE ANALYSIS AND LEXICAL BUNDLE ANALYSIS OF CONFERENCE ABSTRACTS: A CASE STUDY OF THAILAND TESOL INTERNATIONAL CONFERENCES

BY

MRS. TIRANUN WONGWIWAT

A DISSERTATION SUBMITTED IN PARTIALFULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES (INTERNATIONL PROGRAM)

DEPARTMENT OF ENGLISH AND LINGUISTICS

FACULTY OF LIBERAL ARTS

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2016

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ENTITLED

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ABSTRACT

The purpose of this study was to examine abstract types, generic features, linguistic features, and the forms, structures, and functions of lexical bundles of accepted English conference abstracts in the fields of Applied Linguistics and English Language Teaching and Learning. The data was taken from Thailand TESOL International Conferences during the period 2010-2013. This study was divided into two phases: Preliminary Phase I and Phase II. The corpus of Phase I consisted of 14,604 words compiled through 100 conference abstracts. Phase II which aimed to test the adapted models derived from the preliminary Phase I had 20,131 words compiled through 150 conference abstracts. The modified frameworks used in this study were based on three frameworks: Santos' (1996) move model for move analysis, Biber et al.'s (2004) classification scheme for the structural classification of lexical bundles, and Hyland's (2008a, 2008b) taxonomy for the functional classification of lexical bundles. The findings revealed the lower number of informative abstracts, the different move sequences and obligatory and optional moves of each abstract type, and the occurrence of a new communicative function called the *'Structuring the presentation'*

move. This move conveyed the structures, steps, or activities in upcoming presentation sessions and the brief information of supplementary handouts and resources distributed to participants. The preferred linear pattern of descriptive abstracts was M1-M2, whereas the frequent linear order of informative abstracts was M1-M2-M3-M4. Descriptive abstracts comprised of two obligatory moves (*Move 1: Situating the research* and *Move 2: Presenting the research*) and three optional moves (*Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *Structuring the presentation move*). Informative abstracts had four obligatory moves (*Move 1: Situating the research*, *Move 2: Presenting the research, Move 3: Describing the methodology*, and *Move 4: Summarizing the results*) and two optional moves (*Move 5: Discussing the research* and the *Structuring the presentation* move). The analysis of linguistic features showed the relation of verb tenses in moves, the higher number of active voice pattern, the high frequency of the modal *'can'*, and more instances of inclusive *'we'* than exclusive *'we'*. With regard to lexical bundles, the findings revealed the higher occurrence of phrasal lexical bundles than clausal ones, two grammatical patterns, *(connector +) Noun phrase +VP fragment* and *Others*. Of the three major grammatical patterns, noun phrase and prepositional phrase based lexical bundles had the highest proportion. As for the functions of lexical bundles, the research-oriented function had the highest level of frequency, whereas the participant-oriented was recorded as the lowest frequently occurring function. The study yielded a new discourse function called *Objective signals* which was added as a sub-category of the text-oriented function.

Keywords: conference abstracts, abstract types, move analysis, lexical bundle analysis

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Mrs. Tiranuan Wongwiwat

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
CARS	Creating A Research Space
DC	Depandent clause
EAP	English for Academic Purposes
ESP	English for Specific Purpose
IMRD/ IMRAD	Introduction (1)-Methods (M)-Results (R)-Discussion (D/aD)
L1	First language or mother tongue
L2	Second langusge
M	Move
MAX	Maximum
MIN	Minimum
NP	Noun phrase
OHEC	Office of Higher Education Commission
ONESQA	Office for National Education Standards and Quality Assessment
PP	Prepositional phrase
S	Submove
SFL	Systemic-Functional Linguistics
STP	Structuring the presentation
VP	Verb phrase

CHAPTER 1

INTRODUCTION

The chapter introduces an overview of the present study. It includes the rationale of the study, the research objectives, and the research questions of Phase I and Phase II. It also covers the significance and the scope of the study. This chapter ends with the definitions of the key terms used in this study.

1.1 Rationale of the Study

Nowadays, English has acquired the status of an international language and a working language in the Southeast Asian context (Kanokilpatham, 2012) (Kirkpatrick, 2012). It is undeniable that the English language plays a very important role in various sectors including academic and professional settings, and is widely used as the medium of communication and instruction. In academia, students and researchers need to share their research findings with other scholars and researchers within discourse communities as a part of their graduation requirement or career advancement and promotion. They are required to write research articles, research article abstracts for their research papers, and conference abstracts to compete for a slot in the schedule of a conference. One barrier that non-native speakers of English and novice researchers would probably face is the use of appropriate language and choice of words. The ability to use the English language allows scholars to effectively and efficiently participate in academia and discourse communities (Kanokilpatham, 2012). They are not only expected to share their research findings with other members of discourse communities but also expected to demonstrate their linguistic competence as a member of those communities. However, the ability to produce languages in specific academic genres and registers to meet the expectation of scholars in discourse communities should not solely be based on the linguistic or grammatical competence but also on the recognition of specific genre, the rhetorical patterns and co-linguistic features of moves, the lexical bundles of a target discourse.

The concept of genre has been a focus in various linguistics research studies for decades. Genre is defined as the language in use in a communicative

setting in order to gain specific communicative goals of a discipline (Bhatia, 2004; Nwogu, 1997; Swales, 1990). Genre refers to texts that represent how writers produce and use language in recurring situations (Hyland, 2008c). Genre contains a group of communicative events that share communicative purposes (Swales, 1990).

Genre analysis is a means of studying both spoken and written discourse (Swales, 1990). It is employed to analyze language in use in business, academic and professional settings (Bhatia, 1993). The knowledge obtained from genre analysis can be applied in language teaching, especially in second language writing courses. It helps writers organize their messages and texts according to conventions of specific discourse community so that readers can comprehend purposes and follow ideas of texts (Hyland, 2008c). Genre pedagogy and instruction help learners effectively produce a language and understand how and why target texts are written (Hyland, 2007c). There are three approaches to genre: English for Specific Purposes (ESP) approach, New Rhetoric approach, and Functional-Systemic approach or Systemic-Functional Linguistics (SFL) (Hyon, 1996). Each approach has its own focus and intended audiences. Genre in English for Specific Purposes (ESP) helps non-native speakers to master linguistic features, conventions and functions of texts and provides useful discourse models for writing instructors (Bhatia, 2002). New Rhetoric Approach emphasizes L1 teaching and social and situational contexts (Hyon, 1996). Functional-Systemic approach pays attention to social purposes, language, and contexts of school-age children in Australia as the target audience (Hyon, 1996). This study takes the position of English for Specific Purposes (ESP) approach and focuses on the communicative purposes and linguistic features of texts. The move analysis helps convey how writers construct their pieces of writing.

As for lexical bundle, lexical bundle identification and classification in spoken and written registers have been the focus of several linguists and scholars. Lexical bundle is defined as a combination of three or more words co-occurring in a particular register (Cortes, 2004) and "the most frequent sequences of words in a register" (Biber et al., 2004, p. 371). It is useful for non-native learners to understand the structures of a target discourse and gain success in university contexts (Biber & Barbieri, 2007). Exposure to frequent use of target lexical bundles does not lead to the acquisition (Cortes, 2004). However, the awareness of lexical bundles can play an

important role in helping non-native learners to master a language and understand its pedagogical implications. Learners should master the use of lexical bundles since the appropriate use of lexical bundles signifies a language competency level in a specific register (Bamberg, 1983; Biber & Barbieri, 2007; Cortes, 2004; McCulley, 1985). According to Schmidt (1990), students should be familiar with lexical bundles and be aware of their functions and contexts. Unconscious learning of lexical bundles does not help.

Among academic genes, an abstract is one of the most crucial academic genres that novice writers, non-native learners, and researchers need to deal with as part of their graduation requirement or professional advancement. In most journals, an abstract is required to be submitted with the original research article. An abstract is a concise summary of a research article (Lores, 2004) and readers' first encounter with the accompanying text (Salager-Meyer, 1990). It plays an important role in publications of new research information, the requirement of journal submission and screening criteria for potential presentations (Melander et al., 1997). It helps readers decide whether to read an accompanying article or ignore it (Hyland, 2007a). It offers an overview and brief information of a research, and communication of research findings (Santos, 1996). An abstract does not only convey the important information of a research in the IMRD model, but also illustrates the writer's ideas to meet the readers' needs. Hyland (2007a) pointed out the importance of an abstract as follows:

> …is not simply accomplished with words that demonstrate legitimacy. This means that the abstracts like articles, letters, reviews and other genres, must recognize and replicate the field's organizational structures, beliefs and authorized institutional practices; they must appeal to readers from within the boundaries of a disciplinary discourse… […] are significant carriers of a discipline's epistemological and social assumptions (p. 63).

A conference abstract is a type of abstracts that has a distinctive genre with its own contexts and purposes (Swales & Feak, 2012). It is an "independent free-standing text" and "somewhat promotional" text (Swales & Feak, 2012, p. 43). It is designed to compete for its writer a slot in a conference program, to impress conference proposal reviewers, and to provide a chance for conference organizers to accept or reject papers (Lores, 2004; Swales & Feak, 2012). As abstracts play such an

important role in the arena of research, the art of abstract writing has become one of the most crucial tasks and a necessity for graduate students and researchers.

However, writing is still a challenging problem for non-native learners and novice writers. This is because writing is not a visual form to communicate thoughts. It needs to be based on readers' expectations and to anticipate readers' previous reading experience of texts to increase the readers' interpretations of texts (Hyland, 2007c). Writers can gain recognition and appreciation from the discourse community and signify a good command of discourse conventions by their publications in English (Kafes, 2012). Apart from the competence in producing grammatically correct sentences, writers also need to have the ability to recognize rhetorical patterns and to convey appropriate communicative purposes through texts. It possesses a variety of disciplinary differences, styles, word choices and moves, and restrictions on the number of words (Swales & Feak, 2012). Writers need to summarize long texts with "maximum efficiency, clarity and economy" (Swales & Feak, 2012, p. xiii). A well-structured abstract should contain move selection, move organization in a logical way, and paragraph structuring (Salager-Meyer, 1990). Normally, only the scope of issues and the length of an abstract are provided through a "call for papers" public announcement. Moreover, scholars usually get limited suggestions for writing an abstract. Therefore, abstract writing is not an easy task for non-native speakers and novice writers. Based on the research studies by Salager-Meyer (1990), it is shown that only 52% of the abstracts in the corpus were well-structured and that the writers lacked awareness of the appropriate discourse structure. Awareness and command of textual organization and linguistic features of abstracts can help solve difficulties of producing an effective abstract (Martin, 2003a).

There have been a lot of research studies on the rhetorical and linguistic realization of research article abstracts (Baklouti, 2011; Bhatia, 1993; Cross & Oppenheim, 2006; Hai-lin & Huan, 2010; Hyland & Tse, 2009; Kafes, 2012; Lores, 2004; Martin, 2003a; Melander et al., 1997; Pho, 2008, 2009; Salager-Meyer, 1990; Santos, 1996; Swales, 1990; Tseng, 2011; Van Bonn & Swales, 2007; Vongvanit, 2008; Zhen-ye, 2008). The main focus in some research studies was the rhetorical and linguistic realization of conference abstracts (Cianflone, 2011; Cutting, 2012; Fartousi & Dumanig, 2012; Nkemleke, 2010, Samar et al., 2014). On the contrary, lexical

bundles in research article and conference abstracts have never been a focus in any research studies although lexical bundles in a wide range of written registers in academic settings have been identified and analyzed both structurally and functionally (Adel & Erman, 2012; Biber et al., 2004; Chen & Baker, 2010; Cortes, 2002a, 2002b, 2004; Hyland, 2008a, 2008b, 2009b; Karabacak & Qin, 2012; Wei & Lei, 2011).

The objective of this study is to investigate conference abstracts in terms of the rhetorical organization, the linguistic features, the forms, the structures and the functions of the lexical bundles. The focus of this study is on conference abstracts in the fields of applied linguistics and English language teaching. The abstracts from the Thailand TESOL International (Teachers of English to Speakers of Other Languages) Annual Conference are chosen to be the corpus of this study because this conference is one of the most salient and recognized international conferences on English language teaching and applied linguistics. These abstracts cover a wide range of research topics in English language teaching including the crucial and recurrent concerns in the academic arena. The Thailand TESOL International Conference has been held in Thailand annually and continuously since 1980. Every year, scholars and researchers from Thailand and other countries share their research findings in this conference. The presentation of research findings in an academic conference is required by the Office of Higher Education Commission (OHEC) and the Office for National Education Standards and Quality Assessment (ONESQA). According to OHEC, graduate students are required to present their research findings as a part of the graduation requirement. A presentation on research findings at academic conferences is also part of the quality assessment for universities according to ONESQA. Researchers and instructors at university level are required to share their research findings at academic conferences as part of their career advancement and professional development, and to maintain academic quality assurance. The Thailand TESOL International Conference could probably serve as an initial platform for them. Participating in a mainstream research conference like this would be a great opportunity for them to reflect their ideas and disseminate their research findings. However, only limited information i.e. the breadth of issues, the abstract length and the bio-data; are specified in a public announcement of the Thailand TESOL International Conference. Other information or the guidance on the abstract's content

is not provided. Therefore, it is difficult for graduated students with limited experience or novice researchers to write an effective conference abstract. Finding a way to solve this problem by studying the rhetorical patterns and the lexical bundles in conference abstracts would be very useful for them.

1.2 Purposes of the Study

This study has four objectives as follows:

1. To identify the abstract types of English abstracts presented in Thailand TESOL International Conferences.

2. To identify the moves and the move patterns of English abstracts presented in Thailand TESOL International Conferences.

3. To explore the verb tenses, modal verbs, active voice and passive voice, and personal pronouns of English abstracts presented in Thailand TESOL International Conferences.

4. To identify the forms, structures, and functions of three- to five-word lexical bundles in moves of English abstracts presented in Thailand TESOL International Conferences.

1.3 Research Questions

This research study is set out to address four questions as follows:

1. What are the types of English abstracts presented in Thailand International Conferences?

2. What are the generic features of English abstracts presented in Thailand TESOL International Conferences?

3. What are the verb tenses, modal verbs, active voice and passive voice, and personal pronouns of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

4. What are the forms, structures and functions of three- to five-word lexical bundles of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

This study was divided into two main phases: Phase I and Phase II. Phase I is the preliminary phase, whereas Phase II aims at testing the analysis frameworks of the study. Four research questions were used in each phase. The differences of these two phases were the corpus size and the focus of the third and the fourth research questions. Phase I was conducted to explore the primary corpus of 100 conference abstracts. Phase II was the investigation of 150 abstracts. In Phase II, the first two research questions were the same as those of Phase I. The third and the fourth research questions were different in the sense that they focused on the occurrence and the uses of linguistic features (verb tenses, modal verbs, active voice and passive voice, and personal pronouns) and lexical bundles in moves.

1.4 Significance of the Study

The present study conveys findings on the rhetorical patterns and move frequency, the linguistic features, and the lexical bundles with their structures and functions. These findings would provide three significant advantages to non-native students, novice writers, researchers, and instructors of second language academic writing courses.

Firstly, the findings of the present study would provide an insight into the rhetorical organization and the linguistic features of conference abstracts in English language teaching and applied linguistics. As mentioned earlier, a presentation of the research findings in an international academic conference is a one of the graduation requirements for graduate students in Thailand, and a gateway to professional advancement for researchers. To get a slot in a conference schedule, a well-written conference abstract is required. Normally, only the information on the scope, the breadth of issues, and the number of words for an abstract is provided through a public announcement of a conference. The information on the abstract's content is not provided. There is no guidance on how to write an effective abstract to pass the evaluation of the conference's proposal reviewers. The findings of the present study would help non-native English speaking students and inexperienced writers to have a clearer picture of the rhetorical structures of a conference abstract. These findings would also enable them to recognize the anticipated characteristics of a standard

international conference abstract. Freedman and Medway (1994) emphasized the role of genre study for practitioners that it helped prepare practitioners of the regularities and the role of disciplinary factors in the production of a specific kind of discourse. Additionally, the investigation of genre helps novice writers and students "to enter a particular discourse community" (Dudley-Evans & St. John, 1998, p. 310). The findings can help novice writers and researchers produce a conference abstract with an appropriate form and complete contents for the audience. In other words, they would be able to write an effective conference abstract that meets the expectation of the conference proposal reviewers and disciplinary communities.

Secondly, the findings on the rhetorical organization and the linguistic features of conference abstracts are pedagogically beneficial for the teaching of writing and reading for academic purposes. Genre analysis yields pedagogical implications which can be effectively used in language teaching and learning (Heather & Dudley-Evans, 1998; Hyland, 2007b). Kanoksilpatham (2004) mentioned the role of the rhetorical structure in reading that learners could use the rhetorical structure as a template to follow, while reading, and knew the contents to be included to conform to the expectation of discourse community. She also mentioned that teachers could adopt the linguistic features co-occurring in the discourse and make a decision on which linguistic features to teach. Cross and Oppenheim (2006) emphasized the role of formal training of genre for students and writers that it helped reduce the risk of subjectivity and verbosity, and increase the clarity in their abstract writing.

Thirdly, the findings on the forms, the structures and the functions of the lexical bundles of conference abstracts would be useful in the language teaching and learning. The findings would provide a guideline on clusters to be used in a conference abstract genre for students, instructors, and novice researchers. The knowledge of lexical bundles helps instructors to decide about teaching contents to be focused on (Hyland, 2008b). Students should understand the features of specific discourses they need and the way writers use the language in different academic contexts (Hyland, 2008a). Writers and readers of a particular discourse are familiarized with bundles of that discourse (Hyland, 2009b). The control of the routine patterns of an expression is a key component of success in language learning (Wray & Perkins, 2000). Knowledge of lexical bundles is therefore useful in

providing models of a target language for learners (Hyland, 2008b). Moreover, Schmidt (1990) emphasized the significance of lexical bundles in teaching and learning that unconscious learning of lexical bundles could not help students master them. Language learners needed to be aware of and familiarized with the use of lexical bundles in academic disciplines in different contexts and functions.

1.5 Scope of the Study

The scope of this study was limited to an investigation of successful English conference abstracts of Thailand TESOL International Conferences from 2010 to 2013. This study explored presenter's abstracts and discarded abstracts of keynote speakers and featured speakers. This study explored the rhetorical patterns, the linguistic features, the forms, the structures and the functions of lexical bundles of the target corpus. The linguistic features to be studied were verb tenses, modal verbs, active voice and passive voice, and personal pronouns. Only the lexical bundles ranging from 3-word strings to 5-word strings were investigated. However, the scope of this study did not include the contrastive analysis of abstracts written by native and non-native writers and the comparison between accepted and rejected abstracts. Only one specific framework was used for each type of the analysis, that is, Santos' (1996) framework for the rhetorical move analysis, Biber et al.'s (2004) taxonomy for the structural analysis, and Hyland's (2008a, 2008b) scheme for the functional analysis of lexical bundles.

1.6 Definitions of Key Terms

The definitions of key terms used in this study are listed in an alphabetical order as follows:

1. **Case:** Lexical bundle count
2. **Conference abstract:** Presenters' abstracts that have passed the initial screening process of anonymous review committee in order to be presented in a conference

3. **Corpus:** Collection of naturally occurring examples of a language which are used for linguistic study purposes

4. **Discourse community:** Group of people within a discipline or area of a special interest who communicate with one another through the genres that they belong to

5. **Emerging move:** New communicative purpose/move which occurs 50-59% of a corpus

6. **Function of lexical bundles:** Discourse functions of target lexical function

7. **Genre analysis:** Analysis on the regularities of the text structures to distinguish one type of text from another

8. **Generic features:** Moves, submoves, and move patterns

9. **Lexical bundles:** Sequences of three or more words which are statistically co-occurring in a register

10. **Linguistic realization:** Linguistic features being used in the moves which include verb tenses, modality, active voice and passive voice, and personal pronouns

11. **Move:** Functional term which refers to a defined and bounded communicative act designed to achieve a communicative objective

12. **Obligatory move:** The move which occurs 60% or more than 60% of a corpus

13. **Optional move:** Move which occurs less than 60% of a corpus

14. **Rhetorical pattern:** Communicative category representing the realization of a specific overall communicative purpose

15. **Structure of lexical bundles:** Grammatical patterns of target lexical bundles

16. **Token:** Lexical bundle count

Overview

This dissertation consists of six chapters. The overview of each chapter is as follows:

Chapter 1 is an introduction of the study. It describes an overview of the present study which covers the research rationale, the research purposes, the research questions of Phase I and Phase II, the significance of the study, and the scope of the study. The last part of this chapter provides the definitions of the key terms used in the study.

Chapter 2 reviews the related literature of the present study which covers four major areas: genre, corpus analysis, lexical bundles, and abstracts. The first area covers an overview of a genre, the genre analysis, and the pedagogical values of the genre. In the second area, the definitions and two approaches for the corpus analysis are presented. The previous empirical studies on lexical bundles in an academic discourse, and the frameworks for the structural and functional analysis of lexical bundles are reviewed in detail in the third area. This chapter ends with a review of the functions and types of abstracts, the rhetorical structures of abstracts, and the previous studies on the rhetorical patterns and linguistic features of abstracts.

Chapter 3 presents an overview of the research methodology and the results of a pilot study. The areas covered in this chapter include: a description and a construction of a corpus (number of texts, number of words and an average of the text length), the constituent of a sample, the selected frameworks for the present study, the steps of the move analysis, the lexical bundle identification and the structural and functional classification of the lexical bundles. This chapter also describes the concordance program and the tools used for generating target lexical bundles and checking the linguistic features of the target lexical bundles in their contexts. In addition, the coders and the reliability assessment (inter-rater reliability and intra-rater reliability) are also presented. This chapter ends with the results of a pilot study on the abstract types, the move frequency, the move patterns, the targeted linguistic features (verb tenses, active voice and passive voice, modality and personal pronouns), the forms, the structures, and the functions of lexical bundles.

Chapter 4 demonstrates the findings from Phase I of this study. These findings include the results on the abstract types, the generic features of descriptive and informative abstracts, the occurrence of target linguistic features, and the forms, structures and functions of three-to five- word lexical bundles.

Examples of the linguistic features and the lists of lexical bundles in their context are also included.

Chapter 5 conveys the results from Phase II of this study. It reveals the findings on the abstract types, the move frequency, the move sequences of descriptive and informative abstracts, the target linguistic features, and the forms, structures and functions of three-to five- word lexical bundles found in each move. This chapter includes examples of each finding, additional observations of each move (such as opening nouns and verbs), and the lists of lexical bundles in their contexts.

Chapter 6 outlines a conclusion of this study in four parts. The first part provides a summary of the research findings from Phase I and Phase II of the study. The second part sums up the discussions on the abstract types, the linguistic features, the rhetorical organization, and the lexical bundle analysis. The other two parts of this chapter are related to the research implications, and the research limitations and the recommendations for further research studies.
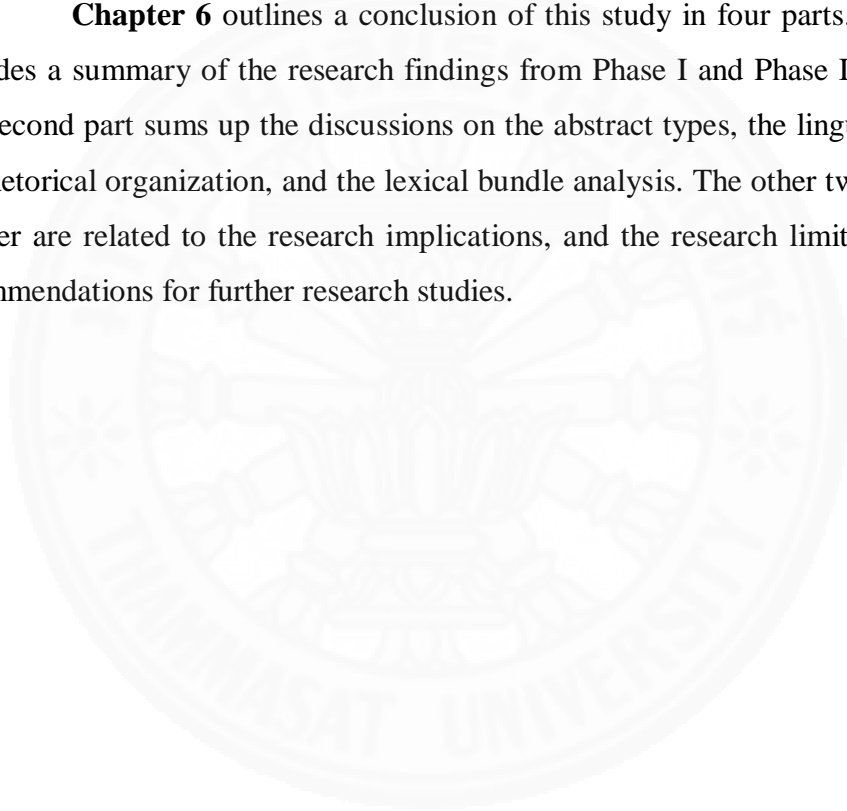
CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews the related literature of the present study. It consists of four main sections. Firstly, the background information on genre, genre analysis, and pedagogical values of genre are shown. Secondly, two approaches of the corpus analysis are pointed out. Thirdly, an overview of the lexical bundles analysis, the theoretical frameworks (structural classification scheme and functional taxonomy), and the related empirical research studies on lexical bundles in an academic discourse are discussed. Fourthly, a review of abstracts (definitions, functions and types), the rhetorical structures of abstracts, the related research studies on the rhetorical patterns, and the linguistic features of abstracts are presented.

2.1 Genre

Genre has been a main focus in various research studies and in the teaching of English for academic purposes and English as a second language due to its roles and usefulness. The knowledge of genre does not only help second language learners improve their language skills but also enable them to gain access to a target discourse community. This subsection presents an overview of genre, the genre analysis, and the pedagogical advantages of genre.

2.1.1 Overview of Genre

Genre has been a main focus in several research studies for decades. The term "genre" has a variety of meanings depending on the disciplines. In literary criticism, genre refers to a form like tragedy, comedy, novel and so on (Dudley-Evans, 1994). The term "genre" was first used in the English for Specific Purposes Area by Tarones et al. (Dudley-Evans, 1994). Moreover, Swales (1990) defined the term "genre" as follows:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and

thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style (p. 58).

Genre also refers to a means to achieve a communicative goal relating to particular rhetorical needs (Dudley-Evans, 1994) and a framework for the analysis of forms and functions of a non-literary discourse (Hyon, 1996). Genre is a term used for grouping texts to represent and show the way writers typically use language in recurring situations (Hyland, 2007b). Genre concerns writer's communicative purposes governing choices at grammatical and lexical levels (Dudley-Evans, 1994).

The concept of genre is developed when community members easily recognize similarities in texts because of their frequent use and relate their experiences in reading, writing and understanding those texts (Dudley-Evans, 1994). Swales (2005) further clarified the notion and the characteristics of genre. He proposed the components of constellation of genre as follows:

Hierarchies: Not all genres are considered to possess the same degree of importance.

Genre chain: Different forms of genre are used in one communicative event since one genre necessarily precedes another genre.

Genre set: Genre does not occur alone since individual "engages in, either or both receptively and productively, as part of his or her normal occupational or institutional practice" (Swales, 2005, p. 20).

Genre networks: The concept is "the totality of genres available for a particular sector" (Swales, 2005, p. 22).

However, Bhatia (1993) mentioned more complicated aspects of genre. First, genre concerns a communicative event which relates to communicative purposes, and is identified and understood by its professional or academic member community. In other words, the communicative purposes influence the shape and the structure of genre. Second, genre concerns a communicative event which is structured and conventionalized by members of a professional and academic discourse. Third, each genre concerns constraints regarding its intent, form, positioning and functional value. These constraints include the choices of lexicon, the grammar and rhetorical elements, and the special meanings. Fourth, the constraints of a particular genre are employed by members of discourse communities to achieve their intents.

Tardy (2005) also emphasized that the rhetorical knowledge is an essential dimension of the genre knowledge. To acquire advanced academic literacy and become an active member in a field, writers need to have the linguistic ability and the rhetorical insights into a target disciplinary community in order to understand how to build and disseminate knowledge.

2.1.2 Genre Analysis

Genre analysis is a branch of discourse analysis and is one of the most important approaches to text analysis. Its aim is to explore the specific uses of a language and understand the communicative uses of the language in particular communicative situations (Hyland, 2007b). The genre analysis can be applied to the analyzing of discourses in a wide range of contexts including academic contexts (such as grant proposals, book reviews, research articles, and so on) and professional contexts (such as direct mail letters, business faxes, letters of recommendations, and so on). It explores discourse features and provides rationales of discourse features, authors' intentions, and conventions of institutions (Ruiying & Allison, 2004). Genre analysis examines the performances of professional communicators (Nodoushan, 2011). It identifies a text unit or a move in terms of its communicative functions and its essential linguistic, cultural, and social aspects (Hyland, 2007a, 2007b). Genre analysis also includes the studies of other linguistic features (such as tense usage, lexical frequency, classification of reporting verbs), and the analysis of the various moves that writers use to write a text (Dudley-Evans, 1994).

Genre analysis can be divided into three aspects or orientations depending on its purposes (Bhatia, 1993). The first one is the genre analysis with linguistics orientation. It focuses on the discoursal/rhetorical, the lexical and the grammatical features of texts. The second one is the genre analysis with sociological concerns which emphasizes the conventional features and the contexts of a genre. The third one is the genre analysis with psycholinguistics orientation which focuses on the cognitive structuring of a genre.

According to Hyon (1996) and Hyland (2003a), there are three approaches for the concept and the scope of a genre: Systemic Functional Linguistics (SFL), New

Rhetoric, and English for Specific Purposes (ESP). Each approach is related to a different context in terms of the application, the origins and the focuses.

The genre in the Systemic Functional Linguistics (SFL) approach or "Australian Genre Theory" (Hyon, 1996, p. 696) emphasizes the social purposes and the way a language is linked to its contexts. It concerns the relationships between a language and its functions in social settings or texts, and the genre of a non-professional workplace (Hyland, 2007b; Hyon, 1996). The key genres of the Systemic Functional Linguistics (SFL) are recount, information report, explanation, exposition, discussion, procedure, narrative, and new story (John, 2011). The target audience of the SFL Linguistics is the school-age children in Australia (Bawarshi & Reiff, 2010).

In the New Rhetoric approach, a genre is seen as a situated action (Hyon, 1996). The genre in this approach is socially situated and embedded within the belief, values and ideologies of a particular community or culture (John, 2011). It is a form of a social action with a focus on the variation and dynamic quality (Hyland, 2007b). The New Rhetoric approach is related to the research studies on the composition and the professional writing in L1 contexts (Flowerdew, 2005). According to John (2011), its major focuses are on the rhetoric and the writing situations rather than the linguistics theories and the language registers. This approach offers a thick description of academic and professional contexts through the ethnographic methods (Hyon, 1996). The focuses of the New Rhetoric approach are on L1 social and situational contexts. In this approach, the ethnographic methods are applied to analyze the texts, and a thick description of the academic and professional contexts are presented. In terms of pedagogy, the New Rhetoric approach helps students and novice professionals comprehend the social functions and the contexts of the genre framework, despite the lack of an explicit instructional value.

The focuses of the English for Specific Purposes (ESP) approach are on the communicative purposes, the discourse communities, the dynamic and inter-textual nature of genres (Bawarshi & Reiff, 2010), the formal characteristics of genres, the structural move analyses, and the sentence-level grammatical features (Hyon, 1996). The ESP approach emphasizes the linguistic and the move structural analyses to convey the forms and the social functions of spoken and written language in academic, research and professional settings (Flowerdew, 2005). Genres in the ESP

approach are seen as communicative needs of particular defined contexts such as academic and professional genres (Bawarshi & Reiff, 2010; Hyland, 2007b). Unlike a New Rhetoric genre, an ESP genre has its distinct pedagogical value. ESP genres enable non-native speakers to master the linguistic features, the conventions and the functions of texts in English, and also provide some useful discourse models to writing instructors. The target audience of ESP is the graduate-level and the international students in British and U.S. universities (Bawarshi & Reiff, 2010).

In an ESP genre analysis, there are two approaches for the identification of moves: bottom-up and top-down approaches (Lieungnapar & Todd, 2011; Pho, 2008). The bottom-up approach distinguishes the moves by certain linguistic signals. On the contrary, the top-down approach focuses on the communicative purposes to find the move structures, and investigate the linguistic features in a particular move.

2.1.3 Pedagogical Values of Genre

Genre knowledge means the knowledge of the communicative purposes, the appropriate forms, the contents, the registers, and the contexts of the target genres (Hyland, 2007b). The knowledge of genre is very useful because it provides an understanding of a discourse through its social contexts and purposes. It also outlines the scopes of the linguistic and rhetorical features of genres that students require in their speeches and writings (Dudley-Evans, 2000). However, the theory of genre was primarily concerned with its application for the development of pedagogical solutions in English for Specific Purposes (ESP) classrooms (Bhatia, 2012). Actually, the genre knowledge can be applied in language teaching. In ESP, the genre knowledge refers to the pedagogical reasons to explore the conventions, the rhetorical factors, and the roles of genres within a discourse community. It offers an input to academic writing (Dudley-Evans, 1994).

Genre pedagogies combine a language, its contents, and contexts, and provide teachers with explicit and systemic explanations of the communicative purposes of the target texts (Christie & Martin, 1997; Hyland, 2007b, 2007c). According to Hyland (2007b, 2007c), the knowledge of genre is beneficial in language teaching. It helps ensuring that the course objectives and contents meet the

students' needs. The knowledge of genre gives a clear understanding of how and why texts are structured and written and also helps clarifying the relations between the discourse and the contextual aspects of a language. Therefore, the genre knowledge is useful for teachers because it helps increasing their awareness of the scientific contexts in order to meet the writers' goals. This kind of knowledge can then be applied in the production of their own languages. With genre knowledge, teachers would be able to prepare their teaching contents so that the students could write effectively in social, academic, or occupational contexts. For learners, genre-based pedagogies would guide them to proficiently take part in the world outside classrooms, produce effective texts, and understand an academic, professional or educational discourse (Ruiying & Allison, 2004).

2.2 Corpus Analysis

Corpus analysis has been prevalent in language teaching. It helps provide additional insights and understandings of a language. This section presents an overview of the corpus analysis including two different approaches of the research in corpus analysis.

Corpus is defined as "a collection of pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language" (Sinclair, as cited in McEnery et al., 2006). McEnery et al. (2006) mentioned four characteristics of corpus: (1) machine readable texts, (2) authentic texts, (3) a sample of language, and (4) a representative of a particular language. Corpus analysis has been a focus of various linguistic research studies because it can convey the authentic uses of a target language.

There are two research approaches in the analysis of the language corpora: the corpus-based approach and the corpus-driven approach. Cortes (2015) explained the differences between these two approaches. In the corpus-based approach, the analysis of the language corpora is based on the previously selected formulaic expressions. In the corpus-driven approach, the lexical bundles and the collocations of the target corpora are inductively identified. Nowadays, computers are used to facilitate the corpus analysis. According to Biber (2012), corpus-driven was from the

analysis of language in the corpus and was "more inductive" (p. 5). McEnery et al. (2006) mentioned four advantages of using a computer in a corpus analysis. Firstly, a computer provides speed of data processing and ease of data manipulation. Secondly, the data is accurately and consistently processed. Thirdly, human bias can be avoided. Fourthly, computer analysis can yield various types of results and linguistic analyses.

2.3 Move analysis

One of the most important genre-based approaches and analysis is 'move analysis'. The term "move" refers to a part of a text performing a specific communicative function in order to convey the communicative purpose of the target genre (Swales, 1990). The term 'move analysis' is the analysis of discourse structure in text level (Upton & Cohen, 2009). According to Swales (1981, 1990), the term 'move analysis' is the analysis of a text in a target genre to perceive its discourse and rhetorical structure of texts. *Move* is classified based on the linguistic features, the understanding of texts, and what general and specific discourse communities expect (Dudley-Evans, 1994).

2.4 Lexical Bundles

The lexical bundles of genres have been explored by several researchers and scholars. This section provides an overview of lexical bundles, the previous studies on lexical bundles, and the previous structural/functional classification of lexical bundles.

The term "lexical bundles" was first created by Biber et al. (1999). Lexical bundles are "recurrent expressions, regardless of their idiomaticity and structural status (p. 990) and a sequence of three or more words frequently occurring in a register (Lores, 2004). They are identified empirically by a software program on a large language corpus (Cortes, 2013). High frequency of lexical bundles is "a reflection of pre-fabricated or formulaic status" (Biber & Barbieri, 2007, p. 265).

The specific characteristics of lexical bundles have distinguished them from the other kinds of word sequences. Lores (2004) mentioned some characteristics of lexical bundles: (1) To qualify being a lexical bundle in a register, a bundle must occur more than twenty times in a million words, (2) Lexical bundles are not idiomatic in meaning and their meanings can be retrieved from individual words of lexical bundles, (3) Lexical bundles are fixed because of the frequency analysis by computer programs, (4) Lexical bundles are usually uncompleted structure units, fragmented phrases, or clauses with embedded fragments, and (5) Lexical bundles have grammatically strong correlations and can be grouped into basic structural types. There are differences in the lexical bundles of each type of register since they are relevant to their communicative purposes and genres (Biber & Barbieri, 2007). There are variations of lexical bundles in terms of the forms, structures, and functions; across different genres, registers and disciplines (Biber et al., 1999, 2004; Biber & Barbieri; 2007; Cortes, 2002a, 2004; Hyland, 2008a, 2009b).

The concept of lexical bundles has been a main focus of various empirical research studies throughout past decades due to its importance in the production and discourse functions of a spoken and written language. Biber and Barbieri (2007) pointed out the significance of lexical bundles and stated that although they were unnoticed by speakers and writers, they were present in spoken and written registers. To be linguistics competent, writers should not have only the grammatical proficiency but should also be skillful in the use of lexical bundles. According to Hyland (2008b), lexical bundles are important in academic discourse due to their roles in differentiating genres, and differentiating competent writers from novice writers or newcomers of communities. Lexical bundles are familiar to readers and writers in a particular discourse, and the effective use of lexical bundles indicates the competence of participants and professional writers in a community (Hyland, 2008a). Moreover, they also help shape meaning and add a sense of coherence to texts (Hyland, 2008b).

2.4.1 Research Studies on Lexical Bundles in Academic Discourse

Lexical bundles of both spoken and written registers have been identified and functionally classified. The previous research studies on the identification and

classification of lexical bundles in an academic discourse are explained below. They are listed in chronological order.

Biber, Johansson, Leech, Conrad, and Finegan (1999) investigated a corpus of American and British English conversations and academic prose and introduced a list of the most frequent lexical bundles, the structural organization, and the functional taxonomy. The corpus included four main registers: transcribed conversations (6.4 million words), fiction (5.0 million words), news (10.7 million words) and academic prose (5.3 million words), and two supplementary registers: non-conversational speech (5.7 million words) and general prose (6.9 million words). In terms of the structural classification, the findings showed the syntactic features of the four- to six-word lexical bundles which are common in a conversation and an academic prose.

Cortes (2002a) studied the forms, the structures and the functions of the four-word clusters in freshman compositions. The results showed that the students made use of the lexical bundles which are common in an academic prose. The most frequent lexical bundles being used were the temporal and location markers.

Biber, Conrad, and Cortes (2004) studied the forms, the structures and the functions of the four-word bundles shown in a university classroom teaching and textbooks; using Biber et al.'s (1999) structural classification. The target bundles were functionally categorized into three main groups: stance bundles, discourse organizers, and referential bundles. The findings showed that the university classroom teaching made use of the NP/ PP-based lexical bundles, the referential bundles, the stance bundles and the discourse bundles.

Using Biber et al.'s (1999) structural and functional classifications, Cortes (2004) studied the structures and the functions of the four-word lexical bundles used by authors of published academic prose in History and Biology, and compared the findings with the lexical bundles shown in the writings of university students in these fields. The results showed that there was a difference between the published authors and the students in terms of the linguistic features and the way they used the lexical bundles.

Biber and Barbieri (2007) studied the functions of lexical bundles in a wide range of spoken and written university registers including instructional registers,

students advising registers, and management registers. Biber et al.'s (1999) functional classification was used. The results showed that the lexical bundles were more prevalent in the non-academic university registers than in the instructional registers. The lexical bundles were more common in the written registers than in the spoken ones. The stance bundles were prominent in the spoken registers. In the written registers, both the stance bundles and the referential bundles were common.

Hyland (2008a) explored the forms, the structures and the functions of the four-word bundles in a corpus of research articles, doctoral dissertations and Master's thesis in four disciplines: Electrical Engineering, Biology, Business Studies and Applied Linguistics. The findings showed that the lexical bundles can be used to differentiate the written texts in these disciplines.

Hyland and Tse (2009) analyzed the forms, the structures and the functions of the four-word lexical bundles being used in an academic writing corpus in three disciplines: Science, Engineering, and Social Science. They then compared the results with the Academic Word List (AWL). By using Hyland's (2008a) functional classification, the findings showed that there were variations of the lexical bundles across disciplines in terms of functions. There was also a limitation in the use of AWL as a general academic list. In science and engineering texts, the research-oriented bundles were dominant to convey grounded and experimental research principles. On the contrary, the text-oriented bundles were mainly used in soft knowledge fields, such as applied linguistics or business studies to convey reasoning and evaluative statements.

Chen and Baker (2010) investigated the structures and the functions of the four-word bundles in a corpus of published academic texts and in two corpora of student academic writing (L1 and L2). Biber et al. (2003, 2004) and Beriberi's (2007) functional classification, and Biber et al.'s (1999) structural classification were applied. The results showed that the L2 student writing had the smallest range of lexical bundles. Comparing with the published texts of the native experts, there were more VP-based bundles and discourse organizers in the non-native and native student writing. The native professional writers preferred to use the referential markers and the NP-based bundles in their published academic texts.

Wei and Lei (2011) studied the forms, the structures and the functions of the four-word bundles in a corpus of doctoral dissertations (written by advanced learners), and published journal articles (written by professional authors). Biber et al.'s (1999) structural taxonomy and Hyland's (2008a) functional taxonomy were used. The findings showed that the advanced learners used a higher number and a wider range of lexical bundles than the professional authors. The advanced learners used more passive structures to convey impersonality in their writing, and used less anticipatory it structures. However, both advanced learners and professional authors used the same amount of the research-oriented and the text-oriented bundles.

Farvadin, Afghari, and Koosha (2012) studied the use of the four-word lexical bundles in Physics research articles in terms of the frequency of occurrence and the structural types using Biber et al.'s (1999) structural classification. The results showed that the lexical bundles in these articles were structurally phrasal rather than clausal.

Cortes (2013) explored the structures and the functions of the four-word and longer lexical bundles in research article introductions with an aim to analyze the relationship between the lexical bundles, the moves and the steps. Biber et al.'s (1999) structural classification and Biber et al.'s (2004) functional taxonomy were used. The findings showed that the long (six-word) lexical bundles were used in these introductions. In addition, the target lexical bundles were used as a trigger of a communicative function and also as a complement to mark the beginning of each move or step.

Ahmadi, Ghonsooly, and Fatemi (2013) explored the four-word lexical bundles in the abstracts of Applied Linguistics research articles written by Iranian and native English-speaking authors. Biber et al.'s (1999) functional taxonomy and Bhatia's (1994) move pattern were used. The findings showed that the Iranian writers used more four-word lexical bundles than the native-speaker authors. Moreover, the lexical bundles in the writing of the Iranian authors were used to achieve a specific genre move. The majority of the lexical bundles in the native-speaker corpus were phrasal. On the other hand, there were more clausal elements and subordinations in the Iranian corpus.

Ngadiman (2013) studied the structures and the functions of the lexical phrases in students' thesis abstracts. The results showed that there were four types of lexical phrases: verb phrase components, noun phrase components, prepositional phrases, and others. The functions of the lexical bundles varied depending on the section of the abstracts. In the "background" section, the functions of the lexical phrases were expressing the researchers' points of view, reporting what others say, describing the situation, and expressing the reasons. In the "purpose" section, the functions of the lexical phrases were expression objectives, answering research questions, and describing the scope of the study. In the "method" section, the lexical phrases helped in the describing of the selected design, the subjects, the instrument, and the data analysis procedures. In the "result" section, the lexical phrases illustrated the major results. In the "conclusion" section, the lexical phrases presented the summary. In the "suggestion" section, the lexical phrases were used to provide the suggestions and the expectations.

Farjami (2014) studied the five- to nine-word lexical bundles in the English abstracts of thirty Applied Linguistic journals in order to develop a list of the frequently used lexical bundles. In this study, the structures and the functions of the lexical bundles were not investigated. The results showed that the two- to nine-word lexical bundles were used in this corpus. Moreover, there were many shorter n-grams in the two- to four-word lexical bundles.

Niu (2014) compared the use of the four-word lexical bundles in the English abstracts of Chinese and international journals in terms of their structures and functions using the structural taxonomy of Biber et al. (1999) and Cortes (2004). The findings from this analysis showed that the abstracts in the Chinese journals were less varied in terms of the forms, the functions and the meanings.

The summaries of previous studies on lexical bundles in academic discourse are shown in Table 2.1.

Author	Corpus	Finding
Ahmadi et al. (2013)	Research article abstracts by Iranian and native English-speaking authors Corpus Size: Native speaker authors (34,471)/ Iranian authors (32,311)	The Iranian writers used more four-word lexical bundles than the native-speaker authors. The majority of lexical bundles in the native-speaker corpus were phrasal. There were more clausal elements and subordinations in the Iranian corpus.
Biber et al. (1999)	American and British English conversation and academic prose Corpus Size: over 40,000,000	Using the structural classification, four- to six-word lexical bundles were common in the conversation and academic prose.
Biber et al. (2004)	University registers (classroom teaching and textbooks) Corpus Size: 2,009,400	Noun phrase/Prepositional phrase based lexical bundles, referential bundles, stance bundles and discourse bundles were used in the classroom teaching.
Biber & Barbieri (2007)	Spoken and written university registers Corpus Size: Spoken register (1,577,266)/ Written register (964,529)	The lexical bundles were more prevalent in the non-academic university registers than the instructional registers, and more common in the written registers than the spoken ones. The stance bundles were prominent in the spoken registers. In the written registers, both the stance bundles and the referential bundles were common.
Chen & Baker (2010)	Published academic texts and student academic writing Corpus Size: 467,395	The L2 student writing had the smallest range of lexical bundles. There were more VP-based bundles and discourse organizers in the student writing than in the published texts. The
Cortes (2002a)	Freshman compositions Corpus Size: 360,704	Students made use of the lexical bundles in academic

Author	Corpus	Finding
		prose. The most frequently used lexical bundles were the temporal and location markers.
Cortes (2004)	Published academic prose and University student writing Corpus Size: Published academic prose (1,992,531)/ University student writing (904,376)	There was a difference between the published authors and the students in terms of the linguistic features and the use of lexical bundles.
Cortes (2013)	Published research article introductions Corpus Size: 1,002,748	The long (six-word) lexical bundles were used. The target lexical bundles were used as a trigger of a communicative function, and also as a complement to mark the beginning of each move/step.
Farjami (2014)	Article abstracts of Applied Linguistic journals Corpus Size: 2,750,000	There were two- to nine-word lexical bundles in the corpus. The shorter n-grams of two- to four-word lexical bundles prevailed in the corpus.
Farvadin et al. (2012)	Physics research articles Corpus Size: 3,000,000	The lexical bundles in the corpora were structurally phrasal rather than clausal.
Hyland (2008a)	Research articles, Doctoral dissertations and Master's thesis Corpus Size: 3,400,400	The lexical bundles can be used as a way to differentiate the written texts in various disciplines.
Hyland & Tse (2009)	Academic writing Corpus Size: 3,300,000	There was a limitation in the use of Academic Word List as a general academic list. The lexical bundles varied across disciplines. Native professional writers used the referential markers and the NP-based bundles.
Ngadiman (2013)	Thesis abstracts Corpus Size: Not specified	Four types of lexical phrases are verb phrases, noun phrases, prepositional phrases, and others. The functions of lexical bundles varied depending on the section of the abstracts.
Niu (2014)	English abstracts of Chinese and international journals Corpus Size: Not specified	The abstracts in Chinese journals are less varied in terms of forms, functions and

Author	Corpus	Finding
		meanings.
Wei & Lei (2011)	Doctoral dissertations and published journal articles Corpus Size: 2,251,270	Advanced learners used higher number and wider range of lexical bundles (than professional authors), more passive structures, and less anticipatory it structures. Both learner writers and professional writers used the same amount of research-oriented and text-oriented bundles.

Note: *Corpus size refers to the number of words.

Table 2.1: Summary of previous studies on lexical bundles in academic discourse

Researchers on lexical bundles have studied both spoken and written registers for decades. For written registers, the focus has been on the academic discourse. Although various research articles (Chen & Baker, 2010; Cortes, 2004; Farvadin et al., 2012; Hyland, 2008a; Wei & Lei, 2011) and published research article introductions (Cortes, 2013) have been analyzed, only a few empirical studies on lexical bundles in abstracts have been conducted (Admadi et al., 2013; Niu, 2014). Studies on lexical bundles in different discourse communities are beneficial and should be continuously conducted since their use can show whether a writer is a professional language user of a register or not (Cortes, 2004; Hyland, 2008a). Therefore, one of the objectives of the present study is to identify the lexical bundles in conference abstracts so that they could be structurally and functionally classified.

2.4.2 Structural and Functional Taxonomies for Lexical Bundle Analysis

Lexical bundles have been studied in a wide variety of registers in academic discourse. These studies explore the forms, the structures, and the functions of lexical bundles and introduce various taxonomies for the structural and functional classification.

2.4.2.1 Structural taxonomy of lexical bundles

Many linguists and researchers have proposed structural taxonomies for the classification of lexical bundles. The structural taxonomies of lexical bundles are as follows:

Biber et al. (1999)

Biber et al. (1999) studied a corpus of American and British English conversation and academic prose, and posited the structural taxonomy of lexical bundles as follows:

Structure	Examples
Noun phrase + *of*	*the end of the, the nature of the, the beginning of the,* *a large number of the*
Other noun phrases	*the fact that the, one of the most, the extent to which*
Prepositional phrase + *of*	*at the end of, as a result of, on the basis of,* *in the context of*
Other prepositional phrases	*on the other hand, at the same time, in the present study, with respect to the*
Passive + prep phrase fragment	*is shown in figure, is based on the, is defined as the,* *can be found in*
Anticipatory *it* + verb/adj.	*it is important to, it is possible that, it was found that,* *it should be noted*
Be + noun/adjectival phrase	*is the same as, is a matter of, is due to the, be the result of*
Others	*as shown in figure, should be noted that, is likely to be, as well as the*

Table 2.2: Biber et al.'s (1999) structural taxonomy

Biber et al. (2004)

Biber et al. (2004) studied a corpus of university registers which included classroom teaching and textbooks, and posited the structural taxonomy of lexical bundles as shown below.

Lexical bundles that incorporate verb phrase fragments
1a. (connector+) 1st/2nd person pronoun + VP fragment: Example bundles: *you don't have to, I'm not going to, well, I don't know*
1b. (connector+) 3rd person pronoun + VP fragment: Example bundles*: it's going to be, that's one of the, and this is a*
1c. Discourse marker + VP fragment

Example bundles: *I mean you know, you know it was, I mean I don't*
1d. Verb phrase (with non-passive verb)
Example bundles: *is going to be, is one of the, have a lot of, take a look at*
1e. Verb phrase with passive verb
Example bundles: *is based on the, can be used to, shown in figure N*
1f. *Yes-no* question fragments
Example bundles: a*re you going to, do you want to, does that make sense*
1g. WH-question fragments
Example bundles: *what do you think, how many of you, what does that mean*
Lexical bundles that incorporate dependent clause fragments
2a. 1st/2nd person pronoun + dependent clause fragment
Example bundles: *I want you to, I don't know if, I don't know why, you might want to*
2b. WH-clause fragments
Example bundles: *What I want to, what's going to happen, when we get to*
2c. *If*-clause fragments
Example bundles: *If you want to, if you have a, if we look at*
2d. (verb/adjective +) *to*-clause fragment
Example bundles: *to be able to, to come up with, want to do is*
2e. *That*-clause fragments
Example bundles: *that there is a, that I want to, that this is a*
Lexical bundles that incorporate noun phrase and prepositional *phrase* fragments
3a. (connector+) Noun phrase with *of*-phrase fragment
Example bundles: *one of the things, the end of the, a little bit of*
3b. Noun phrase with other post-modifier fragment
Example bundles: *a little bit about, those of you who, the way in which*
3c. Other noun phrase expressions
Example bundles: *a little bit more, or something like that, and stuff like that*
3d. Prepositional phrase expressions
Example bundles: *of the things that, at the end of, at the same time*
3e. Comparative expressions
Example bundles: *as far as the, greater than or equal, as well as the*

Table 2.3: Biber et al.'s (2004) structural taxonomy

2.4.2.2 Functional taxonomy of lexical bundles

Linguists and researchers have conducted several research studies on lexical bundles, and presented functional taxonomies of lexical bundles to convey the functions of lexical bundles in their contexts. The functions represent meanings and purposes of bundles (Kress, 1976 as cited in Cortes, 2004). The functional taxonomies of lexical bundles are as follows:

Biber et al. (1999)

Biber et al. (1999) initially introduced a group of functions according to their structural correlates. The bundles in a corpus are used to: express the existence or the presence (ex. *'the presence of the'*, *'the existence of the'*), identify the abstract quality (ex. *'as in the nature of the'*, *'the value of the'*), and report the stance (ex. *'it is possible to'*, *'it is important to'*).

Cortes (2002a)

Cortes (2002a) introduced the functional taxonomy of lexical bundles as follows:

Location markers	- to refer to physical locations Example, *in the middle of, the other side of, the top of the*
Temporal markers	- to refer to a point or period of time Example, *at the same time, at the end of*
Text markers	- to guide the reader to certain parts of the writing Example, *at the end of, the rest of the*
Special use bundles	- in expressions Example, *in a way that, in the form of*

Table 2.4: Cortes' (2002a) functional taxonomy

Cortes (2002b)

Cortes (2002b) introduced the functional taxonomy of lexical bundles with more categories and subcategories as follows:

Referential bundles (place markers, time markers, and text deixis markers)
Text organizers (contrast/ comparison, inferential, focus, and framing)
Stance markers (epistemic-certain/ uncertain/ probable-possible, desire, ability, and obligation)

Cortes (2004)

Cortes (2004) analyzed lexical bundles in a corpus of the academic prose in History and Biology fields, and made some adjustments to the taxonomy to reflect the lexical bundles' functions in Biology as follows:

Referential bundles (place markers, time markers, descriptive bundles, and qualifying bundles)
Text organizers (contrast/ comparison, inferential, focus, and framing)
Stance markers (epistemic-impersonal/ probable-possible, and other stances bundles)
Other bundles

Biber et al. (2004)

Biber et al. (2004) explored a corpus of university classroom teaching and textbooks to find a range of spoken and written registers, and posited a functional taxonomy of lexical bundles as follows:

I. Stance expressions
        A. Epistemic stance
        B. Attitudinal/ modality stance
          B1 desire
          B2 obligation/ directive
          B3 intention/ prediction

II. Discourse organizers
        A. Topic introduction/ focus
        B. Topic elaboration/ clarification

A. Identification/ focus
        B. Imprecision
        C. Specification of attributes
          C1 Quantity specification
          C2 Tangible framing attribute
          C3 Intangible framing attribute
        D. Time/ place/ text reference
          D1 Place reference
          D2 Time reference
          D3 Text deixis
          D4 Multi-functional reference

IV. Special conversational functions
        A. Politeness
        B. Simple inquiry
        C. Reporting

Table 2.5 Biber et al.'s (2004) functional taxonomy

Hyland (2008a)

Hyland (2008a) investigated a corpus of research articles, doctoral dissertations, and Master's thesis in the fields of Biology, Electrical Engineering, Applied Linguistics and Business Studies, and introduced a functional taxonomy of lexical bundles as follows:

Major Functions	Subcategories	Examples
Research-oriented Help writers arrange a structure of their activities and experiences of the real world	Location	*at the beginning of, at the same time, in the present study*
	Procedure	*the use of the, the role of the, the purpose of the, the operation of the*
	Quantification	*the magnitude of the, a wide*

Major Functions	Subcategories	Examples
		range of, one of the most
	Description	*the structure of the, the size of the, the surface of the*
	Description	*in the Hong Kong, the currency board system*
Text-oriented Referred to the organization of the text and its meaning as a message or argument	Transition signals	*on the other hand, in addition to the, in contrast to the*
	Resultative signals	*as a result of the, it was found that, these results suggest that*
	Structuring signals	*in the present study, in the next section, as shown in figure*
	Framing signals	*in the case of, with respect to the, on the basis of, in the presence of, with the exception of*
Participant-oriented Focused on the writer or the reader of the text	Stance features	*are likely to be, may be due to, it is possible that*
	Engagement features	*it should be noted that, as can be seen*

Table 2.6: Hyland's (2008a) functional taxonomy

2.5 Abstracts

This section presents an overview of abstracts. The topics shown in this section include the definitions, functions, and types of abstracts, the rhetorical structures, and the related research studies on abstracts.

2.5.1 Definition of Abstracts

Researchers and scholars have defined the term 'abstract'. An abstract is defined as a concise summary of a larger report (Lores, 2004) and a factual description and summary of a longer report (Bhatia, 1993). The American National Standards Institute (ANSI) defined an abstract as "an abbreviated and accurate representation of the contents of a document, preferably prepared by its author (s) for publication with it" (ANSI, 1979 as cited in Huckin, 2001, p. 94).

Bhatia (1993) compared the similarities of research article abstracts with the introduction part. Research article abstracts are similar to introductions because

they have the same research setting, written mode, participant relationships, and formality level. However, they are distinct genres in academic prose and their communicative purposes are different (Bhatia, 1993). These definitions seem to suggest that abstracts contain the same content as corresponding texts. In fact, abstracts are independent discourse, and they vary according to contexts, disciplines, and communicative needs of authors (Hyland, 2007a).

2.5.2 Functions of Abstracts

Abstracts have various functions. According to Huckin (2001), an abstract can function as a mini-text providing readers with a short summary of the study's topic, methodology, and findings. It is a preview and a screening device for readers whether to read the accompanying texts or not. Lores (2004) mentioned that abstracts function as a leading journal to choose contributions and guiding conference organizers to accept or reject papers. Abstracts are, therefore, very useful for readers. Abstracts help them remember the contents of articles and provide them the research information in a brief form (Santos, 1996). An abstract can function as a road-map for readers to read an article, and provides an indexing help for professional writers and editors (Huckin, 2001). An abstract provides an immediate oversight of the paper for reviewers (Bordage & McCaghie, 2001). Additionally, abstracts are used to demonstrate the disciplinary competence of their writers (Hyland, 2007a). The lexical choices in abstracts represent the writers' disciplinary identity and help them gain recognition in their relevant arena or field of study.

2.5.3 Types of Abstracts

Abstracts are functionally categorized into two basic types: indicative or descriptive abstracts and informative abstracts. Indicative or descriptive abstracts function as a table of contents of an accompanying paper (Feak & Swales, 2012). They include an overview of a study but do not provide specific information on the research methodology, the findings, and the conclusions (Huckin & Olsen, 1983; Lores, 2004). On the contrary, informative abstracts provide specific information of a research study including the research methodology and findings (Feak & Swales, 2012). Abstracts can also be grouped into other types depending on the applied

perspectives. Research article abstracts and conference abstracts can be either indicative or informative abstracts (Swales & Feak, 1994).

Swales and Feak (1994) mentioned two types of abstracts based on the writing style: results-driven abstracts and research paper summaries. A results-driven abstract focuses on presenting research findings, whereas a research paper summary provides a summary of each section in a report.

2.5.4 Characteristics of Conference Abstracts

As mentioned earlier, one of the objectives of the present study is to identify the lexical bundles in conference abstracts so that they could be structurally and functionally classified. This section reviews the characteristics of conference abstracts. A conference abstract is a distinct genre due to its contexts and purposes. It is an "occluded genre, largely hidden from the public" (Hyland, 2009, p. 81). It is used to impress conference proposal reviewers, and is promotional for its writer when presenting the work (Swales & Feak, 2012). A conference abstract is a stand-alone text (Berkenkotter & Huckin, 1995; Hyland, 2009a; Swales, 2012). It has its own title and is designed to get its author onto a conference program (Swales and Feak, 2012). The primary audience of a conference abstract is the Conference Reviewing Committee, and the second audience is the conference participants (Swales & Feak, 1994). According to Hyland (2009), conference abstract writers tend to claim and present themselves as competent community members. To be a successful conference abstract writer, one needs to establish a valued disciplinary context and make his/her wok interesting to be recognized as a competent and professional writer.

Unlike a research article abstract, a conference abstract is considered to be a promotional genre and is more similar to a grant proposal or a job application letter (Halleck & Connor, 2006). A conference abstract usually provides the relevant background information needed by the participants. The core rhetorical moves of a conference abstract generally contain the problems, the purposes, the methods, the results, and the conclusions respectively (Hyland, 2009a). For writers who want to join a conference as presenters, conference abstracts are very important because the

conference reviewing committee make their decision on the writers' upcoming presentations based on their conference abstracts.

2.5.5 Rhetorical Structures of Abstracts

Researchers and scholars have investigated abstract genres and other relevant research genres and posited different rhetorical move models. The proposed rhetorical move models that can be used in analyzing abstracts are as follows:

1) American National Standards Institute (ANSI)'s (1979)

According to ANSI's (1979), an abstract consists of four moves:

Move 1: Scope and purpose
Move 2: Methodology
Move 3: Results
Move 4: Significance conclusions

(ANSI, 1979, as cited in Stotesbury, 2003)

2)   Swales' (1981, 1990) model

Swales (1981, 1990) pioneered the analysis of rhetorical moves in research genre. He analyzed introduction sections of academic articles and proposed a three-move schema called CARS (Creating A Research Space) model. This model has been widely used in analyzing different types of texts (including abstracts) in professional, academic and research genres. The CARS model consists of three moves and eleven steps as follows:

Move 1: Establishing a territory
Step 1 Claiming centrality
and/or
Step 2 Making topic generalization(s)
and/or
Step 3 Reviewing items of previous research
Move 2: Establishing a niche
Step 1A Counter-claiming
or
Step 1B Indicating a gap
or
Step 1C Question-raising
or
Step 1D Continuing a tradition
Move 3: Occupying the niche
Step 1A Outline purposes
or

Step 1B Announcing present research
Step 2   Announcing principal findings
Step 3   Indicating RA structure

3) Bhatia's (1993) model

Bhatia (1993) proposed a four-move model to be used in analyzing research article abstracts. This model corresponds to the IMRD (Introduction-Methods-Results-Discussion) structure which is a common organization structure of research papers. Bhatia's (1993) move model consists of four moves as follows:

Move 1: Introducing purpose
This move introduces the author's intention, the thesis or hypothesis, the research goals and objectives, and the research problems.
Move 2: Describing methodology
This move describes the experimental design, the research data, the procedures, and the scope of the research.
Move 3: Summarizing results
This move summarizes the research findings and solutions.
Move 4: Presenting conclusions
This move provides the interpretation of the results and draws conclusions derived from the interpretations.

4) Santos' (1996) model

Santos (1996) analyzed the rhetorical patterns of research article abstracts in Applied Linguistics and proposed a five-move model as follows:

Move 1: Situating the research
        Submove 1A - Stating current knowledge
                        and/or
        Submove 1B - Citing previous research
                        and/or
        Submove 1C - Extended previous research
                        and/or
        Submove 2 - Stating a problem
 Move 2: Presenting the research
        Submove 1A - Indicating main features
                        and/or
        Submove 1B - Indicating main purpose
                        and/or
        Submove 2 - Hypothesis raising
 Move 3: Describing the methodology
 Move 4: Summarizing the results
 Move 5: Discussing the research
         Submove 1 - Drawing conclusions

<div align="center">
and/or

Submove 2 - Giving recommendations
</div>

5) Hyland's (2000) model

Hyland (2000) proposed a four-rhetorical move model for analyzing research article abstracts. This model is similar to the traditional IMRD structure of research articles (Hyland, 2007b, p. 203). Hyland's (2000) move model consists of five moves as follows:

Move 1: Introduction
This move establishes the context of the paper and motivates the research or discussion.
Move 2: Purpose
This move indicates the purpose, thesis, or hypothesis, and outlines the intention behind the paper.
Move 3: Method
This move provides the information on the design, the procedures, the assumptions, the approach, the data, etc.
Move 4: Product
This move states the main findings or results, the argument, or what was accomplished.
Move 5: Conclusion
This move interprets or extends the results beyond the scope of the paper, draws the conclusions, and points out the applications or wider implications of the results.

6) Yakhontova's (2002) model

Yakhontova (2002) analyzed Applied Linguistics conference abstracts and proposed a five-move structure which was modified from Swales' CARS model (1990) as follows:

Move 1: Outlining the research field
Move 2: Justifying a particular piece of research/ study
Move 3: Introducing the paper to be presented at a conference
Move 4: Summarizing the paper
Move 5: Highlighting its outcomes/ results

7) Hartley's (2004) model

Hartley (2004) investigated the structure of abstracts in Medical Research journals and proposed a five-move model as follows:

Move 1: Background
Move 2: Aim
Move 3: Method

Move 4: Results
Move 5: Conclusions

8) **Halleck and Connor's (2006) model**

Halleck and Connor (2006) analyzed TESOL (Teachers of English to Speakers of Other Languages) conference proposals and proposed a ten-rhetorical move model as follows:

Move1: Territory
establishes a situation in which the activity in the proposal is placed or physically located.

Move 2: Reporting Previous Research (RPR)
refers to the text that reports on or refers to earlier researches in the field, either by the proposing researcher or by others.

Move 3: Gap
indicates that there is a lack of knowledge or a problem in the territory. This move explains the motivation of the study.

Move 4: Goal
is a statement of the aim or objective of the proposed activity.

Move 5: Mean1
indicates the methods, procedures, plans of action, and tasks specified in the proposal to reach the "Goal".

Move 6: Mean 2
includes the methods and procedures to carry out the actual presentations.

Move 7: Outcomes
describes the anticipated results, the findings, or the achievements of the study or other proposed activity.

Move 8: Benefits
explains the intended or projected outcomes which could be considered useful to the "real world" outside the study, or even outside the research field.

Move 9: Importance claim
presents the proposal, the objectives, the anticipated outcomes, or the "Territory"; as particularly important, necessary or urgent; with respect to either the research world or the "real" world.

Move10: Competence claim
contains statements to indicate that the proposer is well qualified, experienced, and generally capable of carrying out the tasks.

9) **Cross and Oppenheim's (2006) model**

Cross and Oppenheim (2006) analyzed research article abstracts in the Protozoology field and proposed a five-move model as follows:

Move 1: Relation to other researches

This move provides a statement of knowledge concerning a larger research area or previous research studies.

Move 2: Purposes

This move describes main purposes and the key features of the research.

Move 3: Methodology

This move specifies the participants, the apparatus, the procedures and the variables of the research study.

Move 4: Summarizing the results

This move sums up the most crucial findings of the research study.

Move 5: Discussing the research

        Submove 1 - Conclusions

        Submove 2 - Recommendations

This move presents a concluding statement or a statement of recommendation.

10) Swales and Feak's (2012) model

Swales and Feak (2012) proposed a six-part organization of conference abstracts as follows:

Move 1: Outlining/Promoting/Problematizing the research field or topic

Move 2: Justifying this particular piece of research/ study

Move 3: Methodological, demographic, or procedural comments

Move 4: Summarizing the main findings

Move 5: Highlighting the outcomes/ results

Move 6: Further observations (implications, limitations, future developments)

11) Fartousi and Dumanig's (2012) model

Fartousi and Dumanig (2012) proposed a six-move model for analyzing conference abstracts as follows:

Move 1: Providing background information (BI)

Move 2: Addressing a problem (AP)

Move 3: Addressing a framework (AF)

Move 4: Articulating an objective (AO)

Move 5: Articulating a method (AM)

Move 6: Articulating a result (AR)

The move models posited from the analysis of abstracts and the research findings are shown below. They are listed in periodical order.

Author	Detail of moves	Finding
ANSI (1979)	Move 1: Scope and purpose Move 2: Methodology Move 3: Results Move 4: Significance conclusions	This model is the traditional model for the research abstract writing.
Swales (1981,	Move 1: Establishing a territory	This model was

Author	Detail of moves	Finding
1990)	Step 1 Claiming centrality and/or Step 2 Making topic generalization(s) and/or Step 3 Reviewing items of the previous research Move 2: Establishing a niche Step 1A Counter-claiming or Step 1B Indicating a gap or Step 1C Question-raising or Step 1D Continuing a tradition Move 3: Occupying the niche Step 1A Outlining the purposes or Step 1B Announcing the present research Step 2 Announcing the principal findings Step 3 Indicating the RA structure	primarily posited from the analysis of the introduction part of research articles, and has been repeatedly applied to the analysis of professional, academic and research genres.
Bhatia (1993)	Move 1: Introducing the purposes Move 2: Describing the methodology Move 3: Summarizing the results Move 4: Presenting the conclusions	This move pattern was posited from analyzing conference abstracts in any fields of studies.
Santos (1996)	Move 1: Situating the research Submove 1A - Stating current knowledge and/or Submove 1B - Citing previous research and/or Submove 1C - Extended previous research and/or Submove 2 - Stating a problem Move 2: Presenting the research Submove 1A - Indicating main features and/or Submove 1B - Indicating main purpose and/or Submove 2 - Raising hypothesis	The move pattern was posited from the analysis of research article abstracts in Applied Linguistics.

Author	Detail of moves	Finding

	Move 3: Describing the methodology
	Move 4: Summarizing the results
	Move 5: Discussing the research
	      Submove 1 - Drawing conclusions
	              and/or
	      Submove 2 - Giving recommendations	

Hyland (2000)	Move 1: Introduction Move 2: Purposes Move 3: Method Move 4: Product Move 5: Conclusions	This move pattern was posited from the analysis of research article abstracts in the fields of Physics, Engineering, Humanities/ Social science and Biology. The most frequently occurring move pattern in Physics and Engineering was Purpose-Method-Product (P-M-Pr). The most frequently occurring move pattern in Humanities and Social Science was Introduction-Purpose-Product (I-P-Pr).
Yokhontova (2002)	Move 1: Outlining the research field Move 2: Justifying a particular piece of the research/ study Move 3: Introducing the paper to be presented at the conference Move 4: Summarizing the paper Move 5: Highlighting the outcome/results	This move pattern was posited from the analysis of conference abstracts in Applied Linguistics.
Hartley (2004)	Move 1: Background Move 2: Aim Move 3: Method Move 4: Results Move 5: Conclusions	This move pattern was posited from the analysis of conference abstracts in any fields of studies.
Halleck & Connor (2006	Move 1: Territory Move 2: Reporting Previous Research Move 3: Gap Move 4: Goal Move 5: Mean1 Move 6: Mean 2 Move 7: Outcomes Move 8: Benefits Move 9: Importance claim	This move pattern was posited from the analysis of TESOL conference proposals. The most frequently occurring move pattern was Territory-Gap-Goal/Territory-RPR (Reporting Previous

Author	Detail of moves	Finding
	Move 10: Competence claim	Research) -Means 1- Means 2 Obligatory moves: Goal Optional moves: Importance claim and Competence claim

Author	Detail of moves	Finding
Cross & Oppenheim (2006)	Move 1: Relation to other researches Move 2: Purposes Move 3: Methodology Move 4: Summarizing the results Move 5: Discussing the research Submove 1 - Conclusions and/or Submove 2 - Recommendations	The move pattern was posited from the analysis of research article abstracts in Protozoology.
Swales & Feak (2009)	Move 1: Outlining/Promoting/ Problematizing the research field or topic Move 2: Justifying this particular piece of research/ study Move 3: Methodological, demographic or procedural comments Move 4: Summarizing the main findings Move 5: Highlighting the outcomes/ results Move 6: Further observations (implications, limitations, future developments)	This move pattern was posited from the analysis of conference abstracts in any fields.
Fartousi & Dumanig (2012)	Move 1: Providing background information (BI) Move 2: Addressing a problem (AP) Move 3: Addressing a framework (AF) Move 4: Articulating an objective (AO) Move 5: Articulating a method (AM) Move 6: Articulating a result (AR)	The move pattern was posited from the analysis of conference abstracts in any fields. Obligatory moves: AF, AO, AM, AR Optional moves: BI, AP

Table 2.7: Summary of abstract move models

     As shown in Table 2.7, the research article abstracts, the conference abstracts, and the related research genres in various fields were studied. Many types of the move models were proposed and each of the move models consists of different moves and submoves. However, Santos' (1996) model was applied in the present study to analyze conference abstracts in the corpus since it was posited from the

analysis of research article abstracts in Applied Linguistics and has been widely used in previous studies on move analysis. Additionally, this move model has clear and detailed submoves which can be extended to be applied in the analysis of conference abstract genre.

2.5.6 Research Studies on Abstracts

The move analysis and the linguistic features of abstracts have been the focuses in various empirical research studies. This section summarizes the previous studies on abstracts in a chronological order. These studies are grouped into three main categories: (1) studies on the rhetorical organization, (2) studies on the linguistic features, and (3) studies on both the rhetorical organization and the linguistic features.

2.5.6.1 Studies on the Rhetorical Organization of Abstracts

Several studies have been conducted to identify the rhetorical organization of abstracts, as illustrated below in periodical order.

Santos (1996) examined research article abstracts in Applied Linguistics and proposed a five-move model (*Move l: Situating the rese*arch, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 4: Summarizing the results*, and *Move 5: Discussing the research*). He further pointed out *Presenting the research, Describing the methodology* and *Summarizing the results* were obligatory moves in Applied Linguistics.

Hyland (2000) studied the thematic structures of research article abstracts in many fields of studies (Physics, Engineering, Biology, Humanities, and Social Science) by using his five-move model *(Introduction*, *Purpose*, *Method*, *Product*, and *Conclusion)*. It was found that the move structures in Physics and Engineering were different from those in Humanities and Social Science. The most frequently used structure in Physics and Engineering was *Purpose-Method-Product (P-M-Pr)*, while *Introduction-Purpose-Product (I-P-Pr)* was the most frequently used structure in Humanities and Social Science. Moreover, some recycled moves were found in the scientific abstracts to highlight a series of results. The findings also showed that less than five per cent of the corpus contained all five moves in the sequence.

Yokhontova (2002) analyzed Applied Linguistics conference abstracts written by native speakers of English, Russians and Ukrainians. As a result, a five-move model of writing abstracts was proposed: *Move 1: Outlining the research field*, *Move 2: Justifying a particular piece of research/ study*, *Move 3: Introducing the paper to be presented at the conference*, *Move 4: Summarizing the paper,* and *Move 5: Highlighting its outcome/ results.*

Lores (2004) investigated the rhetorical organization and the thematic structure of thirty-six Linguistics abstracts taken from four publications. The four journals are *Journal of Linguistics*, *Applied Linguistics*, *Linguistics*, and *Journal of Pragmatics*. The move structures of these abstracts were analyzed by using the IMRD (*Introduction-Methods-Results-Discussion*) model, and Swales' (1981, 1990) CARS model. The findings revealed that there were three types of abstracts: informative, descriptive, and combinatory abstracts. The most frequently occurring abstracts were the informative ones (61.1%), followed by the descriptive abstracts (30.5%) and the combinatory abstracts (8.4%), respectively.

Halleck and Connor (2006) studied the rhetorical moves of TESOL conference proposals. He used the rhetorical move model of grant proposals posited by Connor (2000), Connor et al. (1995) and Connor and Mauranen (1999). However, he made some adjustments of the model by adding *Mean 2* as another move, and substituting the term *Outcomes* with *Achievements*. The results showed that the abstracts from the TESOL proposals are less conventionalized. The most frequently occurring sequence of moves was *Territory-Gap-Goal*. The moves that co-occurred were *Outcomes* and *Benefits*, *Territory* and *Reporting Previous Research*, and *Mean 1* and *Mean 2*. However, *Importance Claim* and *Competence Claim* were rarely used.

Hai-lin and Huan (2010) explored the research article abstracts written by native and non-native English speakers in terms of their differences in the generic structures. The *IMRD* model and Swales' (1990) model were used. It was found that the abstracts written by either native or non-native English speakers had deviated from the *IMRD* framework. The abstracts written by non-native English speakers had a more simplified macro-structure. In these abstracts, the obligatory move was *Introduction*, and the optional moves were *Method*, *Results*, and *Discussion*. On the other hand, the abstracts written by native English speakers had a more complex

structure. In other words, the *Introduction* and the *Result* moves were indispensable, whereas the *Method* and the *Discussion* moves were optional.

Nkemleke (2010) analyzed the conference abstracts submitted to four international conferences in Yaounde (Cameroon), Regensburg (Germany) and Birmingham (United Kingdom). The objective of the analysis was to identify the rhetorical choices and the recurrent moves in these abstracts. The results showed that the abstracts submitted to the Regensburg and Birmingham conferences tended to follow the IMRD (*Introduction-Methods-Results-Discussion*) structure. The abstracts submitted to the Yaounde and Cameroon conferences, on the contrary, applied only the *Introduction* and the *Purpose* parts. In other words, the abstracts in Regensburg and Birmingham conferences complied more with the community's norm than those in Yaounde and Cameroon conferences.

Ren and Li (2011) studied the rhetorical moves of Applied Linguistics abstracts from Chinese Master's English thesis and published research articles by using Hyland's (2000) classification of rhetorical moves. It was found that there are differences between the rhetorical moves of abstracts in research articles and thesis. The move structures that were most frequently used in the research article abstracts were *Purpose-Method-Product* (*-Conclusion*), *Introduction-Purpose-Method-Product* (*- Conclusion*), and *Introduction-Purpose-Product* (*- Conclusion*). On the other hand, most of the thesis abstracts tended to follow a five-move structure that is *Introduction-Purpose-Method-Product-Conclusion*. Ren and Li (2011) further pointed out that research article abstract writers or expert writers carefully selected the moves that best promoted their papers, whereas students or novice writers tended to include all moves so that their thesis abstracts were more informative in terms of contents and structures.

Fartousi and Dumanig (2012) analyzed the rhetorical patterns of conference abstracts in the fields of the English Language and Linguistics. The analysis was based on the "Generic Structure Potential" model adopted from the "Systemic Function (SF) Theory of Language and Genre". The results revealed six rhetorically structural elements of abstracts which consist of four obligatory moves and two optional moves. The four obligatory moves were *Addressing a Framework (AF)*, *Articulating an Objective (AO)*, *Articulating a Method (AM)*, and *Articulating a*

Result (AR). The two optional moves were *Providing Background Information (BI)*, and *Addressing a Problem (AP).*

Farvadin, Afghari, and Koosha (2012) also used the "Generic Structure Potential" model adopted from the "Systemic Functional (SF) Theory of Language and Genre" in their studies. They investigated the rhetorical patterns of research article abstracts in AASS (Advances in Asian Social Science) journals. The findings showed three rhetorically obligatory elements and two optional elements of abstracts. The three obligatory elements included *Articulating an Objective (AO)*, *Articulating a Method (AM)*, and *Articulating a Result (AR).* The other two optional elements of abstracts were *Providing Background Information (BI)* and *Addressing a Framework (AF).*

Suntara and Usaha (2013) studied the rhetorical patterns of research article abstracts in Linguistics and Applied Linguistics using Hyland's (2000) model. It was found that the most preferring patterns in Linguistics were *Purpose-Method-Product-Conclusion (P-M-Pr-C)*, *Purpose-Method-Product*, and *Introduction-Purpose-Method-Product*. In Applied Linguistics, the most preferring patterns were *Purpose-Method-Product-Conclusion (P-M-Pr-C)*, *Introduction-Purpose-Method-Product-Conclusion*, and *Introduction-Purpose-Method-Product*. In summary, the most frequently used pattern in both fields of studies was the *P-M-Pr-C* pattern. Furthermore, the abstract analysis in both fields showed the similar results in terms of the conventional and optional moves. The conventional moves in both fields were *Purpose, Method,* and *Product*, while *Introduction* was the optional move.

Loan, Qian, Linh and Pramoolsook (2014) explored the rhetorical structures of 137 abstracts in their empirical studies. These abstracts were obtained from the Thai TESOL Conference and the Asia's Cam TESOL conference in 2012. They investigated the potential writers' knowledge and their opinions on the conference abstracts. Three study frameworks were used: Hyland's model (2000) for informative abstracts, Swales' CARS model (1990) for indicative abstracts, and the Yakhontova's model (2002) for combinatory abstracts. The results indicated that there were three types of abstracts: informative type (80%), indicative/descriptive type (0.7%), and combinatory type (19.3%). The move pattern most frequently used for informative abstracts was the *P-M-Pr (Purpose-Method-Product)* pattern. For

combinatory abstracts, the most frequently used move pattern was the *O-J-I-H (Outlining the research field - Justifying the research study - Introducing the paper - Highlighting outcomes)* pattern. Moreover, it was found that there were discrepancies between the potential conference abstract writers' knowledge and the actual compositions.

Samar, Talebzadeh, Kiany, and Akbari (2014) explored the moves of 160 conference abstracts in the field of Applied Linguistics. The findings revealed that *Introduction*, *Method*, and *Findings* were identified in most texts.

Khansari, Heng, Yuit, and Tan (2016) investigated the move patterns of 130 English research article abstracts derived from Linguistics Journals. The study results indicated that about 63.84% of the corpus or 81 abstracts were written with the IMRD *(Introduction-Methods-Results-Discussion)* structure.

Most of the previous studies on abstracts focused on the communicative purposes, the discourse communities, the dynamic, and the inter-textual nature of genres. To analyze abstracts from various disciplines, researchers usually used Swales' (1980, 1990) ESP genre model, Bhatia's (1993) model, or Santos' (1996) model. The "Systemic Function (SF) Theory of Language and Genre" was also used in a few studies (Fartousi & Dumanig, 2012; Fartousi et al., 2012). The SF theory focuses on the social purposes and the ways a language is systematically linked to its contexts. However, the rhetorical moves of only one type of abstracts, i.e. informative abstracts, were analyzed in most of the previous studies. According to Lores (2004), different types of abstracts (classified by their functions) have different rhetorical structures. More studies on the structures of indicative abstracts should be conducted to help writers become aware of the differences and use an appropriate structure to perform a different function (Lores, 2004).

Tables 2.8 and 2.9 present previous studies on rhetorical structures of abstracts by types. Table 2.8 summarizes previous research on rhetorical structures of research article abstracts. They are listed in periodical order.

Author	Research focus	Finding
Santos (1996)	Research article abstracts in Applied Linguistics	A five-move model was used in the research article abstracts in Applied

Author	Research focus	Finding
		Linguistics: *Move 1: Situating the rese*arch, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 4: Summarizing the results*, and *Move 5: Discussing the research*.
Hyland (2000)	Research article abstracts in Physics, Engineering, Biology, Humanities and Social Science	The move structures which were most frequently used were *Purpose-Method-Product* (in Physics and Engineering), and *Introduction-Purpose-Product* (in Humanities and Social Science).
Lores (2004)	Research article abstracts in Linguistics	There were three types of abstracts: informative, descriptive, and combinatory abstracts. The most frequently occurring abstracts were the informative abstracts (61.1%), the descriptive abstracts (30.5%) and the combinatory abstracts (8.4%), respectively.
Hai-lin & Huan (2010)	Research article abstracts written by native and non-native speakers of English	In abstracts written by non-native English speakers, the *Introduction* move was obligatory, whereas the *Method, Results* and *Discussion* moves were optional. In abstracts written by native English speakers, the *Introduction* and *Result* moves were indispensable, whereas the *Method* and *Discussion* moves were optional.
Ren & Li (2011)	Abstracts in Master degree's thesis and research article (RA) abstracts in Applied Linguistics	The most frequently occurring move structures in RA abstracts were *Purpose-Method-Product (-Conclusion), Introduction-Purpose-Method-Product*

Author	Research focus	Finding
		(- Conclusion), and *Introduction-Purpose-Product (- Conclusion).* Most of the thesis abstracts tended to follow a five-move structure: *Introduction-Purpose-Method-Product-Conclusion.*
Fartousi et al. (2012)	Research article abstracts in AASS (Advances in Asian Social Science) journals	The results revealed three obligatory elements of abstracts: *Articulating an Objective (AO), Articulating a Method (AM),* and *Articulating a Result (AR),* and two optional elements: *Providing Background Information (BI),* and *Addressing a Framework (AF).*
Suntara & Usaha (2013)	Research article abstracts in Linguistics and Applied Linguistics	The most preferred patterns in Linguistics were Purpose-Method-Product-Conclusion (P-M-Pr-C), Purpose-Method-Product, and Introduction-Purpose-Method-Product. The most preferred patterns in Applied Linguistics were *Purpose-Method-Product-Conclusion (P-M-Pr-C), Introduction-Purpose-Method-Product-Conclusion,* and *Introduction- Purpose-Method-Product.* The most preferred pattern in both disciplines was *P-M-Pr-C.*
Khansari, Heng, Yuit, & Tan (2016)	Research article abstracts in Linguistics	About 63.84% of the corpus followed the IMRD *(Introduction-Methods-Results-Discussion)* structure.

Table 2.8: Summary of previous studies on rhetorical structures of research article abstracts

Table 2.9 summarizes previous research on rhetorical structures of conference abstracts. They are listed in periodical order.

Author	Research focus	Finding
Yokhontova (2002)	Conference abstracts in Applied Linguistics	A five-move model was used in the Applied Linguistics conference abstracts: *Move 1: Outlining the research field*, *Move 2: Justifying a particular piece of research/study*, *Move 3: Introducing the paper to be presented at the conference*, *Move 4: Summarizing the paper,* and *Move 5: Highlighting its outcome/ results.*
Halleck & Connor (2006)	Conference abstracts in Applied Linguistics	The most frequently occurring sequence of moves was *Territory-Gap-Goal.*
Nkemleke (2010)	Conference abstracts in four international conferences	Conference abstracts in Regensburg and Birmingham conferences tended to conform to the *Introduction-Methods-Results-Discussion* structural pattern, while the *Introduction-Purpose* pattern was used in Yaounde and Cameroon conferences.
Fartousi & Dumanig (2012	Conference abstracts in the fields of English Language and Linguistics	The results revealed six rhetorically structural elements of abstracts which consist of four obligatory moves: *Addressing a framework (AF), Articulating an objective (AO), Articulating a method (AM),* and *Articulating a result (AR)*, and two optional moves: *Providing Background Information (BI),* and *Addressing a Problem (AP).*
Loan et al.	TESOL (Teachers of English to	The most frequently used

Author	Research focus	Finding
(2014)	Speakers of Other Languages) conference abstracts	move patterns of informative abstracts were *Purpose-Method-Product.* The most frequently used move patterns of combinatory abstracts was *Outlining the research field, Justifying the research study, Introducing the paper,* and *Highlighting the outcomes.*
Samar et al. (2014)	Conference abstracts in the field of Applied Linguistics	Three main moves found were *Introduction, Method, and Findings.*

Table 2.9 Summary of previous studies on rhetorical structures of conference

abstracts

2.5.6.2 Studies on the Linguistic Realization of Abstracts

The rhetorical organization of abstracts was not the only focus of the researchers in the past. Many of them were also interested in the linguistics features of abstracts in various disciplines, as shown in their research studies. This section presents a summary of the previous research studies on the linguistic realization of abstracts.

Hyland (2003b) analyzed 240 research articles and 800 abstracts in eight disciplines (Mechanical Engineering, Electrical Engineering, Marketing, Philosophy, Sociology, Applied Linguistics, Physics, and Microbiology) in terms of self-citation and self-reference. The expert informants on the subject were also interviewed. The results indicated that there were four main purposes of self-mention in abstracts: to state a goal or outline the structure of the paper, to explain the procedure, to present the results or make a claim and to elaborate an argument.

Hyland and Tse (2005) studied the frequencies, the forms, and the functions of the evaluative word *'that'* in abstracts from published research articles and Master/Doctoral dissertations written by L2 students in six disciplines (Applied Linguistics, Biology, Business Studies, Computer Science, Electronic Engineering, and Public Administration). According to the results, the evaluative word *'that'* was widely used in the target abstracts to provide the author's evaluations and comments

and to help them manage their discourse. In most of the abstracts in this study (80%), the word *'that'* was used to refer to the author's own findings.

Van Bonn and Swales (2007) compared French and English academic abstracts in Language Science to learn about the writers' linguistic and rhetorical perceptions, and to find out how and why the language practically affects the genre. Their corpus consisted of 60 abstracts (30 abstracts from French journals and 30 abstracts from British journals). These abstracts were analyzed in terms of the choices of voice, personal pronouns, and transitional words. It was found that the abstracts of these two languages were different because of their differences in the discourse community size and some linguistic features such as the choice of voice.

Pho (2009) analyzed the linguistic realization of moves in the 'introduction' and 'abstract' sections of research articles in Applied Linguistics and Educational Technology. It was found that the differences in the linguistic features were caused by the moves rather than the disciplines. The results also showed that the moves can be distinguished by the verb tenses, the voices, the modal verbs, the stance words, the self-reference words, and the reporting verbs. The distribution patterns of several linguistic features were similar because the target corpora of these features all belonged to the same field of studies that is Teaching and Learning.

Baklouti (2011) studied research article abstracts in terms of the impacts of genres and the disciplinary differences in the structural choices. The abstracts used in this study were from six academic disciplines: Educational Science, Linguistics, Material Science, Medical Science, Physical Chemistry, and Sociology. Each of these disciplines represented either a "hard" or a "soft" field of studies. The results showed that there were disciplinary differences in the structural choices in the abstracts from each category of disciplines. The writers in the hard disciplines (such as Physical Chemistry) preferred to use clause simplexes in their abstracts, while those in the soft disciplines (such as Linguistics) tended to use clause complexes instead. Moreover, the hypotaxis in the clause complexes was more apparent than the parataxis regardless of disciplines due to the linguistic conventions and the communicative purposes of the abstract genres.

Cutting (2012) examined the language used in conference abstracts derived from the British Association for Applied Linguistics Conference and the

Sociolinguistics Symposium. These abstracts were analyzed in terms of the universal general nouns and the research general nouns. It was found that the general nouns were used for convenience and anticipation purposes. In addition, some vague language was used by all of the authors in the corpus. This is probably because vague language is a part of the conference abstract genre.

In summary, the linguistic features of abstracts in various disciplines were explored in a number of previous studies. For instance, Pho (2009) studied the linguistic realization of moves in Applied Linguistics and Educational Technology. Baklouti (2011) studied the structural choices in abstracts from hard and soft disciplines (Educational Science, Linguistics, Material Science, Medical Science, Physical Chemistry and Sociology). Furthermore, Van Bonn and Swales (2007) compared the linguistic realization of academic abstracts written in French and English. These studies have been reviewed in this subsection with a focus on research article abstracts and some linguistic features such as voices, personal pronouns, tenses, and transition words. Despite all of these previous studies, it is obvious that researchers on the linguistic realization of abstracts have not paid much attention to conference abstracts compared with research article abstracts. Besides, previous researchers did not focus on the analysis of the functional and structural patterns, and the identification of lexical bundles in research articles and conference abstracts.

The previous studies on linguistic features of abstracts are summarized in Table 2.7. They are listed in periodical order.

Author	Research focus	Linguistic features
Hyland (2003b)	Research articles and research article abstracts in eight disciplines	First-person pronoun
Hyland & Tse (2005)	Published research article abstracts and abstracts in Master and Doctoral dissertations by L2 students	Evaluative *'that'*
Van Bonn & Swales (2007)	French and English abstracts in Language Science	Choice of voice, personal pronoun use, transitional word
Pho (2009)	Abstract and introduction sections of research articles in Applied Linguistics and Educational Technology	Verb tenses, voice, modal verbs, stance words, self-reference words, and reporting verbs
Baklouti (2011)	Research article abstracts in Educational Science, Linguistics,	Structural choices (clause simplexes and clause

Author	Research focus	Linguistic features
	Material Science, Medical Science, Physical chemistry, and Sociology	complexes)
Cutting (2012)	Conference abstracts in Applied Linguistics	Universal general pronouns and research general nouns

Table 2.10: Summary of previous studies on linguistic features of abstracts

2.5.6.3 Studies on the Rhetorical Organization and Linguistic Features of Abstracts

Several research studies on the rhetorical organization and linguistic features of abstracts have been conducted as explained below.

Graetz (1982) explored 87 informative abstracts in the fields of Health sciences, Social sciences, Education, and Humanities. He uncovered the linear sequence of *Problem-Methods-Results-Conclusions* and linguistic features of introduction part and conclusion part. The findings revealed that perfect tense and passive construction were used in the introduction part. Additionally, simple present and past tense were used in the conclusion part and that conditional tense was used in the conclusion part that left readers with thought. The modals *'could'*, *'would'*, and *'should'* and the phrases *'It appears'* and *'It seems'* were frequently used.

Vongvanit (2000) studied the rhetorical organization and linguistic features of research article abstracts in English Language Learning and Teaching (ELLT) by using Bhatia's (1993) and Santos' (1996) models. The results showed that most of the abstracts in the study consisted of five moves: (1) *Background information*, (2) *Purpose*, (3) *Method*, (4) *Result*, and (5) *Conclusion*. In this study, two additional moves (Acknowledgement and Commenting on research methodology) were also posited. Furthermore, Vongvanit (2000) investigated the linguistic features of research article abstracts in accordance with the Rosenberg's (1989) and Murcia's (1983) studies to analyze the writing strategies and the tenses. It was found that the 'Description' writing strategy, the simple present tense and the simple past tense were used in all of the moves in this study.

Lores (2006) studied the rhetorical structure and the use of the first-person pronouns in English and Spanish research article abstracts in Linguistics. These

abstracts were obtained from five leading international English language journals and Spanish journals. According to the results from this study, the word *'I'* was frequently used in the English abstracts, and was also common in the *Result* and *Discussion* sections of the abstracts. The IMRD (*Introduction-Methods-Results-Discussion*) pattern was used in the English research article abstracts. In terms of abstract categories, the English abstracts in this study were regarded as informative abstracts. On the other hand, the Spanish abstracts were considered as indicative abstracts. In addition, *'I'* and *'we'* were common in the *Introduction* section of the Spanish abstracts.

Pho (2008) studied the rhetorical moves, the linguistic features, and the authorial stances of research article abstracts in Applied Linguistics and Educational Technology by using Santos' (1996) rhetorical model. However, Pho (2008) did not take Santos' (1996) submoves into account. The results showed that the three obligatory moves in these abstracts were (1) *Presenting the research*, (2) *Describing the methodology*, and (3) *Summarizing the results*. The most common moves in these abstracts were the *Discussing the research* moves, whereas the *Situating the research* moves were the least frequent ones. Additionally, some linguistic features (such as grammatical subjects, verb tenses, and voice) helped distinguish the moves in these abstracts. The findings also showed that the authorial stances of these abstracts varied from moves to moves as seen in the use of the first-person pronouns in the *Presenting the research* move, and the use of modal verbs in the *Discussing the research* move. Besides, the *Describing the research* move was more impersonal than all of the other moves in these abstracts.

Tseng (2011) studied the move patterns and the verb tenses in research article abstracts in Applied Linguistics journals by using Santos' (1996) five-move pattern. However, the names of these five moves were shortened for brevity and clarity purposes in Swales and Feak's (2004) model, and become *Move 1: Background*, *Move 2: Aim*, *Move 3: Methods*, *Move 4: Results*, and *Move 5: Conclusion*, instead. The results revealed that the abstracts in this corpus followed a four-move structure of M2-M3-M4-M5. The obligatory moves in this study were *Move 2: Aim*, *Move 3: Methods*, and *Move 4: Results*. The *Background* move was optional. Moreover, the abstracts in this corpus often began with *Move 2: Aim*,

followed by *Move 1: Background*, and ended with *Move 5: Conclusion*. In terms of tenses, the *Present Simple* tense was used in the *Background*, the *Aim*, and the *Conclusion* moves, whereas the *Past Simple* tense occurred in the *Method* and the *Results* moves.

Agathopoulou (2011) conducted a research study on the characteristics of high-rated and low-rated conference abstracts in Applied Linguistics by using Halleck and Connor's (2006) model. These abstracts (15 high-rated abstracts and 15 low-rated abstracts) were conference abstracts which had been submitted to an international conference in Greece. The results showed the occurrence of nine moves: (1) *Territory*, (2) *Reporting Previous Research*, (3) *Gap*, (4) *Purpose*, (5) *Method*, (6) *Results*, (7) *Discussion*, (8) *Means*, and (9) *Importance Claim*. The discrepancies between the high-rated and low-rated abstracts depended on the frequency of each move type, the distribution of the verb tenses, and the hedging in the moves. The most frequently used tenses in these abstracts were the simple present and the simple past tenses. The *Present Perfect* and future tenses were used in a much lesser extent. In addition, hedges occurred far more frequently in the high-rated abstracts than the low-rated ones, while boosters occurred slightly more frequently in the low-rated abstracts than the high-rated ones.

Saeeaw and Tangkiengsirisin (2014) explored the moves and the co-existing linguistic features of research article abstracts in Environmental Science and Applied Linguistics using Hyland's (2000) analytical model. These abstracts were published from 2010 to 2013. The findings indicated the presence of all of the five moves in the model which are *I* (*Introduction*), *P* (*Purpose*), *M* (*Method*), *Pr* (*Product*) and C (*Conclusion*). The most frequently occurring move sequences were *I-P-M-Pr-C* and *P-M-Pr-C*. In both disciplines (Environmental Science and Applied Linguistics), all of the moves were conventional except the *Introduction* move. The *Present Simple* and the *Present Perfect* tenses were used in the *Introduction* move. In the *Purpose* move, the *Present Simple* tense in an active form was prominent in Applied Linguistics research article abstracts, whereas the *Past Simple* tense in an active or passive form was used in the Environmental Science research article abstracts. The *Past Simple* tense in a passive form was used in the *Method* move.

The previous studies on the combination of rhetorical structures and linguistic features of abstracts are summarized in the following table. They are listed in periodical order.

Author	Research focus	Linguistic feature
Vongvanit (2001)	Research article abstracts in English Language Learning and Teaching	Verb tenses
Lores (2006)	English and Spanish research article abstracts in Linguistics	First-person pronouns
Pho (2008)	Research article abstracts in Applied Linguistics and Educational Technology	Grammatical subjects, verb tenses, voice, and personal pronouns
Tseng (2011)	Research article abstracts in Applied Linguistics	Verb tenses
Agathopoulou (2011)	Conference abstracts in Applied Linguistics	Verb tenses and hedging
Saeeaw & Tangkiengsirisin (2014)	Research article abstracts in Environmental Science and Applied Linguistics	Verb tenses, voice, and personal pronouns

Table 2.11: Summary of previous studies on the combination of rhetorical structures and linguistic features of abstracts

As shown in the previous section, only a small number of researches on the combination of the rhetorical organization and the linguistics features of abstracts have been conducted. Besides, most of the previous studies focused on the research article abstracts only. Swales' (1990) CARS model, Bhatia's (1993) model, and Santos' (1996) model were widely used in these studies excepting for Agathopoulou's (2011) study where Halleck and Connor's (2006) model was applied instead. In summary, there are still insufficient researches on the combination of the rhetorical organization and the linguistics features of conference abstracts. Therefore, the lack of these researches gave impetus to the present study.

In the present study, the rhetorical structures and the linguistic features of conference abstracts in Thai context were investigated. Santos' (1996) model was used for the move analysis.

Chapter summary

This chapter describes the various literatures on genres and the related research topics which are the theories, the theoretical frameworks, and the previous research studies on the rhetorical moves, the linguistic realization, and the lexical bundles of abstract genres. This chapter also includes an overview of abstracts and frameworks for analyzing the rhetorical patterns of abstracts. The details of the research methodology used in the present study and the results of the pilot study will be provided in the next chapter.
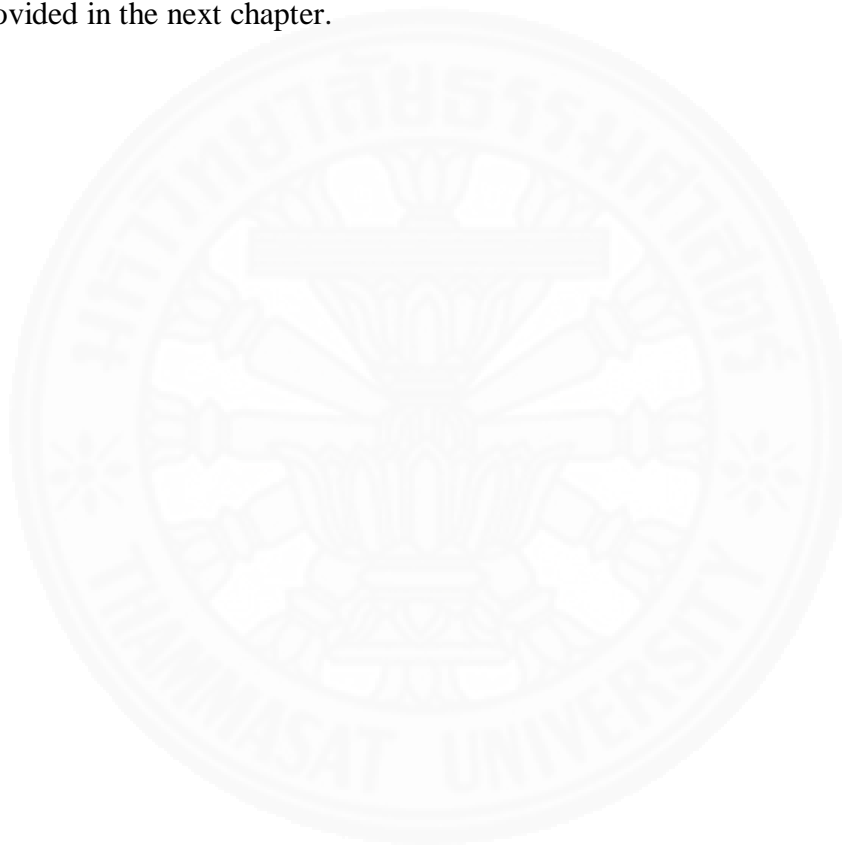
CHAPTER 3
RESEARCH METHODOLOGY

This chapter offers an overview of the research methodology used in this study. It includes a description and organization of the corpus (construction of the corpus, constituents of samples, sampling process, and data preparation for a computer program), move identification, lexical bundle identification and structural and functional classification of lexical bundles. This chapter also provides the details of analysis frameworks, analysis procedures, reliability assessment (coder selection, coder training, and inter-coder reliability), concordance program (option settings and tools used for generating lexical bundles, identifying target linguistic features, and checking their occurrences in context). This chapter ends with the results and reliability assessment of pilot study.

The objective of this study is to explore abstract types, generic features, linguistic features, the forms, structures, and functions of three- to five-word lexical bundles in successful English abstracts of Thailand TESOL International Conferences. This study was carried out in two major phases: the preliminary Phase I and Phase II. Phase I consisted of 100 texts (14,604 word corpus and 146.04 words per text). It functioned as a preliminary study that tested the frameworks of move analysis and lexical bundle analysis and helped adjust these frameworks for Phase II. The second phase of the study had 150 abstracts (20,131 word corpus and approximately 134.20 words per text). Additionally, in Phase II, the data was explored with an emphasis on the occurrence and uses of linguistic features and lexical bundles in moves.

3.1 Description and Organization of the Corpus

The data in this study was obtained from 529 successful English conference abstracts presented at the Thailand TESOL International Conferences during 2010-2013. These abstracts were in the fields of English Language Teaching and Learning and Applied Linguistics. The data was taken from two sources: the Thailand TESOL International Conference's official website (www.thailandtesol.org)

and its conference handbooks. The abstracts form Thailand TESOL International Conferences of 2010 to 2012 were retrieved from www. thailandtesol.org in PDF format. Abstracts from 2013 TESOL conference were not provided online. Thus, they were taken from printed conference handbooks that were distributed to conference participants instead. Since this study aimed to explore presenter's abstracts accepted by conference review process, the corpus excluded abstracts of invited, features, and keynote speakers. Additionally, the abstracts written in Thai and abstracts specified as "*cancelled*" in online handbooks were discarded.

Steps for constructing the corpus in this study are as follows:

Step 1: Construction of the corpus

The researcher compiled all of the presenter's abstracts of the Thailand TESOL Conferences during 2010-2013. The researcher excluded three types of abstracts which were abstracts written in Thai, abstracts specified as "cancelled", and abstracts from invited, features, and keynote speakers. The compilation yielded a total of 529 presenter's abstracts (totaling 73,655 words). Each abstract was assigned to a number starting from 1 to 529 for the analysis afterwards. The details of the numbers of abstracts, the total number of words, and the average text length of abstracts in each year are shown in Table 3.1.

Year	Number of texts	Number of words	Average text length
2010	113	15,979	141.40
2011	142	19,210	135.28
2012	132	18,052	136.75
2013	142	20,414	143.76
Total	**529**	**73,655**	**139.23**

Table 3.1: Constituents of the corpus

Step 2: Calculation of the sample size

This study used three sample sizes: the sample size for pilot study, the sample size for preliminary Phase I, and the sample size for Phase II. A preliminary pilot was conducted prior to the main study in order to evaluate the feasibility and the preliminary testing of research design. A total of 30 abstracts were investigated in the pilot study. After compiling the corpus, the researcher calculated the sample size of Phase I and Phase II of the study using Yamane's (1967) formula for calculating sample size. The detail of Yamane's (1967) formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size
N = population size
e = sampling error or allowable error

The calculation of the sample size of the present study is as follows:

$$n = \frac{529}{1 + 529(0.05)^2}$$

$$n = \frac{529}{1 + 529(0.0025)}$$

$$n = \frac{529}{2.3225}$$

$$n = 227.77$$

The calculation showed that the appropriate sample size of the study was 228 abstracts which was rounded up to the whole number of 250 abstracts. These 250 abstracts were used in Phase I and Phase II of the study. The sample size of Phase I was 100 abstracts, whereas the sample size of Phase II was 150 abstracts. The details of the number of abstracts, the corpus size, and the average text length in each stage are shown in Table 3.2.

Type	Number of texts	Number of words	Average text length
Pilot study	30	4,043	134.76
Phase I	100	14,604	146.04
Phase II	150	20,131	134.20
Total	**280**	**38,778**	**138.49**

Table 3.2: Constituents of samples

Step 3: Sampling process

This study used a simple random sampling process to obtain the samples for the study. Firstly, all of the abstracts in the corpus were assigned with numbers from 1 to 529. The list of these numbered abstracts was printed on a sheet of paper and was then torn up into equally-sized pieces of paper. After that, these pieces of paper were mixed (or randomized) to ensure the equal possibility of being picked without any bias. Finally, the study samples were picked from these randomized pieces of paper. However, if the abstracts from publishers or sponsors were picked, they were replaced by other randomized abstracts instead. Unlike presenter's abstracts, the abstracts from publishers or sponsors normally did not pass the

screening process of conference review committee. Additionally, these abstracts are part of a marketing strategy to promote their companies and to advertise their newly launched products (textbooks and multi-media) to conference participants and public. They do not meet the criteria set for the samples of the study.

Step 4: Data preparation for the software program

The researcher prepared the data for being implemented by the AntConc3.2.4w program. A software program called AntConc3.2.4w program was used for generating the forms of lexical bundles and the identification of some linguistic features. This software program only analyzes the data in the *Plain Text* format (*.txt*). Therefore, all of the samples obtained from the sampling process (in Step 3) went through a data preparation process for further analysis. The samples from 2010 to 2012 abstracts in *Portable Document Format (PDF)* were converted into the *Microsoft Word* format. The samples from 2013 abstracts derived from printed handbooks were typed and then saved into the *Microsoft Word* format as well. Since some abstracts may have typographical errors, all samples were carefully proofread and checked for typographical errors to ensure smooth and accurate data processing. They were finally saved into the *Plain Text* format (*.txt*) to be implemented by the AntConc3.2.4w software program.

3.2 Move Analysis

The following section provides the details of the analysis framework for move identification and describes steps of the move analysis in this study.

3.2.1 Framework for Move Analysis

Many researchers have proposed a variety of move models for the analysis of abstracts (Bhatia, 1993; Cross & Oppenheim, 2006; Fartousi & Dumanig, 2012; Hartley, 2004; Hyland, 2000; Santos, 1996; Swales, 1981, 1990). However, this study adopted Santos' (1996) five-model because of three major reasons. Firstly, Santos' (1996) move model was derived from the analysis of abstracts in Applied Linguistics which related to the corpus of the study. Secondly, this model offers clear and detailed descriptions of communicative purposes and has useful and detailed

submoves for the analysis. Lastly, it has been one of the most practical move models for the analysis of abstracts, indicated by its continuous citations and uses in a number of previous empirical research studies on move identification (Abarghooeinezhad, 2015; Oneplee, 2008; Pho, 2008; Tseng, 2011; Vongvanit, 2001; Yathip & Soranastaporn, 2016).

Santos' (1996) move model consists of five moves and nine submoves (see Appendix A). *Move 1: Situating the research* provides an orientation of the studied topic to readers. There are four submoves in Move 1 and each submove has a relatively distinct purpose in sequence. *Submove 1A - Stating current knowledge* provides the information and the scope of current knowledge, ideas or practices. *Submove 1B - Citing previous research* mentions relevant previous research studies by citing specific researchers. *Submove 1C - Extended previous research* states that the present research is a continuing discussion of previous research studies. *Submove 2 - Stating a problem* indicates a problem and offers an evaluation of the current knowledge.

Move 2: Presenting the research introduces the research to readers. *Move 2* consists of three submoves: Submove 1A, Submove 1B, and Submove 2. *Submove 1A - Indicating main features* provides descriptive statements of a research study. *Submove 1B - Indicating main purpose* presents purposes of a research study. *Submove 2 - Hypothesis raising* specifies research questions or hypothesis of a research study.

Move 3: Describing the methodology describes the research design including subjects, procedures, research instruments, research variables, and so on.

Move 4: Summarizing the results provides a brief summary of research findings.

Move 5: Discussing the research points out the significance of the research study. Move 5 consists of two submoves: *Submove 1 - Drawing conclusions* and *Submove 2 - Giving recommendations. Move 5 Submove 1 - Drawing conclusions* provides some explanations of research results. *Move 5 Submove 2 - Giving recommendations* offers some suggestions for further investigations or practices. After the completion of the pilot study, one additional move called the *Structuring the presentation* move was added as the sixth move in the move model posited by Santos

(1996). This adapted framework was used in the preliminary Phase I and Phase II of the study. The adapted framework based on Santos' (1996) five-move model is shown in Table 3.3 below. A new move is marked with an asterisk.

Moves/Submoves
Move 1: Situating the research
Submove 1A - Stating current knowledge
and/or
Submove 1B - Citing previous research
and/or
Submove 1C - Extended previous research
and/or
Submove 2 - Stating a problem
Move 2: Presenting the research
Submove 1A - Indicating main features
and/or
Submove 1B - Indicating main purpose
and/or
Submove 2 - Hypothesis raising
Move 3: Describing the methodology
Move 4: Summarizing the results
Move 5: Discussing the research
Submove 1 - Drawing conclusions
and/or
Submove 2 - Giving recommendations
Structuring the presentation*

Note: * = newly added move

Table 3.3: Adapted framework for move analysis

3.2.2 Steps in Move Analysis

There are two methodological approaches for the analysis of patterns in a discourse organization: the top-down approach and the bottom-up approach (Biber et al., 2007). The top-down approach mainly focuses on the functional-qualitative analysis rather than the linguistic-quantitative analysis. In other words, the communicative purposes of the move structures are analyzed first. Then the linguistic features to support the move analysis are explored later (Lieungnapar & Todd, 2011). On the contrary, the bottom-up approach starts with the linguistic-quantitative analysis and followed by the functional-qualitative analysis.

Different approaches of move analysis have been applied in previous research studies depending on the focus of each study. This study primarily focuses on communicative purposes in conference abstracts, therefore; a top-down approach

was applied. Biber et al. (2007) clarified the sequencing steps for applying a top-down approach in a text analysis. These steps are determination of the communicative/ functional categories, segmentation, classification, linguistic analysis of each unit, linguistic description of discourse categories, text structure analysis, and description of discourse organizational tendencies. This study started with the analysis of communicative functions, followed by the analysis of co-linguistic features, verb tenses, modality, active voice and passive voice and personal pronouns. If there are discrepancies between functions and linguistic clues, the priority will be given to the communicative functions. Additionally, if there are many occurrences of moves embedding in one sentence, that sentence will be considered as a sentence with two or more moves.

Besides the move identification, this study classified moves whether they were obligatory moves or optional moves as well. The study applied cut-off point proposed by Kanoksilapatham (2005). A move occurring in at least 60% of the corpus is considered as an obligatory move, whereas a move that occurs in less than 60% is an optional move. Nwogu (1997) pointed out the possibility of a new move in text analysis. According to Nwogu (1997), a move with 50% of occurrences in the corpus was considered a stable move. However, this study did not discard any new communicative purposes occurring in less than 50% of the corpus since they could convey certain underlying characteristics of the target texts. Once the move analysis of the samples has been completed, these samples are further analyzed in terms of abstract types, linguistic features, and lexical bundles.

3.3 Linguistic Feature Analysis

The present study aimed at analyzing four linguistic features which were verb tenses, modalities, active voice and passive voice, and personal pronouns. The analysis of linguistic features was conducted after the completion of the move analysis. In Phase II, an individual move was analyzed in terms of these linguistic features. This study did not explore other types of pronouns such as reflexive pronouns, possessive pronouns, reciprocal pronouns, and so on since their frequencies in the preliminary study were relatively low. Modal verbs and personal pronouns were

identified by the AntConc 3.2.4w program first; then they were manually rechecked by the researcher to ensure the correctness of the findings. Verb tenses and active voice and passive voice were analyzed manually by the researcher. However, some forms of verbs were not considered when analyzing verb tenses. These verb forms included non-finite verbs, infinitive, gerund, present participle, past participle, and perfect participle. An example of a non-finite verb that is not included in the analysis of verb tense is shown below.

Example:

However, students in a TOEIC class *using* CALL received higher scores in the listening sections of TOEIC than those in the traditional classroom.

(*'using'* in context, Abstract# 175, italic added)

The non-finite verb *'using'* is not included in the verb tense analysis.

In case of auxiliary reduction in a sentence, the tense was identified by the auxiliary verb and the main verb. An example of the auxiliary reduction that is included in verb tense analysis is shown in the following compound sentence.

Example:

I *will* first *explore* the definition of collaboration, and next *examine* if such collaboration took place in both studies.

(*'will...explore'* and *'examine'* in context, Abstract# 382, italic added)

The auxiliary verb *'will'* which should be in front of the main verb *'examine'* has been deleted. Therefore, the tense of the verb *'examine'* is identified as *Future Simple* tense.

3.4 Lexical Bundle Analysis

According to Lores (2004), there were two approaches to identify frequent word combinations. The first approach is the identification of word combinations based on the selected expressions which are familiar to native speakers or frequently occur. The second approach is the identification of word combinations based on the co-occurrence of words at different cut-off points using a search tool.

This study focused on forms, structures and functions of lexical bundles. To generate the forms of lexical bundles in the corpus, a corpus-based approach was used. In other words, lexical bundles in this study were identified by using a frequency-driven approach to find the most frequently occurring sequences of words.

Although various software programs have been used for lexical bundle analysis, The AntConc3.2.4w software program was chosen due to two main reasons. Firstly, this software program is one of the most reliable and widely used concordance programs in lexical bundle analysis. Secondly, this software program is practical, providing useful and appropriate tools for the study. Once the lexical bundle identification has been completed, the next stage of the study is to structurally and functionally classify the target bundles.

3.4.1 Frameworks for Lexical Bundle Analysis

Two frameworks were used in lexical bundle analysis of the study. Biber et al.'s (2004) scheme was used for the structural analysis of lexical bundles. Hyland's (2008a, 2008b) taxonomy was applied for the functional classification of lexical bundles. The details of each framework are shown below.

Structural Classification of Lexical Bundles

Biber et al.'s (2004) structural classification was used in this study because it is one of the most practical structural taxonomies for lexical bundle analysis, indicated by its frequent uses and continuous citations in many previous research studies on lexical bundles. Moreover, this framework was adopted because it consisted of various finer structural types that would possibly convey all grammatical patterns found in the corpus. This framework consists of three main structural types: (1) lexical bundles incorporating verb phrase fragments, (2) lexical bundles incorporating dependent clause fragments, and (3) lexical bundles incorporating noun phrases and prepositional phrase fragments. These three structures have 17 substructures in total: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, and 3e (see Appendix B). Types 1a to 1g (7 structures) are verb phrase based lexical bundles. Types 2a to 2e (5 structures) are lexical bundles incorporating dependent clause fragments. Types 3a to 3e are (5 structures) lexical bundles with noun phrase and prepositional phrase fragments.

The findings of Phase I with the analysis of 100 pieces of abstracts revealed the occurrence of two new categories: *the (connector +) Noun phrase +VP fragment* and Others. They were added to the structural classification list of Biber et

al. (2004) to accurately reflect the overall structure of lexical bundles in the corpus and to be further applied in Phase II. The *(connector +) Noun phrase +VP fragment* was added as the last subcategory of verb phase based lexical bundles due to its main structure consisting of verb phrases. The examples of the structure *(connector +) Noun phrase +VP fragment* from the preliminary Phase I study are *'the presentation will'*, *'presenter will discuss'*, *'results showed that'*, *'students enrolled in'*, *'study was conducted'* and so on. The *Others* category was added as the fourth main category since its structures and components cannot be grouped with other existing structures. Additionally, lexical bundles of the *Others* structure cannot be formed as a separate substructure due to its relatively low occurrence and diversity. The details of the modified structural classification based on Biber et al.'s (2004) taxonomy are illustrated in Table 3.4. Two new categories are marked with an asterisk.

Lexical bundles that incorporate verb phrase fragments
1a. (connector+) 1st/2nd person pronoun + VP fragment
1b. (connector+) 3rd person pronoun + VP fragment
1c. Discourse marker + VP fragment
1d. Verb phrase (with non-passive verb)
1e. Verb phrase with passive verb
1f. *Yes-no* question fragments
1g. WH-question fragments
1h. (connector+) Noun phrase + VP fragment*
Lexical bundles that incorporate dependent clause fragments
2a. 1st/2nd person pronoun + dependent clause fragment
2b. WH-clause fragments
2c. *If*-clause fragments
2d. (verb/adjective +) *to*-clause fragment
2e. *That*-clause fragments
Lexical bundles that incorporate noun phrase and prepositional phrase fragments
3a. (connector+) Noun phrase with *of*-phrase fragment
3b. Noun phrase with other post-modifier fragment
3c. Other noun phrase expressions
3d. Prepositional phrase expressions
3e. Comparative expressions
Others*

Note: * = newly added category

Table 3.4: Adapted framework for structural classification

Functional Classification of Lexical Bundles

This study adopted Hyland's (2008a, 2008b) functional taxonomy to examine the functions of lexical bundles in the study. Hyland's (2008a, 2008b)

functional taxonomy consists of three main functions (Research-oriented lexical bundles, Text-oriented lexical bundles, and Participant-oriented lexical bundles) and eleven subcategories (Location, Procedure, Quantification, Description, Topic, Transition signals, Resultative signals, Structuring signals, Framing signals, Stance features, and Engagement features (see Appendix C). This framework was selected since it was posited from the study of lexical bundles in the corpus of research writing and academic texts which is a relevant corpus to the study. Moreover, it covers clear functions and detailed subcategories that would be beneficial in functional analysis of the target register. In addition, this framework has been widely accepted and continuously used in a large number of research studies on recurrent word combinations. After the preliminary Phase I study, the findings revealed the occurrence of a new subcategory of the text-oriented function called *Objective signals*. The function of this category is to establish or mark objective relations between elements. The adapted framework with the objective signals subcategory was used to explore the functions of lexical bundles in Phase II. The adapted framework for functional analysis of lexical bundles based on Hyland's (2008a, 2008b) taxonomy is shown in Table 3.5. A new category is marked with an asterisk.

Research-oriented lexical bundles-	
These lexical bundles help writers structure their activities or experiences of the real world.	
Location	indicating time or place
	Ex. *at the beginning of, at the same time, in the present study*
Procedure	indicating the methodology or the purpose of a research
	Ex. *the use of the, the role of the, the purpose of the, the operation of the*
Quantification	describing an amount or number
	Ex. *the magnitude of the, a wide range of, one of the most*
Description	detailing the qualities or properties of materials
	Ex. *the structure of the, the size of the, the surface of the*
Topic	related to the field of research
	Ex. *the currency board system*
Text-oriented lexical bundles	
These lexical bundles concern with the organization of a text and its meaning as a message or an argument.	
Transition signals	establishing additive or contrastive links between elements
	Ex. *on the other hand, in addition to the, in contrast to the*
Resultative signals	mark inferential or causative relations between elements
	Ex. *as a result of the, it was found that, these results suggest that*
Structuring signals	text-reflective markers which organize the stretches of discourse or direct readers elsewhere in the text

Framing signals	Ex. *in the present study, in the next section, as shown in figure* situate arguments by specifying the limiting conditions
	Ex *in the case of, with respect to the, on the basis of, in the presence of, with the exception of*
Objective signals*	mark objective relations between elements
	Ex. *in order to, to discuss the*
Participant-oriented lexical bundles	
The focus of these lexical bundles is on the writer or readers of the text.	
Stance features	convey the writer's attitudes and evaluations
	Ex. *are likely to be, may be due to, it is possible that*
Engagement features	address readers directly
	Ex. *it should be noted that, as can be seen*

Note: * = newly added category

(Hyland, 2008a, p.13-14)

Table 3.5: Adapted framework for functional classification

3.4.2 Steps in Lexical Bundle Analysis

There were three steps in the lexical bundle analysis: (1) lexical bundle identification, (2) structural classification of lexical bundles, and (3) functional classification of lexical bundles.

Lexical bundle identification

The lexical bundle identification began with the data preparation for the analysis by the AntConc3.2.4w computer program. Any irrelevant contents in the texts (such as abstracts' titles, presenters' biodata, headers, footers, anomalous capitalizations, paragraph breaks, and column layouts) were excluded from the target texts to ensure smooth and accurate data processing. The texts were then proofread and the typographical errors were corrected. The last step for the data preparation is to save the texts in *Plain Text* format (**.txt file*) to meet the requirement of the AntConc3.2.4w program.

Once the step of the data preparation was completed, the lexical bundles in the texts were analyzed and identified by an automated corpus tool based on three criteria: the cut-off frequency, the occurrence of lexical bundles, and the length of word combinations. Finally, a list of lexical bundles was generated. The criteria for identifying lexical bundles are explained in detail below.

1) Cut-off frequency

The purpose of using this criterion is to determine the number of lexical bundles to be included in the analysis. Cut-off points are arbitrary depending on the scope of each study. Scholars and researchers have proposed various cut-off points. The cut-off frequency range for large corpora is from 20 to 40 times per million words (Biber et al., 2004; Cortes, 2004; Hyland, 2008a, 2008b), whereas the raw cut-off frequency range for small corpora is from 2 to 10 times (Altenberg, 1998; De Cock, 1998). The times of the occurrences of a bundle in a small corpus were calculated to check whether its normed rate met the specified cut-off point set for the study or not. The formula for calculating a normed rate of a lexical bundle is as follows:

$$\frac{\text{Times of occurrences}}{\text{Number of words in the corpus}} \times 1,000,000$$

<div align="right">(Biber & Barbieri, 2007)</div>

Example:

$$\frac{3}{15,000} \times 1,000,000 = 200$$

According to the calculation of the above example, a bundle that occurs three times (raw frequency) in a corpus of 15,000 words would have a normed rate of 200 times per million words. If the frequency cut-off point set is 20 times per millions, this particular word combination would be considered as a lexical bundle. Therefore, this study applied the cut-off point of three raw frequencies since it exceeded the desired cut-off point of the study which was at least 20 times in a corpus of one million words.

2) Occurrences of lexical bundles

The concept of occurrences of individual lexical bundle was adopted in generating a list of lexical bundles. According to Biber and Barbieri (2007), when counting the occurrences of a lexical bundle, the restrictions on the distribution of different texts are also taken into account to reduce the inflated rates. A lexical bundle must occur in at least 3-5 texts (Biber & Barbieri, 2007; Cortes, 2004) or 10% of the texts (Hyland, 2008b) to avoid the idiosyncrasies of individual writers or speakers. The concept proposed by Biber and Barbieri (2007) and Cortes (2004) was applied in the study. In other words, a bundle must recur in at least 3-5 different texts

to be considered as a lexical bundle. Any bundles that do not meet this requirement will not be included in the corpus and will be discarded from further analysis.

3) Length of word combinations

According to Hyland (2008a), four-word combinations are more common than five-word combinations, and their structures and functions are also clearer. However, the findings of the preliminary pilot study revealed that the study should not only explore four-word lexical bundles but should include three- word lexical bundles as well. Phase I and Phase II of the study therefore investigated three-to five-word lexical bundles. Besides, shorter word combinations which were parts of longer word strings and shared the same amount of frequency and contexts were included in the lexical bundle list to reflect their actual occurrences. For example, the three-word lexical bundle *'is known about'* and the four-word lexical bundle *'little is known about'* were identified in *Move 1 Submove 2 - Stating a problem* and appeared in the same texts (Abstract#2, Abstract#408, and Abstract#486). Both lexical bundles were separately included in a list of three-word and four-word lexical bundles, respectively. Examples:

1) While there exists a body of research that asserts that boys and girls acquire literacy differently and hence become differently literate, ***little is known about*** the Asian school context.

   ('*is known about*' and *'little is known about'*, Abstract# 2, italic added)

2) The growing number of studies has indicated their positive effects on students' learning performance, especially learning to write. Yet, ***little is known about*** teachers' perception of the assessments.

   ('*is known about*' and *'little is known about'*, Abstract# 408, italic added)

3) In the realm of general education and foreign language (FL), the notions of lifelong learning have been extensively practiced. However, ***little is known about*** how teachers have conceptualized lifelong learning.

   ('*is known about*' and *'little is known about'*, Abstract# 486, italic added)

Structural classification of lexical bundles

After getting a list of lexical bundles for the study, the next step is to analyze their structures by using an adapted framework based on Biber et al.'s (2004) study as mentioned in detail in the earlier part. To ensure the reliability of the results from this analysis, a second rater was asked to get involved in this process. The researcher started analyzing the structures of these lexical bundles first. Then a second rater, an expert in the field, conducted an analysis on a total of 25% of these lexical bundles and assigned codes for their structural classification. At the end, the results

from the coding of the researcher and the second rater were compared. Prior to the result comparison, a percentage of agreement was prepared in order to clarify a level of inter-coder reliability based on similarities and differences. If the level of inter-coder reliability meets the agreed criteria, it is considered that the researcher is capable of analyzing the structures of lexical bundles in the corpus independently.

Functional classification of lexical bundles

Apart from the structural classification, the functional classification of lexical bundles is also a focus of the present study. An adapted framework based on Hyland's (2008a, 2008b) functional taxonomy was applied in this study. According to Cortes (2013), the bottom-up methodology should be used to find out the communicative functions of lexical bundles in context. Therefore, the bottom-up approach was applied for the functional analysis of lexical bundles in the study. However, Hyland (2008b) stated that at least 17% of cases in a corpus should be checked against their contexts to ensure that they function according to their assigned categories. In the present study, all of the cases in the corpus were checked to ensure the reliability of the analysis. Moreover, a second (expert) rater was asked to analyze the functions of lexical bundles like in the process of the structural classification. Similarly, the results from the researcher and the second rater were then compared based on a percentage of agreement. If the level of inter-coder reliability is satisfactory, it is considered that the researcher is capable of analyzing the functions of lexical bundles in the corpus independently.

3.5 Software Program for Identifying the Linguistic Features and Forms of Lexical Bundles

A computer software program called "*AntConc3.2.4w*" program was used as a tool for identifying linguistic features and forms of lexical bundles in the corpus of the study. The AntConc3.2.4w program is a freeware concordance program developed by Professor Lawrence Anthony for conducting his corpus linguistics research. This software program can be downloaded via the internet from the website link <http://www.antlab.sci.waseda.ac.jp/software.htm>. It can be run in Windows or Linux operating systems. Although there are many other software programs to be used for text analysis, the AntConc3.2.4w program was chosen because it is one of

the most reliable and widely used text analysis tools in corpus-based research studies. This program has enough and appropriate tools to help identify significant linguistic features and provides other useful tools for the lexical bundle analysis in the study.

The main analytical tools used in this study are the Cluster (or N-Grams) tool and the Concordance tool. Both tools are very useful for the lexical bundle analysis although their functions are different from each other. When using the Cluster or N-Grams tool, the search conditions related to "*N-Gram Size*" and "*Minimum N-Gram Frequency*" are specified. Then the entire corpus is scanned to search for the '*N*' length (e.g. 1 word, 2 words) clusters that fall into the specified conditions. On the other hand, the Concordance tool shows the search results in a '*KWIC*' (*Key Word In Context*) format to inform how words and phrases appear in texts.

3.5.1 Steps for using AntConc3.2.4w program

Steps for using the AntConc3.2.4w program for lexical bundle identification and classification are as follows:

Target File Loading

To load the target files which have been saved in a *Plain Text* format (.txt documents), click "*Open Dir*" or "*Open File(s)*" in the drop-down list of the "*File*" menu to navigate the designated folder location. This step is illustrated in Figure 3.1 and 3.2 below.
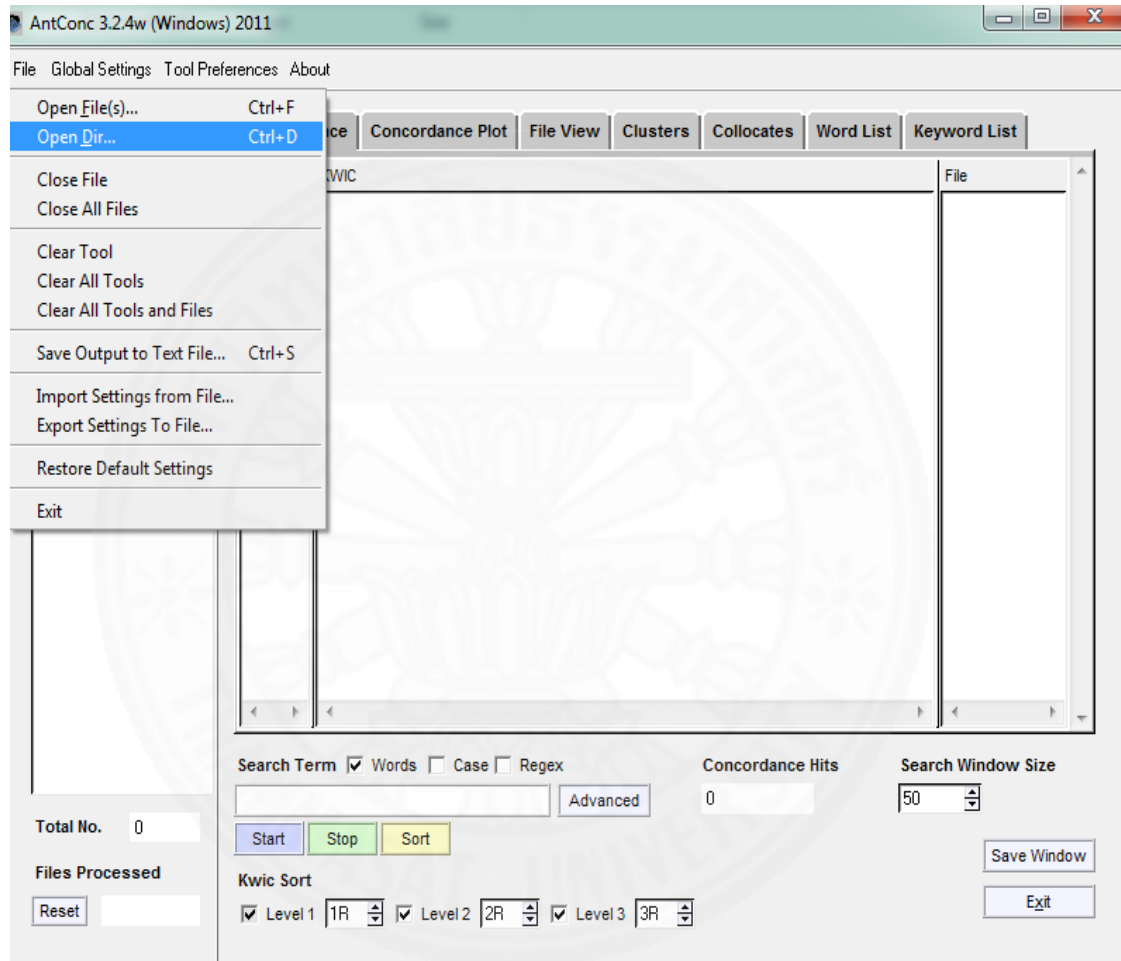
Figure 3.1: AntConc3.2.4w program screenshot showing how to load the target files
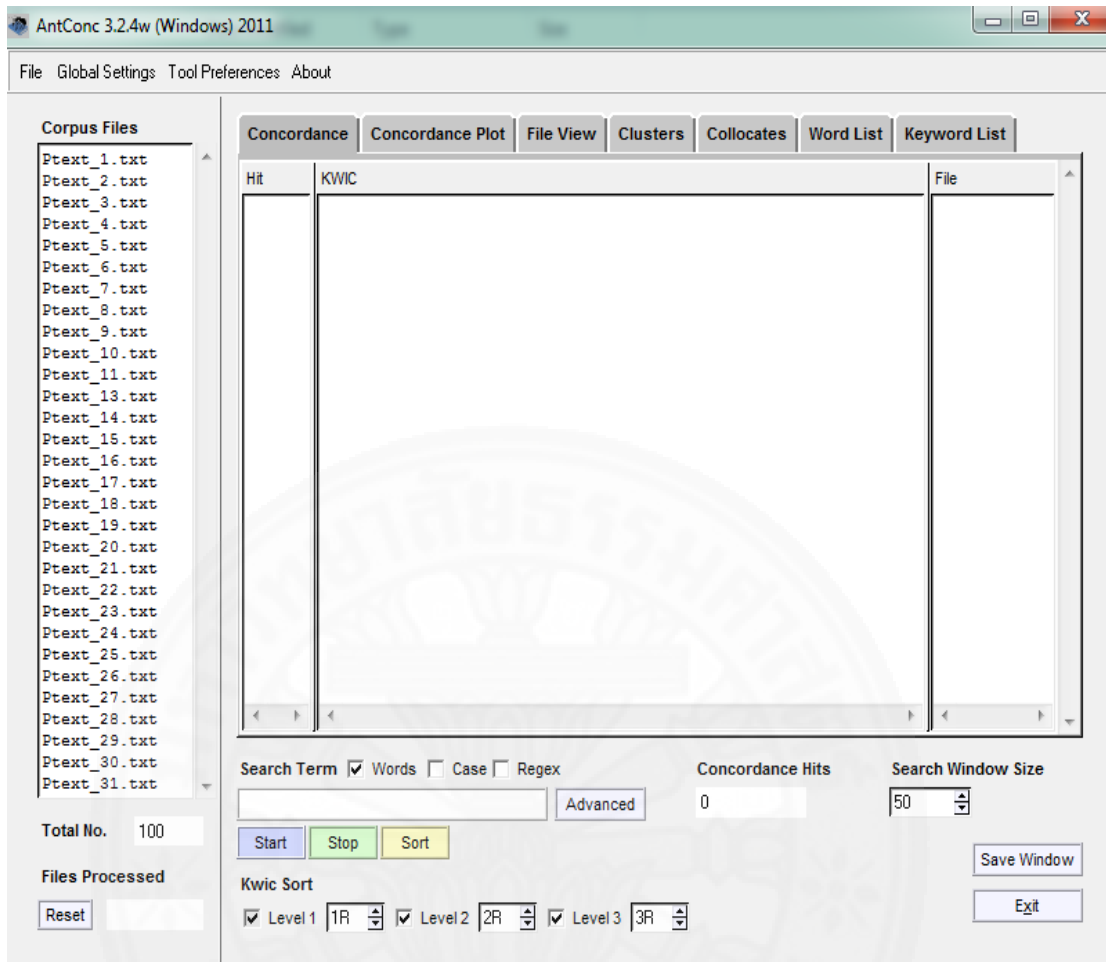
Figure 3.2: AntConc3.2.4w program screenshot showing the loaded target files in a *Plain Text* format

Hide Tag Option Setting

Tags are codes inside corpus files. Before generating a list of collocation for the study, the "*Hide tags*" option in the "*Global Settings*" menu must be selected so that the tags in the corpus files are not displayed. Click the "*Global Settings*" Menu. Then scroll down the drop-down list of the "*Category*" menu and choose "*Tag Settings*" as shown in Figure 3.3. Tick the "*Hide tags*" option in the "*Tag Settings*" part.
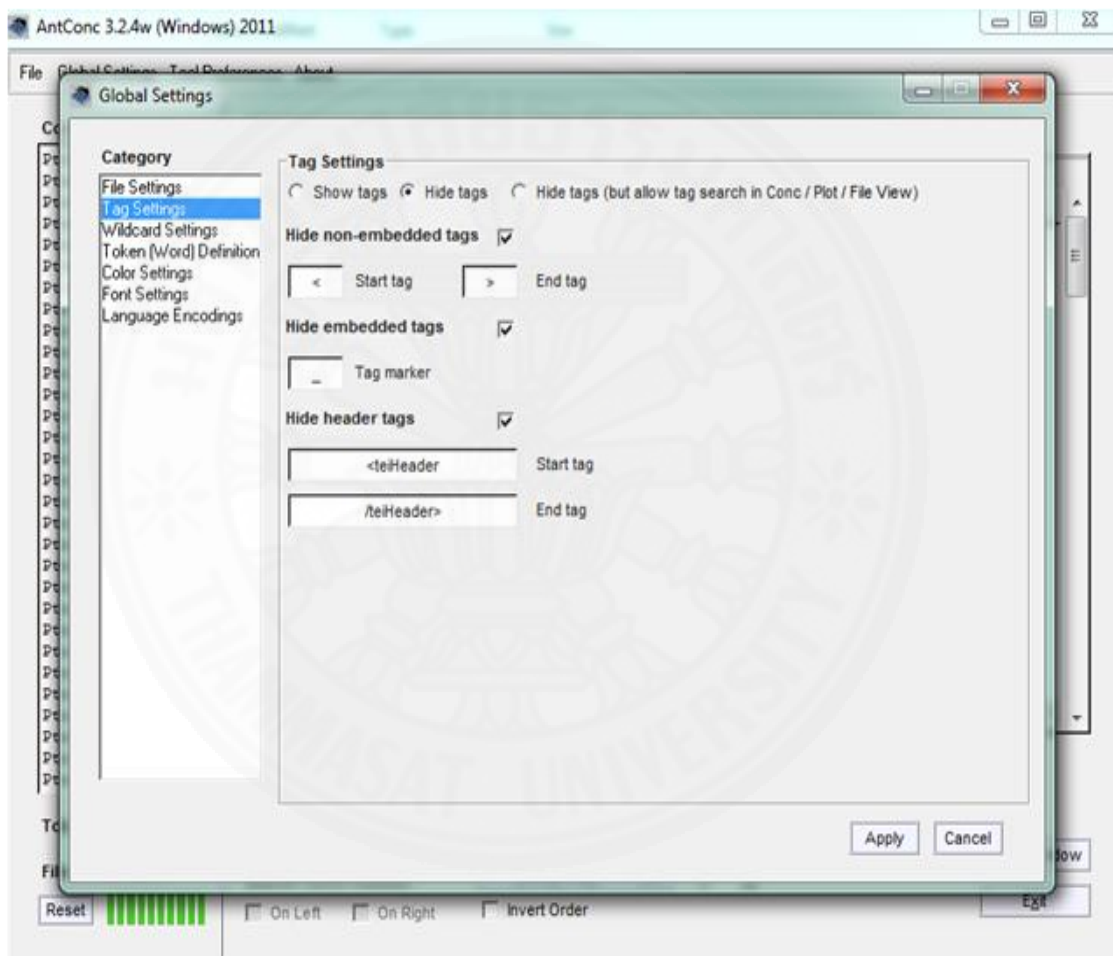
Figure 3.3: AntConc3.2.4w program screenshot showing how to choose the "*Hide Tags*" option in the "*Global Settings*" window

Punctuation Option Setting

As shown in Figure 3.4, the "*Token (Word) Definition*" can be chosen from the drop-down list of the "*Category*" menu within the "*Global Settings*" window. Then the "*Punctuation*" option can be ticked. This option must be selected so that any contracted forms in the collocation would appear as one word.
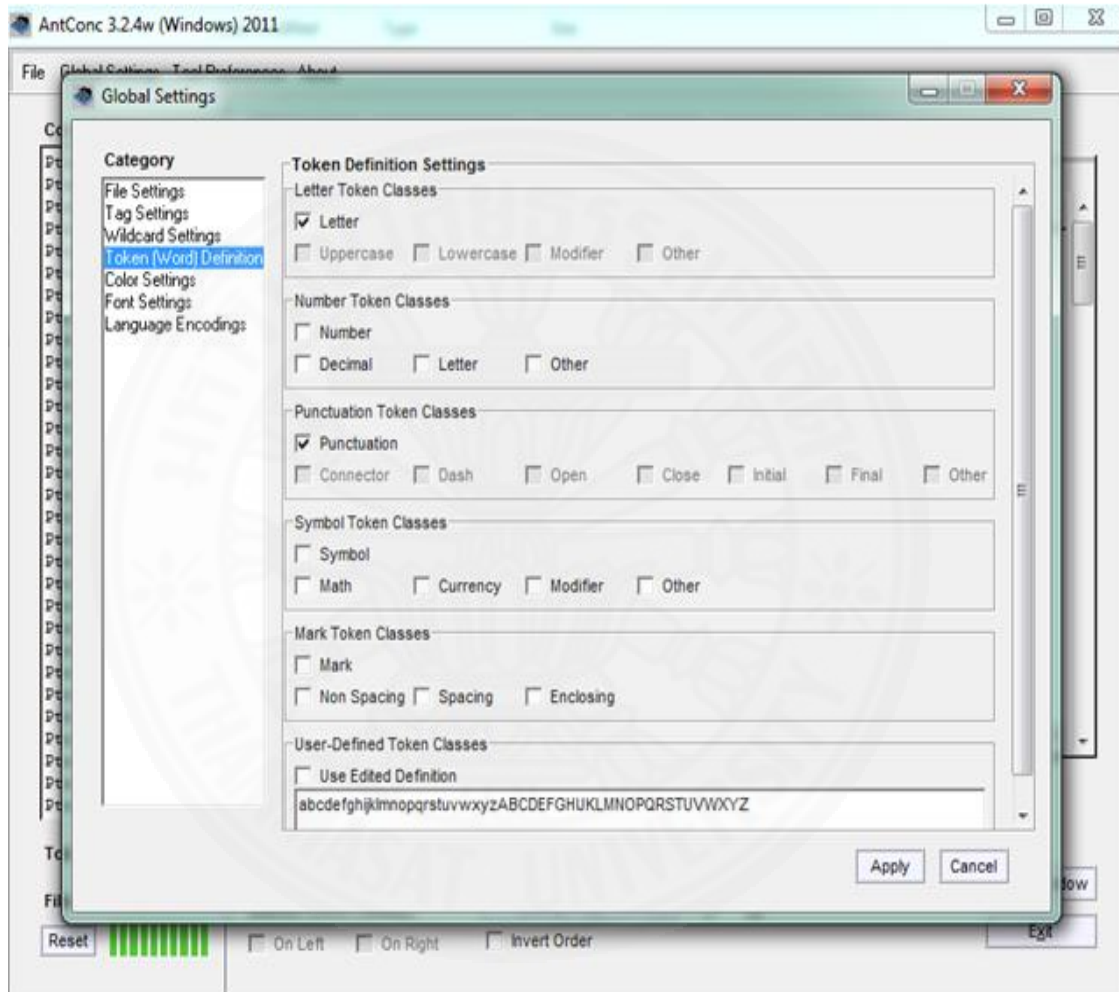
Figure 3.4: AntConc3.2.4w program screenshot showing how to choose the "*Punctuation*" option in the "*Global Settings*" window

Case-insensitive Option Setting

Click the "*Tool Preferences*" main menu. Then choose "*Clusters*" from the drop-down list of the "*Category*" menu. The "*Clusters Preferences*" options will appear. In the "*Other Options*" part, tick the "*Treat all data as lowercase*"option. This option must be selected to ensure that the generated list of words is in the case-insensitive mode. In other words, the letter cases (upper-case or lower-case) will not be taken into consideration. For example, the words *'The presentation will'* and *'the presentation will'* in Figure 3.6 are considered as the same group of words regardless of the letter cases.
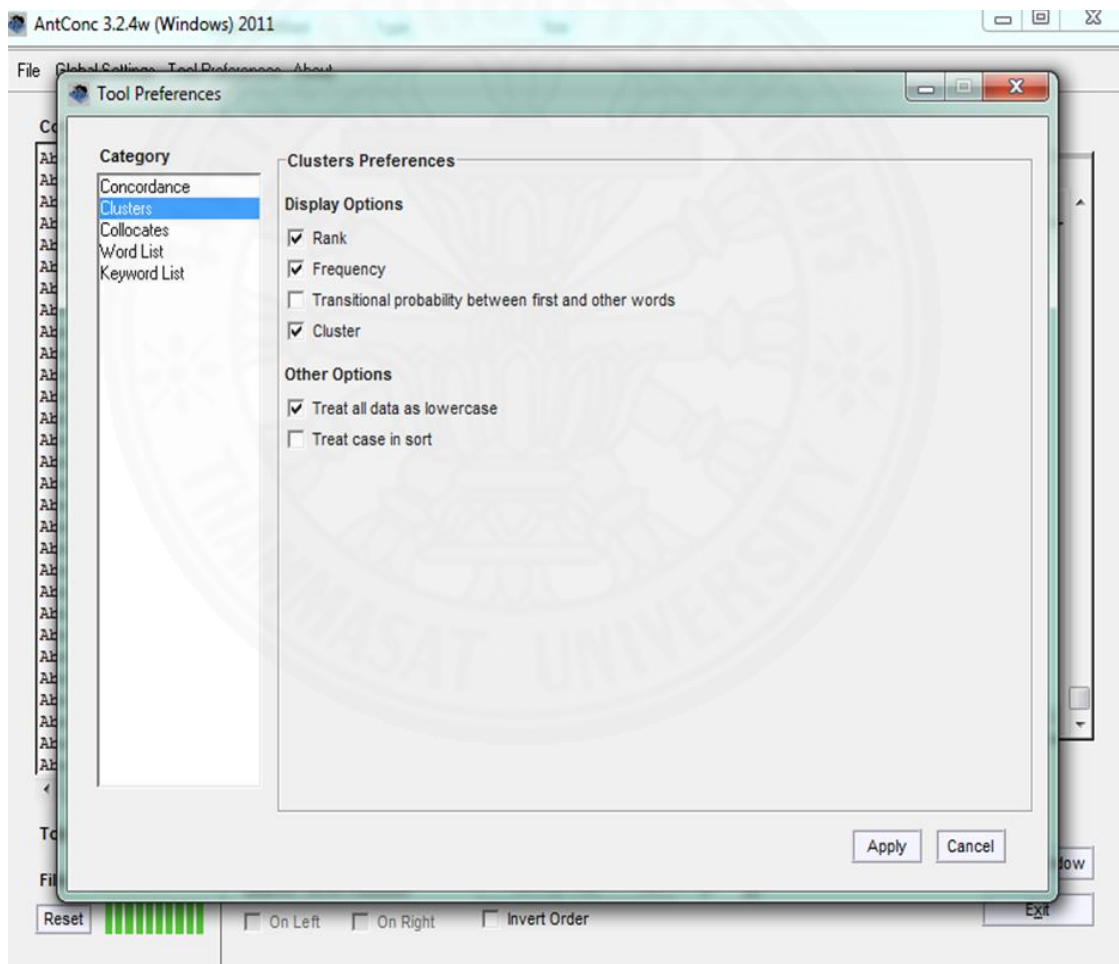
Figure 3.5: AntConc3.2.4w program screenshot showing how to choose the case option in the "*Tool Preferences*" window
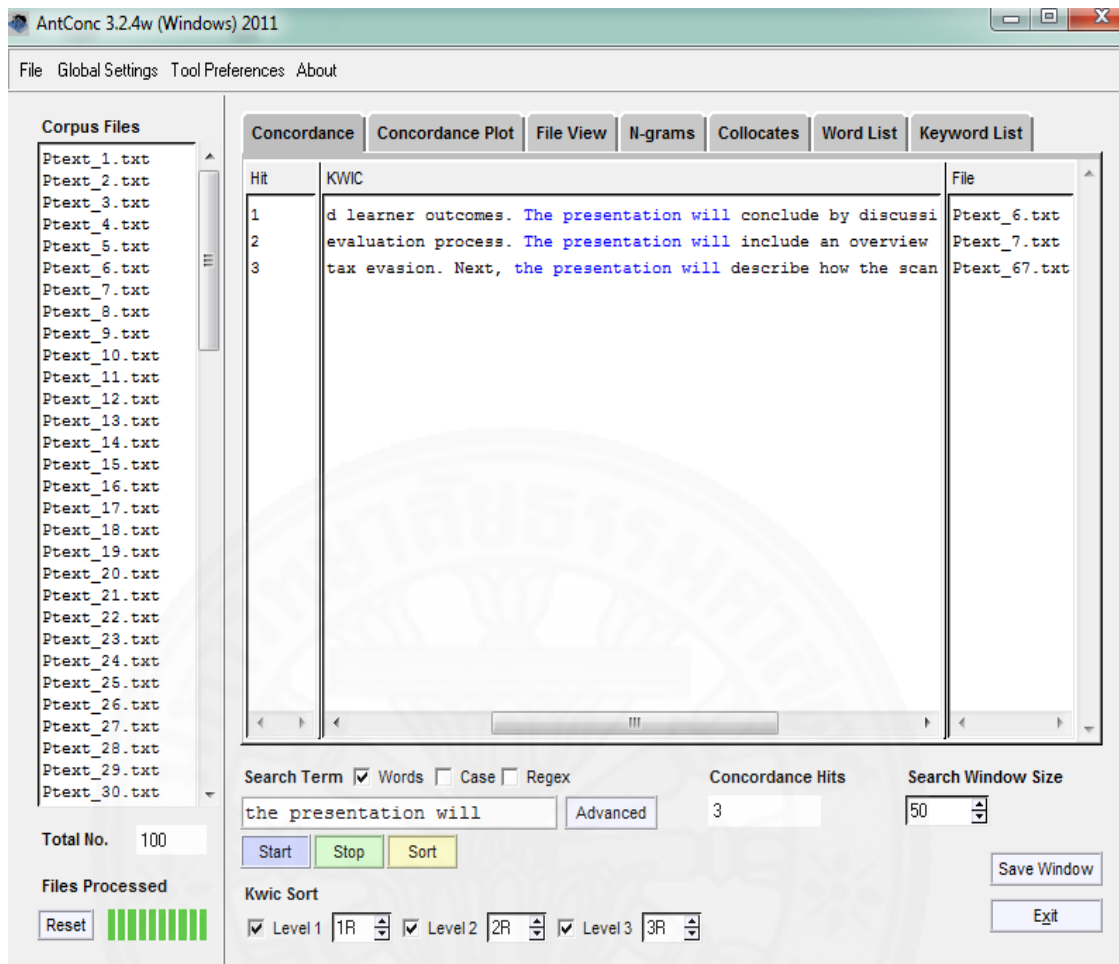
Figure 3.6: AntConc3.2.4w program screenshot showing samples of clusters to be treated in the case-insensitive mode

N-Grams Option Setting

In the AntConc3.2.4w program, the N-gram frequencies can be set by choosing the "*N-Grams*" option. The details of N-grams including the N-Gram size and the minimum (Min.) N-Gram frequency can then be specified for the search tool. Once these features of the N-grams have been set, the entire corpus will be scanned by the search tool to find the '*N*' length clusters. In the present study, an appropriate raw frequency for the target corpus is set so that the search tool can generate a list of lexical bundles that appear at least twenty times per million words. An example is shown in Figures 3.7, 3.8, and 3.9 where the N-Gram Size is set for three to five, and the minimum N-gram frequency is set for three. With these conditions, only three- to five-word clusters occurring in at least three times are listed as the results of the search tool as shown in Figure 3.10.
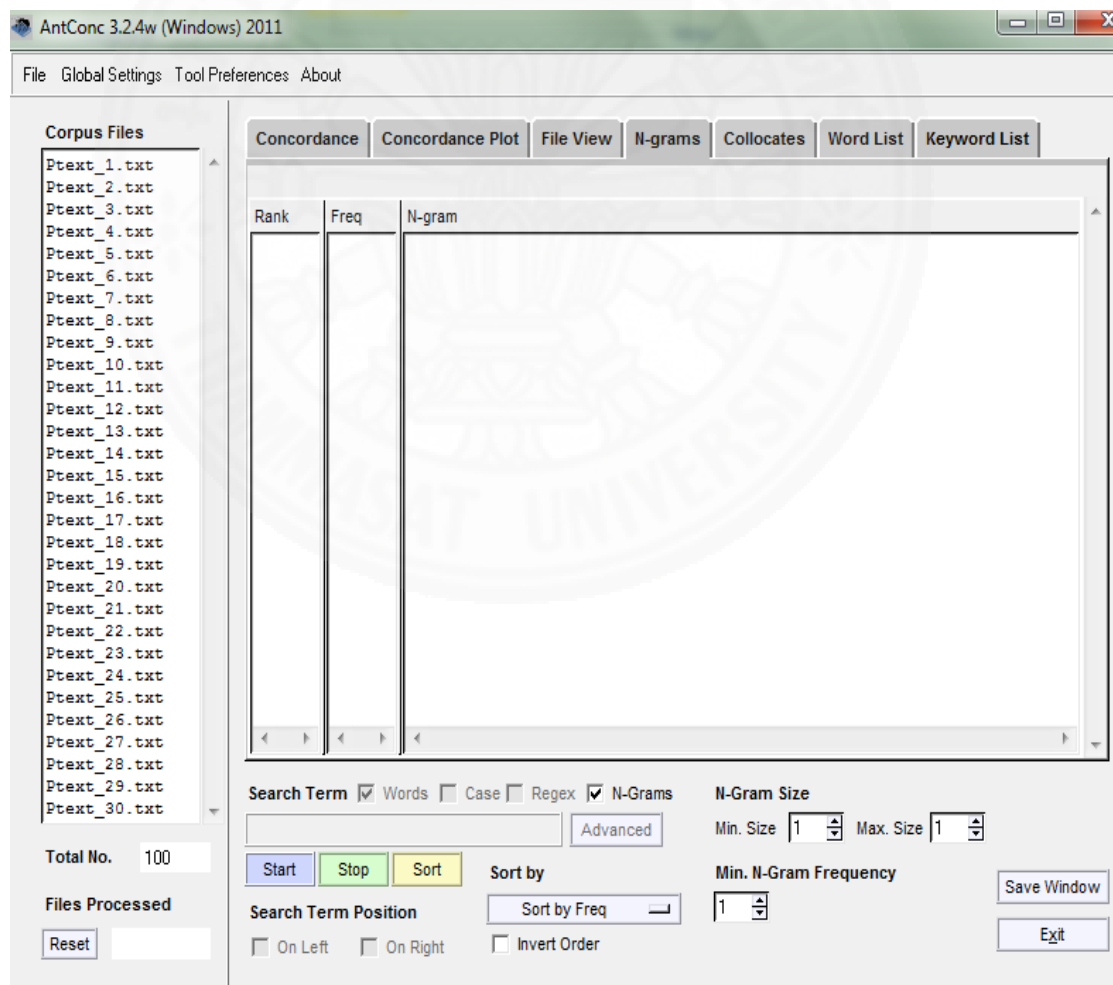
Figure 3.7: AntConc3.2.4w program screenshot showing how to set N-grams
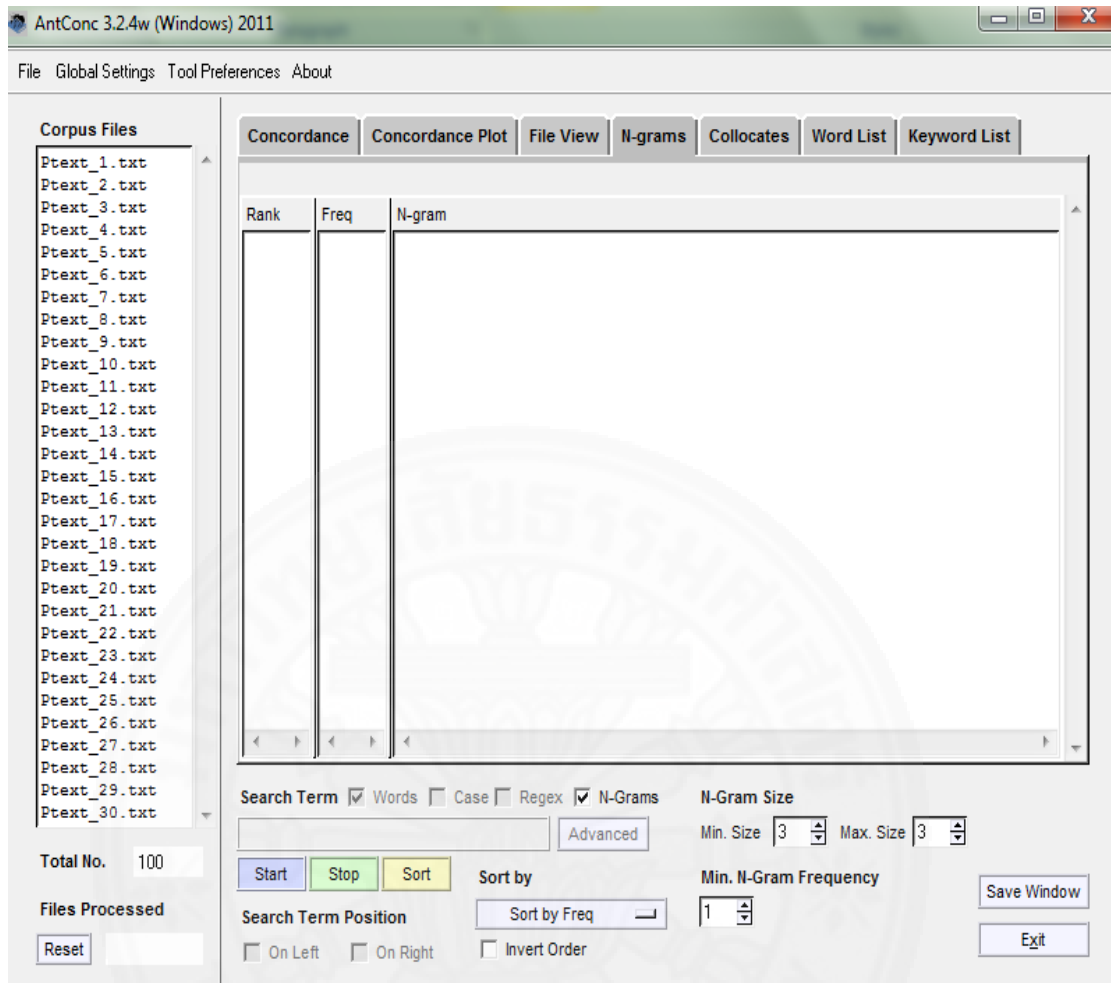
Figure 3.8: AntConc3.2.4w program screenshot showing how to choose N-Gram Size
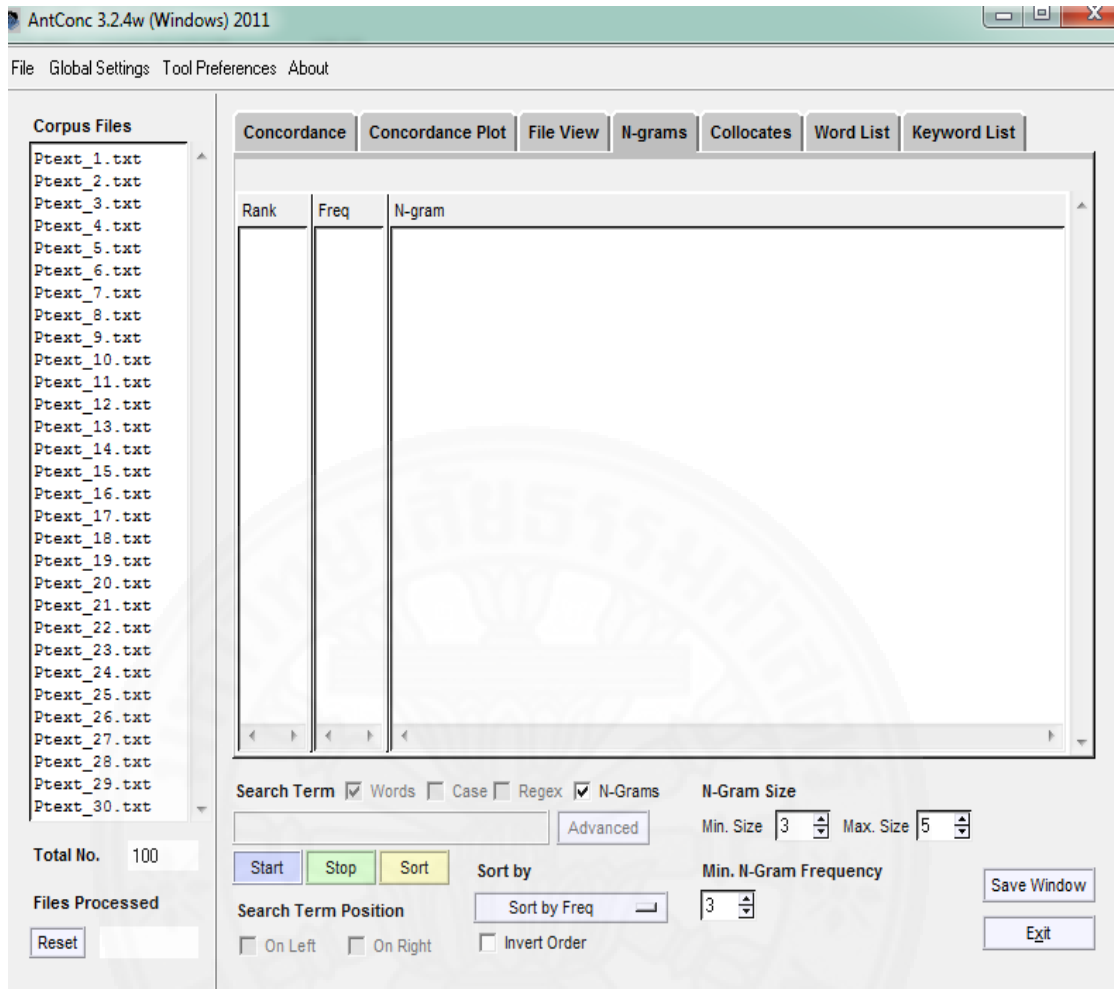
Figure 3.9: AntConc3.2.4w program screenshot showing how to set minimum N-Gram Frequency

Figure 3.10: AntConc3.2.4w program screenshot showing the results when setting the N-Gram features as shown in Figure 3.7

3.5.2 AntConc3.2.4w program application

Concordance tool for identifying linguistics features

The concordance tool in the AntConc3.2.4w program was used to check the occurrence of modal verbs and personal pronouns in texts. The results were then manually rechecked by the researcher. Examples of the results derived from the concordance tool when identifying the occurences of the words *'can'* and *'they'* are shown in Figures 3.11 and 3.12, respectively.

Figure 3.11: AntConc3.2.4w program screenshot showing the searching results for the word *'can'*

Figure 3.12: AntConc3.2.4w program screenshot showing the searching results for the word *'they'*

Concordance tool for checking the lexical bundle distribution

The concordance tool in the AntConc 3.2.4w program was used to check the distribution of individual lexical bundles to avoid writers' idiosyncracies. For example, the five-word lexical bundle *'English as a foreign language'* occurs five times in five different texts as shown in Figure 3.13. The screenshot shows that this individual lexical bundle appears in five differecnt texts (#1, #22,#24, #64, and #98) and is not used by the same author. This lexical bundle is, therefore, considered a lexical bundle and included in further analyses of grammatical structures and discourse functions.

Figure 3.13: AntConc3.2.4w program screenshot showing the texts that contain the target lexical bundle

Concordance tool for functional classification of lexical bundles

The concordance tool in the AntConc3.2.4w program was used in the functional classification of individual lexical bundles. This is because the results would show how each lexical bundle is used in different texts. After clicking the "*Concordance*" menu, the researcher can type a target word in the textbox and then click the "*Start*" button. As a result, all contexts with this specific key word are shown on the screen. The researcher can then click on the key word of each context to further examine its function and its context in detail. An example is shown in Figure 3.14. The three-word lexical bundle *'aims to investigate'* was used in five different contexts (Texts#12, #45, #59, #92, and #93). By clicking on the lexical bundle in each context, the researcher can further analyze the occurrence of this lexical bundle in its own context.

Figure 3.14: AntConc3.2.4w program screenshot showing the target lexical bundle in different contexts

3.6 Coder

Coders play an important role in text analyses. They analyzed texts according to the selected frameworks and criteria. A text analysis is, therefore, affected by the coders' qualifications, expertise and understanding of the coding systems and frameworks. Shohamy et al. (1992) pointed out that the backgrounds of the coders, the coder training, and the coding scheme should be considered to avoid subjectivity in a text analysis.

The researcher was not the only coder in the study. Two more experts were also invited to be co-coders. Thus, there were a total of 3 coders participated in this study. These co-coders are experts in their fields of studies, and they both have appropriate qualifications, competence and knowledge for the study. The first co-coder is an expert in genre and move analyses. She is a university-level English instructor with a doctoral degree in English Language Studies. She has an extensive experience in conducting research studies on genre analysis and she is also familiar with contents on Applied Linguistics and English Language Teaching and Learning. The second co-coder is an expert in lexical bundle analysis. Like the first co-coder, the second co-coder is an English instructor at a university level. She is knowledgeable about academic genres and familiar with contents on Applied Linguistics and English Language Teaching and Learning. Additionally, she has conducted research studies on formulaic language and lexical bundles.

Before starting the process of the text analysis, all coders (the researcher and two co-coders) were asked to attend a training session on move analysis and lexical bundle analysis so that they would be familiar with the coding systems and the selected frameworks for this study. The possible linguistic exponents and signals of moves and steps were also discussed in the training. To have a clearer understanding of the analysis, all of the coders practiced their coding skills with a total of 5 sample texts first. These sample texts were not included in the corpus of the study. After that, the researcher and the co-coders went through each text together to check and discuss any coding disagreements in order to reach an absolute conclusion. Finally, each coder independently investigated 25% of each subset of the sample size to prepare for the reliability assessment.

3.7 Reliability Assessment

To ensure the reliability in a text analysis, a reliability assessment should be applied with two types of reliability assessment: inter-rater reliability assessment, and intra-rater reliability assessment.

3.7.1 Inter-rater Reliability Assessment

An inter-rater reliability assessment aims at ensuring the level of agreement among different coders in a text analysis. There are two approaches for an inter-rater reliability assessment depending on the basis of calculation: (1) a Cohen's Kappa value, and (2) a percentage of agreement (Kanoksilpatham, 2007). Each calculating method has its own strengths and weaknesses. Kappa value takes chance agreements among coders into consideration (Orwin, 1994 as cited in Biber et al. (2007). The percentage of agreement reflects the number of agreements per total number of coding decisions (Biber et al., 2007). Therefore, the study used both approaches to indicate both chance agreement and the number of agreements. Steps for an inter-rater reliability assessment are as follows:

Step 1: Independent analysis by each coder

According to Kanoksilpatham (2005), at least 20% of the data must be independently analyzed by each coder before analyzing the results by an inter-coder reliability assessment. In this study, each coder independently analyzed 25% of the randomly-selected texts in each subset of the sample size which result in 8 abstracts for the pilot study (7.5 was rounded up to 8), 25 abstracts for Phase I, and 38 abstracts for Phase II (37.5 was rounded up to 38).

Step 2: Calculation of inter-coder reliability by Cohen's Kappa

Cohen's Kappa assessment (Cohen, as cited in Orwin, 1994) was used to assess the reliability of an analysis by different coders. The formula for calculating Cohen's Kappa (K) value is as follows:

$$K = \frac{Pr\,(a) - Pr\,(e)}{1 - Pr\,(e)}$$

Pr (a) is the relative observed agreement among raters. Pr (e) is the hypothetical probability of chance agreement (Gwet, 2012). The results from Step 1 of the inter-rater reliability assessment were calculated by using Cohen's Kappa

assessment presented in Step 2. The Kappa or *K* value was checked against the list of the inter-rater agreement to see whether it was acceptable or not. According to Brown (1996), the Cohen's Kappa value has a lower limit of 0.00 and an upper limit of 1.00. The levels of agreement among raters were interpreted from the *K* value as follows:

<u>Kappa</u>   <u>Agreement</u>
<0.40   Poor
0.40-0.59   Fair
0.60-0.74   Good
> 0.74   Excellent

(Orwin, 1994 as cited in Kanoksilpatham, 2005)

The acceptable Kappa value of the study is more than 0.74 (Excellent) to ensure that the researcher's results are in tune with those from other co-coders. This means that the researcher is considered as reliable enough to continue analyzing the rest of data independently. In case of any disagreements, the researcher and the co-coders must discuss with each other in order to get a consensus for each of the disagreements.

Step 3: Calculation of inter-coder reliability by percentage of agreement

The percentage of agreement conveys the level of inter-coder reliability and similarities/differences (Kanoksilapatham, 2005). The formula for calculating a percentage of agreement is as follows:

$$\frac{A}{(A+D)} \times 100$$

"A" is the number of agreements. "D" is the number of disagreements. In a move analysis, an "agreement" means that the coders' move units are identical in terms of move identifications and move sequences. The results from Step 1 of the inter-rater reliability assessment were calculated by using the percentage of agreement formula presented in Step 3.

3.7.2 Intra-rater Reliability Assessment

An intra-rater reliability assessment was used to ensure the reliability and the consistency of the analysis conducted by a particular researcher. The same texts were re-analyzed after a two-week interval by the same researcher to check the level

of reliability and consistency (Mahzari & Maftoon, 2007; Jalilifar, 2010). The formula for calculating a percentage of agreement in an intra-rater reliability assessment is as follows:

$$\frac{A}{(A+D)} \times 100$$

"A" is the number of agreements. "D" is the number of disagreements. In the study, 25% of the data from Phase I and Phase II (25 abstracts for Phase I and 38 abstracts for Phase II) were re-analyzed by the researcher after a month interval.

3.8 Pilot Study

Before the main study, a pilot study was conducted to check the feasibility of the research study and to improve the research design. The corpus of the pilot study is 30 English conference abstracts from the Thailand TESOL International Conferences totaling 4,043 words. These abstracts were randomly selected through a simple random sampling method and they were not included in the main study. In the pilot study, these abstracts were analyzed in terms of abstract types, move frequency, move sequences, linguistic features, and lexical bundles. The preliminary findings of the pilot study revealed some insights into the corpus as explained in the following parts.

3.8.1 Research Question 1

What are the types of English abstracts presented in Thailand TESOL International Conferences?

Each of the thirty abstracts in the pilot study was first explored to identify the abstract type to see whether it was a descriptive (indicative) abstract or an informative abstract. Each abstract was also investigated regarding the numbers of words, the average word length, and the minimum and maximum word length per abstract. The results are summarized in Table 3.6.

Type of abstracts	Number of abstracts (N = 30)		Number of words (N = 4,043)	Average words	Min/Max
	Occurrence	Percentage			
Descriptive abstract	19	63.33	2,331	122.68	82/150
Informative abstract	11	36.66	1,712	155.63	102/223

Note: N = the total number of abstracts in this study

Table 3.6: Number of descriptive abstracts and informative abstracts in pilot study

The findings indicated that there were more descriptive abstracts than informative abstracts in the corpus of the pilot study (see Appendices D and E). There were 19 descriptive abstracts (63.33%) and 11 informative ones (36.66%). The total number of words of the descriptive abstracts was 2,331 with an average of 122.68 words per abstract, whereas the total number of words of the informative abstracts was 1,712 with an average of 155.63 words per abstract. As shown in these results, the maximum and the minimum number of words per abstract varied greatly. The maximum number of words in descriptive abstract samples was 150 and the minimum number of words was only 82. There were 223 words in the longest informative abstract sample and 102 words in the shortest one.

3.8.2 Research Question 2

What are the generic features of English abstracts presented in Thailand TESOL International Conferences?

To answer the second research question, the abstracts in the corpus of the pilot study were analyzed in terms of their move frequency and move patterns using Santos' (1996) five-move model (*Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 4: Summarizing the results*, and *Move 5: Discussing the research*). The move frequency of the abstracts in each type are illustrated separately in the following parts. The move frequency of the descriptive abstracts in the pilot study are shown in Table 3.7.

Move	Frequency of occurrence (N = 19)
Move 1: Situating the research	**17 (89.47%)***
Submove 1A - Stating current knowledge and/or	17
Submove 1B - Citing previous research and/or	0
Submove 1C - Extended previous research and/or	0
Submove 2 - Stating a problem	1
Move 2: Presenting the research	**14 (73.68%)***
Submove 1A - Indicating main features and/or	12
Submove 1B - Indicating main purpose and/or	0
Submove 2 - Hypothesis raising	2
Move 3: Describing the methodology	**3 (15.78%)****
Move 4: Summarizing the results	**0**
Move 5: Discussing the research	**5 (26.31%)****
Submove 1 - Drawing conclusions and/or	2
Submove 2 - Giving recommendations	3
Structuring the presentation*	**12 (63.15%)***

Note: * = Obligatory move
    ** = Optional move
    ***= newly added move
    N = the total number of abstracts in this study
    % = the occurrence frequency of a move

Table 3.7: Move frequency of descriptive abstracts in pilot study

As seen in Table 3.7, all five moves were identified in the descriptive abstracts of pilot study. Four moves (Move 1, Move 2, Move3, and Move 5) were from Santos' (1996) model. The findings revealed a new move which was called *Structuring the presentation (STP)*. The *STP* move was added as the last move in the sequence after *Move 5: Discussing the research* due to its recurrent position. The most frequent move was *Move 1: Situating the research* with the frequency of occurrence at 89.47% (17 instances), followed by *Move 2: Presenting the research* (73.68% and 14 occurrences) and the *Structuring the presentation* with a frequency of 63.15% (12 instances). Based on the cut-off point of 60%, the descriptive abstract samples had three obligatory moves: *Move 1: Situating the research* move, *Move 2: Presenting the research*, and the *STP* move since their frequency of occurrence was

over 60%. There were two optional moves: *Move 3: Describing the methodology* and *Move 5: Discussing the research*. Regarding the occurrence of submoves, only the *Stating current knowledge* submove and the *Stating a problem* submove were found in Move 1. For Move 2, only the *Indicating main features* submove and the Hypothesis *raising* submove were used. For Move 5, both submoves were found. The *Giving recommendations* submove occurred slightly more frequently than the *Drawing conclusions* submove.

The informative abstracts in the pilot study were also analyzed using the same move model as the descriptive abstracts samples. Table 3.8 presents the move frequency of the informative abstracts in the pilot study.

Move	Frequency of occurrence (N = 11)
Move 1: Situating the research	**7 (63.63%)***
Submove 1A - Stating current knowledge and/or	7
Submove 1B - Citing previous research and/or	1
Submove 1C - Extended previous research and/or	2
Submove 2 - Stating a problem	1
Move 2: Presenting the research	**11 (100%)***
Submove 1A - Indicating main features and/or	8
Submove 1B - Indicating main purpose and/or	3
Submove 2 - Hypothesis raising	0
Move 3: Describing the methodology	**8 (72.72%)***
Move 4: Summarizing the results	**11 (100%)***
Move 5: Discussing the research	**5 (45.45%)****
Submove 1 - Drawing conclusions and/or	3
Submove 2 - Giving recommendations	2
Structuring the presentation**	**0**

Note: *   = Obligatory move
** = Optional move
***= newly added move
N = the total number of abstracts in this study
% = the occurrence frequency of a move

Table 3.8: Move frequency of informative abstracts in pilot study

As shown in Table 3.8, five moves were identified in the informative abstract samples (*Move 1: Situating the research*, *Move 2: Presenting the research*,

Move 3: Describing the methodology, and *Move 5: Discussing the research*). Unlike the descriptive data, the *Structuring the presentation* move was not found. There were four obligatory moves in the informative abstract samples: *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and *Move 4: Summarizing the results*. The data indicated only one optional move which was *Move 5: Discussing the research*. All submoves, excepting for *Move 2 Submove 2 - Hypothesis* raising, were identified. In Move 1, *Submove 1A - Stating current knowledge* had the highest frequency of occurrence. For Move 2, only *Submove 1A - Indicating main features* and *Submove 1B - Indicating main purpose* were used. The *Indicating main features* submove occurred more frequently than the *Indicating main purpose* submove. For Move 5, the *Drawing conclusions* submove occurred more frequently than the *Giving recommendations* submove.

According to the findings on move frequency of the abstracts in the pilot study, a new communicative move called *Structuring the presentation (STP)* was identified. The function of the *STP* move is to convey structures, activities, or contents of the forthcoming presentation to readers or prospective audiences. An example of the *STP* move is shown below.

Example:

> The presenter will share NEAS' insights into quality management in ELT though exploration of these questions. Areas that managers could focus on when creating and maintaining a quality ELT center will be highlighted and participants will have the opportunity to discuss and share their experience with others.
>
> (Abstract# 107)

Move Patterns

According to Lores (2004), different types of abstracts have different rhetorical structures. Therefore, the abstracts in each type (descriptive and informative abstracts) were analyzed separately using Santos' (1996) five-move model. The results from the move sequence analysis of the descriptive abstracts are presented first. Table 3.9 shows the move patterns of the descriptive abstracts in the corpus of the pilot study. The move patterns are listed in decreasing order of frequency.

No	Move pattern	Number of descriptive abstracts (N=19)	Percentage (%)
1	M1-STP	5	26.31
2	M1-M2	3	15.78
3	M2-M1-STP	3	15.78
4	M1-M2-M5	2	10.52
5	M1-M2-STP	2	10.52
6	M2-M3	1	5.26
7	M2-M3-M5	1	5.26
8	M1-M2-M3-M5	1	5.26
9	M1-M2-STP-M5-STP	1	5.26
	Total	**19**	**100**

Note: *N   = the total number of abstracts in this study
     ** %   = the occurrence frequency of a move pattern
     ****STP   = *Structuring the presentation*

Table 3.9: Move patterns of descriptive abstracts in pilot study

As seen in Table 3.9, there were nine distinct move sequences in the dataset of descriptive abstracts in the corpus of the preliminary pilot study. Each of these move patterns consisted of a set of sequential moves ranging from two to five moves. The three most frequently used patterns were M1-STP (26.31%, 5 abstracts), M1-M2 (15.78%, 3 abstracts), and M2-M1-STP (15.78%, 3 abstracts). However, only *Move 1: Situating the research* and *Move 2: Presenting the research* were used as opening moves. It is noticeable that Move 2 was used as an opening move far less frequently than Move 1. Move 1 was used as an opening move in 14 abstracts (73.68%) and 6 move patterns, while Move 2 was used as an opening move in 5 abstracts only (26.31%) and 3 move patterns. It is also found that most of the *Structuring the presentation* move appeared as ending moves. Additionally, the *STP* move appeared as a cycling move in M1-M2-STP-M5-STP sequence.

Table 3.10 shows the move patterns of the informative abstracts in the corpus of the pilot study. The move patterns are listed in decreasing order of frequency.

No	Move pattern	Number of informative abstracts (N=11)	Percentage (%)
1	M1-M2-M3-M4	4	36.36
2	M1-M2-M4-M5	2	18.18
3	M2-M3-M4-M5	2	18.18
4	M2-M3-M4	1	9.09
5	M2-M4-M5	1	9.09
6	M2-M1-M3-M4	1	9.09
	Total	**11**	**100**

Note: *N   = the total number of abstracts in this study
   ** % = the occurrence frequency of a move pattern

Table 3.10: Move patterns of informative abstracts in pilot study

As presented in Table 3.10, there were six different move patterns in the informative abstract samples of the pilot study. Each of these move sequences comprised a set of sequential moves ranging from three to four moves. Comparing with the descriptive abstracts in the corpus, the informative abstracts had slightly fewer move sequences. The three most frequently linear move sequences were M1-M2-M3-M4 (36.36%, 4 occurrences), followed by M1-M2-M4-M5 (18.18%, 2 occurrences) and M2-M3-M4-M5 (18.18%, 2 occurrences). Similar to the previous findings on the descriptive abstracts, *Move 1: Situating the research* and *Move 2: Presenting the research* were used as opening moves. Move 1 was more frequently used as an opening move than Move 2, 6 abstracts (54.55%) in 2 move patterns compared with 5 abstracts (45.45%) in 4 move patterns. The findings revealed that there was no cycling move in the informative abstract samples.

According to Santos (1996), the purpose of *Move 5: Discussing the research* is to inform readers about the usefulness of a research study. He pointed out that some abstracts showed "the loss of Move 5 status" (p. 496) since writers did not directly mention the advantages of their research studies. In the pilot study, three out of ten of the Move 5 occurrences did not convey any information about the usefulness of the research. In other words, they showed the loss of Move 5 status. Some examples of abstracts with the loss of Move 5 status are as follows.

Examples:
   1) Also, some research and pedagogical implications were discussed.

(Abstract# 13)

2) Classroom implications of the schema-theoretic view of reading for ESL reading pedagogy are also discussed.

(Abstract# 82)

3.8.3 Research Question 3

What are the linguistic features of English abstracts presented in Thailand TESOL International Conferences?

A total of 30 abstracts in the pilot study were analyzed in terms of verb tenses, modality, active voice and passive and personal pronouns. This part presents the findings on these four linguistic features of the abstracts in the pilot study.

Verb tense

The finite verbs in the corpus (30 abstracts) were explored to look at their tenses. Table 3.11 shows the number of occurrence and percentage of verb tenses used in different moves. The list is in decreasing order of frequency.

Tense	M 1 (N=107)				M 2 (N=59)			M 3 (N=31)	M 4 (N=43)	M 5 (N=20)		STP (N=43)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Present Simple	81	2	1	4	28	4	9	14	14	10	4	19	190	62.70
Past Simple	3	-	-	-	6	3	-	13	27		1	2	55	18.15
Future Simple	-	-	-	-	9	-	-	1	-	4	1	22	37	12.21
Present Perfect	10	-	-	-	-	-	-	2	-	-	-	-	12	3.96
Present Continuous	6	-	-	-	-	-	-	-	-	-	-	-	6	1.98
Past Continuous	-	-	-	-	-	-	-	1	2	-	-	-	3	0.99
Total	**100**	**2**	**1**	**4**	**43**	**7**	**9**	**31**	**43**	**14**	**6**	**43**	**303**	**100**

Note: * M   = Move
        **S   = Submove
        ***N   = the total number of occurrence
        ****STP = Structuring the presentation

Table 3.11: Frequency of verb tenses in pilot study

As can be seen in Table 3.11, the total number of verb tense occurrence in the pilot study was 303. The table also shows six different types of verb tenses: *Present Simple, Past Simple, Future Simple, Present Perfect, Present Continuous*, and *Past Continuous.* The *Present Simple* tense had the highest Percentage of occurrence that was 62.70% (or 190 instances), followed by the *Past Simple* tense (18.15% or 55 instances), and the *Future Simple* tense (12.21% or 37 instances). The *Past Continuous* tense had the lowest percentage of occurrence that was 0.99% (or 3

occurrences). The *Present Simple* tense was prominent in *Move 1 Submove 1A - Stating current knowledge* (42.63% or 81 out of 190 instances). This is probably because it was used to convey the facts and the orientation of the topic to prospective readers and audience. The *Past Simple* tense mainly appeared in *Move 4: Summarizing the results* to report research findings (49.09% or 27 out of 55 occurrences). The *Future Simple* tense was used mostly in the *Structuring the presentation* move (59.45% or 22 out of 37 instances) because it was used to convey structures or steps of upcoming presentations.

An example of *Present Simple* tense in *Move 1 Submove 1A - Stating current knowledge* is as follows:

Example:

> Educational programs and curricula constantly ***change*** in response to student needs, market demands, and innovations in the field.
> (Present simple in context, Abstract# 33, italic added)

An example of *Past Simple* tense in *Move 4: Summarizing the results* is as follows:

Example:

> Though the research findings ***showed*** the positive effects of tasks, collaboration and ICT on students' higher level thinking process, their achievement, affective reactions and learning behaviors ***were*** negatively ***affected*** by their passive learning habits
> (Past simple in context, Abstract# 91, italic added)

An example of *Future Simple* tense in the *Structuring the presentation move* is as follows:

Example:

> The presentation ***will show*** examples of student-produced DVDs as well as teaching materials for use with the DVDs. The presentation ***will*** also ***explain*** the pedagogical rationale and basic requirements of such projects.
> (Future simple in context, Abstract# 75, italic added)

Modality

The use of modality in the pilot study was investigated. Table 3.12 illustrates the numbers and percentage of occurrence of the modal verbs found in the corpus of the pilot study. The lists are in decreasing order of frequency.

Modality	Number of occurrence	Percentage of occurrence
can	16	44.44
may	8	22.22
should	5	13.88
would	3	8.33
must	2	5.55
could	1	2.77
might	1	2.77
Total	**36**	**100**

Table 3.12: Frequency of modality in pilot study

As shown in Table 3.12, seven modal verbs were used in the corpus of the pilot. They were *'can', 'may', 'should', 'would', 'must', 'could',* and *'might'*. The number of occurrence of these modal verbs was 36 in total or 0.89% of the total number of words. The most frequently used modal verb was *'can'* accounting for 44.44% of all observations (16 occurrences). The modals *'could'* and *'might'* were the least common modal verbs with the same frequency of occurrence at 2.77% of total modal verbs (or only one instance each). Examples of modal verbs in their contexts are illustrated below. They are listed in alphabetical order.

Examples:

Can
The causes to which individuals attribute their successful or unsuccessful learning outcomes ***can*** affect expectancies for future success, motivation and achievement.

(*'can'* in context, Abstract# 23, italic added)

Could
Areas that managers ***could*** focus on when creating and maintaining a quality ELT center will be highlighted and participants will have the opportunity to discuss and share their experience with others.

(*'could'* in context, Abstract# 107, italic added)

May
Student comprehension involves their knowledge of the world, which ***may*** be culturally based and culturally biased.

(*'may'* in context, Abstract# 82, italic added)

Might
What ***might*** identify one ELT center as being of high quality in comparison to another?

(*'might'* in context, Abstract# 107, italic added)

Must

Regardless of course objectives, educators **must** work with students who enter courses with predetermined expectations.

                                 (*'must'* in context, Abstract# 37, italic added)

Should

Next, teachers **should** be involved as part of a formal reflective process for their own development.

                             (*'should'* in context, Abstract# 23, italic added)

Would

When it comes to task-based testing the crucial factor to be considered **would** be task item sequencing.

                             (*'would'* in context, Abstract# 94, italic added)

Active voice and passive voice

A total of 30 abstracts were analyzed in terms of active voice and passive voice. The frequency and percentage of active voice and passive voice found in the pilot study are displayed in Table 3.13.

Voice	M 1 (N=107)				M 2 (N=59)			M 3 (N=31)	M 4 (N=43)	M 5 (N=20)		STP (N=43)	Total	Percentage
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S 2			
Active	79	2	1	4	36	7	9	17	38	12	2	30	237	78.21
Passive	21	-	-	-	7	-	-	14	5	2	4	13	66	21.78
Total	**100**	**2**	**1**	**4**	**43**	**7**	**9**	**31**	**43**	**14**	**6**	**43**	**303**	**100**

Note: * M   = Move
     **S   = Submove
     ***N   = the total number of occurrence
     ****STP = *Structuring the presentation*

Table 3.13: Frequency of active voice and passive voice in pilot study

As reflected in Table 3.13, there were 303 voice units found in the pilot study. The active voice units occurred three times higher than the passive voice ones. The active voice structure occurred at a frequency rate of 78.21 % (237 out of 303 instances), while the percentage of the passive voice usage was only 21.78 % (66 out of 303 instances). The active voice units appeared at a frequency rate of 33.33% in *Move 1 Submove 1A - Stating current knowledge*, 16.03% in *Move 4: Summarizing the results*, and 15.58% in *Move 2 Submove 1A - Indicating main features*, respectively. Like the active voice units, the passive voice units also appeared mainly in *Move 1 Submove 1A - Stating current knowledge* (31.81% frequency rate or 21 instances). Passive voice structures were rarely used in *Move 5 Submove 1 - Drawing conclusions* which accounted for 3.03% (2 occurrences).

Personal pronoun

Another linguistic feature of abstracts that was explored in the pilot study was personal pronouns. The frequency and percentage of personal pronouns found in the pilot study are summarized in Table 3.14.

Personal Pronoun		Number of occurrence	Percentage of occurrence
1st person	*I*	0	0
	We	10	23.25
2nd person	*You*	2	4.65
3rd person	*He*	1	2.32
	She	0	0
	It	16	37.20
	They	14	32.55
Total		**43**	**100**

Table 3.14: Frequency of personal pronouns in pilot study

As shown in Table 3.14, all three major types of personal pronouns were identified in the pilot study. Of all 7 subcategories of personal pronouns, the corpus found the use of five personal pronouns, *'we', 'you', 'he', 'it' and 'they'* totaling 43 instances. The first-person personal pronoun *'I'* and the third-person personal pronoun *'she'* were not found. The most prevalent personal pronoun in the corpus was *'it'* which had the frequency rate of 37.20% (16 instances). Other personal pronouns with high percentage of occurrence were *'they'* and *'we'* which occurred at the frequency rate of 32.55% (14 instances), and 23.25% (10 occurrences), respectively. The third-person pronoun *'he'* had the lowest frequency rate. It accounted for 2.32% of total pronouns and occurred only once in the corpus. However, it should be noted that 37.50% of the third-person pronoun *'it'* (6 out of 16) were non-referential. More than half of these non-referential *'it'* had passive voice structures. Some examples of non-referential *'it'* in both active voice and passive voice structures are presented in the excerpts below.

Examples:
1) ***It is argued that*** the better-known Problem Based Learning (PBL) provides students with a learning experience through which they develop skills such as teamwork and leadership, problem solving and information literacy, and professional and personal skills.

    (Non-referential *'it'* (passive voice) in context, Abstract# 43, italic added)
2) In the literature of language testing ***it is assumed that*** items should be sequenced from easiest to the most difficult.

    (Non-referential *'it'* (passive voice) in context, Abstract# 94, italic added)

3) ***It is crucial*** for course book writers to faithfully include photographs and drawings that represent reality instead of serving cosmetic purposes in order to adorn texts.

<div align="right">(Non-referential *'it'* (active voice) in context, Abstract# 96, italic added)</div>

In the pilot study, besides subjective personal pronouns, objective and possessive personal pronouns were also examined. However, it was found that the objective and possessive personal pronouns had a relatively low frequency of occurrence. This study therefore excluded these personal pronouns.

3.8.4 Research Question 4

What are the forms, structures, and functions of three- to five-word lexical bundles in English abstracts presented in Thailand TESOL International Conferences?

The conference abstracts in the pilot study were analyzed in terms of the forms, structures, and functions of lexical bundles by using the set criteria, Biber et al.'s (2004) structural classification scheme, and Hyland's (2008a, 2008b) functional taxonomy. The results of the analysis including some examples are presented in the following parts.

Forms of lexical bundles

Table 3.15 illustrates the frequency of three-word lexical bundles found in the corpus of the pilot study. The raw frequency and the normalized frequency of the lexical bundles are listed in decreasing order of frequency.

Lexical bundle	Frequency	Normalized frequency (times per 1 million words)
based on the	4	983.52
what are the	4	983.52
for use in	3	737.64
this presentation will	3	737.64

Table 3.15: Frequency of three-word lexical bundles in pilot study

As seen in Table 3.15, the three-word lexical bundles found in the corpus of the pilot study were *'based on the'*, *'what are the'*, *'for use in'*, and *'this presentation will'* with a total of 4 individual cases and 1.03% of the total words in the corpus. The most frequently used lexical bundles were *'based on the'* and *'what are the'*. The raw frequency of these lexical bundles was four and was equivalent to

983.52 times per one million words. The raw frequency of the other two lexical bundles, *'for use in'* and *'this presentation will'* was three and was equivalent to 737.64 times per one million words. Some examples of the three-word lexical bundles found in the pilot study are provided below.

Examples:

1) These in class groupings collaboratively contribute toward the competition of an in-class worksheet from the reading, ***based on the*** media including key vocabulary, key points of the reading and discussion questions.

<div align="right">('based on the' in context, Abstract# 82, italic added)</div>

2) What type of autonomy should we aim for? ***What are the*** implications for teacher/learner relationships?

<div align="right">('what are the' in context, Abstract# 10, italic added)</div>

3) There will also be a demonstration of an evaluation tool ***for use in*** effective faculty evaluation.

<div align="right">('for use in' in context, Abstract# 21, italic added)</div>

4) ***This presentation will*** benefit language teachers when they need to select course books that can promote learners' understanding of target language cultures.

<div align="right">('this presentation will' in context, Abstract# 26, italic added)</div>

Structures of lexical bundles

The target lexical bundles in the corpus of the pilot study were structurally identified using the structure classification taxonomy proposed by Biber et al. (2004). The structural distribution of three-word lexical bundles found in the pilot study is shown in Table 3.16.

Structure	Number of occurrence			
	Structure's subcategories	Percentage	Tokens	Percentage
Lexical bundles that incorporate verb phrase fragments	**3**	**75**	**11**	**78.57**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	-	-	-	-
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	-	-	-	-
1e. Verb phrase with passive verb	1	25	4	28.57
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	1	25	4	28.57
1h. (connector+) Noun phrase + VP fragment*	1	25	3	21.52
Lexical bundles that incorporate dependent clause fragments	**-**	**-**	**-**	**-**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-

Structure	Number of occurrence			
	Structure's subcategories	Percentage	Tokens	Percentage
2d. (verb/adjective +) *to*-clause fragment	-	-	-	-
2e. *That*-clause fragments	-	-	-	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**1**	**25**	**3**	**21.42**
3a. (connector+) Noun phrase with *of-* phrase fragment	-	-	-	-
3b. Noun phrase with other post-modifier fragment	-	-	-	-
3c. Other noun phrase expressions	-	-	-	-
3d. Prepositional phrase expressions	1	25	3	21.42
3e. Comparative expressions	-	-	-	-
Total	**4**	**100**	**14**	**100**

Note: * = newly added category

Table 3.16: Structural distribution of three-word lexical bundles in pilot study

As presented in Table 3.16, the four target lexical bundles in the corpus served two main structural groups, lexical bundles incorporating verb phrase (VP) fragments and lexical bundles incorporating noun phrase (NP) and prepositional phrase (PP) fragments. There was no lexical bundle incorporating dependent clause (DC) fragments. This is probably because the pilot study contained a relatively small number of texts which might decrease the occurrence of some structures. Verb phrase based bundles occurred more frequently than NP and PP-based clusters. They constituted 75% of total bundle types and 78.57% of total bundle tokens. Bundles incorporating NP and PP- based fragments comprised 25% of total bundle types and 21.42% of total bundle tokens. Four substructures were identified, namely *1e. Verb phrase with passive verb*, *1g. WH-question fragments*, *1h. (connector+) Noun phrase + VP fragment*, and *3d. Prepositional phrase expressions*. Besides, it should be noted that the substructure *1h. (connector+) Noun phrase + VP fragment* was not originally included in the taxonomy of Biber et al. (2004). It was added as the eighth subcategory of the VP- based structure to the framework to reflect actual findings and to be further applied in the structural analyses of Phase I and Phase II.

Table 3.17 shows a list of three-word lexical bundles found in each structural type with their frequency.

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	**3**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	-
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	-
1e. Verb phrase with passive verb	*based on the (4)*
1f. *Yes-no* question fragments	-
1g. WH-question fragment	*what are the (4)*
1h. (connector+) Noun phrase + VP fragment*	*this presentation will (3)*
Lexical bundles that incorporate dependent clause fragments	**-**
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	-
2c. *If*-clause fragments	-
2d. (verb/adjective +) *to*-clause fragment	-
2e. *That*-clause fragments	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**1**
3a. (connector+) Noun phrase with *of*-phrase fragment	-
3b. Noun phrase with other post-modifier fragment	-
3c. Other noun phrase expressions	-
3d. Prepositional phrase expressions	*for use in (3)*
3e. Comparative expressions	-

Note: * = newly added category

Table 3.17: List of lexical bundles by structure in pilot study

Functions of lexical bundles

A functional classification, following Hyland's (2008a, 2008b) taxonomy, was carried out on the target lexical bundles. The functional distribution of three-word lexical bundles found in the corpus of the pilot study is shown in Table 3.18.

Function	Number of occurrence			
	Function's subcategories	Percentage	Tokens	Percentage
Research-oriented	**2**	**50**	**7**	**50**
Procedure	2	50	7	50
Location	-	-	-	-
Quantification	-	-	-	-
Description	-	-	-	-
Topic	-	-	-	-
Text-oriented	**2**	**50**	**7**	**50**
Structuring signals	1	25	3	21.42
Framing signals	1	25	4	28.57
Transition signals	-	-	-	-
Resultative signals	-	-	-	-
Participant-oriented				
Stance features	-	-	-	-
Engagement features	-	-	-	-
Total	**4**	**100**	**14**	**100**

Table 3.18: Functional distribution of three-word lexical bundles in pilot study

As can be seen in Table 3.18, the four lexical bundles in the pilot study served two functions: research-oriented lexical bundles and text-oriented lexical bundles. There was no participant-oriented lexical bundle. The research-oriented lexical bundles had the same frequency as the text-oriented ones. In other words, the lexical bundles in each type (the research-oriented function and the text-oriented function) made up 50% of the bundle occurrences and 50% of the token frequency. Although there were five subcategories of the research-oriented function, only the procedure subcategory was identified. As for the text-oriented clusters, only the structuring signal and framing signal subcategories were identified. The structuring signals occurred 25% of total bundle types (1 lexical bundle) and 21.42% of total bundle tokens (3 tokens). The framing signals comprised 25% of total bundle types (1 lexical bundle) and 28.57% of total bundle tokens (4 tokens).

Table 3.19 presents a list of three-word lexical bundles by function found in the pilot study with their frequency.

Research-oriented (2)		
Procedure	*for use in (3), what are the (4)*	
Location	-	
Quantification	-	
Description	-	
Topic	-	
Text-oriented (2)		
Structuring signals	*this presentation will (3)*	
Framing signals	*based on the (4)*	
Transition signals	-	
Resultative signals	-	
Objective signals	-	
Participant-oriented		
Stance features	-	
Engagement features	-	

Table 3.19: List of three-word lexical bundles by function in pilot study

3.8.5 Reliability assessment

To assess the reliability of the analysis, to assess the reliability of analysis, the researcher and the first co-coder independently analyzed rhetorical moves of eight abstracts or 25% of the corpus. As to lexical bundles structures and functions, all lexical bundles were coded by both the researcher and the second co-coder. This part introduces results on inter-coder analyses of moves and inter-coder analysis of lexical bundles functions.

Inter-coder analysis of moves

Table 3.20 shows the results of the inter-coder analysis of moves in detail including the number of coded units, agreement units, disagreement units, the Cohen's K value, and the percentage of agreement.

Move	Coded unit	Agreement	Disagreement	Cohen's K	Percentage
Move 1	**4**	**4**	**0**	**1**	**1**
Submove 1A	4	4	0	-	-
Submove 1B	-	-	-	-	-
Submove 1C	-	-	-	-	-
Submove 2	-	-	-	-	-
Move 2	**10**	**9**	**1**	**0.94**	**0.87**
Submove 1A	7	6	1	-	-
Submove 1B	2	2	0	-	-
Submove 2	1	1	0	-	-
Move 3	**7**	**6**	**1**	**0.86**	**0.82**
Move 4	**4**	**3**	**1**	**0.75**	**0.72**
Move 5	**5**	**4**	**1**	**0.88**	**0.78**
Submove 1	1	1	0	-	-
Submove 2	4	3	1	-	-
STP	**5**	**5**	**0**	**1**	**1**
Total	**35**	**31**	**4**	**0.91**	**0.87**

Note: *STP = Structuring the presentation*

Table 3.20: Summary of inter-coder analysis of moves

As seen in Table 3.20, there were 35 coded units in the corpus of eight abstracts. A total of 31 units were considered as agreement units and only 4 units were regarded as disagreement units. Thus, there were more agreement units than disagreement ones. The acceptable K value set for the study was above 0.74. The findings showed the relatively high inter-coder analysis. An average Kappa value of this inter-coder analysis was 0.91 and an average percentage of agreement was 0.87%. This showed that the results derived from the researcher's analysis were in line with those from the co-coder.

Inter-coder analysis of lexical bundle functions

The researcher and the second co-coder independently analyzed functions of target lexical bundles to assess the reliability. In the pilot study, all cases were coded due to a small number of cases.

The results of the inter-coder functional analysis are presented in Table 3.21 including the number of coded units, agreement unit, disagreement units, a Cohen's K value, and a percentage of agreement.

Function	Coded unit (Tokens)	Agreement	Disagreement	Cohen's *K*	Percentage
Research-oriented	**7**	**7**	**0**	**1**	**1**
Location	7	7	0		-
Procedure	-	-	-	-	--
Quantification	-	-	-	-	-
Description	-	-	-	-	-
Topic	-	-	-	-	-
Text-oriented	7	6	1	0.86	0.82
Transition signals	-	-	-	-	-
Resultative signals	3	2	1	-	-
Structuring signals	4	4	0		-
Framing signals	-	-	-	-	
Participant-oriented	-	-	-	-	-
Stance features	-	-	-	-	-
Engagement features	-	-	-	-	-
Total	**14**	**13**	**1**	**0.87**	**0.90**

Table 3.21: Summary of inter-coder analysis of lexical bundle functions

As shown in Table 3.21, there were 14 coded units in total. Out of these 14 coded units, there were 13 agreement units and 1 disagreement unit. A percentage of agreement in the inter-coder analysis was 0.90. Therefore, it is considered that the overall reliability of the analyses was high. Moreover, the results derived from the researcher's analysis were in line with those from the co-coder. An average Kappa (K) value of this inter-coder analysis was 0.87. The acceptable K value for the present study must be above 0.74. Therefore, the overall reliability of this inter-coder analysis was quite high. Moreover, the results derived from the researcher's analysis were in line with those from the co-coder.

Intra-coder reliability

Apart from inter-coder analyses, intra-coder analyses were conducted in order to assess the reliability of the researcher. In the pilot study, the researcher analyzed and recoded the same abstracts (8 abstracts in total) in terms of moves and functions of lexical bundles with a month interval. The results showed that there was a high reliability rate in the intra-coder analyses. As to the move analysis, the average K value was 0.93 and the percentage of agreement was 0.89. For the functional analysis, the average K value was 0.94 and the percentage of agreement was 0.86. Therefore, it is considered that the researcher was reliable and consistently recoded the same data in the same way over a period of time.

Chapter summary

This chapter provides a detailed description of the research methodology used in the study. The topics included in the early parts of this chapter are the description and organization of the corpus, the constituents of samples, the selected move model, the criteria for lexical bundle identification, and the selected structural and functional taxonomy for lexical bundle analyses. In the later parts, this chapter presents the steps of move analysis and lexical bundle analysis, and how to use a concordance software program (AntConc3.2.4w) to generate lexical bundles and check their linguistic features in relating contexts. In addition, this chapter explains the details about the coder selection as well as the inter-rater and intra-rater reliability assessments. This chapter ends with the detailed findings of the pilot study. The findings of the pilot study showed the occurrence of a new move called the *Structuring the presentation (STP)* move which was used to convey and outline steps or activities of the upcoming oral presentation. This new move was added to Santos' (1996) five-move model to be used as the analyzing model in Phase I and Phase II. Besides, the results revealed the occurrence of a new structural pattern (connector+) Noun phrase + VP fragment. It was added as the last subcategory of VP-based lexical bundles in Biber et al.'s (2004) taxonomy to be further adopted as the analysis framework in Phase I and Phase II. The next chapter provides the details on the findings of Phase I of the study.

CHAPTER 4
RESULTS OF PHASE I

This study explored four major aspects of English abstracts presented in the Thailand TESOL International Conferences which included abstract types, move frequency and move patterns, four linguistic features (verb tenses, modality, active voice and passive voice, and personal pronouns, and the forms, structures and functions of three-to five-word lexical bundles. This study was divided into two major phases: the preliminary Phase I and Phase II. Phase I was different from Phase II in terms of the sample size and the focus of the third and the fourth research questions. Phase I and Phase II used different set of samples. Phase I had a smaller corpus size of 100 English conference abstracts from the 2010-2013 Thailand TESOL International Conferences totaling 14,604 words. Phase II comprised 150 pieces of English conference abstracts from the 2010-2013 Thailand TESOL International Conferences with a total of 20,131 words. In Phase I, the whole corpus was analyzed regarding the forms, the structures, and the functions of lexical bundles. However, in Phase II, linguistic features and lexical bundles were analyzed according to their occurrence in moves and submoves. Phase I set out to address four research questions as follows:

1. What are the types of English abstracts presented in Thailand TESOL International Conferences?

2. What are the generic features of English abstracts presented in Thailand TESOL International Conferences?

3. What are the verb tenses, modal verbs, active voice and passive voice, and personal pronouns of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

4. What are the forms, structures and functions of three- to five-word lexical bundles of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

Phase I adopted three frameworks: the adapted framework based on Santos (1996) five-move model for the analysis of generic features, the adapted structural scheme based on Biber et al.'s (2004) framework for structural classification of

lexical bundles, and Hyland's (2008a, 2008b) functional taxonomy for functional analysis of lexical bundles. The *Structuring the presentation* move derived from the preliminary pilot study was added as the final move in the model. The function of this additional move is to provide the structures and the steps in upcoming presentations. In the modified framework based on Biber et al.'s (2004) structural classification scheme, the grammatical pattern (connector+) Noun phrase + VP fragment derived from the pilot study was added as the last subcategory of lexical bundles incorporating verb phrase (VP) fragments.

The data was both manually analyzed and automatically extracted with AntConc3.2.4w program. The abstract types, the moves and submoves, the target linguistic features, the grammatical patterns and the functions of word clusters were hand-tagged, whereas the forms of lexical bundles were primarily generated by the AntConc3.2.4w program and manually rechecked to ensure the correctness and to avoid the idiosyncrasies of individual writers.

To assess inter-rater reliability and to avoid subjectivity in the analysis, the researcher and two invited co-coders independently investigated and coded a total of 25% of the corpus in Phase I (25 abstracts) in terms of moves, grammatical structures and functions of lexical bundles. The coded units derived from all of the three coders were then assessed based on the Cohen's kappa value and the percentage of agreement. The results revealed a high inter-coder reliability rate of the move analysis and the structural and functional analyses of lexical bundle analysis in a subset of Phase I. The Cohen's kappa value was more than 0.87 and the percentage of agreement was higher than 90%. In other words, the researcher was reliable enough to continue coding the generic features and the form, the structures, and the functions of lexical bundles of abstracts of Phase I independently.

This chapter consists of four main sections. Each part conveys the detailed findings of each research question. The first section presents the findings of abstract types including the minimum and maximum numbers of words and the average word length of the abstracts in the corpus. The second part shows the overall frequency of moves and submoves, obligatory moves and optional moves, and recurrent move sequences in descriptive and informative abstract samples in the corpus using Santos' (1996) rhetorical move pattern. The third section introduces the results on the use of

four linguistic features starting from the distribution of tenses, modality, active voice and passive voice, to personal pronouns. The final part reveals the findings on the forms, structures and functions of three-to five- word bundles in the corpus. Besides, relevant examples extracted from the corpus with abstract numbers were provided in every section to help clarify the findings.

4.1 Research Question 1

What are the types of English abstracts presented in Thailand TESOL International Conferences?

The contents of a conference abstract do not merely rely on what is mentioned by conference organizers but also on the writer's own choices and intentions. Scholars or researchers can either write their abstracts by providing only an overview of their studies or including the detailed information of the research background, purposes, methodology, and findings. Their abstracts may be either descriptive abstracts or informative abstracts. A descriptive abstract covers an overview of a research without providing research findings. On the contrary, an informative abstract includes the background, the objective, the research design and the results. This research question aims to discover the proportion of descriptive abstracts and informative abstracts found in a corpus of 100 English conference abstracts from the 2010-2013 Thailand TESOL International Conferences. The data was hand-tagged to classify the abstract types. The descriptive abstracts and informative abstracts found in the corpus were further analyzed in terms of move analysis. The distribution and percentage of descriptive abstracts and informative abstracts found in the corpus of Phase I are shown in Table 4.1. The minimum and maximum numbers of words, the average word length, and the total number of words found in each abstract type are also presented.

Type of abstracts	Number of abstracts (N = 100)		Number of words (N = 14,604)	Average words	Min/Max
	Occurrence	Percentage			
Descriptive abstract	64	64	9,182	143.46	64/317
Informative abstract	36	36	5,422	150.61	82/315

Note: *N = the total number of abstracts in this study

Table 4.1: Number of descriptive abstracts and informative abstracts in Phase I

As shown in Table 4.1, the corpus consisted of both descriptive and informative abstracts (see Appendices F and G). However, the results revealed that descriptive abstracts far outnumbered informative ones. Out of 100 abstracts, there were 64 descriptive abstracts (64%) compared with 36 informative abstracts (36%). In other words, the informative abstracts occurred one time less than the descriptive abstracts. The total number of words of the descriptive abstract dataset was 9,182 with an average of 143.46 words per abstract, while the informative abstract dataset contained 5,422 words in total and 150.61 words on average. Generally speaking, the abstract length varies depending on genres, journals, disciplines, and conferences. The maximum number of words for a conference abstract is normally identified through a public announcement or a call for paper. The Thailand TESOL International Conferences specify 150 words as the maximum number of words for a conference abstract. Although the average word length of the abstracts in the corpus was in accordance with the number of words set by the conference organizer, it was found that the actual abstract word length varied greatly and some of them exceeded the word limit. The maximum number of words found in the descriptive abstract dataset and informative abstract dataset was almost the same, 317 words for descriptive abstract type and 315 words for informative abstract type. The minimum number of words in the descriptive abstract dataset was 64, while it was 82 in the informative abstract dataset. Taking both abstract types into account, the average word length per abstract was 146.04.

It is noticeable that almost all of the abstracts in both types had only one paragraph. However, there were only a few instances in the corpus that contained more than one paragraph (see Appendices H and I). Closer examination pointed out that each single paragraph contained more than one move (see Appendix J). Additionally, it is worth noting that there were a few instances of conference abstracts that were written in itemized format (see Appendix K).

4.2 Research Question 2

What are the generic features of English abstracts presented in Thailand TESOL International Conferences?

The analysis of generic features of abstracts gives researchers an insight into how target discourses or texts are arranged and what communicative functions are chosen and used by writers to meet the expectation and demand of members and scholars in their discourse communities. In response to the second research question, the samples of descriptive abstracts and informative abstracts in Phase I were hand-tagged in order to identify the occurrence of moves and submoves and move patterns using the modified model based on Santos' (1996) move model. The data was manually explored to classify obligatory moves and optional moves using the 60% cut-off frequency proposed by Kanoksilpatham (2005) as described in detail in Chapter 3 Research Methodology. This section has three main parts: detailed information on move frequency of each abstract type, the description and realizations of moves and submoves, and move sequences of each abstract type. Findings of each abstract type are presented in separate tables. The results of descriptive abstracts precede those of informative ones. Some relevant examples with specific abstract numbers are also provided.

4.2.1 Frequency of moves and submoves

The identification of moves can provide understanding and description of rhetorical structures of texts (Swales, 2005). Due to distinct features of descriptive abstracts and informative abstracts, the move frequency of descriptive abstracts is different from the result of informative abstracts to some extent as shown in the following parts.

4.2.1.1 Moves and submoves in descriptive abstracts

A total of 64 descriptive abstracts were manually analyzed to identify their moves and submoves using the adapted model based on Santos' (1996) move model and the 60% cut-off occurrence rate proposed by Kanoksilpatham (2005). Table 4.2

shows the frequency and percentage of moves and submoves found in the descriptive abstracts in the corpus of Phase I.

Move	Frequency of occurrence (N = 64)
Move 1: Situating the research	**49 (76.56%)***
Submove 1A - Stating current knowledge and/or	46
Submove 1B - Citing previous research and/or	6
Submove 1C - Extended previous research and/or	2
Submove 2 - Stating a problem	14
Move 2: Presenting the research	**56 (87.5%)***
Submove 1A - Indicating main features and/or	50
Submove 1B - Indicating main purpose and/or	8
Submove 2 - Hypothesis raising	5
Move 3: Describing the methodology	**20 (31.25%)****
Move 4: Summarizing the results	**0**
Move 5: Discussing the research	**23 (35.93%)****
Submove 1 - Drawing conclusions and/or	9
Submove 2 - Giving recommendations	13
Structuring the presentation	**26 (40.62%)****

Note: * = Obligatory move
     ** = Optional move
     N = the total number of abstracts in this study
     % = the occurrence frequency of a move

Table 4.2: Move frequency of descriptive abstracts in Phase I

As presented in Table 4.2, the frequency of occurrence of each move in the descriptive abstracts was different. The results presented in Table 4.2 indicated that descriptive abstracts of the corpus of Phase I contained five moves. Four of them were the communicative purposes or moves proposed by Santos (1996), *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and *Move 5: Discussing the research*. Another one was the *Structuring the presentation* move (STP), a new additional move found which was found in the preliminary pilot study. The function of this move was to convey steps, activities, or contents of upcoming presentations. *Move 4: Summarizing the results* of Santos' (1996) move pattern was not identified. The most frequent and substantial move was *Move 2: Presenting the research* which accounted for 87.5% of corpus (56 instances).

The second most frequently occurring move was *Move 1: Situating the research* which constituted 76.56% of all abstracts (49 occurrences). The third frequent move was the *Structuring the presentation* move which made up about 40.62% of all abstracts (26 occurrences). *Move 5: Discussing the research* and *Move 3: Describing the methodology* were the fourth and the fifth most frequent moves in the corpus occurring at a frequency of 35.93% of all abstracts (23 occurrences) and 31.25% of all abstracts (20 occurrences), respectively.

Based on the specified cut-off point, a move occurring in 60% or higher than 60% is considered an obligatory move. On the contrary, a move occurring in less than 60% is regarded an optional move. The findings revealed that there were more optional moves than obligatory moves. The descriptive abstract dataset had two obligatory moves (*Move 1: Situating the research* and *Move 2: Presenting the research*) and three optional moves (*Move 3: Describing the methodology*, *Move 5: Discussing the research* and the *Structuring the presentation* move).

Santos' (1996) framework consisted of nine submoves. It was found that all of them were identified in descriptive abstract samples of Phase I. *Move 1: Situating the research* had the highest occurrence of submoves with 68 occurrences. Among submoves of Move 1, the *Stating current knowledge* submove had the highest frequency with 67.64% (46 occurrences) and the *Extended previous research* submove appeared as the least used move with only 2.94% (2 occurrences). *Move 2: Presenting the research* comprised 63 instances of submoves. The *Indicating main features* submove was the most dominant submove of Move 2 which made up 79.36% (50 occurrences) and the *Hypothesis raising* submove had the lowest frequency which accounted for 7.93% (5 occurrences). *Move 5: Discussing the research* possessed two submoves and constituted 22 instances in total. *Submove 2 - Giving recommendations* submove occurred slightly more frequently than *Submove 1 - Drawing conclusions*, 59.09% (13 instances) compared with 40.90% (9 instances), respectively.

4.2.1.2 Move and submoves in informative abstracts

A total of 36 informative abstracts were hand-tagged to find out the preferred and recurrent moves and submoves using the modified move pattern based on Santos' (1996) five- move model. Additionally, moves were analyzed to identify

whether they were obligatory moves or optional moves using the 60% cut-off occurrence rate suggested by Kanoksilpatham (2005). The frequency and percentage of moves and submoves found in the informative abstracts in the corpus of Phase I are presented in Table 4.3.

Move	Frequency of occurrence (N = 36)
Move 1: Situating the research	**23 (63.88%)***
Submove 1A - Stating current knowledge and/or	22
Submove 1B - Citing previous research and/or	3
Submove 1C - Extended previous research and/or	1
Submove 2 - Stating a problem	7
Move 2: Presenting the research	**36 (100%)***
Submove 1A - Indicating main features and/or	29
Submove 1B - Indicating main purpose and/or	9
Submove 2 - Hypothesis raising	2
Move 3: Describing the methodology	**29 (80.55%)***
Move 4: Summarizing the results	**36 (100%)***
Move 5: Discussing the research	**18 (50%)****
Submove 1 - Drawing conclusions and/or	5
Submove 2 - Giving recommendations	13
Structuring the presentation	**4 (11%)****

Note: * = Obligatory move
      ** = Optional move
      N = the total number of abstracts in this study
      % = the occurrence frequency of a move

Table 4.3: Move frequency of informative abstracts in Phase I

As seen in Table 4.3, all of the six moves were found in the informative abstracts of Phase I. However, their frequency of occurrence varied. *Move 2: Presenting the research* and *Move 3 Summarizing the results* were used in all informative abstracts and were therefore the most frequent moves accounting for 100% of occurrence (36 occurrences each). The second most frequently used move was *Move 3: Describing the methodology*. It was found in almost all abstracts and occurred at a frequency of 80.55% of informative abstracts (29 occurrences). *Move 5: Discussing the research* was the fourth frequent move covering 50% of informative abstracts (18 instances). Like descriptive abstract samples, the *Structuring the*

presentation move, a new move, was identified in informative abstract samples. However, unlike descriptive abstract dataset, the *STP* move appeared as the least used move with only 11% of informative abstracts (4 occurrences).

Based on the specified 60% cut-off point, it was found that obligatory moves outnumbered optional moves. There were four obligatory moves (*Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and *Move 4: Summarizing the results*) and two optional moves (*Move 5: Discussing the research* and the *Structuring the presentation* move).

In terms of submoves, all nine submoves in Santos' (1996) move pattern were identified in informative abstract samples. Their occurrence varied. *Move 2: Presenting the research* had the highest occurrence of submoves (40 occurrences), followed by *Move 1: Presenting the research* (33 occurrences) and *Move 5: Discussing the research* (18 occurrences). In *Move 1: Situating the research*, the most popular submove was the *Stating current knowledge* submove which accounted for 66.66% (22 occurrences). The least frequently occurring move was the *Extended previous research* submove which made up only 3.03% (1 occurrence). Of all 40 occurrences of submoves in Move 2, the *Indicating main features* submove was the most prevalent submove with 72.5% (29 occurrences). *Submove 2 Hypothesis raising* had the lowest frequency which constituted only 5% (2 occurrences). The findings of submoves in Move 5 were in line with those of descriptive abstracts. That is to say, the *Giving recommendations* submove occurred far more frequently than the *Drawing conclusions* submove, 72.22% (13 instances) compared with 27.77% (5 instances), respectively.

In summary, all six moves in the adapted framework based on Santos' (1996) move pattern were identified in the corpus of Phase I. However, the frequency of moves and submoves in descriptive abstracts and informative abstracts varied to a certain degree. Five moves, excepting for *Move 4: Summarizing the results*, were used in the descriptive abstract dataset, while all six moves occurred in the informative abstract samples. The new additional move called the *Structuring the presentation (STP)* move was found in both abstract types. The descriptive abstract samples and informative abstract samples shared some similarities and differences on move frequency. Both *Move 1: Situating the research* and *Move 2: Presenting the research*

were obligatory moves in the descriptive abstracts and informative abstracts. However, the informative abstracts had two more obligatory moves which were *Move 3: Describing the methodology* and *Move 4: Summarizing the results*. Given optional moves, descriptive abstract samples had more optional moves than informative abstract samples. *Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *STP* move were optional moves in descriptive abstracts, while only *Move 5: Discussing the research* and the *STP* move were optional moves in informative ones. As to submoves, *Move 1: Situating the research* had the largest number of submoves in the descriptive abstract samples, whereas *Move 2: Presenting the research* had the largest number of submoves in informative abstract samples. Besides, *Move 5 Submove 2 - Giving recommendations* outnumbered *Move 5 Submove 1 - Drawing conclusion*s in both types of abstracts in the corpus.

The following parts illustrate the detailed descriptions, the functions and realization of moves and submoves in Phase I. The discussions include the information on the maximum and minimum numbers of words and the actual examples taken from the corpus. The descriptions of moves precede those of submoves. The linguistics features like tenses, voice, modality, personal pronouns and common signal words frequently used in each move and submove are discussed in detail in the findings of the third research question and in Chapter 5 Findings of Phase II of the study.

4.2.2 Descriptions of moves and submoves

The following parts discuss the realizations of the moves and submoves in the corpus of Phase I. The minimum and maximum word length, the interesting findings and the observations of each move and submove along with relevant examples are presented.

4.2.2.1 Descriptions of moves

The analysis framework used in this study consists of six moves. The first five moves were introduced by Santos (1996) and the *Structuring the presentation*

move, the sixth move, was derived from the study. Each move has its own communicative functions and specific features as described below.

Move 1: Situating the research

The *Situating the research* move is the initial move (or Move 1) in the six-move model of the study. Its function is to provide an introduction or orientation of current topics or knowledge of a study. Move 1 occurred more frequently in the descriptive abstracts than the informative abstracts because its frequency rate in the descriptive abstract dataset was 76.56% (49 occurrences) compared with 63.88% (23 occurrences) in the informative one. The maximum number of words in submoves of Move 1 was 137 and the minimum number of words was 7 (see Appendix L). Based on the findings of the descriptive abstracts, and informative abstracts, *Move 1: Situating the research* was considered as an obligatory unit because its frequency of occurrence in both types of abstracts was higher than the specified cut-off point at 60%. However, these findings did not conform to Santos' (1996) study since this move was considered an optional element according to Santos (1996). In the present study, Move 1 had the highest number of submoves. Move 1 comprised four submoves: *Submove 1A - Stating current knowledge*, *Submove 1B - Citing previous research*, *Submove 1C - Extended previous research*, and *Submove 2 - Stating a problem.* Although these submoves have their own features and contents, they share a common function of providing an insight into research topics and previous research. More details of each submove will be discussed later in the section descriptions of submoves. The realizations of the *Situating the research* move are demonstrated in the following examples.

Examples:
1) With the advent of Web and the onslaught of various social media tools online, there is a rapid increase of user participation in virtual communities. This offers a favorable platform for educators to capitalize the use of social medial tools for language learning.

(Abstract#455)

2) The interplay between teacher and students' performances has recently caught attention of scholars, educators, researchers, and practitioners to examine teacher professional development. The notions of teacher professional development can be categorized into two categories; i.e. traditional concepts and contemporary concepts.

(Abstract#464)

Move 2: Presenting the research

The *Presenting the research* move is the second move in the six-move model of the study. The objective of this move is to present research purposes, main features, or research hypothesis of a study. This move accounted for 56 instances (87.5%) in the descriptive abstract dataset and 36 instances (100%) in the informative abstract dataset. The maximum number of words in submoves of Move 2 was 110 and the minimum number of words was 17 (see Appendix M). Based on the 60% cut-off point, *Move 2: Presenting the research* was an obligatory unit in both types of abstracts in the corpus. The high frequency rate of this move revealed that it was one of the essential and preferred moves in conference abstracts. In addition, Move 2 was prevalent in both types of abstracts because it did not only provide the purposes and the features of the studies but also helped inform conference reviewing committee that the studies were relevant to conference themes and, as a result, would attract prospective audiences to attend the sessions. *Move 2: Presenting the research* consists of three submoves, *Submove 1A - Indicating main features*, *Submove 1B - Indicating main purpose*, and *Submove 2 - Hypothesis raising*. The realizations of the *Presenting the research* move are demonstrated in the following examples.

Examples:
1) This study aims at proposing steps to take to improve the quality of the English medium instruction by identifying and analyzing area s of concern relating to the program.

(Abstract#358)
2) This preliminary study aims to investigate how efficiently Business English (BE) courses in Thai universities were conducted.

(Abstract#457)

Move 3: Describing the methodology

The *Describing the methodology* move is the third move in the adapted move model of the study. Its function is to describe research methodology of a study. This move provides details of research design which include procedures, research instruments, participants, and variables. Move 3 was found in both types of abstracts in Phase I. However, it occurred far more frequently in informative abstract samples than in descriptive abstract samples. This move was included in a total of 20 descriptive abstracts (31.25%) and 29 informative abstracts (80.55%) of the corpus. Based on the 60% cut-off point, Move 3 was considered as an obligatory move in the informative abstracts. On the contrary, it was only an optional move in the descriptive

abstracts. The maximum number of words in Move 3 was 99 and the minimum one was 3 (see Appendix N). Moreover, it was found that the majority of Move 3 focused on the explanations and descriptions of research subjects or research participants, followed by the descriptions of research tools and procedures. The realizations of the *Describing the Methodology* move are demonstrated in the following examples.

Examples:

1) Subjects were 20 English major students enrolled in a required university Freshman English class in an Asian EFL context. Data was collected under two modes: Synchronous Computer-Mediated Communication (SCMC) and Face-to-Face (FTF). Under each mode, students participated in two activities: (1) preparation discussions for an informal debate, and (2) discussions of issues after video watching.

<div align="right">(Abstract#15)</div>

2) Eleven native and non-native speakers of English teachers (n = 11, native = 4, non-native = 7) teaching English as a foreign language (EFL) at Cassia University (a pseudonym) participated in the study. These participants were interviewed with a set of open-ended questions the researchers adapted from Savignon (1983). Interviews were recorded, transcribed, and analyzed with Strauss and Corbin's (1998) open and axial coding techniques.

<div align="right">(Abstract#209)</div>

As seen in the above examples, the writers described the research participants (*20 English major students* and *native and non-native speakers of English teachers*), the data collection (*Synchronous Computer-Mediated Communication and Face-to-Face (FTF)*), and the research tools (*a set of open-ended questions the researchers adapted from Savignon (1983)*).

Move 4: Summarizing the results

The *Summarizing the results* move is the fourth move in the move model used in the study. In this move, authors provide brief findings of their research studies. *Move 4: Summarizing the results* was an obligatory move in the informative abstracts and a total of 36 instances was found (100 %). The maximum word length of Move 4 was 112 and the minimum one was 15 (see Appendix O). However, in almost all instances of Move 4 in the corpus, authors mentioned their research findings but did not indicate any specific statistical results. The realizations of the *Summarizing the results* move are presented in the following examples.

Examples:

1) The findings revealed that achievement of students who were taught by KWL-Plus reading strategy significantly increased at the .01 level. However, the motivation on reading comprehension stayed at the same level as it did before the experiment. The correlation between motivation and reading achievement was at the low level.

(Abstract#87)

2) The findings showed that the most frequent collocation errors were collocations with verbs as nodes and the less frequent ones were collocations with adjectives as nodes. Misuse of quantifiers was also found to be common in the corpus.

(Abstract#337)

Out of 36 instances of the *Summarizing the results* move, there was only one instance that indicated detailed statistical results.

Example:

The numeric data listed four reasons of teacher attrition; i.e., (1) class size ($x=4.12$), (2) workload ($x=4.00$), (3) physical attack in a classroom ($x=3.87$), and (4) lack of respect ($x=3.75$).

(Abstract#511)

Move 5: Discussing the research

The *Discussing the research* move is the fifth move in the modified framework of the study. Its function is to convey the significance of a study by either drawing conclusions or presenting some recommendations. There were 23 instances (35.93% frequency rate) of Move 5 in the descriptive abstract data and 18 occurrences (50% frequency rate) in the informative abstract data. The maximum word length in submoves of Move 5 was 71 and the minimum one was 14 (see Appendix P). Based on the 60% cut-off point, Move 5 was an optional move in both abstract types. Move 5 consisted of two submoves: *Submove 1 - Drawing conclusions* and *Submove 2 - Giving recommendations*. The realizations of the *Discussing the research* move are demonstrated in the following examples.

Examples:

1) The model can be adapted for use in various contexts and at different instructional levels, through the use of authentic episodes to create opportunities for effective oral communication in English, to increase learner autonomy, and to sharpen their critical thinking skills.

(Abstract#182)

2) Enhancing activity participation promotes social interaction, cooperation, friendship and self-confidence, resulting in achievement in learning English.

(Abstract#454)

Structuring the presentation (STP)

    The findings of Phase I revealed a new move called *Structuring the presentation* or *STP* as an abbreviation to reflect its major function. Nwogu (1997) pointed out that a move could be considered as a new move or step if they occurred at about 50% regularity in the corpus. However, the present study did not discard a new move with less than 50% occurrences. The *STP* move was added as a new move in the adapted move model of the present study although its frequency of occurrence was only 11%. This is because the functions of this move convey some crucial characteristics of conference abstract genre. This move therefore should not be overlooked. It functions as a table of content of upcoming presentations and helped outline steps or activities and inform prospective audiences or readers what they would get while attending those sessions. The *STP* move was added as the last move because it appeared mostly in the final position of the linear move sequence. The *STP* move did not have any submoves. It was considered as an optional move in both types of abstracts because its occurrence rate was lower than 60%. However, the *STP* move occurred more frequently in the descriptive abstracts than in the informative ones, 26 instances (40.62%) compared with 4 occurrences (11%). One possible explanation is that the *STP* move was used as a brief summary of what would happen in upcoming presentations in descriptive abstracts. On the contrary, authors preferred to convey the research background, the methodology and the results in detail in informative abstracts. The maximum number of words found in the *STP* move was 42 and the minimum one was 14 (see Appendix Q). The examples below showed the realizations of the *Structuring the presentation* move.

Examples:

1) The presenters will discuss reasons and benefits of using peer assessment based on current research. This presentation will explain when and how to use peer assessment successfully in foreign language classrooms. The presenters will first introduce situations where peer assessment can be effectively implemented in the classroom. Then, participants will be provided with six tips to consider when using peer assessment and practical ideas that have been successfully applied by the presenters to regular classroom assessment.

                              (Abstract#204)

2) The presenters will briefly overview research that conflict with current assumptions and practices. We will show that L1 reading processes in consonantal, syllabic, and logographic languages transfer negatively to L2 English reading. The presenters will demonstrate assessment tools, instructional

methods and curriculum design used the Intensive English Program at the University of Oregon. Session includes some audience participation.

<div align="right">(Abstract#240)</div>

Besides, it is worth mentioning that authors in one particular instance mentioned some specific names and clearly assigned these names in each step of the presentation, while other authors normally use the word *'the presenter'* in the *Structuring the presentation (STP)* move. An example of mentioning specific names of presenters or researchers in the STP move is shown below.

Example:

> The first presenter, Jimbo, describes the purpose of this research project based on the analysis of the current status of teacher education. The second presenter, Hisamura, discusses challenges and prospects for adaptation and dissemination of the self-assessment 'can-do' EPOSTL checklist in Japan.

<div align="right">(Abstract#157)</div>

Apart from the *STP* move, there were two interesting instances of how authors tried to attract conference participants to attend their sessions. However, these instances were not considered as a new move due to the very low occurrence. In one instance, the writer drew prospective audiences' attention by directly inviting them to attend his or her own session.

Example:

> Please come prepared to participate and have fun being someone else.

<div align="right">(Abstract#181)</div>

In another instance, the author directly mentioned his or her extensive experience or skills to attract the attention of prospective audiences and to convince conference reviewing committee that he or she was qualified for conducting research in that field.

Example:

> The presenter has over 3-year experience using these technologies in the classroom.

<div align="right">(Abstract#30)</div>

Some scholars in the linguistic field mentioned the notion of move embedding in abstracts. Pho (2008) defined move embedding as a move that was embedded in another move due to the nature of abstract that required conciseness. According to Santos (1996), move embedding was one of the crucial features of abstracts. He referred to it as "genre-specific convention" (p. 497). The findings of Phase I revealed the occurrence of move embedding in which Move 3: Describing *the*

methodology was embedded in either *Move 2: Presenting the research* or *Move 4: Summarizing the results*. In most cases, the grammatical structures of Move 3, the embedded move, were prepositional phrases or present participial forms which were placed at the beginning or at the end of another move. Examples of move embedding are shown in two excerpts below.

Examples:

Move 3 embedded in Move 2

1) **<Move 2: Presenting the research>** This presentation focuses on investigation of the changes in English language teaching in Japan between 1995 and 2010 **<Move 3: Describing the methodology>** by means of a comparison of results obtained in two interview surveys separated by the intervening 15 years. In both surveys, interviews were conducted with Japanese students studying in Britain to inquire about their experience in learning English both in Britain and Japan.

(Abstract#449)

Move 3 embedded in Move 4

1) **<Move 3: Describing the methodology>** Through classroom observations, interviews and the distribution of questionnaires to both lecturers and students, **<Move 4: Summarizing the results>** this study found that the problems are rooted in the selection system of both lecturers and students in the program and the lack of support for the development of teaching skills in English for lecturers and the improvement of students' English language proficiency.

(Abstract#358)

2) **<Move 3: Describing the methodology>** Using video-recorded data, **<Move 4: Summarizing the results>** the present study reveals that all respondents make the best use of both languages of learning and language for learning in their classrooms, which are revised in initiation, responses and feedback (IRF), while language through learning is rarely encountered.

(Abstract#422)

As seen in the above examples, *Move 3: Describing the methodology* was embedded in *Move 2: Presenting the research* or *Move 4: Summarizing the results*. The embedded move (Move 3) was placed at the beginning or at the end of another move. The grammatical structures of Move 3 were prepositional phrases (*by means of...*and *through classroom observations...*) and a present participial form (*using video-recorded data*).

4.2.2.2 Descriptions of submoves

Submoves are defined as subcategories or communication functions of the major moves. As mentioned in the previous section, the adapted rhetorical move pattern consists of six major moves and nine submoves. Only *Move 1: Situating the*

research, Move 2: Presenting the research, and *Move 5: Discussing the research* contain submoves. This part describes detailed descriptions of submoves which are the four submoves of Move 1, the three submoves of Move 2, and the two submoves of Move 5.

Move 1: Situating the research

Move 1: Situating the research consists of four submoves which involve current knowledge/topics and previous research studies. The submoves of Move 1 are as follows:

Submove 1A - Stating current knowledge

The *Stating current knowledge* submove is an initial submove of Move 1. In this submove, authors state the current knowledge of the topics relevant to their studies. According to the results from the analyses in the study, the number of words in this submove varied greatly. The maximum number of words in Submove 1A was rather high (137 words) compared with other submoves in Move 1, while the minimum number of words in this submove was only 7. In both types of abstracts, Submove 1A was the most frequently used submove of Move 1. It occurred at the frequency rate of 67.64% (46 out of 68 occurrences) in the descriptive abstracts and at 66.66% (22 out of 33 occurrences) in the informative abstracts in the corpus. The high frequency rate of this submove indicated that it was one of the most preferred and important submoves in conference abstract genre. In other words, writers tended to primarily provide an overview of the current knowledge for the conference reviewing committee and their audiences. Then, they might use other communicative functions to inform readers about the previous studies, the extended previous studies or the problems of the previous studies.

Santos (1996) pointed out that there were three features of Submove 1A: professional focus of a topic, ideas and practices of a topic in research study and teaching, and generalization of a topic. The findings revealed that all of these features were identified in the corpus of the study. The current ideas and practices of a topic feature was the most popular feature with a frequency rate of 58.88%, followed by the generalization of a topic feature with 39.70% frequency rate. The professional focus of a topic feature was the least popular feature with only 4.41% frequency rate which

is 13 times lower than the highest frequency. The realizations of each type of the *Stating current knowledge* submove are illustrated in the following examples.

Examples:

Professional focus of a topic

1) The interplay between teacher and students' performances has recently caught attention of scholars, educators, researchers, and practitioners to examine teacher professional development. The notions of teacher professional development can be categorized into two categories; i.e. traditional concepts and contemporary concepts.

(Abstract#464)

2) Task-Based instruction has been gaining support and popularity among researchers and language teachers.

(Abstract#493)

Current ideas and practices of a topic in research study and teaching

1) One factor underlying the low listening and speaking proficiency of learners of English as a foreign language is the discontinuous use of the language. Intensive teaching of these two skills, with emphasis on varieties of activities, is an alternative method to bring about more fruitful outcomes.

(Abstract#1)

2) The use of metaphor and imagery in teacher-training is especially important when the teacher-training is happening in the participants' second language. Metaphors are important training tools because metaphors are "attention getting devices;" that is, they help the participants to notice what is being taught in a way that facilitates learner self-investment and discovery. Discovery is facilitated through the use of metaphors because metaphors map the properties of one thing onto another; thus, allowing the characteristic of the familiar to help participants discovery and understand the properties of the strange and unfamiliar.

(Abstract#44)

Generalization of a topic

1) Second language writing is an important skill for Thai tertiary-level students.

(Abstract#252)

2) Many Thai university graduates are not capable of using English for effective communication…

(Abstract#351)

Submove 1B - Citing previous research

The *Citing previous research* submove is the second submove of Move 1. The objective of this submove is to mention previous research studies relevant to the study. A distinct feature of this submove is the naming of specific scholars and researchers who conducted the mentioned previous studies. It was also found that some abstract mentioned the detailed information and findings of the previous studies with specific names of scholars or researchers, while others mentioned only the researchers' names. Comparing to other submoves in Move 1, the occurrence of Submove 1B were quite low. This submove was the third frequent submove of Move 1. Its frequency of occurrence was 8.82% (6 out of 68 occurrences) in the descriptive

abstract data and 9.09% (3 out of 33 occurrences) in the informative abstract data. The maximum number of words in this submove was 52 and the minimum one was 20. In addition, closer observation of the use of Submove 1B indicated that writing the researchers' names with years of publication in parentheses was a preferred pattern in most cases. The realizations of the *Citing previous research* submove are illustrated in the examples below.

Examples:

1) In fact, it has been extensively studied especially in the field of general education. (See, for example, Denscombe, 1980; Little, 1993, McLaughlin, 1992; Rosenholtz, 1991; Rosenholtz, Bassler, & Hoover-Depmsy, 1986, and Stigler & Hiebert, 1999, among many others, for more details.)

(Abstract#13)

2) Researchers (e.g. Cooper, 1999; Downes, 1998; Gubbins, Clay, & Perkins, 1999; Rosenkrans, 2001) have examined advantages of Web-based distance learning.

(Abstract#473)

It should be noted that the use of specific researchers' names as the subjects or the opening nouns was found in only a few incidences.

Examples:

1) Ansary & Babaii (2002), Bahumaid (2008) and Sahragard, Rahimi & Zaremoayeddi (2009) which explores how materials can be evaluated with a local perspective while preparing students for the challenges of international communication.

(Abstract#57)

2) Shei (2008) proposed that by using the Google search engine as a corpus and concordancer, students could investigate the naturalness of the formulaic sequences they write. Wu, Franken, and Witten (2009) also noted that the web is frequently used to corroborate one's suspicions about the frequency of phrasal verbs, idioms, or collocations.

(Abstract#164)

Submove 1C - Extended previous research

The *Extended previous research* submove is the third submove of Move 1. Its function is to allow an author to convey that the present study is an extension in part of previous research studies. Among all of the submoves in Move1, this submove was the least frequent submove in both types of abstracts. It occurred at the frequency rate of only 2.94% (2 out of 68 occurrences) in the descriptive abstract data and at 3.03% (1 out of 33 occurrences) in the informative abstract data. The maximum number of words in this submove was 44 and the minimum one was 7. It was found that this submove always co-occurred with *Move 1 Submove 1A - Stating current knowledge*. The co-occurrences might be a result of the author's intention to provide

more insightful information of a topic. The realization of the *Extended previous research* submove is shown in the example below.

Example:

> While building on the construct of teaching presence, this study also delves into the construct of learning presence, an added element proposed by Shea and Bidjerano (2010) and grounded on the Communities of Inquiry (COI) framework of Anderson, Rourke, Garrison and Archer in 2001.
>
> (Abstract#442)

Submove 2 - Stating a problem

The *Stating a problem submove* is the last submove of Move 1. This submove is used to state that the previous studies or some areas in the previous studies are not fully explored or investigated and, therefore, need further investigation. This submove was the second most frequent submove of Move 1. Its frequency rate was 20.58% (14 out of 68 occurrences) in the descriptive abstract data and 21.21% (7 out of 33 occurrences) in the informative abstract data. The maximum number of words in this submove was 101 and the minimum one was 17. The most frequently used words marking the occurrence of Submove 2 were *'however'* and *'yet'*. The realizations of the *Stating a problem* submove are shown in the following examples.

Examples:

1) Previous studies reported learners believed that translation could help enhance their foreign language skills including vocabulary knowledge. These studies, ***however***, were survey studies. They did not empirically examine learners' vocabulary growth.

   (Abstract#398)

2) ***Yet***, little is known about difficulties and concerns about utilizing the think aloud to assess how EFL readers use reading strategies, while they are reading academic texts.

   (Abstract#522)

Move 2: Presenting the research

Move 2: Presenting the research comprises three submoves based on their functions: *Submove 1A - Indicating main features*, *Submove 1B - Indicating main purpose*, and *Submove 2 - Hypothesis raising*. The detailed descriptions of each submove are explained below.

Submove 1A - Indicating main features

The *Indicating main features* submove is the first submove of Move 2. It is used to provide a description of main features of a research study. Comparing to all

other submoves in Move 2, Submove 1A was the most frequent submove. Its frequency of occurrence was at 79.30% (50 out of 63 occurrences) in the descriptive abstract data and 72.5% (29 out of 40 occurrences) in the informative abstract data. The maximum number of words in this submove was 110 and the minimum one was 18. The high frequency rate of this submove emphasized the fact that it was a preferred element and was used to provide an overview of the research under investigation. The realizations of the *Indicating main features* submove are shown in the following examples.

Examples:

1) This paper intends to stress the significance of the workplace culture. Not only that, it also seeks to depict the reciprocal effects of the workplace culture on teachers' beliefs, behaviors, and practices.

(Abstract#13)

2) This study was conducted to investigate the most common English usage difficulties encountered while working by THAI senior flight attendants, as well as the most important English communication needs for improving English communicative skills. In addition, it also determined some motivational and de - motivational factors that influence staff to improve communicative proficiency.

(Abstract#378)

Submove 1B - Indicating main purpose

The *Indicating main purpose* submove is the second submove of *Move 2*. It presents research purposes or objectives of a study. *Submove 1B* was the second most frequent submove of *Move 2* with a frequency rate of 12.69% (8 out of 63 occurrences) in the descriptive abstract data and 22.55% (9 out of 40 instances) in the informative abstract data. The maximum number of words in this submove was 78 and the minimum one was 17. The frequently used head nouns in this submove were *'the objectives'*, *'the study'*, and *'aim'*. The frequently used verb in this submove was *'aim'*. The realizations of the *Indicating main purpose* submove are shown in the examples below.

Examples:

1) *The objectives* are: identify the most practiced and the least or not practiced factors, reveal the most rated beliefs about language learning inventory and compare listening and speaking courses.

(Abstract#209)

2) *The study aims* to investigate the effectiveness of English camp process in development of students' English language ability and explore their attitudes towards learning English through English camp process.

(Abstract#454)

Submove 2 - Hypothesis raising

The *Hypothesis raising* submove is the final submove of Move 2. This submove is used by authors to outline the research questions or research hypotheses. It was found to be the least frequently used submove of Move 2. There were five occurrences of Submove 2 (7.93%) in the descriptive abstract data and only two occurrences (5%) in the informative abstract data. Besides, the maximum number of words of Submove 2 (50 words) was the lowest compared with all other submoves in Move 2. The minimum number of words in this submove was 27. Examples of the realizations that characterize the *Hypothesis raising* submove are provided below.

Examples:
1) The study reveals systematically what learning strategies or factors are critical to language learning and what beliefs learners hold and if they are significantly important for listening and speaking.

(Abstract#109)

2) Given these facts, this study was conducted with the following three research questions: 1. What effect does strategic planning have on writing task in terms of fluency, accuracy and complexity? 2. Is there any difference in the effect of strategic planning depending on the focused composing process: formulation and execution?

(Abstract#493)

Move 5: Discussing the research

Move 5: Discussing the research comprises two submoves which deal with conclusions and recommendations of a research. These submoves are as follows:

Submove 1 - Drawing conclusions

The *Drawing conclusions* submove is the first submove of Move 5. In this submove, authors provide some explanations to their research findings. The maximum number of words for this submove was 50 and the minimum one was 16. This submove occurred far less frequently than the other submove of Move 5. Its frequency rate was 40.90% (9 out of 22 instances) in the descriptive abstract samples and 27.77% (5 out of 18 instances) in the informative abstract samples. Some examples of the *Drawing conclusions* submove are shown below.

Examples:
1) This suggests that explicit instruction on writing process, textual features, and social context contributes to the students' development in L2 writing competence.

(Abstract#252)

2) They indicate clear support for the inclusion of this project in EFL classes, with respondents viewing the project as enjoyable and helpful in improving their

English writing ability and reporting positive attitudes towards the collaborative nature of the activity.

(Abstract#271)

Submove 2 - Giving recommendations

The *Giving recommendations* submove is the second submove of Move 5. It is used to provide some recommendations for further exploration or practice. It occurred far more frequently than the Drawing conclusions submove. The frequency rate of this submove was 59.09% (13 out of 22 instances) in the descriptive abstract samples and 72.22% (13 out of 18 samples) in the informative abstract samples. The maximum number of words for this submove was 71 and the minimum one was 14. The realizations of the *Giving recommendations* submove are shown in the examples below.

Examples:
1) Further research should concentrate on how to create a motivational language program that provides a means to learn but also offers intrinsic motivation and extrinsic rewards.

(Abstract#378)

2) The results could be used to further explore the use of CL to the teaching of idioms.

(Abstract#427)

Santos (1996) also mentioned the loss of Move 5 status in an abstract and defined it as an attempt to convince readers about the usefulness of a research study without providing any information on the conclusions or recommendations. In the corpus of Phase I of the present study, there were five instances of the loss of Move 5 status: two instances in the descriptive abstract samples and three instances in the informative ones. Some examples of the loss of Move 5 status in abstracts are shown below.

Examples:
1) Implications for English language learners, curriculum development and language assessment are also addressed.

(Abstract#113)

2) Recommendations for program providers as well as postgraduate students are also discussed.

(Abstract#161)

In summary, all of the nine submoves based on Santos' (1996) move model were used in both descriptive abstract samples and informative abstract dataset in this corpus. However, their occurrence varied to some extent. Interestingly, the

findings revealed that the order of the submove frequency in the descriptive and informative abstracts was the same. In other words, in Move 1 of both abstract types *Move 1 Submove 1A - Stating current knowledge* was the most popular submove, followed by *Submove 2 - Stating a problem*, *Submove 1B - Citing previous research*, and *Submove 1C - Extended previous research*. As for *Move 2: Presenting the research*, *Submove 1A - Indicating main features* was the most frequently used submove, followed by *Submove 1B - Indicating main purpose* and *Submove 2 - Hypothesis raising*. As for *Move 5: Discussing the research*, *Submove 2 - Giving recommendations* occurred more frequently than *Submove 1A - Drawing conclusion* in both abstract types. Taking all the submoves together, the *Indicating main features* submove of Move 1 had the highest occurrence rate, while the *Extended the previous research* submove of Move 1 had the lowest frequency rate.

4.2.3 Move patterns

A total of 100 conference abstracts were explored to identify their recurrent move structures. The following parts illustrate the frequency and percentage of move sequences found in the descriptive and informative abstract datasets. The findings from the analyses of the descriptive and informative abstracts are presented in separate tables. The results of the descriptive abstracts precede those of the informative ones.

4.2.3.1 Move patterns of descriptive abstracts

A total of 64 descriptive abstracts in Phase I were investigated to determine their underlying move sequences based on the adapted framework described in Chapter 3 Research Methodology. Table 4.4 presents the frequency and percentage of move patterns found in the descriptive abstract samples in the corpus of Phase I. The occurrence frequency is listed in decreasing order of frequency.

No	Move pattern	Number of descriptive abstracts (N=64)	Percentage (%)
1	M1-M2 -M5	9	14.06
2	M1-M2	8	12.50
3	M1-STP	7	10.93
4	M1-M2-STP	6	9.37
5	M2-M3-STP	3	4.68
6	M1-M2 -M3	3	4.68
7	M2-M1-STP	2	3.12
8	M2	2	3.12
9	M1- M3-STP	2	3.12
10	M2-M3-STP-M5	2	3.12
11	M2-M1-M2	2	3.12
12	M1-M2-M3-M2-M5	1	1.56
13	M1-M2-M1-M2	1	1.56
14	M1-M2-STP-M5	1	1.56
15	M1-M3 -M2-M5	1	1.56
16	M1-M3-M2-STP	1	1.56
17	M1-M2-M1	1	1.56
18	M2-M3-M2-M3-M2-M5	1	1.56
19	M2-M1-M2-M1-STP	1	1.56
20	M2-STP-M1-STP	1	1.56
21	M2-M1-M2-M5	1	1.56
22	M2-M1-M3-M5	1	1.56
23	M2-M3-M2-M5	1	1.56
24	M2-STP-M5	1	1.56
25	M2-M5-M3	1	1.56
26	M2-M3-M5	1	1.56
27	M2-M3	1	1.56
28	M2-M5	1	1.56
29	M3-M2-M3-M5	1	1.56
	Total	**64**	**100**

Note: *N = the total number of abstracts in this study
    ** % = the occurrence frequency of a move pattern
    ***STP = *Structuring the presentation*

Table 4.4: Move patterns of descriptive abstracts in Phase I

As reflected in Table 4.4, there were 29 types of move patterns in the descriptive abstract dataset. Each of the move sequences comprised a set of sequential moves ranging from one to six moves. The three-move sequence had the highest number of occurrence that is 11 out of 29 move structures (37.93%). The move patterns with one and six moves were the least popular types with only one occurrence each (3.44% of all move patterns). The linear sequence M1-M2-M5 was found to be the most preferred move sequence in the descriptive abstract samples. Its

frequency of occurrence was 14.06 % (9 occurrences). The second most frequently used move pattern was the linear sequence of M1-M2 accounting for 12.5% (8 instances), and the third rank was the linear sequence of M1-STP comprising 10.93% (7 instances) (see Appendix R).

The results showed that *Move 1: Situating the research, Move 2: Presenting the research* and *Move 3: Describing the methodology* were used as opening moves. About 64% of the descriptive abstracts used Move 1 as the opening move (12 move patterns, 41 occurrences). Move 2 was used as an opening move in 34.37% of the descriptive abstracts (16 move patterns, 22 occurrences). However, Move 3 was used as an opening move in only 1.56% of the descriptive abstracts (1 move pattern, 1 instance). Therefore, it is evident that most authors preferred to begin their descriptive conference abstracts with an overview or an orientation of a research topic or current knowledge. In addition, it was found that final moves in a move sequence were Move 1, Move 2, Move 3, Move 5, or the *STP* move. The majority of the descriptive abstracts in the corpus (35.93%) ended with the *STP* move (8 move structures, 23 occurrences), followed by *Move 5: Discussing the research* with a frequency rate at 34.37% (13 move structures, 22 occurrences). Only 1.56% of the descriptive abstracts (1 move pattern, 1 instance) ended with *Move 1: Situating the research.*

Move cycles were found in Phase I of the study. Move cycles refer to repetitions of the same move in a move structure. In the descriptive abstracts in Phase I, there were 10 cycling move sequences (a total of 11 instances) which are (1) M2-M1-M2, (2) M1-M2-M3-M2-M5, (3) M1-M2-M1-M2, (4) M1-M2-M1, (5) M2-M3-M2-M3-M2-M5, (6) M2-M1-M2-M1-STP, (7) M2-STP-M1-STP, (8) M2-M1-M2-M5, (9) M2-M3-M2-M5, and (10) M3-M2-M3-M5. Besides, it is worth mentioning that there were four cycling moves in the corpus of this study: *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and the *Structuring the presentation* move. Among these cycling moves, Move 2 was the most popular one and its frequency rate was 70% (7 move patterns). On the contrary, the *STP* move was least frequently used with only 10% frequency rate (or only one move sequence) (see Appendix S). It is noticeable that the linear sequence M2-M1-

M2-M1-STP contained the repetition of both Move 1 and Move 2, and the move pattern M2-M3-M2-M3-M2-M5 had the repetition of both Move 2 and Move 3.

4.2.3.2 Move patterns of informative abstracts

A total of 36 informative abstracts in Phase I were examined to determine their recurrent move patterns based on the adapted framework. Table 4.5 shows the frequency and percentage of move patterns found in the informative abstracts in the corpus of Phase I. The occurrence frequency is listed in decreasing order of frequency.

No	Move pattern	Number of informative abstracts (N=36)	Percentage (%)
1	M2-M3-M4-M5	7	19.44
2	M1-M2-M3-M4	6	16.66
3	M1-M2-M3-M4-M5	6	16.66
4	M2-M3-M4	3	8.33
5	M1-M2-M4-M5	2	5.55
6	M2-M4	2	5.55
7	M1-STP-M1-M2-M3-M4	1	2.77
8	M1-M2-M3-M4-M2	1	2.77
9	M1-M3-M4-M2-M5	1	2.77
10	M1-M2-M4-STP	1	2.77
11	M1-M2-M4-M3	1	2.77
12	M1-M2-M4	1	2.77
13	M2-M1-STP-M3-M4-M3	1	2.77
14	M2-M1-M3-M4-M5	1	2.77
15	M2-M3-STP-M4	1	2.77
16	M2-M4-M5	1	2.77
	Total	**36**	**100**

Note: *N = the total number of abstracts in this study
  ** % = the occurrence frequency of a move pattern
  ***STP = *Structuring the presentation*

Table 4.5: Move patterns of informative abstracts in Phase I

As seen in Table 4.5, there were 16 different types of move patterns in the informative abstract dataset. Each of the move sequences comprised a set of sequential moves ranging from two to six moves. The four-move sequence had the highest number of occurrence, whereas the two-move pattern was the least popular one. The most popular move structure of the informative abstracts in this study was M2-M3-M4-M5 (19.44%, 7 occurrences), followed by M1-M2-M3-M4 (16.66%, 6 occurrences) (see Appendix T). It was also found that there were six abstracts that

contained all of the five moves proposed in Santos' (1996) rhetorical framework of move analysis which are M1-M2-M3-M4-M5 (16.66% of informative abstract samples). The *STP* move was least used because it was found in only 4 types of move patterns: M1-STP-M1-M2-M3-M4, M1-M2-M4-STP, M2-M1-STP-M3-M4-M3, and M2-M3-STP-M4.

Only *Move 1: Situating the research* and *Move 2: Presenting the research*, were used as an opening move. Move 1 was used as an opening move in 9 types of move patterns resulting in a total of 20 instances (55.55%), while Move 2 was used as an opening move in 7 types of move patterns resulting in a total of 16 instances (44.44%). The moves which were used as a final move in a move structure were *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 4: Summarizing the results*, *Move 5: Discussing the research*, and the *Structuring the presentation* move. The most popular move which was used as a final move in the informative abstracts was Move 5 since its frequency rate was 50% (6 types of move patterns, 18 instances). The second most popular ending move was Move 4 (38.88%, 6 types of move patterns, 14 instances), followed by Move 3 (5.55%, 2 types of move patterns,2 instances). Only 2.77% of the informative abstracts ended with Move 2 and the *STP* move (1 move pattern,1 instance).

Like in the descriptive abstracts, move cycling was found in informative abstracts. The cycling move sequences in the informative abstracts were M1-STP-M1-M2-M3-M4, M1-M2-M3-M4-M2, and M2-M1-STP-M3-M4-M3. Moreover, the findings indicated that the cycling moves were *Move 1: Situating the research*, *Move 2: Presenting the research*, and *Move 3: Describing the methodology*. The frequency rate of these three cycling moves was the same (33.33% each).

In summary, the findings in response to the second research question are in accordance with Lores (2004) who mentioned that, on the whole, recurrent move patterns of descriptive abstracts were different from those of informative ones. In this study, the most frequently occurring move sequence in the descriptive abstracts was the M1-M2-M5 pattern, whereas the M2-M3-M4-M5 pattern was prominent in the informative abstracts. Besides, there were more varieties of move sequences in the descriptive abstracts than in the informative ones. This is partly because the corpus had more descriptive abstract samples than informative abstract samples. All of the

five moves proposed by Santos' (1996) model were used in the informative abstract samples, while only four moves were found in the descriptive ones (The missing move was the *Summarizing the results* move). The additional move, *Structuring the presentation*, was identified in both types of abstracts to provide steps or activities of upcoming presentation. With regard to move sequences in the corpus, the three-move pattern was prominent in the descriptive abstracts, whereas the four-move pattern was more popular in the informative abstracts. In both datasets, writers tended to commence their abstracts with current knowledge, previous research studies, evaluations of current topics, information on the main features, or the purpose/hypotheses of the study under investigation. Although there were variations in the move structures, none of the writers used *Move 4: Summarizing the results*, *Move 5: Discussing the research* or the *Structuring the presentation* move to begin their abstracts.

4.3 Research Question 3

What are the verb tenses, modal verbs, active voice and passive voice, and personal pronouns of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

An appropriate use of linguistic components does not only show authors' effective writing skills but also conveys their familiarity with word choices and linguistic features commonly used in their target discourse community. To answer the third question of this research, a total of 100 conference abstracts were explored to identify their linguistic features. There were four target linguistic features in this study: verb tense, modality, voice, and personal pronoun. Both the hand-tagged analysis and the concordance program were applied in this study. Verb tenses and active/passive voices were manually analyzed. On the contrary, modalities and personal pronouns were primarily identified by using a concordance tool in the AntConc 3.2.4w program and then manually rechecked to ensure the correctness of the results. However, these target linguistic features were analyzed without taking the differences in abstract types into consideration. The results of the analyses in response

to this research question are presented in order of the linguistic features starting from verb tense, modal verb, active and passive voice construction to personal pronouns.

4.3.1 Verb tense

The finite verbs of each move in a corpus of 100 conference abstracts were explored to determine their tenses. Table 4.6 shows the frequency and percentage of verb tenses found in moves in the corpus of Phase I. They are listed in decreasing order of frequency.

Tense	M 1 (N=350)				M 2 (N=257)			M 3 (N=164)	M 4 (N=135)	M 5 (N=70)		STP (N=145)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Present Simple	199	20	5	32	138	17	22	50	40	18	27	52	620	55.30
Past Simple	19	5	1	2	27	6	4	105	83	3	6	13	274	24.44
Future Simple	6	-	-	2	34	1	-	3	1	3	11	73	134	11.95
Present Perfect	28	5	-	8	2	-	1	3	8	1	1	5	62	5.53
Present Continuous	7	2	-	9	4	-	-	1	2	-	-	2	27	2.40
Past Continuous	-	-	-	-	-	-	-	2	-	-	-	-	2	0.17
Present Perfect Continuous	-	-	-	-	-	1	-	-	-	-	-	-	1	0.08
Past Perfect	-	-	-	-	-	-	-	-	1	-	-	-	1	0.08
Total	259	32	6	53	205	25	27	164	135	25	45	145	1,121	100

Note: * M   = Move
     **S   = Submove
     ***N   = the total number of occurrence
     ****STP = *Structuring the presentation*

Table 4.6: Frequency of verb tenses in Phase I

As seen in Table 4.6, there were eight different verb tenses used in Phase I with a total of 1,121 instances. There were four present tenses (*Present Simple, Present Perfect, Present Continuous,* and *Present Perfect Continuous*), three past tenses (*Past Simple, Past Continuous*, and *Past Perfect*), and one future tense (*Future Simple*). From the overall distribution, the present tense had the highest frequency of occurrence. Therefore, the present tense was a preferred tense that most writers used to serve their target communicative purposes. When looking at the distribution of tenses in detail, the most popular tense was *Present Simple* which was used in more than half of all the verb tenses (55.30%, 620 instances). It was prevalent in *Move 1 Submove 1A - Stating current knowledge* to describe the present state of knowledge with a frequency rate of 32.09% (199 occurrences). However, the *Present Simple*

tense was rarely used in *Move 1 Submove 1C - Extended previous research.* The Past Simple tense was the second most frequently used verb tense with a frequency of occurrence at 24.44% (274 instances). The *Past Simple* tense appeared mostly (38.32%, 105 occurrences) in *Move 3: Describing the methodology* to describe the research methodology that had already been applied in the study. It was least frequently used in *Move 1 Submove 1C - Extended previous research.* However, the low frequency of the Past Simple tense in *Move 1 Submove 1C Extended previous research* might be based on the fact that the corpus had relatively low instances of this submove. The future simple tense was the third frequently used tense occurring at a frequency rate of 11.95% (134 instances). It was a preferred tense in the *STP* move with a frequency rate of 54.47% (73 occurrences). The *Present Perfect Continuous* and *Past Perfect* tenses were the least frequently used tenses in the corpus. Each of these two tenses occurred only once with the same frequency rate at 0.08%.

4.3.2 Modality

Modal auxiliaries are one of the most important language components in English. They can convey attitudes, judgment of proposition and assessment of the probability of the speaker (Halliday, 1970; Palmer, 1979; Quirk et al., 1985). The modal auxiliaries in a corpus of 100 conference abstracts were examined using the AntConc3.2.4w computer program. Table 4.7 shows the frequency and percentage of modal auxiliaries found in the corpus of Phase I. They are listed in decreasing order of frequency.

Modality	Number of occurrence	Percentage of occurrence
can	59	55.66
should	12	11.32
could	11	10.37
would	10	9.43
may	7	6.60
must	4	3.77
might	3	2.83
Total	**106**	**100**

Table 4.7: Frequency of modality in Phase I

Based on Table 4.7, there were seven types of modal verbs in the corpus of Phase I: *'can', 'should', 'could', 'would', 'may', 'must'*, and *'might'*. The number of occurrence of these modal verbs was 106 in total. However, when comparing to the total number of words in the corpus, the percentage of occurrence of these modal verbs was only 0.72%. With regard to verb forms, there were three present forms and four past forms of the modal verbs in the corpus. However, the present modal verbs far outnumbered the past modal verbs (66.03% compared with 33.96%). Among all the modal verbs found in the corpus, the modal *'can'* was the most favored modal verb with a frequency rate of 55.66% (59 instances). More than 73% of the modal verb *'can'* were used to convey possibilities. The second and the third frequently used modal verbs were *'should'* and *'could'* with a frequency rate of 11.32% (12 occurrences) and 10.37%(11 times), respectively. The modal verb *'might'* was found to be the least preferred modal verb as its frequency rate was only 2.83% (3 instances). Based on the data in this study, it was found that writers tended to avoid showing obligations in their abstracts. That is why the modal verb *'must'* which is used to convey obligations had a relatively low frequency of occurrence (3.77% or 4 occurrences). The uses of these modal verbs in actual context are shown in the examples below. They are listed in alphabetical order.

Examples:

Can

There are a number of ways in which learning technology ***can*** be used to enhance English language teaching and learning.

('can' in context, Abstract#122, italic added)

Recent research on Synchronous Computer-Mediated Communication (SCMC) tools, as well as real time text-message exchange software, has shown that this mode ***can*** be effective for increasing the interactive competence of foreign language learners.

('can' in context, Abstract#15, italic added)

Could

Visitors are asked to make just one suggestion of a new technique which the Lao teachers ***could*** use.

('could' in context, Abstract#428, italic added)

Previous studies reported learners believed that translation ***could*** help enhance their foreign language skills including vocabulary knowledge.

('could' in context, Abstract#398, italic added)

May

Striving to be correct, their written language skills ***may*** overshadow their oral capabilities.

('may' in context, Abstract#72, italic added)

The 1995 survey originally aimed to identify the reason why the style of teaching and learning in Japan *may* not sufficiently help students to communicate in real second language situations.

<div align="right">(*'may'* in context, Abstract#449, italic added)</div>

Might

The research aims to investigate whether threaded discussion can represent an important forum for opening up new learning possibilities that *might* not be achievable in face -to-face classroom alone.

<div align="right">(*'might'* in context, Abstract#113, italic added)</div>

Applying proper rhetorical style *might* be one cause of the difficulties since English and Thai *might* require different ones.

<div align="right">(*'might'* in context, Abstract#325, italic added)</div>

Must

If it is used, it *must* be in literary works and quotations.

<div align="right">(*'must'* in context, Abstract#386, italic added)</div>

Instead of avoiding the technologies or completely rewriting curriculum and materials for them, teachers *must* either learn how to effectively integrate traditional materials into a modern setting or investigate how to integrate the new technology into a traditional setting.

<div align="right">(*'must'* in context, Abstract#515 italic added)</div>

Would

Seeking to discover how students *would* respond to a negotiated syllabus, and what impacts a negotiated syllabus can have on learner autonomy, this study followed a group of young adults from hill tribe regions of Burma and Thailand in an entry-level English course.

<div align="right">(*'would'* in context, Abstract#152, italic added)</div>

In this context, one of the factors that noticeably impacts verbal communication *would* be pronunciation.

<div align="right">(*'would'* in context, Abstract#201, italic added)</div>

Should

Further research *should* concentrate on how to create a motivational language program that provides a means to learn but also offers intrinsic motivation and extrinsic rewards.

<div align="right">(*'should'* in context, Abstract#378, italic added)</div>

By the same token, university instructors *should* prepare the lessons that fit the students' backgrounds and enhance ASEAN communication via English in the future.

<div align="right">(*'should'* in context, Abstract#332, italic added)</div>

4.3.3 Active voice and passive voice

The samples were explored in terms of active voice and passive voice. Apart from literally conveying the meanings of words in combination, voice patterns also help expressing the focus of a writer. Writers choose the active voice pattern to focus on things or persons who are doing some actions. On the contrary, the passive voice pattern is deliberately used to focus on objects or actions directly. The

frequency and percentage of voice constructions found in each move in the corpus of Phase I are presented in Table 4.8.

Voice	M 1 (N=350)				M 2 (N=257)			M 3 (N=164)	M 4 (N=135)	M 5 (N=70)		STP (N=145)	Total	Percentage
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Active	217	25	5	45	180	23	24	96	109	23	29	117	893	79.66
Passive	42	7	1	8	25	2	3	68	26	2	16	28	228	20.33
Total	259	32	6	53	205	25	27	164	135	25	45	145	1,121	100

Note: * M   = Move
     **S   = Submove
     ***N   = the total number of occurrence
     ****STP = *Structuring the presentation*

Table 4.8: Frequency of active voice and passive voice in Phase I

As seen in Table 4.8, the total number of occurrence of both voice patterns was 1,121 instances. It is obvious that the active voice far outnumbered the passive voice. The active voice occurred at a frequency rate of 79.66% (893 instances), while the passive voice occurred at a frequency rate of only 20.33% (228 occurrence) which was almost four times lower than the active voice. However, both voice patterns (active voice and passive voice) were found in all moves and submoves in the corpus. The active voice structure appeared mostly in *Move 1 Submove 1A -Stating current knowledge* with a frequency rate of 24.30% (217 instances), followed by *Move 2 Submove 1A - Indicating main features* at a frequency of 21.45% (180 occurrences). The reason for the high frequency rate of active voice in Move 1was probably because the nature and function of the active voice is to convey the current knowledge of a research topic. On the contrary, the passive voice mainly appeared in *Move 3: Describing the methodology* with a frequency rate of 20.15% (68 instances) because its general focus was on actions, persons, or things being acted on such as research participants, research tools, or variables. Examples of the active voice in the *Stating current knowledge* submove and the passive voice in the *Describing the methodology* move are shown below.

Examples:
Active voice in *Move 1 Submove 1A Stating current knowledge*
1) One factor underlying the low listening and speaking proficiency of learners of English as a foreign language *is* the discontinuous use of the language. Intensive teaching of these two skills, with emphasis on varieties of activities, *is* an alternative method to bring about more fruitful outcomes.

(Active voice in context, Abstract#1, italic added)

2) international journals or even some national journals ***request*** English manuscripts. Several studies ***show*** that non-native English speaking (NNES) writers ***face*** difficulties to publish their work in English.

(Active voice in context, Abstract#325, italic added)

Passive voice in *Move 3: Describing the methodology*

1) From this group, 20 students ***were*** randomly ***selected*** for an interview about the quality of their experience. They ***were interviewed*** in small group of 5 to provide the opportunity to hear the student's voices.

(Passive voice in context, Abstract#403, italic added)

2) The study: Korean and Chinese students in an English Vocabulary course at a Korean university ***were divided*** into two classes. The course's focus was on learning a large quantity of vocabulary. Group A ***were taught*** 3 VLS before mid-term exams; group B ***were taught*** the same 3 VLS in the second half of the semester. Both groups' vocabulary levels ***were tested*** 5 times during the semester, and they answered 3 surveys about vocabulary learning and VLS.

(Passive voice in context, Abstract#116, italic added)

4.3.4 Personal pronoun

A personal pronoun is used to replace a noun which has been mentioned for the second time to avoid a repetition of the same noun. Table 4.9 illustrates the frequency and percentage of personal pronouns found in the corpus of Phase I. The results are listed in order of pronoun type.

Personal pronoun		Number of occurrence	Percentage of occurrence
1st person	*I*	10	6.02
	We	26	15.66
2nd person	*You*	20	12.04
3rd person	*He*	4	2.40
	She	1	0.60
	It	61	36.74
	They	44	26.50
Total		**166**	**100**

Table 4.9: Frequency of personal pronouns in Phase I

As shown in Table 4.9, the personal pronouns in all types (first-person, second-person, and third-person) were used in the corpus of Phase I. The total number of their occurrence was 166. However, the frequency rates of these personal pronouns varied. The third-person pronouns were used far more frequently than other types. The third-person pronoun has 110 instances, while there were only 20 and 36 occurrences of the first-person and second-person pronouns, respectively. The most common personal pronoun was *'it'* which appeared at a frequency rate of 36.74% (61

instances), followed by *'they'* which occurred at a frequency of 26.50% (44 occurrences). The pronoun with the lowest percentage of occurrence was *'she'* which occurred only once (0.60%).

Furthermore, closer investigation of the use of personal pronouns revealed some interesting points in four aspects. Firstly, most of the first-person pronouns in the corpus were found in the *Structuring the presentation* move. The first-person plural pronoun *'we'* was more common than the first-person singular pronoun *'I'*. Out of 36 occurrences, *'we'* occurred 26 times (72.22%), whereas *'I'* occurred only 10 times (27.77%). Secondly, the personal pronoun *'we'* in this corpus served both inclusive and exclusive purposes. An inclusive *'we'* refers to the writer/speaker and addressees, whereas an exclusive *'we'* refers to the writer/speaker but excludes readers (Martin, 2003b; Lores, 2006). In this corpus, the inclusive *'we'* was more common than the exclusive one. Writers used an inclusive *'we'* in 17 instances (65.38%), while they used an exclusive *'we'* in only 9 instances (34.61%). Thirdly, the referential pronoun *'it'* outnumbered the non-referential *'it'*. Out of 61 occurrences, the referential *'it'* occurred 38 times (62.29%), while the non-referential *'it'* occurred only 23 times (37.70%). Most of the non-referential *'it'* were in passive form. Lastly, closer examination revealed that the pronoun *'he'* was used to refer to the researcher himself in two out of four of the occurrence of this pronoun.

The following parts illustrate some examples of personal pronouns in their contexts. They are presented in order of pronoun type starting from the first-person pronoun, the second-person pronoun, to the third-person pronouns. The abstract numbers are in parentheses beneath each example for further reference.

Examples:
First-person pronouns

Personal pronoun *'I'*
In this presentation, ***I*** would like to share with you a few simple tactics to inspire your students in your iBT & IELTS writing lessons with the help of technology. ***I*** will give you an example or two on how to use these tactics and modify them to fit your own writing class in your current teaching condition.

('*I*' in context, Abstract#314, italic added)

Personal pronoun *'we'*
Inclusive *'we'*
This presentation will explore why ***we*** should incorporate ethics into ELT which, in addition to "good", high quality teaching, should operate "within a wider framework of education for peace", and include awareness of how methods,

textbooks, and pedagogical practices foster "... mutual understanding, respect, and cooperation among nations" (Marti, 1996).

<div align="right">(Inclusive 'we' in context, Abstract#183, italic added)</div>

Exclusive *'we'*

We will start with a brief overview of a few evaluation techniques, then focus on using rubrics. *We* will see examples of rubrics for various levels, as well as how to use rubrics for student self-evaluation.

<div align="right">(Exclusive 'we' in context, Abstract#393, italic added)</div>

Second-person pronouns

Personal pronoun *'you'*

Did *you* know that your students can now interact online with other learners all over the world and practice vocabulary, reading, writing and speaking skills for free?

<div align="right">('you' in context, Abstract#40, italic added)</div>

We would like to show *you* how to set up alternative methods of assessment that are both more challenging for the learner, and more worthwhile for *you*. We will start by talking about podcasting and how students at different levels of English are able to use this tool to improve both their fluency and accuracy. We will show *you* how to set up an account and record a podcast as well as how to manage what your students are doing.

<div align="right">('you' in context, Abstract#375, italic added)</div>

Third-person pronouns

Personal pronoun *'he'*

The presenter will introduce COCA and its main functions: providing wordlists, genre and date charts describing use, Key Word in Context (KWIK) searches, and comparing words. *He* will describe how COCA is used to explore language in a teacher education program. *He* will provide several examples of frequency lists, collaboration, and collocation to show typical patterns of language use.

<div align="right">('he' in context, Abstract#492, italic added)</div>

Personal pronoun *'she'*

How does the native speaker work with the homeroom co-teacher? How does *she* or he escape from the book-based programs, many of which are, for a 30-40-minute class, complex and time consuming?

<div align="right">('she' in context, Abstract#67, italic added)</div>

Personal pronoun *'it'*
Referential '*it*'

A native speaker of English generally knows when something doesn't sound right; EFL students sometimes don't. The Corpus of Contemporary American English (COCA) is available online at http://corpus.byu.edu/. *It* contains 450 million words, *it*'s free, and *it*'s not difficult to use. *It* can help EFL students decide what is "correct".

<div align="right">(Referential 'it' in context, Abstract#492, italic added)</div>

Non-referential '*it*'

To cope with these expectations, *it* is necessary that teachers involved in promoting independent learning shift their mental maps from 'How can I motivate learners to use my learning records?'

<div align="right">(Non-referential 'it' in context, Abstract#231, italic added)</div>

It can be seen that the students lacked psychological and methodological preparation for working in groups outside class.

<div align="right">(Non-referential 'it' in context, Abstract#79, italic added)</div>

It is believed that native speakers could provide students with a more authentic learning environment and as well students can benefit from more accurate pronunciation, intonation and tones.

(Non-referential *'it' in* context, Abstract#42, italic added)

Personal pronoun *they*

The samples of this study were 56 students at Bangkapi School. ***They*** were selected randomly. One Single group pretest-posttest design is the experimental plan of this study.

(*'they' in* context, Abstract#87, italic added)

In summary, a total of 8 tenses were identified in the corpus of Phase I. These tenses could be categorized into three groups: present, past, and future tenses. There were four present tenses (*Present Simple, Present Perfect, Present Continuous,* and *Present Perfect Continuous*), three past tenses (*Past Simple, Past Continuous*, and *Past Perfect*), and one future tense (*Future Simple*). *Present Simple* was the most popular tense in the corpus. The *Present Perfect Continuous* and *Past Perfect* tenses were rarely used. In terms of modalities, there were seven types of modal verbs in the corpus: *'can'*, *'should'*, *'could'*, *'would'*, *'may'*, *'must'*, and *'might'*. The most popular modal verb was *'can'*, while the least popular one was *'might'*. With regard to voice construction in the corpus, the passive voice pattern was outnumbered by the active voice one. Most of the active voice pattern occurred in *Move 1: Situating the research*, while the passive voice pattern was mostly found in *Move 3: Describing the methodology*. With respect to personal pronouns, all types of personal pronouns (first-person, second-person, and third-person) were used in the corpus. The third-person pronouns occurred far more frequently than the first-person and second-person pronouns. The most popular personal pronoun in the corpus was *'they'*, whereas the pronoun *'she'* was rarely used. Moreover, the referential *'it'* outnumbered the non-referential *'it'*, and the majority of the non-referential *'it'* was in passive form.

4.4 Research Question 4

What are the forms, the structures, and the functions of three-to five- word lexical bundles of English abstracts regardless of moves presented in Thailand TESOL International Conferences?

Recurrent word combinations are important elements in the language production of both spoken and written registers. Recurrent word combinations help

producing a language which is appropriate and familiar in a target discourse; therefore, they are particularly useful for non-native speakers and novice writers. The study focuses on three aspects of lexical bundles which are forms, structures, and functions of lexical bundles. To answer the fourth research question, the present study explored the three-to five-word clusters in a corpus of 100 conference abstracts (with the set criteria as described in Chapter 3 Research Methodology) by using the AntConc 3.2.4w concordance program. After that, the lexical bundles generated from the program were further structurally and functionally analyzed using the adapted frameworks based on the taxonomy proposed by Biber et al. (2004) and the functional classification posited by Hyland (2008a, 2008b). The next three sections will present the findings on forms, structures and functions of the lexical bundles in Phase I.

4.4.1 Forms of Lexical Bundles

After proofreading and saving the conference abstracts into *Plain Text* format, the AntConc 3.2.4w program was used to generate a list of three-to five-word clusters. The frequency of three-to five-word lexical bundles, the numbers of bundle cases and percentage of the total words in the corpus of Phase I are shown in Table 4.10.

Lexical bundle	Bundle types	Total cases	Percentage of total words
Three-word	77	356	7.31
Four-word	14	48	1.31
Five-word	3	12	0.41
Total	**94**	**416**	**9.03**

Table 4.10: Frequency of three-to five-word lexical bundles in Phase I

As seen in Table 4.10, a wide range of lexical bundles were used in the corpus of Phase I. This corpus contained 94 individual bundles and 416 cases in total. The total number of words in the whole corpus of the present study was 14,604. Therefore, the three- to five-word lexical bundles were accounted for 9.03% of the total words in the present study. Based on the criteria for generating the word clusters, the results showed that the corpus contained three-word, four-word, and five-word lexical bundles. The three-word clusters had the highest occurrence rate. They

made up 77 bundle types (81.91% of total bundle types) and occurred 356 times or 7.31% of the total words. The four-word bundles were the second most frequently used bundles. It accounted for 14 types (14.89% of total bundle types) and 48 tokens (1.31% of the total words). The five-word clusters had the lowest proportion. They consisted of only three individual lexical bundles (3.19% of total bundle types) and were used only 12 times or 0.41% of the total words. Therefore, the occurrence of clusters is related to the length of clusters. These findings are consistent with the results from Biber et al.'s (1999) study. In other words, longer clusters had lower frequency than shorter combinations.

In a small corpus, raw frequency is generally used as a criterion to generate target lexical bundles. Based on the calculation in search for an appropriate raw frequency as mentioned in Chapter 3 Research Methodology, the cut-off rate at three raw frequencies was chosen to be used in the present study because it could be normalized to 20 times per million words. A list of three-word lexical bundles with their frequency found in the corpus of Phase I is presented in Table 4.11. They are listed in decreasing order of frequency.

Lexical bundle	Frequency	Lexical bundle	Frequency
the use of	21	*the role of*	4
		this workshop will	4
as well as	19	*through the use*	4
		was conducted to	4
in order to	9	*based on the*	4
		some of the	4
this presentation will	8		
in terms of	8	*a number of*	3
the presenter will	8	*at the same*	3
		enrolled in a	3
English as a	7	*focuses on the*	3
on how to	7	*high school students*	3
		how to use	3
of this study	6	*in this presentation*	3
teaching and learning	6	*it has been*	3
study aims to	6	*level of English*	3
will also be	6	*look at how*	3
participants will be	6	*of the English*	3
		overview of the	3
aims to investigate	5	*positive attitudes towards*	3
and how to	5	*presenter will discuss*	3
can be used	5	*results showed that*	3
how to create	5	*students enrolled in*	3
of English as	5	*students in the*	3
showed that the	5	*study was conducted*	3
that the students	5	*terms of their*	3
this paper will	5	*the lack of*	3
this study aims	5	*the rest of*	3
a foreign language	5	*the results showed*	3
as a foreign	5	*the roles of*	3
in addition to	5	*the world and*	3
one of the	5	*to discuss the*	3
English language teaching	5	*to investigate the*	3
the development of	5	*use of a*	3
		use of the	3
be able to	4	*was found that*	3
be used to	4	*will be able*	3
found that the	4	*will describe how*	3
in English language	4	*would like to*	3
in which students	4		
language learning and	4		
purpose of this	4		
the analysis of	4		
the effectiveness of	4		
the impact of	4		
the quality of	4		

Table 4.11: List of three-word lexical bundles with raw frequencies in Phase I

As reflected in Table 4.11, there were 77 individual three-word lexical bundles and 356 cases in total. The raw frequency of each lexical bundle varied a lot as it started from 3 up to 21. Among these three-word clusters, *'the use of'* was the most frequently used lexical bundle in the whole corpus, and its frequency rate was 5.89% (21 occurrences). *'As well as'* was the second most common lexical bundle with a frequency rate of 5.3% (19 occurrences). It was also found that lexical bundles with low raw frequencies occurred much more frequently than those with high raw frequencies. In other words, lexical bundles with 3 raw frequencies occurred far more often than lexical bundles with higher raw frequencies. In this corpus, there were 32 lexical bundles with 3 raw frequencies (41.55%), 17 lexical bundles with 4 raw frequencies (22.07%), 15 lexical bundles with 5 raw frequencies (19.48%), 5 lexical bundles with 6 raw frequencies (7.79%), 2 lexical bundles with 7 raw frequencies (2.59%), 3 lexical bundles with 8 raw frequencies (3.89%), and 1 lexical bundle with 9 raw frequencies (1.29%). The findings presented in the above table confirmed the results of the previous studies by Biber et al. (1999) and Conrad & Biber (2005) which concluded that lexical bundles found were not completed structure units.

Table 4.12 shows a list of three-word lexical bundles found in the corpus of Phase I with their contexts and token frequency. The word clusters are listed in decreasing order of frequency. In each context, the target lexical bundles are italicized in bold for clarity. The lexical bundles with the same frequency are listed in alphabetical order.

No	Lexical bundle	Frequency	Lexical bundle in context
1	**the use of**	21	phase regarding ***the use of*** lexical priming… storyboard and ***the use of*** a camera movement… ***The use of*** metaphor and imagery… facilitated through ***the use of*** metaphors because… look at how ***the use of*** a metaphorical device… classroom with ***the use of*** learning technology… of FISSs of ***the use of*** English as the… learning effectiveness, ***the use of*** English is also… EFL learners in ***the use of*** a non-CL and CL… to further explore ***the use of*** CL to the teaching… sources through ***the use of*** different language… to capitalize ***the use of*** social medial tools for… techniques on ***the use of*** social medial tools for… benefited from ***the use of*** Wiki in enhancing…

No	Lexical bundle	Frequency	Lexical bundle in context
			is approached with *the use of* major principles…
			assessment. With *the use of* process-based teaching…
			followed by *the use of* ICT learning support and…
			levels, through *the use of* authentic episodes to…
			technique involves *the use of* gambits, or essential…
			and also mediate *the use of* authentic language in…
			listening through *the use of* personal and shared…
2	as well as	19	tools, *as well as* real time text-message…
			some results, *as well as* some limitations…
			in-depth interviews *as well as* focus group…
			are presented *as well as* steps to resolve…
			teaching practitioners *as well as* ITE educators…
			program providers *as well as* post graduate students…
			using a template *as well as* actively participate…
			flight attendants, *as well as* the most important…
			willingness to communicate, *as well as* their self-prescribed…
			of students' responses *as well as* giving some suggestions…
			promotes social skills *as well as* address affective... factors
			for various levels, *as well as* how to use…
			of developing rubrics, *as well as* a simple website…
			in high school level, *as well as* those in the higher…
			and a debate champion, *as well as* linguistic realization…
			method in TEFL *as well as* to preserve cultural…
			record a podcast *as well as* how to manage…
			reading, writing *as well as* pronunciation, grammar…
			is demonstrated *as well as* apps that can…
3	in order to	9	faculty research *in order to* formulate contextually…
			need to be met *in order to* implement classroom…
			will be illustrated *in order to* meet different goals…
			online environment *in order to* investigate their potentials…
			are reading *in order to* understand the internal…
			these problems *in order to* hire the most suitable…
			L2 writing *in order to* provide explicit explanation…
			of TOEFL) *in order to* make them homogenous…
			emotional attachment *in order to* drive online communication…
4	this presentation will	8	*This presentation will* include practical suggestions…
			This presentation will reveal some results…
			This presentation will show how to…
			This presentation will describe how paper-based…
			This presentation will first outline a scandal…
			This presentation will address these concerns…
			This presentation will explore why we…
			This presentation will introduce an online…

No	Lexical bundle	Frequency	Lexical bundle in context
5	**the presenter will**	8	international communication. ***The presenter will*** discuss ways to… and/or level. ***The presenter will*** demonstrate how games… materials needed. ***The presenter will*** share ideas on… of global citizenship. ***The presenter will*** introduce COCA and… what is correct. ***The presenter will*** explain how one… of language use. ***The presenter will*** discuss the rationale… TOEFL iBT center, ***the presenter will*** explain how... English courses. ***The presenter will*** discuss the rationale…
6	**in terms of**	8	female students ***in terms of*** their needs… airline discourse ***in terms of*** their vocal skills… not be smooth. ***In terms of*** teaching in learning… as they saw it ***in terms of*** learning with freedom… teachers in China ***in terms of*** their attitudes… students improve ***in terms of*** intelligibility… gender stereotypes ***in terms of*** gender-fair perspective… on writing task ***in terms of*** fluency, accuracy and
7	**English as a**	7	of learners of ***English as a*** foreign language is… teaching ***English as a*** foreign language (EFL) at … learners of ***English as a*** foreign language. Creating suitable… teaching of ***English as a*** Second Language (ESL)… learning ***English as a*** FL and are receiving… Thai university ***English as a*** foreign language (EFL) classroom… Teaching reading to ***English as a*** foreign language (EFL) learners…
8	**on how to**	7	and advice ***on how to*** adapt the lesson… practical suggestions ***on how to*** introduce… example of two ***on how to*** use these tactics… should concentrate ***on how to*** create a motivational… (and handouts) ***on how to*** introduce these to… with clearer ideas ***on how to*** improve as managers… a short selection ***on how to*** set up a TOEFL…
9	**teaching and learning**	6	effectiveness in the ***teaching and learning*** processes… to conduct the ***teaching and learning*** process… improve collocation ***teaching and learning*** accordingly… help keep quality ***teaching and learning*** as the core… and validity online ***teaching and learning*** process… why the style of ***teaching and learning*** in Japan…

No	Lexical bundle	Frequency	Lexical bundle in context
10	**study aims to**	6	This *study aims to* investigate the voices… This *study aims to* survey what problems… This *study aims to* investigate whether or… This *study aims to* reexamine the construct of… The *study aims to* investigate the effectiveness of… The preliminary *study aims to* investigate how…
11	**will also be**	6	songs and texts *will also be* featured… their implementation *will also be* conducted… Preliminary data *will also be* presented on… There *will also be* an explanation of… the material *will also be* discussed… attitudinal survey *will also be* discussed…
12	**participants will be**	6	*Participants will be* able to use these… *Participants will be* encouraged to email… is presentation, *participants will be* exposed to be illustrated. *Participants will be* given handouts Workshop *participants will be* able to go back… All *participants will be* encouraged to participate
13	**of this study**	6	The purposes *of this study* were to study… The samples *of this study* were 56 students… general purpose *of this study* is the effectiveness… The purpose *of this study* was to explore… Results *of this study* hope to build… The main findings *of this study* are (1) strategic planning…
14	**aims to investigate**	5	This study *aims to investigate* the voices of… This study *aims to investigate* whether or not… The research *aims to investigate* whether threaded… The study *aims to investigate* the effectiveness of… This preliminary study *aims to investigate* how efficiently…
15	**and how to**	5	opening shots *and how to* create storyboards for… effective presentations, *and how to* fairly assess the… these to students *and how to* incorporate them into… at Bloom Taxonomy *and how to* reach for higher… as managers *and how to* bring the best…

No	Lexical bundle	Frequency	Lexical bundle in context
16	**can be used**	5	learning technology ***can be used*** to enhance English language… English phrases ***can be used*** to develop authentic… In addition, it ***can be used*** with any groups of… To create an LEA that ***can be used*** in their classroom… social media networks ***can be used*** to create online…
17	**how to create**	5	opening shots and ***how to create*** storyboards for… will cover ***how to create*** an appropriate poster… concentrate on ***how to create*** a motivational… will learn about ***how to create*** evening activities… and explaining ***how to create*** e-worksheets using…
18	**of English as**	5	of learners ***of English as*** a foreign language is… for many learners ***of English as*** a foreign language… is the use ***of English as*** the language of instruction… for the teaching ***of English as*** a Second Language (ESL)… the emergence ***of English as*** an international language (EIL)…
19	**showed that the**	5	The findings ***showed that the*** most frequent collocation… The results ***showed that the*** tests and textbooks… The findings ***showed that*** *the* students achieved… The results ***showed that the*** instruction management… The results ***showed that th***e students gained…
20	**that the students**	5	also found ***that the students*** completed their… can be seen ***that the students*** lacked psychological… findings indicated ***that the students*** generally benefited… The findings showed ***that the students*** achieved a higher… The results showed ***that the students*** gained higher scores…

No	Lexical bundle	Frequency	Lexical bundle in context
21	**this paper will**	5	*This paper will* report on a year-long… *This paper will* talk about enhancing… *This paper will* provide demonstrated… *This paper will* draw on data from… *This paper will* outline the set-up of…
22	**this study aims**	5	*This study aims* to investigate the voices of… *This study aims* at proposing steps to… *This study aims* to survey what problems… *This study aims* to investigate whether or not… *This study aims* to examine the construct of…
23	**a foreign language**	5	of learners of English as *a foreign language* (EFL) is the… teaching English as *a foreign language* (EFL) at Cassia University… many learners of English as *a foreign language*. Creating suitable … a Thai university of English as *a foreign language* (EFL) classroom. To gather… reading to English as *a foreign language* (EFL) learners can be…
24	**as a foreign**	5	of learners of English *as a foreign* language (EFL) is the… teaching English *as a foreign* language (EFL) at Cassia University… many learners of English *as a foreign* language. Creating suitable … a Thai university of English *as a foreign* language (EFL) classroom. To gather… reading to English *as a foreign* language (EFL) learners can be…
25	**in addition to**	5	to students, *in addition to* discussing the results… *In addition to* the benefits the drawbacks… *In addition to* documenting the process… control group, *in addition to* classroom observation… ELT which, *in addition to* good, high quality…
26	**one of the**	5	*One of the* stipulations for the classroom… considered to be *one of the* biggest obstacles… *One of the* characteristics of FISSs is… has become *one of the* most widely taken… this context, *one of the* factors that noticeably impacts…

No	Lexical bundle	Frequency	Lexical bundle in context
27	**English language teaching**	5	an improvement in *English language teaching* and learning… used to enhance *English language teaching* and learning… ASEAN cooperative *English language teaching* (ELT) strategies… training and *English language teaching* for effective… the changes in *English language teaching* in Japan between…
28	**the development of**	5	deals on *the development of* materials for… training program. *The development of* such can enhance… lack of support for *the development of* teaching skills… is important to *the development of* L2 writing… does not nurture *the development of* children cognitive…
29	**be able to**	4	model developed will *be able to* be transferred… Participants will *be able to* use these… thinking skills and *be able to* articulate these… participants will *be able to* go back to…
30	**be used to**	4	learning technology can *be used to* enhance English language… The results could *be used to* further explore… English phrases can *be used to* develop authentic… social media networks can *be used to* create online…
31	**found that the**		it was *found that the* level of English… this study *found that the* problems are rooted… It was also *found that the* students completed… the author *found that the* results hadn't turned…
32	**in English language**	4	of an improvement *in English language* teaching and… of social media *in English language* learning and proposes… important role *in English language* teaching… of the changes *in English language* teaching in Japan…
33	**in which students**	4	daytime majors *in which students* use English to… identified two areas *in which students*' skills needed… on the manners *in which students* participate in … learner-led sessions *in which students* work together…

No	Lexical bundle	Frequency	Lexical bundle in context
34	**language learning and**	4	media in English ***language learning and*** proposes several ways… for individualized ***language learning and*** to promote learner autonomy… are crucial to ***language learning and*** what beliefs learners… engaging and sustaining ***language learning and*** validating online teaching…
35	**purpose of this**	4	describes the ***purpose of this*** research project… The ***purpose of this*** poster presentation is… The general ***purpose of this*** study is the… The ***purpose of this*** study was to explore…
36	**the analysis of**	4	Both ***the analysis of*** their dialogues performing… Project based on ***the analysis of*** the current status… illustrated by ***the analysis of*** sample winning speeches… as teachers, and ***the analysis of*** the differences in…
37	**the effectiveness of**	4	study examines ***the effectiveness of*** using SCMC… classes to show ***the effectiveness of*** these tactics in… this study is ***the effectiveness of*** implementing a… aims to investigate ***the effectiveness of*** English camp…
38	**the impact of**	4	The paper focuses on ***the impact of*** professional development The focus is on ***the impact of*** cultural dimensions on… study investigated ***the impact of*** task-based language… study investigates ***the impact of*** reading instruction…
39	**the quality of**	4	will improve ***the quality of*** the resulting research… to take to improve ***the quality of*** the English medium… an interview about ***the quality of*** their experience… contributes to enhance ***the quality of*** writing tasks…
40	**the role of**	4	study highlights ***the role of*** the students perceived… the literature depict ***the role of*** the workplace culture… research project discussed ***the role of*** L1 and L2… This study reports ***the role of*** interest on the…

No	Lexical bundle	Frequency	Lexical bundle in context
41	this workshop will	4	*This workshop will* explore Accelerated Learning principals… *This workshop will* cover how to create an… *This workshop will* present a selection of… *This workshop will* help you see how a…
42	through the use	4	is facilitated *through the use* of metaphors because… from multiple sources *through the use* of different language… instructional levels, *through the use* of authentic episodes… speaking and listening *through the use* personal and shared…
43	was conducted to	4	This study *was conducted to* investigate the… Study, therefore, *was conducted to* empirically examine… the present study *was conducted to* examine the practices… The present study *was conducted to* examine why…
44	based on the	4	this research project *based on the* analysis of… on vocabulary. *Based on the* findings, this paper also explores… to the subjects *based on the* principles of TELT… Data gathered are *based on the* recorded live classes…
45	some of the	4	The followings are *some of the* questions that… What are *some of the* principles of effective… *Some of the* most important skills needed by… will be demonstrating *some of the* free Web 2.0…
46	a number of	3	There are *a number of* ways in which… The findings revealed *a number of* problems the… There are *a number of* factors leading to…
47	at the same	3	comprehension stayed *at the same* level as it… of course English *at the same* time… principles while *at the same* time asking for…
48	enrolled in a	3	English major students *enrolled in a* required university… 19 students *enrolled in a* translation class… assignments for students *enrolled in a* first-year…

No	Lexical bundle	Frequency	Lexical bundle in context
49	**focuses on the**	3	the analysis *focuses on the* observable changes… This study *focuses on the* effectiveness from a… The paper *focuses on the* impact of professional…
50	**high school students**	3	groups of eight *high school students* participating in a… in order for *high school students* to better comprehend… junior and senior *high school students* in Japan…
51	**how to use**	3	an explanation of *how to use* poster presentations… or two on *how to use* these tactics and… as well as *how to use* rubrics for students…
52	**in this presentation**	3	*In this presentation*, I would like to share… *In this presentation*, participants will learn about… *In this presentation*, participants will be exposed to…
53	**it has been**	3	the world; *it has been* suggested that the… In fact, *it has been* extensively studied…. However, *it has been* well documented…
54	**level of English**	3	found that the *level of English* use among them… by their low *level of English* proficiency… at upper-intermediate *level of English* proficiency…
55	**look at how**	3	we will *look at how* the use of a… We will also *look at how* to introduce some… present study tries to *look at how* English is used…
56	**of the English**	3	to improve the quality *of the English* medium instruction… especially the patterns *of the English* and its effectiveness… and effectiveness *of the English* abstract writing…
57	**overview of the**	3	present a concise *overview of the* TBLT… will include an *overview of the* various views and… Also, a brief *overview of the* production issues…
58	**positive attitudes towards**	3	The students had *positive attitudes towards* group work… and reporting *positive attitudes towards* the collaborative nature… also indicated *positive attitudes towards* language learning through…

No	Lexical bundle	Frequency	Lexical bundle in context
59	**presenter will discuss**	3	The ***presenter will discuss*** ways to incorporate… The ***presenter will discuss*** the emphasis of the… The ***presenter will discuss*** the rationale, methodology…
60	**results showed that**	3	The ***results showed that*** the tests and textbooks… The ***results showed that*** the instruction management… The ***results showed that*** the students gained higher…
61	**students enrolled in**	3	20 English major ***students enrolled in*** a required university… were 19 ***students enrolled in*** a translation class… assignment for ***students enrolled in*** a first-year…
62	**students in the**	3	aims to engage ***students in th*e** lesson through… both lecturers and ***students in the*** program and … needed by our ***students in the*** twenty-first…
63	**study was conducted**	3	This ***study was conducted*** to investigate the… The present ***study was conducted*** to examine the practices… this ***study was conducted*** with the following three…
64	**terms of their**	3	female students in ***terms of their*** needs of English… of airline discourse in ***terms of their*** vocal skills… teachers in China in ***terms of their*** attitudes, teaching…
65	**the lack of**	3	the program and ***the lack of*** support for the… of modern games and ***the lack of*** interest to… one being ***the lack of*** easily accessible testing…
66	**the rest of**	3	suggest that as ***the rest of*** ASEAN moves forward… from university for ***the rest of*** their lives… while for ***the rest of*** the subjects, national…
67	**the results showed**	3	***The results showed*** that the tests and textbooks… ***The results showed*** that the instruction management… ***The results showed*** that the students gained higher…
68	**the roles of**	3	suggested that ***the roles of*** translation as a pedagogical… we will illustrate ***the roles of*** professional development in have overlooked ***the roles of*** other international factors…

No	Lexical bundle	Frequency	Lexical bundle in context
69	**the world and**	3	learners all over **the world and** practice vocabulary… with each other, **the world and** the teacher… video clips from **the world and** regional debated tournaments…
70	**to discuss the**	3	was invited) **to discuss the** validity of the checklist, publication… specific purpose is **to discuss the** extent to which the technology… This paper aims **to discuss the** implementation of Intercultural Communication…
71	**to investigate the**	3	This study aims **to investigate the** voices of key stakeholders… was conducted **to investigate the** most common English usage… study aims **to investigate the** effectiveness of English camp…
72	**use of a**	3	storyboard and the **use of a** camera movement chart… look at how the **use of a** metaphorical device… EFL learners in the **use of a** non-CL and a CL activity…
73	**use of the**	3	the discontinuous **use of the** language… investigated students **use of the** Google search engine… that makes **use of the** physical environment, process writing…
74	**was found that**	3	As expected, it **was found that** the level of English… It **was found that** students demonstrated deep level… It **was found that** students were introduce by…
75	**will be able**	3	the model developed **will be able** to be transferred.... participants **will be able** to use these in their… participants **will be able** to go back to their…
76	**will describe how**	3	He **will describe how** COCA is used… This presentation **will describe how** paper-based worksheets… The presentation **will describe how** the scandal has…

No	Lexical bundle	Frequency	Lexical bundle in context
77	**would like to**	3	I *would like to* share with you a few… We *would like to* know you how to set up… the author *would like to* introduce a collocation…

Table 4.12: List of three-word lexical bundles and their contexts in Phase I

As shown in Table 4.12, there were 77 three-word bundles in the corpus and some lexical bundles apparently possessed language functions. An observation of these lexical bundles in *Key Word In Context (KWIC)* concordances showed that the language functions of these lexical bundles can be classified into four main groups: focus/scope, objectives, findings, and other functions. Each of the group will be presented in detail as follows:

Lexical bundles conveying focus/scope

'in terms of' (8), *'this paper will'* (5)

These two bundles were used to outline the scope of a research. Their high frequency rates indicated that researchers tended to include the scopes and focuses of the studies in their abstracts.

'this presentation will' (8), *'the presenter will'* (8), *'this workshop will'* (4), and *'presenter will discuss'* (3)

These four bundles were used particularly for conference abstracts. Writers used them to describe what would be included in the upcoming presentations.

Lexical bundles conveying objectives

'in order to' (9), *'study aims to'* (6), *'this study aims'* (5), *'aim to investigate'* (5), and *'purpose of this'* (4)

These lexical bundles were used to convey objectives or purposes. The high occurrence rates of these bundles revealed that novice writers use them in their own writings. In addition, the *'aim to investigate'* bundle was embedded in the *'study aims to'* bundle such as "This *study aims to investigate* the voices…"," This *study aims to investigate* whether or…", "The *study aims to investigate* the effectiveness of…", or "The preliminary *study aims to investigate* how...". Among all of the 'objectives' lexical bundles in the corpus, the most popular bundles were *'in order to'* and *'purpose of this'* (9 occurrences). Lexical bundles used to convey objectives were usually fixed phrases, and most of them appeared in the methodology section of an

abstract. Moreover, it is evident that if the words *'in order'* is not included in the *'in order to'* lexical bundle, the occurrence of the single word *'to'* (to convey objectives) will be definitely increased.

Lexical bundles conveying findings

'showed that the' (5), *'found that the' (4)*, *'results showed that' (3)*, *'the results showed' (3)*

Despite their different frequency rates, these four lexical bundles shared the same semantic and language functions. In other words, all of them were used to convey the research findings. It should also be noted that the word *'results'* was included in two of these lexical bundles. The high frequency rates of these lexical bundles suggested that they were typical lexical bundles which were used to provide research findings in conference abstracts. In this corpus, writers presented brief findings of the studies in their conference abstracts because they wanted to attract readers to attend their session for more insightful information.

Lexical bundles conveying 'other' functions

'the use of' (21), *'as well as' (19)*, *'of this study' (6)*, *'the development of'(5)*

In this corpus, the lexical bundles with other functions included *'the use of'*, *'as well as'*, *'of this study'*, and *'the development of'*. The most popular lexical bundle in this group was *'The use of'*. It occurred 21 times and was used to present the methods and procedures of a study. This showed that writers of conference abstracts preferred to provide their research methods to audiences. *'As well as'*, the second most common lexical bundle in this group, was chosen by writers to combine two elements together. *'The development of'* was also used because researchers wanted to emphasize the progress and innovation of certain topics. Additionally, an observation of these lexical bundles in their contexts revealed that most of them appeared in the beginning part of an abstract.

The AntConc 3.2.4w program was also used to analyze the corpus in Phase I and generate a list of four-word lexical bundles. Like in the analysis of the three-word lexical bundles, the specified raw frequency for the four-word lexical bundles was three. Once an automatic retrieval of the target lexical bundles had been completed, each of them was manually re-examined to ensure its occurrence in at

least 3 different texts and to avoid idiosyncrasies of individual writers. A list of four-word lexical bundles found in the corpus of Phase I with their frequency is presented in decreasing order of frequency in Table 4.13.

Lexical bundle	Frequency	Lexical bundle	Frequency
English as a foreign	5	*of English as a*	3
		results showed that the	3
as a foreign language	4	*students enrolled in a*	3
study aims to investigate	4	*the presenter will discuss*	3
This study aims to	4	*the results showed that*	3
through the use of	4	*the use of a*	3
		will be able to	3
can be used to	3		
in terms of their	3		

Table 4.13: List of four-word lexical bundles with raw frequencies in Phase I

As shown in Table 4.13, there were 14 types of the four-word lexical bundles and 48 cases in total. Their frequency of occurrence ranged from 3 to 5. Like the three-word clusters, it was found that the four-word clusters with high frequency had a fewer number of bundle types. In this corpus, there were nine word clusters with three occurrences (64.28%) and four lexical bundles with four occurrences (28.57%). However, there was only one lexical bundle with five occurrences (7.14 %). Among these four-word lexical bundles, *'English as a foreign'* was the most frequently used lexical bundle with a frequency rate of 10.41% (5 occurrences). Interestingly, the findings also showed that some of the three-word lexical bundles were part of the four-word lexical bundles. Some examples of these lexical bundles were *'this study aims to'* (showing research purposes), *'through the use of'* (presenting the procedures and methods), *'the presenter will discuss'* (conveying research focus), and *'the result showed that'* (explaining the research result). The occurrence of these word clusters reflected their importance and popularity in a target genre.

A list of four-word lexical bundles found in the corpus of Phase I with their token frequency is presented in Table 4.14. The lexical bundles are listed in decreasing order of frequency. In each context, the target lexical bundle is italicized in bold for clarity. The lexical bundles with the same frequency are listed in alphabetical order.

No	Lexical bundle	Frequency	Lexical bundle in context
1	**English as a foreign**	5	of learners of *English as a foreign* language is the discontinuous… teaching *English as a foreign* language (EFL) at Cassia University… many learners of *English as a foreign* language. Creating suitable … a Thai university of *English as a foreign* language (EFL) classroom. To gather… reading to *English as a Foreign* Language (EFL) learners can be…
2	**as a foreign language**	4	of learners of English *as a foreign language* is the discontinuous… teaching English *as a foreign language* (EFL) at Cassia University… a Thai university of English *as a foreign language* (EFL) classroom. To gather… reading to English *as a Foreign Language* (EFL) learners can be…
3	**study aims to investigate**	4	This *study aims to investigate* the voices of… This *study aims to investigate* whether or not… process. The *study aims to investigate* the effectiveness of… The preliminary *study aims to investigate* whether or not how efficiently…
4	**this study aims to**	4	*This study aims to* investigate the voices of… *This study aims to* survey what problems and… *This study aims to* investigate whether or… *This study aims to* reexamine the construct of…
5	**through the use of**	4	is facilitated *through the use of* metaphors because… multiple sources *through the use of* different language… instrumental levels, *through the use of* authentic episodes… and listening *through the use of* personal and shared…
6	**can be used to**	3	learning technology *can be used to* enhance… English phrases *can be used to* develop… media networks *can be used to* create…
7	**in terms of their**	3	female students *in terms of their* needs of… airline discourse *in terms of their* vocal skills… in China *in terms of their* attitudes…
8	**of English as a**	3	of learners *of English as a* foreign language… many learners *of English as a* foreign language… teaching *of English as a* Second language…

No	Lexical bundle	Frequency	Lexical bundle in context
9	results showed that the	3	The *results showed that the* tests and textbooks… The *results showed that the* instruction management of… The *results showed that the* students gained…
10	students enrolled in a	3	20 English major *students enrolled in a* required unive were 19 *students enrolled in a* translation class… assignment for *students enrolled in a* first-year university…
11	the presenter will discuss	3	*The presenter will discuss* ways to incorporate… *The presenter will discuss* the emphasis of … *The presenter will discuss* the rationale, methodology…
12	the results showed that	3	*The results showed that* the tests and textbooks… *The results showed that* the instruction management of… *The results showed that* the students gained…
13	the use of a	3	storyboard and *the use of a* camera movement… look at how *the use of a* metaphorical device… learners in *the use of a* no CL and…
14	will be able to	3	model developed *will be able to* be transferred… more participants *will be able to* use these… workshop participants *will be able to* go back…

Table 4.14: List of four-word lexical bundles and their contexts in Phase I

As seen in Table 4.14, the four-word lexical bundles in this corpus had two prominent language functions: conveying aims and providing results. These two functions were similar to those found in the three-word lexical bundles. The lexical bundles that presented the objectives were *'study aims to investigat*e' and *'this study aims to'*. The clusters that provided the research findings were *'results showed that the'* and *'the results showed that'*. Through closer observation of these word clusters in their contexts, some interesting findings were discovered. Firstly, more than half of the occurrence of the *'English as a foreign'* bundle were placed after the preposition *'of'*. Secondly, the *'as a foreign language'* bundle was used to modify the noun *'English'*. Thirdly, most of the *'study aims to investigate'* and *'results showed that*

the' bundles were preceded by *'the'* and *'this'*. Lastly, the *'this study aims to'* and *'the results showed that'* lexical bundles occurred at the initial position of sentences.

Five-word lexical bundles in the corpus of Phase I was also generated by using AntConc3.2.4w concordance program developed by Laurence Anthony. Table 4.15 presents a list of five-word lexical bundles found in Phase I with their frequency. The results are shown in decreasing order of frequency.

Lexical bundle	Frequency	Lexical bundle	Frequency
English as a foreign language	5	*the results showed that the*	3
as a foreign language (EFL)	3		

Table 4.15: List of five-word lexical bundles with raw frequencies in Phase I

As reflected in Table 4.15, there were 3 different types of the five-word lexical bundles with 11 cases in total. The raw frequencies of these lexical bundles were from 3 to 5 only. Therefore, it is obvious that the number of the five-word lexical bundles in the corpus was relatively small when comparing to those of the three-word and four-word combinations. Among these five-word lexical bundles, *'English as a foreign language'* was the most frequently used lexical bundle with a total of 5 occurrences (45.45%). The rest of the five-word combinations had only three raw frequencies (27.27%). A reason for the low frequency rates of these lexical bundles was probably because writers of conference abstracts need to use concise texts to meet the requirement of a specified maximum number of words. The limitation of the word length in conference abstracts might affect writers' word choices and decrease the occurrence of longer word combinations.

Table 4.16 presents a list of five-word lexical bundles with their contexts found in the corpus of Phase I. The results are listed in decreasing order of frequency. In each context, the target lexical bundles are italicized in bold for clarity. The lexical bundles with the same frequency are listed in alphabetical order.

No	Lexical bundle	Frequency	Lexical bundle in context
1	**English as a foreign language**	5	of learners of ***English as a foreign language*** is the… teaching ***English as a foreign language*** (EFL) at Cassia University… many learners of ***English as a foreign language***. Creating suitable … a Thai university of ***English as a foreign language*** (EFL) classroom. To gather… reading to ***English as a Foreign Language*** (EFL) learners can be…
2	**as a foreign language (EFL)**	3	teaching English ***as a foreign language (EFL)*** at Cassia University… a Thai university of English ***as a foreign language (EFL)*** classroom. To gather… reading to English ***as a foreign language (EFL)*** learners can be…
3	**the results showed that the**	3	***The results showed that the*** tests and textbooks… ***The results showed that the*** instruction management of… ***The results showed that the*** students gained higher

Table 4.16: List of five-word lexical bundles and their contexts in Phase I

As seen in Table 4.16, the *'English as a foreign language'* bundle occurred mostly after the preposition *'of'* since it was used to modify the preceding noun like *'learners'* and *'a Thai university'*. The *'as a foreign language'* bundle was mostly preceded by the noun *'English'* since it was a part of the recurrent term *'English as a foreign language (EFL)'* in the field of English Language Teaching and Learning. In addition, the *'the results showed that'* bundle usually occurred at the initial position of sentences to clearly mark the research findings.

In conclusion, the corpus of Phase I comprised of 3-word, 4-word and 5-word lexical bundles with different numbers of occurrence. The raw frequencies of these word clusters varied from 3-21. It should be noted that longer lexical bundles were used less often than shorter ones. The results showed that the three-word lexical bundles were more prevalent than the four- and five-word ones. Additionally, lexical bundles with low frequency far outnumbered those with higher frequency. For example, there were 32 three-word lexical bundles with 3 raw frequencies, while there were only15 three-word lexical bundles with 5 raw frequencies. Besides, some of the lexical bundles overlapped. In other words, shorter lexical bundles were part of the longer ones. For instance, the three-word lexical bundle *'the results showed'* was a

part of the four-word cluster *'the results showed that'* and the five-word cluster *'the results showed that the'*. It was concluded that the lexical bundles found were not complete structural units. The findings were consistent with the results from the previous studies by Lores (2004) and Biber & Barbieri (2007). Moreover, it was found that lexical bundles played an important role in conference abstract genre. Some lexical bundles should be used so that writers can avoid ambiguity and convey explicit communicative purposes in their abstracts. Examples of these lexical bundles are *'results showed that'*, *'the results showed that'*, *'results showed that the'*, and *'the results showed that the'*. While writing conference abstracts, novice researchers and second language writers should be aware of these clusters and take them into consideration. Awareness and appropriate uses of lexical bundles would help them produce more effective abstracts in their target discourse communities.

4.4.2 Structures of Lexical Bundles

Once the lexical bundles in the corpus had been identified, these bundles were then structurally categorized using the adapted taxonomy described in Chapter 3 Research Methodology. The following parts will present the findings on the structural distribution of lexical bundles together with the number of occurrence. The structural distribution of the three-word lexical bundles in Phase I is presented first, followed by that of the four-word and five-word lexical bundles.

The structural distribution of three-word clusters found in the corpus of Phase I with their number of occurrence is shown in Table 4.17.

Structure	Number of occurrence			
	Structure's subcategories	Percentage	Tokens	Percentage
Lexical bundles that incorporate verb phrase fragments	**29**	**37.66**	**122**	**34.26**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	1	1.29	3	0.84
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	12	15.58	46	12.92
1e. Verb phrase with passive verb	4	5.19	16	4.49
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	12	15.58	57	16.01
Lexical bundles that incorporate dependent clause fragments	**5**	**6.49**	**19**	**5.33**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	2	2.59	8	2.24
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	2	2.59	6	1.68
2e. *That*-clause fragments	1	1.29	5	1.40
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**42**	**54.54**	**210**	**58.98**
3a. (connector+) Noun Phrase with *of*-phrase fragment	19	24.67	86	24.15
3b. Noun Phrase with other post-modifier fragment	5	6.49	20	5.61
3c. Other Noun Phrase expressions	4	5.19	19	5.33
3d. Prepositional Phrase expressions	13	16.88	66	18.53
3e. Comparative expressions	1	1.29	19	5.33
Others*	**1**	**1.29**	**5**	**1.40**
Total	**77**	**100**	**356**	**100**

Note: * = newly added category

Table 4.17: Structural distribution of three-word lexical bundles in Phase I

As shown in Table 4.17, there were 77 three-word lexical bundles and 356 tokens in total. It was found that writers of conference abstracts in the study used a variety of grammatical structures to form lexical bundles. All of the four main structural groups of lexical bundles were used in the corpus of Phase I. However, the writers did not use all of the structure's subcategories. The findings also revealed that more than 92% of the lexical bundles were phrasal, whereas only 6.49% were clausal.

Therefore, the phrasal lexical bundles in the corpus of this study were a lot more common than the clausal ones.

The grammatical category with the highest number of occurrence was noun phrases (NP) and prepositional phrases (PP) fragments since the frequency rates of this structure were 54.54% of bundles in all types (42 types) and 58.98% of total bundle tokens (210 tokens). Of all the five subcategories of NP and PP-based bundles, the 3a subcategory *(connector+) Noun phrases with of-phrase fragment* was the most common grammatical structure with a frequency rate of 24.67% of bundle in all types (19 types) and 24.15% of total bundle tokens (86 tokens). The *3d. Prepositional Phrase expressions* structure was the second most common subcategory with a frequency rate of 16.88% of bundle in all types (13 types) and 18.55% of total bundle tokens (66 tokens). The least popular subcategory was the *3e. Comparative expressions* structure because its frequency rate was only 1.29% of bundles in all types (1 type) and 5.33% of total bundle tokens (19 tokens).

The conference abstract writers in the corpus employed fewer VP-based fragments with a frequency rate of 37.66% of bundles in all types (29 types) and 34.26% of total bundle tokens (122 cases). Of all structural subcategories of the verb phrase based fragments, only four subcategories were identified: *1b. (connector+) 3rd person pronoun + VP fragment*, *1d. Verb phrase (with non-passive verb)*, 1*e. Verb phrase with passive verb*, and *1h. (connector+) Noun phrase + VP fra*gment. The subcategory 1b. (connector+) 3rd person pronoun + VP fragment had the lowest occurrence rate at 1.29% of bundles in all types (1 type) and 0.84% of total bundle tokens (3 cases). The passive form was used three times less often than the non-passive form. In addition, the findings of Phase I confirmed the occurrence of the subcategory *1h. (connector+) Noun phrase + VP fragment* as in the pilot study.

The third frequently used structure was dependent clause based fragments. This structure constituted only 6.49% of bundles in all types (5 types) and 5.33% of total bundle tokens (19 cases). The low number of occurrence of this grammatical structure is probably due to the word limitation of conference abstracts which resulted in the low usage of dependent clauses. Only three subcategories were used: *2b. WH-clause fragments*, *2d. (verb/adjective +) to-clause fragment*, and *2e. That-clause fragments*. The *2b. WH-clause fragments* and *2d. (verb/adjective +) to-clause*

fragment subcategories had an equal frequency rate of 2.59% of bundles in all types (2 types each). However, the bundle tokens in 2b were higher than those in 2d (2.24% compared with 1.68%). The subcategory *2e. That-clause fragments* was rarely used with 1.29% of bundles in all types (1 type) and 1.40% of total bundle tokens (5 cases). The fourth and additional main structure of lexical bundles in this study, *Others,* was the least frequently used structure. It was used only once in the corpus or 1.29% of bundles in all types (1 type) and 1.40% of total bundle tokens (5 cases).

A list of three-word lexical bundles found in different structures in the corpus of Phase I with their token frequency is shown in Table 4.18. The number of occurrence of each bundle is provided in parentheses.

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	-
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	*it has been (3)*
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	*will also be (6), aims to investigate (5), showed that the (5), be able to (4), found that the (4), based on the (4), enrolled in a (3), focuses on the (3), look at how (3), will be able (3), will describe how (3), would like to (3)*
1e. Verb phrase with passive verb	*can be used (5), be used to (4), was conducted to (4), was found that (3)*
1f. *Yes-no* question fragments	-
1g. WH-question fragments	-
1h. (connector+) Noun phrase + VP fragment*	*the presentation will (8), the presenter will (8), study aims to (6), participants will be (6), this paper will (5), this study aims (5), this workshop will (4), presenter will discuss (3), results showed that (3), students enrolled in (3), study was conducted (3), the result showed (3)*
Lexical bundles that incorporate dependent clause fragments	
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	*how to create (5), how to use (3)*
2c. *If-*clause fragments	-
2d. (verb/adjective +) *to-*clause fragment	*to discuss the (3), to investigate the (3)*
2e. *That-*clause fragments	*that the students (5)*

Structure	Lexical bundle
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	
3a. (connector+) Noun phrase with *of*-phrase fragment	*the use of (21), one of the (5), the development of (5), purpose of this (4), the analysis of (4), the effectiveness of (4), the impact of (4), the quality of (4), some of the (4), the role of (3), a number of (3), level of English (3), overview of the (3), terms of their (3), the lack of (3), the rest of (3), the roles of (3), use of a (3), use of the (3)*
3b. Noun phrase with other post-modifier fragment	*English as a (7), language learning and (3), positive attitudes towards (3), students in the (3), the world and (3)*
3c. Other noun phrase expressions	*teaching and learning (6), a foreign language (5), English language teaching (5), high school students (3)*
3d. Prepositional phrase expressions	*in order to (9), in terms of (8), on how to (7), of this study (6), of English as (5), as a foreign (5), in addition to (5), in English language (4), in which students (4), through the use (4), at the same (3), in this presentation (3), of the English (3)*
3e. Comparative expressions	*as well as (19)*
Others*	*and how to (5)*

Note: * = newly added category

Table 4.18: List of three-word lexical bundles by structure in Phase I

As shown in Table 4.18, most of the lexical bundles that conveyed the aims, focuses and results of research studies belonged to the *1h. (connector+) Noun phrase + VP fragment* subcategory such as *'the presenter will'*, *'study aims to'*, *'this paper will'*, *'presenter will discuss'*, and *'results showed that'*. However, the majority of lexical bundles that signified the aims, scopes, and results of studies were in the verb phrase with non-passive verb subcategory such as *'aims to investigate'*, *'showed that the'*, *'found that the'*, *'focuses on the'*, and *'look at how'*. In this regard, the focus was on the persons or things doing an action. It should also be noted that lexical bundles in *1h. (connector+) Noun phrase + VP fragment* and *3a. (connector+) Noun phrase with of-phrase fragment* structures did not comprise any connectors. In addition, among all word clusters in the 3a grammatical pattern, there were three lexical bundles that conveyed quantities: *'one of the'*, *'some of the'*, and *'a number of'*. The lexical bundles with the noun phrase with other post-modifier fragment and

other noun phrase expressions structures reflected the topics of English Language Teaching and Learning and Applied Linguistics such as *'teaching and learning'*, *'a foreign language'*, *'English language teaching'*, and *'language learning and'*. Of all prepositions in the prepositional phrase expressions subcategory, the most common preposition was *'in'* (6 occurrences) followed by *'of'* (3 occurrences).

The structural distribution and the number of occurrence of four-word lexical bundles in the corpus of Phase I are illustrated in Table 4.19.

Structure	Number of occurrence			
	Structure's subcategories	Percentage	Tokens	Percentage
Lexical bundles that incorporate verb phrase fragments	**8**	**57.14**	**26**	**54.16**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	-	-	-	-
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	1	7.14	3	6.25
1e. Verb phrase with passive verb	1	7.14	3	6.25
1f. *Yes-no* question fragments	-	-	-	
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	6	42.85	20	41.66
Lexical bundles that incorporate dependent clause fragments	**-**	**-**	**-**	**-**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	-	-	-	-
2e. *That*-clause fragments	-	-	-	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**6**	**42.85**	**22**	**45.83**
3a. (connector+) Noun Phrase with *of*-phrase fragment	1	7.14	3	6.25
3b. Noun phrase with other post-modifier fragment	1	7.14	5	10.41
3c. Other Noun Phrase expressions	-	-	-	-
3d. Prepositional Phrase expressions	4	28.57	14	29.16
3e. Comparative expressions	-	-	-	-
Others*	**-**	**-**	**-**	**-**
Total	**14**	**100**	**48**	**100**

Note: * = newly added category

Table 4.19: Structural distribution of four-word lexical bundles in Phase I

As shown in Table 4.19, there were a total of 14 distinct four-word lexical bundles and 48 tokens. Most of the four-word lexical bundles in the corpus were phrasal. The verb phrase based lexical bundles were used more frequently than the noun phrase and prepositional phrase based clusters. There were 8 lexical bundles (57.14% of total bundle types) and 26 tokens (54.16% of total bundle tokens) with the VP fragments structure, whereas the NP and PP-based lexical bundles accounted for 6 lexical bundles (42.85% of total bundle types) and 22 tokens (45.83% of total bundle tokens). Of all subcategories of the VP fragments structure, *1h. (connector+) NP + VP fragment* was the most frequently used structure with 6 lexical bundles (42.85% of total bundle types) and 20 tokens (41.66% of total bundle tokens). The bundles with the verb phrase with non-passive verb and Verb phrase with passive verb structures had the same number of occurrence at1 lexical bundle (7.14% of total bundle types) and 3 tokens (6.25% of total bundle tokens). Among all NP and PP-based bundles, *3d. Prepositional phrase expressions* was the most popular structure (4 lexical bundles or 28.57% of total bundle types and 14 tokens or 29.16% of total bundle tokens). The *3a. (connector+) Noun Phrase with of-phrase fragment* and 3b. NP with other post-modifier fragment structures had an equal distribution of 1 bundle type (7.14% of total bundle types). However, the *3b. NP with other post-modifier fragment* had more tokens than the *3a. (Connector+) Noun Phrase with of-phrase fragment*, 5 tokens (10.41%) compared with 3 tokens (6.25%).

A list of four-word lexical bundles found in different structures in the corpus of Phase I with token frequency is shown in Table 4.20. The number of occurrence of each bundle is provided in parentheses.

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	-
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	*will be able to (3)*
1e. Verb phrase with passive verb	*can be used to (3)*
1f. *Yes-no* question fragments	-
1g. WH-question fragments	

Structure	Lexical bundle
1h. (connector+) Noun phrase + VP fragment*	*study aims to investigate (4), this study aims to (4), results showed that the (3), students enrolled in a (3), the presenter will discuss (3), the results showed that (3)*
Lexical bundles that incorporate dependent clause fragments	
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	-
2c. *If*-clause fragments	-
2d. (verb/adjective +) *to*-clause fragment	-
2e. *That*-clause fragments	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	
3a. (connector+) Noun phrase with *of*-phrase fragment	*the use of a (3)*
3b. Noun phrase with other post-modifier fragment	*English as a foreign (5)*
3c. Other noun phrase expressions	-
3d. Prepositional phrase expressions	*through the use of (4), as a foreign language (4), in terms of their (3), of English as a (3)*
3e. Comparative expressions	-
Others*	**-**

Note: * = newly added category

Table 4.20: List of four-word lexical bundles by structure in Phase I

As shown in Table 4.20, the four-word lexical bundles that conveyed the aims, scopes, and results of research studies belonged to the *1h. (connector+) Noun Phrase + VP fragment structure*. Closer investigation also showed that the four-word lexical bundles with the *1h. (connector+) Noun phrase + VP fragment* and *3a. (connector+) Noun phrase with of-phrase fragment structures* did not have connectors. Additionally, different types of prepositions (*'through'*, *'as'*, *'in'*, and *'of'*) were used in the lexical bundles with the Prepositional phrase expressions structure.

For the five-word lexical bundles in the corpus of Phase I, their grammatical structures were manually analyzed using Biber et al. (2004) taxonomy. The results in terms of the structural distribution and the number of occurrence are shown in Table 4.21.

Structure	Number of occurrence			
	Structure's subcategories	Percentage	Tokens	Percentage
Lexical bundles that incorporate verb phrase fragments	**1**	**33.33**	**3**	**27.27**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	-	-	-	-
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	-	-	-	-
1e. Verb phrase with passive verb	-	-	-	-
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	1	33.33	3	27.27
Lexical bundles that incorporate dependent clause fragments	-	-	-	-
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	-	-	-	-
2e. *That*-clause fragments	-	-	-	-
Lexical bundles that incorporate noun phrase and prepositional Phrase fragments	**2**	**66.66**	**8**	**72.72**
3a. (connector+) Noun phrase with *of*-phrase fragment	-	-	-	-
3b. Noun phrase with other post-modifier fragment	1	33.33	5	45.45
3c. Other noun phrase expressions	-	-	-	-
3d. Prepositional phrase expressions	1	33.33	3	27.27
3e. Comparative expressions	-	-	-	-
Others*	**-**	**-**	**-**	**-**
Total	**3**	**100**	**11**	**100**

Note: * = newly added category

Table 4.21: Structural distribution of five-word lexical bundles in Phase I

Based on the results shown in Table 4.21, there were 3 five-word lexical bundles and 11 tokens in total. Most of these five-word lexical bundles were phrasal. The NP and PP-based lexical bundles were more frequently used than the VP-based lexical bundles. The lexical bundles with NP and PP fragments consisted of 2 bundle types (66.66% of total bundle types) and 8 tokens (72.72% of total bundle tokens), whereas the VP-based lexical bundles comprised 1 bundle type (33% of total bundle

types) and 3 tokens (27.27% of total bundle tokens). For those bundles with NP and PP fragments, only two subcategories of this structure were found, *3b. NP with other post-modifier fragment* and *3d. Prepositional phrase expressions*. Each of them consisted of only 1 lexical bundle (33.33% of total bundle types). However, 3b structure had more tokens than 3d structure, 5 tokens (45.45% of total bundle tokens) compared with 3 tokens (27.27%). For the VP-based fragments structure, only the *1h. (connector+) Noun phrase + VP fragment* was found.

A list of five-word lexical bundles found in different structures in the corpus of Phase I with their token frequency is shown in Table 4.22.

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	-
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	-
1e. Verb phrase with passive verb	-
1f. *Yes-no* question fragments	-
1g. WH-question fragments	-
1h. (connector+) Noun phrase + VP fragment*	*the results showed that the (3)*
Lexical bundles that incorporate dependent clause fragments	
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	-
2c. *If*-clause fragments	-
2d. (verb/adjective +) *to*-clause fragment	-
2e. *That*-clause fragments	-
Lexical bundles that incorporate noun phrase prepositional phrase fragments	
3a. (connector+) Noun phrase with of-phrase fragment	-
3b. Noun phrase with other post-modifier fragment	*English as a foreign language (5)*
3c. Other noun phrase expressions	-
3d. Prepositional phrase expressions	*as a foreign language (EFL)(3)*
3e. Comparative expressions	-
Others*	-

Note: * = newly added category

Table 4.22: List of five-word lexical bundles by structure in Phase I

As seen in Table 4.22, the findings of the *1h. (connector+) Noun phrase + VP* subcategory in the five-word lexical bundles were in line with those of the three-word and four-word lexical bundles. Besides, the bundles with this structure did not have any connectors.

The structures of the three-to five-word lexical bundles in the corpus of Phase I were summarized to convey a holistic picture of the use of lexical bundles in Phase I. Table 4.23 summarizes the structural distribution of three-to five-word lexical bundles found in Phase I.

Structure	Number of occurrence				
	3-word	4-word	5-word	Total	Percentage
Lexical bundles that incorporate verb phrase fragments	**29**	**8**	**1**	**38**	**40.42**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	1	-	-	1	1.06
1c. Discourse marker + VP fragment	-	-	-	-	-
1d. Verb phrase (with non-passive verb)	12	1	-	13	13.82
1e. Verb phrase with passive verb	4	1	-	5	5.31
1f. *Yes-no* question fragments	-	-	-	-	-
1g. WH-question fragments	-	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	12	6	1	19	20.21
Lexical bundles that incorporate dependent clause fragments	**5**	**-**	**-**	**5**	**5.31**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-	-
2b. WH-clause fragments	2	-	-	2	2.12
2c. *If*-clause fragments	-	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	2	-	-	2	2.12
2e. *That*-clause fragments	1	-	-	1	1.06
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**42**	**6**	**2**	**50**	**53.19**
3a. (connector+) Noun phrase with *of*-phrase fragment	19	1	-	20	21.27
3b. Noun phrase with other post-modifier fragment	5	1	1	7	7.44
3c. Other noun phrase expressions	4	-	-	4	4.25
3d. Prepositional phrase expressions	13	4	1	18	19.14
3e. Comparative expressions	1	-	-	1	1.06
Others*	**1**	**-**	**-**	**1**	**1.06**
Total	**77**	**14**	**3**	**94**	**100**

Note: * = newly added category

Table 4.23: Summary of structural distribution of three-to five-word lexical bundles in Phase I

As shown in Table 4.23, there was a total 94 three- to five-word lexical bundles in this corpus. These lexical bundles consisted of 77 three-word bundles, 14 four-word lexical bundles, and 3 five-word lexical bundles. More than 93 % of all the bundles were phrasal while the percentage of the clausal ones was only 5.31%. Therefore, there were more phrasal bundles than clausal ones in the corpus of Phase I. The lexical bundles with Noun Phrase (NP) and Prepositional Phrase (PP) fragments accounted for the highest proportion of bundles (50 lexical bundles or 53.19% of all occurrences). The frequency rate of the bundles with Verb Phrase (VP) fragments was a little lower than the NP and PP-based lexical bundles (38 lexical bundles or 40.42% of all occurrences). The *Others* structure was the least popular structure consisting of only 1 lexical bundle (1.06%). However, not all of the subcategories of the main structures were found. Of all 18 subcategories, only 12 substructures were identified. All of the substructures of the NP and PP-based fragments structure were found, while only 5 substructures of the VP-based fragments structure and 3 substructures of the DC-based fragments structure were identified. In other words, there were no occurrence of the *1a. (connector+) 1st/2nd person pronoun + VP fragment*, *1c. Discourse marker+ VP fragment*, *1f. Yes-no question fragments*, *2a.1st/2nd person pronoun + dependent clause fragment*, *2b. WH-question fragments* and *2c. If-clause fragments*. Of all VP-based fragments, *1h. (connector+) NP + VP fragment* was the most popular structure and *1b. (connector+) 3rd person pronoun + VP fragment* was rarely used. Among NP and PP-based structures, *3a. NP with of- phrase fragment* was the most preferred structure and Comparative expressions were rarely used. For lexical bundles with the VP-based structure, the non-passive forms were more prevalent than the passive ones.

In conclusion, all of the four major structures of lexical bundles were used in the corpus of Phase I at varying numbers of occurrence. It was also found that there were more phrasal lexical bundles than clausal ones. These findings were consistent with Biber et al. (2004) who concluded that the majority of word clusters were phrasal rather than clausal in academic writing. Among the four main categories, the NP and PP- based structure was the most frequently used category in the corpus. These findings might suggest that noun phrases and prepositional phrases were the preferred elements, and they were probably one of the key features of lexical bundles in

conference abstracts. On the contrary, the occurrence of DC-based fragments in the corpus were quite low compared with other structures. This might be affected by the word limitation of conference abstracts which made writers avoid clausal patterns to be concise. Additionally, the *2a. 1st/2nd person pronoun + dependent clause fragment* structure was not found. This is probably because there was a relatively low occurrence of those personal pronouns in the corpus and writers tried to avoid conveying authorial points of view in their conference abstracts.

4.4.3 Functions of Lexical Bundles

Once the list of the target lexical bundles had been generated, the three-to five-word lexical bundles were then functionally categorized using the adapted framework based on the taxonomy introduced by Hyland (2008a, 2008b) described in Chapter 3 Research Methodology. In the adapted framework used in this study, the objective signals were added as a new subcategory of the text-oriented main function. The following parts present the functional distribution and the lists of the three- to five-word clusters in the corpus of Phase I. Table 4.24 presents the functional distribution and percentage of three-word lexical bundles found in the corpus of Phase I with their token frequency.

Function	Number of occurrence			
	Function's subcategories	Percentage	Tokens	Percentage
Research-oriented	**49**	**56.97**	**173**	**48.59**
Topic	23	26.74	95	26.68
Description	13	15.11	31	8.70
Procedure	7	8.13	27	7.58
Quantification	4	4.65	15	4.21
Location	2	2.32	5	1.40
Text-oriented	**33**	**38.37**	**169**	**47.47**
Structuring signals	14	16.27	71	19.94
Framing signals	8	9.30	38	10.67
Resultative signals	5	5.81	18	5.05
Transition signals	3	3.48	27	7.58
*Objective signals**	3	3.48	15	4.21
Participant-oriented	**4**	**4.65**	**14**	**3.93**
Stance features	4	4.65	14	3.93
Engagement features	-	-	-	-
Total	**86**	**100**	**356**	**100**

Note: * = newly added category

Table 4.24: Functional distribution of three-word lexical bundles in Phase I

As seen in Table 4.24, the research-oriented lexical bundles were dominant in this corpus. There was a total of 49 lexical bundles with the research-oriented function (56.97% of total bundle types) or 173 tokens (48.59% of total bundle tokens). The text-oriented function was the second frequently used function. It accounted for 33 lexical bundles (38.37% of total bundle types) and 169 tokens (47.47% of total bundle tokens). The participant-oriented function was the least frequently used function. It made up only 4 lexical bundles (4.65% of total bundle types) and 4 tokens (3.93% of total bundle tokens). Of all subcategories of the research-oriented function, the topic function was the most popular subcategory consisting of 26.74% of total bundle types (23 bundle types) and 26.68% of total bundle tokens (95 tokens). It was also the most popular function of all lexical bundles in the corpus of Phase I. The least used lexical bundles were those indicating location because their frequency rate was only 2.32% of total bundle types (2 lexical bundles) and 1.40% of total bundle tokens (5 tokens). Among subcategories of the text-oriented function, the structuring signals function was the most frequently used function accounting for 16.27% of total bundle types (14 lexical bundles) and 19.94% of total bundle tokens (7 tokens), whereas the transition signals and objective signals were the least used functions with an equal frequency rate of 3.48% of total bundle types (3 bundles). For the participant-oriented bundles, only stance bundles were used with a frequency rate of 4.65% of total bundle types (4 lexical bundles) and 3.93% of total bundle tokens (14 tokens).

A list of the three-word lexical bundles found in different functions found in the corpus of Phase I with their token frequency is shown in Table 4.25.

Research-oriented (49)	
Topic	*the use of (13), English as a (7), teaching and learning (6), of English as (5), a foreign language (5), as a foreign (5), English language teaching (5), the development of (5), in English language (4), language learning and (4), the effectiveness of (4), the impact of (4), the quality of (3), the role of (4), high school students (2), levels of English (2), of the English (3), overview of the (3), positive attitudes towards (3), the lack of (3), the roles of (3), use of a (1), use of the (1)*
Description	*that the students (5), be used to (4), at the same (1), be able to (1) in which students (4), the quality of (1), enrolled in a (3), students enrolled in (3), students in the (3), use of a (2), use of the (2), high school students (1), level of English (1)*
Procedure	*the use of (8), purpose of this (4), the analysis of (4), through the use (4), was conducted to (4), look at how (3), study was conducted (3)*
Quantification	*one of the (5), some of the (4), a number of (3), the rest of (3)*
Location	*at the same (2), the world and (2)*
Text-oriented (30)	
Structuring signals	*the presentation will (8), the presenter will (8), of this study (6), study aims to (6), will also be (6), participants will be (6), aims to investigate (5), this paper will (5), this study aims (5), purpose of this (3), this workshop will (4), in this presentation (3), presenter will discuss (3), will describe how (3)*
Framing signals	*in terms of (8), on how to (7), and how to (5), how to create (5), based on the (4), focuses on the (3), how to use (3), terms of their (3)*
Resultative signals	*showed that the (5), found that the (4), results showed that (3), the results showed (3), was found that (3)*
Transition signals	*as well as (19), in addition to (5), it has been (3)*
Objective signals*	*in order to (9), to discuss the (3), to investigate the (3)*
Participant-oriented (4)	
Stance features	*can be used (5), be able to (4), will be able (3), would like to (3)*
Engagement features	-

Note: * = newly added category

Table 4.25: List of three-word lexical bundles by function in Phase I

As shown in Table 4.25, a detailed observation of the functional distribution of the three-word lexical bundles in the corpus revealed some interesting findings. Firstly, the *'the use of'* bundle which had the highest frequency rate had two functions: (1) to convey procedures and (2) to convey topics. However, the majority of the *'the use of'* lexical bundles (61% or 13 instances) had the topic function. Secondly, more than half of the lexical bundles with objective signal function had a structure of *'to'* followed by a verb. Lastly, most of the description lexical bundles described research methodologies and research participants.

A total of 14 individual four-word clusters were analyzed to identify their discourse functions using the adapted framework based on the taxonomy proposed by Biber et al. (2004). Table 4.26 presents the functional distribution and percentage of four-word lexical bundles found in the corpus of Phase I with their token frequency.

Function	Number of occurrence			
	Function's subcategories	Percentage	Tokens	Percentage
Research-oriented	**7**	**46.66**	**22**	**45.83**
Topic	4	26.66	13	27.08
Description	2	13.33	5	10.41
Procedure	1	6.66	4	8.33
Quantification	-	-	-	-
Location	-	-	-	-
Text-oriented	**6**	**40**	**20**	**41.66**
Structuring signals	3	20	11	22.91
Resultative signals	2	13.33	6	12.5
Framing signals	1	6.66	3	6.25
Transition signals	-	-	-	-
*Objective signals**	-	-	-	-
Participant-oriented	**2**	**13.33**	**6**	**12.5**
Stance features	2	13.33	6	12.5
Engagement features	-	-	-	-
Total	**15**	**100**	**48**	**100**

Note: * = newly added category

Table 4.26: Functional distribution of four-word lexical bundles in Phase I

As presented in Table 4.26, there were 15 individual four-word lexical bundles and 48 tokens in total. The results also showed that these lexical bundles had all of three major functions. The research-oriented function was the most popular function with a frequency rate of 46.66% of total bundle types (7 lexical bundles) and 45.83% of total bundle tokens (22 tokens). The second most common function was the text-oriented function with a frequency rate of 40% of total bundle types (6 lexical bundles) and 41.66% of total bundle tokens (20 tokens). The participant-oriented function was rarely used by conference abstract writers and was found to be the least frequently used function in the corpus of Phase I. Its frequency rate was only 13.33% of total bundle types (2 lexical bundles) and 12.5% of total bundle tokens (6 tokens).

Of all subcategories of the research-oriented function, only three subcategories were identified in this corpus: (1) procedure, (2) description, and (3) topic. The topic function was the most frequently used function accounting for

26.66% of total bundle types (4 lexical bundles) and 27.08% of total bundle tokens (13 tokens). It was also the most common function in the corpus of Phase I. The procedure subcategory had the least proportion which comprised 6.66% of total bundle types (1 lexical bundle) and 8.333% of total bundle tokens (4 tokens). Among subcategories of the text-oriented function, the structuring signals had the highest proportion with a frequency rate of 20% of total bundle types (3 lexical bundles) and 22.91% of total bundle tokens (11 tokens), while the framing signals had the least frequency rate at 6.66% of total bundle types (1 lexical bundle) and 6.25% of total bundle tokens (3 tokens). Of all subcategories of the participant-oriented function, only the stance features function was identified and its frequency rate was 13.33 % of total bundle types (2 lexical bundles) and 12.5% of total bundle tokens (6 tokens).

A list of four-word lexical bundles found in different functions in the corpus of Phase I with their frequency is shown in Table 4.27.

Research-oriented (7)	
Topic	*English as a foreign (5), as a foreign language (4), of English as a (3), the use of a (1)*
Description	*students enrolled in a (3), the use of a (2)*
Procedure	*through the use of (4)*
Procedure	*through the use of (4)*
Quantification	-
Location	-
Text-oriented (6)	
Structuring signals	*study aims to investigate (4), this study aims to (4), the presenter will discuss (3)*
Resultative signals	*results showed that the (3), the results showed that (3)*
Framing signals	*in terms of their (3)*
Transition signals	
Objective signals	
Transition signals	-
Objective signals*	-
Participant-oriented (2)	
Stance features	*can be used to (3), will be able to (3)*
Engagement features	-

Note: * = newly added category

Table 4.27: List of four-word lexical bundles by function in Phase I

As seen in Table 4.27, some of the four-word lexical bundles were parts of other bundles. For example, the lexical bundle *'results showed that the'* shared the same words as the *'the results showed that'* bundle. The lexical bundle *'study aims to*

investigate' bundle shared the same words as the *'this study aims to'* bundle. Moreover, some of the four-word lexical bundles explicitly conveyed their meanings. For example, the *'the results showed that'* bundle explicitly showed the resultative function. More examples of these bundles were *'English as a foreign'*, *'as a foreign language'*, and *'of English as a'* because all of them explicitly signified the topic function.

Table 4.28 presents the functional distribution and percentage of the five-word lexical bundles found in the corpus of Phase I with their token frequency.

Function	Number of occurrence			
	Function's subcategories	Percentage	Tokens	Percentage
Research-oriented	**2**	**66.66**	**8**	**72.72**
Topic	2	66.66	8	72.72
Location	-	-	-	-
Procedure	-	-	-	-
Quantification	-	-	-	-
Description	-	-	-	-
Text-oriented	**1**	**33.33**	**3**	**27.27**
Resultative signals	1	33.33	3	27.27
Transition signals	-	-	-	-
Structuring signals	-	-	-	-
Framing signals	-	-	-	-
*Objective signals**	-	-	-	-
Participant-oriented	**-**	**-**	**-**	**-**
Stance features	-	-	-	-
Engagement features	**-**	**-**	**-**	**-**
Total	**3**	**100**	**11**	**100**

Note: * = newly added category

Table 4.28: Functional distribution of five-word lexical bundles in Phase I

As indicated in table 4.28, the five-word lexical bundles in Phase I had only two main functions: the research-oriented function and the text-oriented function. Bundles with the participant-oriented function were not found. The lexical bundles with the research-oriented function occurred more frequently than the text-oriented ones. The research-oriented lexical bundles occurred at a frequency rate of 66.66% of total bundle types (2 lexical bundles) and 72.72% of total bundle tokens (8 tokens), while the text-oriented bundles were far less frequently used because they accounted for only 33.33% of total bundle types (1 lexical bundle) and 27.27% of total bundle tokens (3 tokens). Among all subcategories of the research-oriented

function and the text-oriented function, only two subcategories, the topic and the resultative signals were found.

A list of five-word lexical bundles found in different functions the corpus of Phase I with their frequency is shown in Table 4.29.

Research-oriented (2)	
Topic	*English as a foreign language (5), as a foreign language EFL (3)*
Location	-
Procedure	-
Quantification	-
Description	-
Text-oriented (1)	
Resultative signals	*the results showed that the (3)*
Transition signals	-
Structuring signals	-
Framing signals	-
*Objective signals**	-
Participant-oriented	
Stance features	-
Engagement features	-

Note: * = newly added category

Table 4.29: List of the five-word lexical bundles by function in Phase I

As seen in Table 4.29, the word clusters *'English as a foreign language'* and *'as a foreign language EFL'* had the same function. In other words, both of them are research-oriented and presented a topic. The word combination *'the results showed that the'* had the text-oriented function and presented a resultative signal.

In order to have an explicit and holistic picture of the functions of all lexical bundles in Phase I, a summary of the functional distribution and the number of occurrence of the three-to five-word lexical bundles in the corpus of Phase I is presented in Table 4.30.

Function	Number of occurrence				
	3-word	**4-word**	**5-word**	**Total**	**Percentage**
Research-oriented	**49**	**7**	**2**	**58**	**55.76**
Topic	23	4	2	29	27.88
Description	13	2	-	15	14.42
Procedure	7	1	-	8	7.69
Quantification	4	-	-	4	3.84
Location	2	-	-	2	1.92
Text-oriented	**33**	**6**	**1**	**40**	**38.46**
Structuring signals	14	3	-	17	16.34
Framing signals	8	1	-	9	8.65
Resultative signals	5	2	1	8	7.69
Transition signals	3	-	-	3	2.88
Objective signals*	3	-	-	3	2.88
Participant-oriented	**4**	**2**	**-**	**6**	**5.76**
Stance features	4	2	-	6	5.76
Engagement features	-	-	-	-	-
Total	**86**	**15**	**3**	**104**	**100**

Note: * = newly added category

Table 4.30: Summary of functional distribution of three-to five-word lexical bundles

in Phase I

As shown in Table 4.30, there were altogether 104 individual bundles in the corpus of14,604 words in Phase I. These lexical bundles consisted of 86 three-word lexical bundles, 15 four-word lexical bundles, and 3 five-word lexical bundles. The results conveyed that authors of conference abstracts used a variety of structures to form lexical bundles. The research-oriented lexical bundles had the highest proportion (55.76%) in the corpus. The second most frequently used function was texted-oriented and its frequency rate was 38.46%. It was also found that some word combinations had the participant-oriented function but their frequency rate was only 5.76% (6 lexical bundles). Although all of the 3 main functions of lexical bundles were found, only 11 out of 12 subcategories were identified. These subcategories comprised 5 subcategories of the research-oriented function, 5 subcategories of the text-oriented function, and 1 subcategory of the participant-oriented function. Among all subcategories of the research-oriented function, topic was the most popular function with a frequency rate of 27.88% of total bundle types (29 instances). Besides, topic was also the most prevalent function in the corpus of Phase I. The least used subcategory in the research-oriented function was location since its frequency rate

was only 1.92% of total bundle types (2 instances). The location function was also the least used function in the corpus of Phase I. Of all subcategories of the text-oriented function, structuring signal function was the most popular function. Transitional signal and objective signal functions were rarely used. Both of them had the same frequency rate of 2.88% of total bundle types (3 occurrences each). Examples of lexical bundles with different functions are shown below. They are listed according to their functions. The target lexical bundle in each context is italicized in bold for clarity, and the abstract number is provided beneath each example.

Examples:

Research-oriented:

Location

CLICK stands for Cross-cultural, Literature and International Cultural Understanding which means learning is fourfold; they learn classic and modern literature; cultures across the world including non-English speaking countries like Japan; other subject areas such as Geography, Science, Music and of course English *at the same* time.

('*at the same*' in context, Abstract#202, italic added)

Procedure

The model can be adapted for use in various contexts and at different instructional levels, through ***the use of*** authentic episodes to create opportunities for effective oral communication in English, to increase learner autonomy, and to sharpen their critical thinking skills.

('*the use of*' in context, Abstract#202, italic added)

Quantification

Some of the most important skills needed by our students in the twenty-first century are: the ability to collaborate, the means to become "global citizens", and to be quick of mind and able to think on the fly.

('*some of the*' in context, Abstract#110, italic added)

Description

This present study, therefore, was conducted to empirically examine how translation could help improve EFL learners' vocabulary knowledge. The participants were 19 students ***enrolled in a*** translation class.

('*enrolled in a*' in context, Abstract#110, italic added)

Topic

The paper focuses on ***the impact of*** professional development on teachers who actively participated in each program.

('*the impact of*' in context, Abstract#128, italic added)

Text-oriented:

Transition signal

Finally, it will showcase both the Japanese and American students' post-CMC blogged reactions and feedback from several questionnaires, specifically in regard to their willingness to communicate, ***as well as*** their self-prescribed confidence in using English to globally communicate through these mediums to be "sharing, caring, and daring!"

('*as well as*' in context, Abstract#27 italic added)

Resultative signal

The results ***showed that the*** tests and textbooks had a combination of American English words and British English words, which can be grouped into four categories.

(*'showed that the'* in context, Abstract#332, italic added)

Structuring signal

This presentation will explore why we should incorporate ethics into ELT which, in addition to "good", high quality teaching, should operate "within a wider framework of education for peace", and include awareness of how methods, textbooks, and pedagogical practices foster "... mutual understanding, respect, and cooperation among nations" (Marti, 1996).

(*'this presentation will'* in context, Abstract#183, italic added)

Framing signal

Then, in group A, reading comprehension was taught to the subjects ***based on the*** principles of TBLT. However, in group B, reading comprehension was taught through CBLT.

(*'based on the'* in context, Abstract#192, italic added)

Objective signal

This paper argues for an idea to incorporate process-oriented and genre-based approaches to teaching L2 writing ***in order to*** provide explicit explanation in writing process, textual features, and social context, which is important to the development of L2 writing.

(*'in order to'* in context, Abstract#252, italic added)

Participant-oriented:

Stance feature

In this presentation, I ***would like to*** share with you a few simple tactics to inspire your students in your iBT & IELTS writing lessons with the help of technology.

(*'would like to'* in context, Abstract#314, italic added)

Chapter summary

This chapter presents the findings of Phase I of the study which include the abstract types, generic features, linguistic features, identification, and structural/functional classifications of lexical bundles. The rhetorical move patterns and identification/classification of lexical bundles will be discussed in Phase II of the study. The findings of Phase I in response to the research questions are as follows:

Research question 1: Both descriptive and informative abstracts were found in the corpus. The descriptive abstracts outnumbered the informative abstracts.

Research question 2: The obligatory moves of the descriptive abstracts were different from those of the informative abstracts. *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and *Move 4: Summarizing the results* were obligatory moves in the informative abstracts, whereas only Move 1 and Move 2 were obligatory units in the descriptive abstracts. The

descriptive abstracts had three optional moves: *Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *Structuring the presentation* move. The informative abstract samples had two optional moves: *Move 5: Discussing the research* and the *Structuring the presentation* move A new communicative move called *Structuring the presentation (STP)* was found in both types of abstracts. The three most frequent move patterns in the descriptive abstracts were the linear sequences of M1-M2-M5, M1-M2, and M1-STP. The three most frequent move patterns in the informative abstracts were the linear sequences of M2-M3-M4-M5, M1-M2-M3-M4, and M1-M2-M3-M4-M5.

Research question 3: Eight tenses were identified in the corpus. Listed in decreasing order of frequency, these tenses were *Present Simple, Past Simple, Future Simple, Present Perfect, Present Continuous, Past Continuous, Present Perfect Continuous,* and *Past Perfect*. The three most popular tenses were *Present Simple, Past Simple,* and *Future Simple*. There were seven modal verbs in Phase I. Listed in decreasing order of frequency, these modal verbs were *'can'*, *'should'*, '*could'*, *'would'*, *'may'*, *'must'*, and *'might'*. The most common modal verb was *can*. With regard to voice pattern, the active voice far outnumbered the passive voice. Besides, the third-person pronouns occurred a lot more often than the first-person and second-person pronouns.

Research question 4: Three-to five-word lexical bundles were found in the corpus of Phase I (see Appendices U, V, and W). The three-word word combinations were most preferred by writers of conference abstracts. Most of the lexical bundles were phrasal rather than clausal. With regard to discourse function, the research-oriented lexical bundles which conveyed activities were dominant in the corpus. On the contrary, the participant-oriented lexical bundles which referred to either writers or readers were least used by writers of conference abstracts.

The next chapter will present the findings of Phase II. Phase II aims at testing all three frameworks used in this study. It provides the detailed analysis of linguistic features and lexical bundles found in moves of the corpus.

CHAPTER 5
RESULTS OF PHASE II

After the completion of Phase I, Phase II was carried out on a greater number of conference abstracts. The purposes of Phase II were to test the adapted frameworks derived from Phase I and to investigate the abstract types, the use of moves and move sequences and the co-existing linguistic features in each move, and the occurrence of the forms, structures and functions of three-to five-word lexical bundles in moves. The corpus consists of 20,131 words compiled through 150 abstracts of Thailand TESOL International Conferences during the period of 2010-2013. Phase II is set out to address four research questions:

1. What are the types of English abstracts presented in Thailand TESOL International Conferences?
2. What are the generic features of English abstracts presented in Thailand TESOL International Conferences?
3. What are the verb tenses, modal verbs, active voice and passive voice, and personal pronouns in the moves of English abstracts presented in Thailand TESOL International Conferences?
4. What are the forms, structures and functions of three- to five-word lexical bundles in the moves of English abstracts presented in Thailand TESOL International Conferences?

Like in Phase I, three frameworks were applied in Phase II. Santos' (1996) move model for abstract analysis was used to analyze the moves and the move sequences. The adapted frameworks based on Biber et al.'s (2004) and Hyland's (2008a, 2008b) frameworks were used for the structural and functional analyses of the three- to five-word lexical bundles in the abstracts. The details of these three frameworks were described in detail in Chapter 3 Research Methodology. Both the hand-tagged analysis and the computerized analysis were used. The forms of three- to five-word lexical bundles were extracted using the AntConc3.2.4w concordance program. Their frequency and occurrence in context were also generated using the AntConc3.2.4w and manually rechecked for preciseness. The moves, the linguistic features, the structures, and functions of lexical bundles were hand-tagged. Similar to

Phase I, the inter-rater reliability between the researcher and the other two co-coders were assessed using the Cohen's Kappa value and the percentage of agreement. The researcher and the co-coder independently analyzed 38 abstracts (25% of the data) which were not included in the corpus of Phase II to assess the inter-rater reliability rate. The findings revealed that the inter-coder reliability rate was high with a Cohen's Kappa value of more than .89 and a percentage of agreement of 92.

This chapter presents the findings of Phase II of the study. It consists of four main parts arranged in accordance with the four research questions. The first part presents the findings on the abstracts types including the average, the minimum and the maximum numbers of words in each abstract type. The second section reveals the overall distribution and the percentage of the generic features of each abstract type. The third section discusses the uses of the target linguistic features which include verb tenses, modality, active voice and passive voice, and personal pronouns. This part shows a holistic picture of the findings on the linguistic features and the distribution in each abstract type in the corpus. The final section describes the findings on the forms, structures, and functions of the three- to five-word lexical bundles in each communicative function. This section also shows a holistic picture of the findings on the lexical bundles and the distribution in each abstract type in the corpus. Examples of the rhetorical moves, linguistic features, and lexical bundles in context are included in each part to provide a clear picture of the target genre. In each example, the target linguistic feature and the lexical bundle are italicized in bold for clarity. The abstract number is provided in parentheses beneath each example. For instance, Abstract# 43 refers to conference abstract number 43 from 529 conference abstracts of the whole corpus.

5.1 Research Question 1

What are the types of English abstracts presented in Thailand TESOL International Conferences?

There are two types of abstracts: descriptive and informative abstracts. This research question is concerned with the occurrence of descriptive and informative abstracts in the corpus of Phase II. Table 5.1 shows the proportions and

percentage of the descriptive and informative abstracts found in the corpus of Phase II along with detailed information on the total number of words, the minimum and maximum word length, and the average word length of each abstract type.

Type of abstracts	Number of abstracts (N = 150)		Number of words (N = 20,131)	Average words	Min/Max
	Occurrence	Percentage			
Descriptive abstract	90	60	11,150	123.88	37/266
Informative abstract	60	40	8,981	149.68	85/259

Note: *N = the total number of abstracts in this study

Table 5.1: Number of descriptive abstracts and informative abstracts in Phase II

As seen in Table 5.1, both descriptive and informative abstracts were present in the corpus of Phase II. The descriptive abstract was the preferred abstract type and the writers preferred not to mention the research findings in their abstracts. The descriptive abstracts outnumbered the informative ones. Therefore, the findings of Phase II were in line with those of Phase I. Out of 150 abstracts, the descriptive type (90 abstracts) accounted for 60% of the total abstracts and the number of words was 11,150. The percentage of the informative abstracts (60 abstracts) was 40% of the total abstracts with 8,981 words in total. About 92.66% of total abstracts (139 abstracts) consisted of only one paragraph. The rest (11 abstracts or 7.33% of all abstracts) contained 2-5 paragraphs. It was noticeable that each single paragraph contained more than one move. The maximum number of words found in the descriptive abstract dataset was 266, while it was found to be slighter lower in the informative abstract dataset at 259 words. The lowest numbers of words in the informative and descriptive abstracts were 85 and 37, respectively. With regard to the average number of words, the findings revealed that the average word length of both abstract types did not exceed the set word limit of 150 words. Nevertheless, the informative abstracts had a slightly higher number of average word length than the descriptive abstracts, 149.68 words as compared to 123.88 words, respectively. The reason why the informative abstracts had a higher number of the average word length was probably because the informative abstracts covered more details on the research results. However, if we include both descriptive and informative abstracts in the calculation, the average number of words per abstract was 134.20.

5.2 Research Question 2

What are the generic features of English abstracts presented in Thailand TESOL International Conferences?

This research question deals with the occurrence of the moves and move sequences of the descriptive and informative abstracts in the corpus. The compiled data was analyzed using the adapted framework based on Santos' (1996) five-move pattern. The adapted move model comprised of six moves as follows:

(1) Move 1: Situating the research

(2) Move 2: Presenting the research

(3) Move 3: Describing the methodology

(4) Move 4: Summarizing the results

(5) Move 5: Discussing the research, and

(6) Structuring the presentation.

The framework also consists of nine submoves as follows:

(1) Move 1 Submove 1A - Stating current knowledge

(2) Move 1 Submove 1B - Citing previous research

(3) Move 1 Submove 1C - Extended previous research

(4) Move 1 Submove 2 - Stating a problem

(5) Move 2 Submove 1A - Indicating main features

(6) Move 2 Submove 1B - Indicating main purpose

(7) Move 2 Submove 2 - Hypothesis raising

(8) Move 5 Submove 1 - Drawing conclusions, and

(9) Move 5 Submove 2 - Giving recommendations.

The move frequency and the realizations of moves and submoves with relevant examples and abstract numbers are illustrated in this chapter. The cut-off points of 60% suggested by Kanoksilpatham (2005) was applied to justify obligatory moves and optional moves in this study. If a move occurs at 60% frequency or more, it is considered an obligatory move or a conventional move. On the other hand, if a move's frequency is less than 60%, it is classified an optional move. The move frequency of abstracts in each type are illustrated in separate tables. The findings of descriptive abstracts precede those of informative ones.

5.2.1 Frequency of moves and submoves

In Phase II, one hundred and fifty abstracts were explored to determine their moves and submoves using the adapted framework for the move analysis and the 60% cut-off points of a frequency rate. The following sub-sections show the findings on moves and submoves of the abstracts in each type.

5.2.1.1 Move and submoves in descriptive abstracts

After the classification of abstract types, there were 90 descriptive abstracts in the corpus of Phase II. All of them were examined to identify their move patterns using the adapted framework based on Santos' (1996) move model. Table 5.2 shows the frequency and percentage of moves and submoves found in the descriptive abstract samples in the corpus of Phase II.

Move	Frequency of occurrence (N = 90)
Move 1: Situating the research	**74 (82.22%)***
Submove 1A - Stating current knowledge and/or	72
Submove 1B - Citing previous research and/or	5
Submove 1C - Extended previous research and/or	0
Submove 2 - Stating a problem	15
Move 2: Presenting the research	**78 (86.66%)***
Submove 1A - Indicating main features and/or	64
Submove 1B - Indicating main purpose and/or	12
Submove 2 - Hypothesis raising	11
Move 3: Describing the methodology	**18 (20%)****
Move 4: Summarizing the results	**0**
Move 5: Discussing the research	**35 (38.88%)****
Submove 1 - Drawing conclusions and/or	8
Submove 2 - Giving recommendations	27
Structuring the presentation	**29 (32.22%)****

Note: *   = Obligatory move
      ** = Optional move
      N = the total number of abstracts in this study
      % = the occurrence frequency of a move

Table 5.2: Frequency of moves and submoves in descriptive abstracts in Phase II

As shown in Table 5.2, five moves were used in 90 descriptive abstracts of Phase II. They were *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 5: Discussing the research* and the *Structuring the presentation (STP)* move, a new move. It is evident that the most popular move was *Move 2: Presenting the research* which accounted for 86.66% of observations (78 instances). The second most frequent move was *Move 1: Situating the research.* It had a slightly lower number of occurrence and constituted 82.22% of instances (74 instances). The *Discussing the research* move and the *STP* move were the third and the fourth frequently used moves. They accounted for 38.88% of total observations (35 instances) and 32.22% of total instances (29 instances), respectively. Move 3: Describing *the methodology* was the least used move which comprised only 20% of total observations (18 samples). Based on the specified cut-off points of frequency rate in this study, the descriptive abstract samples consisted of more optional moves than obligatory moves and revealed three optional moves compared with two obligatory moves, respectively. The three optional moves were *Move 3: Describing the methodology*, *Move 5: Discussing the research* and the *Structuring the presentation* move. The two obligatory moves were *Move 1: Situating the research* and *Move 2: Presenting the research*. As for submoves, eight different submoves were found totaling 214 occurrences. Only the *Extended previous research* submove was not found. The most prevalent submove was *Move 1 Submove 1A -Stating current knowledge* (72 occurrences), followed by *Move 2 Submove 1A -Indicating main features* (64 occurrences) and *Move 5 Submove 2 - Giving recommendations* (27 instances).

5.2.1.2 Move and submoves in informative abstracts

Sixty informative abstracts were coded to identify their occurrence of moves and submoves and to categorize obligatory and optional moves by using the same model as for descriptive abstract analysis. Table 5.33 presents the frequency and percentage of moves and submoves found in the informative abstract samples in the corpus of Phase II.

Move	Frequency of occurrence (N = 60)
Move 1: Situating the research	**39 (65%)***
Submove 1A - Stating current knowledge and/or	32
Submove 1B - Citing previous research and/or	5
Submove 1C - Extended previous research and/or	2
Submove 2 - Stating a problem	6
Move 2: Presenting the research	**52 (86.66%)***
Submove 1A - Indicating main features and/or	41
Submove 1B - Indicating main purpose and/or	11
Submove 2 - Hypothesis raising	4
Move 3: Describing the methodology	**48 (80%)***
Move 4: Summarizing the results	**60 (100%)***
Move 5: Discussing the research	**23 (38.33%)****
Submove 1 - Drawing conclusions and/or	8
Submove 2 - Giving recommendations	16
Structuring the presentation	**2 (3.33%)****

Note: * = Obligatory move
     ** = Optional move
     N = the total number of abstracts in this study
     % = the occurrence frequency of a move

Table 5.3: Frequency of moves and submoves in informative abstracts in Phase II

The results shown in Table 5.3 indicated that all of the six moves were used in the informative abstracts in the corpus of Phase II. The first five moves were originated from Santos' (1996) analyzing framework and the sixth move called *Structuring the presentation* was a new move found in this study. The most substantial move in the informative abstracts was *Move 4: Summarizing the results* with a frequency of occurrence at 100% of total observations (or 60 sample texts). The second most popular move was *Move 2: Presenting the research* which accounted for 86.66% (52 samples). The third and fourth frequent moves were *Move 3: Describing the methodology* and *Move 1: Situating the research* and their frequency rates were 80% (48 instances) and 65% (39 instances), respectively. The fifth frequently occurring move was *Move 5: Discussing the research* with a frequency rate of 38.33% (23 instances). It is also worth noting that the *Structuring the presentation (STP)* move was least frequently used and its frequency rate was only

3.33% (2 instances). One possible reason for the low frequency rate of the *STP* move is because writers preferred to provide the details of each move separately and avoid giving steps or contents of the upcoming presentations in their informative abstracts.

Unlike the descriptive abstracts, there were more obligatory moves than optional moves in the informative abstracts. The *Discussing the research* move and the *Structuring the presentation* move were considered as optional moves and all of the remaining moves were obligatory ones. According to Santos (1996), *Move 2: Presenting the research* and *Move 3: Describing the methodology* were obligatory units. Therefore, the findings in this study were consistent with Santos' (1996) study. With regard to submoves, all of the nine submoves were found in the informative abstracts with a total of 125 occurrences (45 occurrences in *Move 1: Situating the research*, 56 occurrences in *Move 2: Presenting the research*, and 24 occurrences in *Move 5: Discussing the research*. The *Indicating main features* submove was the most popular one (41 instances), while the *Extending the previous research* submove appeared as the least used submove with only 2 instances.

To have a holistic picture of the move frequency found in the corpus of Phase II, the following part will present the overall distribution of moves and submoves in both descriptive and informative abstracts. Table 5.4 summarizes the proportions of moves and submoves in the corpus of Phase II including the total number of words, the average word length, and the minimum and maximum numbers of words of each move.

Move	Number of observations	Number of words	Average words per move	Min/Max
Move 1: Situating the research	137 (91.33%)	6,176		
Submove 1A - Stating current knowledge and/or	104	5,242	51.39	7/115
Submove 1B - Citing previous research and/or	10	330	33	15/99
Submove 1C - Extended previous research and/or	2	44	22	13/31
Submove 2 - Stating a problem	21	560	26.66	11/41
Move 2: Presenting the research	143 (95.33%)	5,038		
Submove 1A - Indicating main features and/or	105	3,827	36.10	9/96
Submove 1B - Indicating main purpose and/or	23	824	34.33	18/62
Submove 2 - Hypothesis raising	15	387	27.67	11/65
Move 3: Describing the methodology	66 (44%)	2,733	41.40	8/95
Move 4: Summarizing the results	60 (40%)	2,745	45.75	11/113
Move 5: Discussing the research	59 (39.33%)	1,683		
Submove 1 - Drawing conclusions and/or	16	397	26.46	9/66
Submove 2 - Giving recommendations	43	1,286	29.22	8/70
Structuring the presentation	31 (20.66%)	1,756	56.64	17/208
Total	**496**	**20,131**		

Note: *% = the occurrence frequency of a move

Table 5.4: Summary of distribution of moves and submoves in Phase II

As Table 5.4 presents, there were a total of 496 individual move units in Phase II. *Move 2: Presenting the research* was included in almost all abstracts since it had the highest number of observations which was 95.33% of total abstracts (143 instances). The second most popular move was *Move 1: Situating the research* which made up 91.33% of instances (137 times). The high occurrence of these two moves (*Move 2: Presenting the research* and *Move 1: Situating the research*) suggest the actual and normal practice of conference abstract genres that writers preferred to provide the information of the topic being discussed which covered the current knowledge or previous empirical research studies. Additionally, authors intentionally highlighted the features, purpose or research questions of the study being investigated

in their abstracts. Hyland (2007a) pointed out that abstract writers in soft science tended to provide readers with a background of their study and then introduce a topic. On the contrary, writers in hard science placed more emphasis on the research methodology. The findings of this study confirmed Hyland's (2007a) study. *Move 3: Describing the methodology* was recorded as 44% of total abstracts. The *Structuring the presentation* move was rarely used and had the lowest number of move units which comprised only 20.66% of total observations (31 observations). Among all submoves, the *Indicating main features* submove, comprising about 21.16% of all incidences (105 occurrences) was the most dominant submove, while the *Extended previous research* submove was rarely used (0.40% of total observations or 2 instances). In terms of the proportion of words, the number of word per move varied a lot ranging from 7 to 208 words. Among all moves, the *STP* had the highest average number of words per move (57 words). *Move 1 Submove 1C - Extended previous research* had the lowest average word length (22 words). As regards to the minimum and maximum number of words, it was found that *Move 1 Submove 1A -Stating current knowledge* had the minimum number of word in the corpus comprising (7 words). The *STP* move had the highest number of words (208 words) which exceeded the word limit set by the conference (150 words). One possible reason for such a high number of words is that the *STP* move covered all steps or activities in the upcoming presentation.

The functions and realizations of moves and submoves found in Phrase II are illustrated below along with examples and abstract numbers.

5.2.2 Descriptions of moves and submoves

The following sections describe the functions and realizations of moves and submoves in Phase II. Some prominent and distinctive features including recurrent head nouns and verbs marking each move and submove, opening moves and closing moves, co-occurrences of moves, move embedding, and move cycling are also discussed. Also, some examples and prominent linguistic features which were not the focus of Research Question 3 are also discussed.

5.2.2.1 Descriptions of moves

Based on the move analysis, it was found that all six moves were used in the corpus of Phase II (*Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 4: Summarizing the results*, *Move 5: Discussing the research*, and the *Structuring the presentation* move).

Move 1: Situating the research

The *Situating the research* move is the initial move in the adapted framework based on Santos' (1996) move model. Its aim is to inform readers about research fields and research topics. It was an obligatory move in both descriptive and informative abstract datasets of this study. It was the second most frequently occurring move in descriptive abstracts (82.22% or 74 occurrences) but it was the fourth most frequent move in informative abstracts (65% or 39 instances). Most of them occurred as separate moves. *Move1 Stating the research* move consists of four submoves: *Submove 1A - Stating current knowledge*, *Submove 1B - Citing previous research*, *Submove 1C - Extended previous research*, and *Submove 2 - Stating a problem*. The details of each submove will be presented afterwards. Some examples of Move 1 are shown in the excerpts below.

Examples:
1) Traditionally, tests are used just as a summative instrument to check the students' understanding of a subject.
<div align="right">(Submove 1A - Stating current knowledge, Abstract#22)</div>
2) Technology-enhanced language learning that uses new technologies and teaching methods can provide daring, challenging opportunities for language learners in coming decade. new methods and technologies to create successful language learning for the next decade.
<div align="right">(Submove 1A - Stating current knowledge, Abstract#29)</div>
3) Recently, the idea of implementing a genre-based approach in teaching L2 writing has been claimed an effective way of improving students' writing skills.
<div align="right">(Submove 1A - Stating current knowledge, Abstract#509)</div>

Move 2: Presenting the research

The *Presenting the research* move is the second move in the framework used in this study. Its aim is to present the key features, the research purposes, and the research questions or hypotheses of the study. Based on the results shown in Tables 5.2 and 5.3, this move was the most prominent move in the descriptive abstract samples and the second most frequently used move in the informative abstract samples. In other words, there were 78 occurrences (86.66%) and 52 occurrences (86.66%) of *Move 2* in the descriptive abstracts and informative abstracts,

respectively. *Move 2: Presenting the research* comprises of three submoves: *Submove 1A - Indicating main features*, *Submove 1B - Indicating main purpose*, *Submove 2 - Hypothesis raising*. The realizations of *Move 2: Presenting the research* are illustrated in the examples below.

Examples:
1) This research study investigated the needs and factors affecting the quality of learning and teaching English in primary schools under the Local Administrative Organization in Thailand.

   (*Submove 1A - Indicating main features,* Abstract#173)
2) The study presents a critical investigation of the discursive construction of English learning in an EFL textbook series currently used for secondary school students in China.

   (*Submove 1A - Indicating main features*, Abstract#242)

Move 3: Describing the methodology

This move is the third move in the selected framework. Its function is to present the research design of the study which includes the procedures, the participants, the materials, the instruments, and other variables relating to the research. *Move 3* was an optional unit in the descriptive abstract samples (20% or 18 occurrences), but it was an obligatory unit in the informative abstract samples (80% or 48 instances). Some examples of *Move 3: Describing the methodology* are illustrated below.

Examples:
1) About 130 Thai Matthayom students (High School) in Khon Kaen, the northeastern part of Thailand was surveyed and observed in actual classroom settings, and around 50 foreign teachers (about 15 nationalities) participated in the survey and a selected number were interviewed. The surveys were analyzed quantitatively while the class observation notes and interviews were qualitatively assessed.

   (Abstract#212)
2) The subjects were fifty Thai university students studying English reading course. At the beginning of the course, subjects were surveyed by questionnaire for reading strategy use. Then they were instructed in underused reading strategies for the entire semester. During the course, the participants did the formative and summative tests which were designed to allow them to apply reading strategies. The test results were analyzed to find out if the students used reading strategies. At the end of the course, the subjects were again required to answer the same questionnaire to report their reading strategy use.

   (Abstract#461)

The corpus of Phase II also portrayed some interesting findings of *Move 3: Describing the methodology*. Firstly, the majority of *Move 3* occurred by itself as a

separate move and it was often preceded by either *Move 1: Situating the research* or *Move 2: Presenting the research*. This is probably because authors wanted to provide the information on the research methodology right after an overview of the research topics, the main features or the purposes of the study so that readers and prospective audiences can gain clearer pictures and better understanding of their studies. The co-occurrences of *Move 3* with either *Move 1* or *Move 2* are illustrated in the excerpts below.

Examples:

Move 1+ Move 3

<Move 1: Situating the research> Thai university undergraduates could learn English autonomously with their teachers' support in facilitating and mediating tasks and activities designed to raise awareness of learner autonomy. **<Move 3: Describing the methodology>** Learner Autonomy Lesson Plans (the LALPs) in accordance with tasks and activities were designed by the researcher and were used by the researcher's colleagues. In this study, data were gathered in different methods that are observation, focus group interviews, evaluation questionnaires and students' artifacts. Five classes participated.

(Abstract#143)

Move 2 + Move 3

1) **<Move 2: Presenting the research>** Given this, the present research study examined teachers' experiences as language learners to determine how such experiences influenced their actual instructional practices or vice versa. **<Move 3: Describing the methodology>** To do so, the researcher interviewed four student-teachers on different aspects dealing with their instructional practices. Interviews were later transcribed and analyzed with Strauss and Corbin's (1990, 1998) open and axial coding techniques.

(Abstract#459)

2) **<Move 2: Presenting the research>** The purposes of this research were 1) to develop and test the efficiency of English reading materials based on flooding in Thailand 2011; 2) to comprehend the student' English reading achievement before and after using the reading materials, and, 3) to survey the student's satisfaction with this type of instruction. **<Move 3: Describing the methodology>** Forty third-year undergraduate students at the Thai-Nichi Institute of Technology were taught with eight reading based on flooding in Thailand 2011, an English reading achievement test, and a questionnaire to survey their satisfaction of the materials.

(Abstract#404)

Secondly, although *Move 3: Describing the methodology* mostly occurred as a separate move in the corpus, it merged with other main moves. In other words, it was embedded in either *Move 2: Presenting the research* or *Move 4: Summarizing the results*. Of all occurrences, the embedding of Move 3 with Move 4 was a preferred structure. Besides, mostly Move 3 preceded Move 4. This phenomenon occurred probably because of the word constraints of conference abstracts that affected the

number of words used. Some examples of the embedding of Move 3 with Move 2 and Move 3 with Move 4 are shown below.

Examples:

Embedding of Move 3 with Move 2

<Move 2: Presenting the research> This study explores peer-peer interaction (e-partnering) and tutor-peer interaction (e-tutoring) in online environments and investigates whether the implementation of peer feedback may have any effect on students' writing proficiency **<Move 3: Describing the methodology>** by examining two groups of students at a language school writing paragraphs on the same topics, one receiving feedback from their peers and one receiving feedback from two teachers.

(Abstract#176)

Embedding of Move 3 with Move 4

1) **<Move 3: Describing the methodology>** Through classroom observations, interviews and the distribution of questionnaires to both lecturers and students, **<Move 4: Summarizing the results>** this study found that the problems are rooted in the selection system of both lecturers and students in the program and the lack of support for the development of teaching skills in English for lecturers and the improvement of students' English language proficiency.

(Abstract#486)

2) **<Move 3: Describing the methodology>** Over the length of the initial course, which was followed by questionnaires distributed to participants, both students and instructors, **<Move 4: Summarizing the results>** it was soon evident that the former models were not so relevant to the TOEFL iBT.

(Abstract#413)

Thirdly, Santos (1996) pointed out that the three structures used as the beginning element of *Move 3: Describing the methodology* were a prepositional phrase, a non-finite clause, and an indication of time sequence. It was also found that *Move 3* in the corpus of Phase II was signaled by these three structures. However, it is worth noting that an indication of time sequencing and a prepositional phrase were not only placed in an initial position but also embedded in Move 3. Some examples of these three structures in Move 3 are illustrated below.

Examples:

Prepositional phrase

1) *By using mixed research methods*, this study gathered data from informants in three tourism contexts: hotel, airline, travel agency.

(Prepositional phrase in context, Abstract#249, italic added)

2) The current research study, conducted 100 among Qatari university students, replicates Seppälä's (2011) study. *Through a questionnaire and interview sessions*, it gathers both qualitative and quantitative data regarding…

(Prepositional phrase in context, Abstract#328, italic added)

Non-finite clause

1) *Using videos and lectures on acculturation and cross-cultural conflict*, students were asked to create their own program that would help preliterate immigrants

like the Hmong, transition smoothly into Japanese society while respecting the Hmong's cultural identity.

<div align="center">(Non-finite clause in context, Abstract#185, italic added)</div>

2) *Following the mixed-methods design*, the quantitative data have been analyzed using Factor analysis and Friedman test while the qualitative data have been analyzed through content analysis.

<div align="center">(Non-finite clause in context, Abstract#350, italic added)</div>

Indication of time sequence

1) *After* administering a Pre-test which indicated no significant difference between the two groups, the treatment teachers received three 16-session courses during which the researcher provided them with opportunities for professional development using five models of PD including In-service Training, Fellow Observation/Assessment, Development/Improvement Process, Mentoring, and Study Groups. The two groups were *then* compared on the post - and delayed post-tests which showed that the treatment teachers obtained higher teacher efficacy scores.

<div align="center">(Indication of time sequence in context, Abstract#193, italic added)</div>

2) The subjects were fifty Thai university students studying English reading course. At the beginning of the course, subjects were surveyed by questionnaire for reading strategy use. *Then* they were instructed in underused reading strategies for the entire semester.

<div align="center">(Indication of time sequence in context, Abstract#461, italic added)</div>

Fourthly, almost all of *Move 3: Describing the methodology* in the corpus of Phase II showed impersonal and neutral tone since the focus was on research methodology and research tools. However, there were a few instances of the use of first-person pronoun *'I'* referring to the researcher. This is probably because authors wanted to emphasize their roles in the process of conducting a research. The uses of the first-person pronoun *'I'* in Move 3 are illustrated in the excerpts below.

Examples:

1) The motivated assignments can be found from class survey by asking the students' opinions. *I* integrated all skills, listening, speaking, reading and writing to the classroom activity and assignments. After checking all assignments, the scores would be compared to the final scores.

<div align="center">(*'I'* in context, Abstract#475, italic added)</div>

2) In this study, *I* have compiled two small corpora of published articles' abstracts and doctoral students' writing based on a mock experiment. All abstracts were section-tagged according to rhetorical functions/sections manually: introduction, method and result/discussion, so that we could exploit and extract only the designated rhetorical parts of the files. Lexical bundles were extracted by using Collocate software.

<div align="center">(*'I'* in context, Abstract#496, italic added)</div>

Fifthly, although *Move 3: Describing the methodology* covered various aspects of research methodology or research design, the findings from Phase II revealed that research participants were the most popular contents. Additionally,

authors preferred to commence Move 3 with a description of the research participants, samplings or data and later provided additional detailed information on other relevant aspects like research tools and later on procedures. Some examples of the descriptions of research subjects and data are illustrated below.

Examples:

1) The sampling groups of quantitative data were 11 lecturers in Business English Program and 145 junior students majoring in Business English. For qualitative data, individual interviews were conducted with 4 lecturers and a focus group interview was carried out with 8 junior students.

(Abstract#174)

2) The participants are fifteen second year English majors who were studying EG 222 Reading for Opinions during semester 2/ 2010. Research methodology includes questionnaire, interviews, classroom observation, and field notes.

(Abstract#324)

3) Data sources included students' individual and group writing assignments, interviews, questionnaires, relevant entries on students' -portfolios, and audio-recordings of students' group work.

(Abstract#269)

Lastly, *Move 3: Describing the methodology* contained some recurrent syntactic subjects or opening nouns. They were *'data'*, *'subjects'*, *'study'*, *'participants'*, *'sampling groups'*, *'research'*, and *'researcher'* listed in decreasing order of frequency. Some examples of these opening nouns in context are shown below.

Examples:

Data

1) **Data** is gathered from questionnaire given to and filled out by members.

(*'data'* in context Abstract#199, italic added)

2) **Data** were collected through students' pre-and post-writing and the first and second drafts of their narrative and argumentative essays, semi-structured interview, and Pre- and Post- Metacognitive Strategies Questionnaires.

(*'data'* in context Abstract#248, italic added)

Subjects

1) The **subjects** were 65 first-year Chiang Mai University students who took Course 001102: Reading and Writing in English in the first semester of 2010 academic year. The **subjects** were taught reading skills integrated with game -based learning through an online game named Eternal Story.

(*'subjects'* in context, Abstract#333, italic added)

2) The **subjects** were fifty Thai university students studying English reading course.

(*'subjects'* in context, Abstract#461, italic added)

Study

1) The **study** was quantitative in nature and utilized Teacher Sense of Efficacy Scale-3bg.

(*'study'* in context, Abstract#193, italic added)

2) The **study** was based on a mixed-methods design with a combination of quantitative and qualitative research.

<div align="right">('study' in context, Abstract#333, italic added)</div>

Participants

1) ***Participants*** created blogs in English in groups, with members contributing to the blog weekly.

<div align="right">('participants' in context, Abstract#271, italic added)</div>

2) The ***participants*** are fifteen second year English majors who were studying EG 222 Reading for Opinions during semester 2/ 2010.

<div align="right">('participants' in context, Abstract#324, italic added)</div>

Sampling groups

1) The ***sampling groups*** of quantitative research comprised principals and teachers from primary schools in Thailand.

<div align="right">('sampling groups' in context, Abstract#173, italic added)</div>

2) The ***sampling groups*** of quantitative data were 11 lecturers in Business English Program and 145 junior students majoring in Business English.

<div align="right">('sampling groups' in context, Abstract#174, italic added)</div>

Research

The ***research*** was carried out with two classes of Secondary Three (Grade Nine) pupils from a local secondary school.

<div align="right">('research' in context Abstract#2, italic added)</div>

Researcher

1) The ***researcher*** exposes the 30 students' progress/stagnation.

<div align="right">('researcher' in context Abstract#142, italic added)</div>

2) To do so, the ***researcher*** interviewed four student-teachers on different aspects dealing with their instructional practices.

<div align="right">('researcher' in context Abstract#459, italic added)</div>

Move 4: Summarizing the results

The *Summarizing the results* move is the fourth move in the framework. Its function is to sum up the main findings of the study. Move 4 is a specific and obligatory element in the informative abstracts. As shown in Table 5.3, this move was considered obligatory in informative abstract samples due to its high occurrence rate of 100% (a total of 60 occurrences). It was not found in descriptive abstract samples. Some of the examples which characterize the *Summarizing the results* move are given below.

Examples:

1) The important findings are that, through social interaction in the context of a Thai EFL classroom, the teacher and students co-construct the tasks of teacher questions as knowledge negotiation and construction activities, knowledge assessment, and facilitation activities, rather than using them simply to call for particular types of response. In particular, the study reveals that it is the display questions (questions which ask the students to provide information already known to the teacher), rather than the referential questions, (questions which request information not known to the teacher), which are used to achieve multiple pedagogical functions and to extend student talk in classroom interaction.

<div align="right">(Abstract#163)</div>

2) The major findings revealed that there were five critical factors that affected the quality of teaching and learning English in primary schools under the Local

Administrative Organization. They were teachers, students, English curriculum, textbooks, and the learning environment. Another finding related to teachers' needs for professional development was communicative teaching techniques, teaching and learning materials production, English knowledge, and an integration of technology and English teaching.

<div align="right">(Abstract#173)</div>

Further observation on the occurrence of Move 4 in the corpus of Phase II conveyed some interesting findings. Firstly, almost all of incidences of Move 4 were presented in the form of a sequence of sentences. However, there were only a few instances when Move 4 was written in an itemized format. This is probably because the writer wanted to attract the readers' attention on their findings. An example of Move 4 written in an itemized form is shown below.

Example:

Results: 1) Progress made only in developing ideas from the outline to final draft. 2) Stagnation: learners didn't overcome the Chinese language influence on their English Writing. 3) The most common mistakes not noticed by peer-editors are usage of plurals, subject-verb agreement, use of pronouns and infinitives. 4) Less than 10 % of essays contain examples supporting the main ideas.

<div align="right">(Abstract#142)</div>

Secondly, although quite a few studies in the corpus of Phase II the specified statistical analyses in their research design, only a few cases of Move 4 portrayed the statistical figures. One possible reason for delaying or avoiding statistical figures is that writers wanted to make their abstracts concise or to attract interested readers and prospective audiences to join their session to get more detailed complete statistical results. Besides, the writers would continue conducting their studies while submitting their abstracts to conference reviewers. An example of Move 4 with statistical figures is shown in the excerpt below.

Example:

The results were positive: 1) The reading lessons were highly effective, with the students scoring 82.64 on the informative tests and 78.25 on the post-test; 2) The students' reading achievement after the lessons was significantly higher than before, with lessons constructed at 0.05 level, and, 3) The students were very satisfied with all of the reading lessons.

<div align="right">(Abstract#404)</div>

Thirdly, there was one instance that the writer did not only offer brief research findings but also attracted prospective audiences to join his or her session to gain more details and insights.

Example:
> The preliminary findings revealed that accent, discipline, and language barriers are the leading classroom issues among Thai students. Further results will be reported.
>
> (Abstract#212)

Fourthly, it was found that the comparative structure was frequently used in Move 4 to frame and convey findings (25 instances in total). Some examples of the comparative structures in context are illustrated in the following excerpts.

Examples:
1) The results show that correction and feedback of the tests were perceived to be one of *the most useful* means for students to understand the subject.
   (Comparative structure in context, Abstract#22, italic added)
2) Furthermore, experiential learning through immersion or exposing the learners to real scenarios is seen to be *the most effective* strategy. It is believed that the learners develop their speaking skills *faster* when their thoughts and experiences were involved in their learning process.
   (Comparative structure in context, Abstract#294, italic added)

Fifthly, the results of Phase II are in line with Santos' (1996) study that is the researcher was not used as a syntactic structure in Move 4 because of the writers' intention to convey neutral and impersonal tones as well as a scientific writing style. In other words, there was no occurrence of the researcher being used as syntactic structure either as an exact noun or the first singular and plural subject personal pronouns. Table 5.7 shows the recurrent head nouns and reporting verbs found in *Move 4: Summarizing the Results* with their frequency.

Head noun			Verb		
Lexical item	**Number of occurrence**	**Percentage**	**Lexical item**	**Number. of occurrence**	**Percentage**
result(s)	27	55.10	*show(ed)*	17	34.69
finding(s)	17	34.69	*reveal(ed)*	14	28.57
data	3	6.12	*indicate(ed)*	9	18.36
analysis	2	4.08	*demonstrate(d)*	4	8.16
			found	4	8.16
			suggest(ed)	1	2.04
Total	**49**	**100**	**Total**	**49**	**100**

Table 5.5: Head nouns and reporting verbs in Move 4: Summarizing the Results

As can be seen in Table 5.5, there were four different recurrent opening nouns with a total of 49 cases in Move 4. These nouns helped mark the communicative purpose of Move 4. The most frequently used head noun was *'result(s)'* with a percentage of 55.10 (27 occurrences). The second most frequent opening noun was *'finding(s)'* which accounted for 34.69% (17 instances). The word

'data' which constituted with only 4.08% (2 instances) was the least popular opening noun. Some examples of opening nouns found in the *Summarizing the results* move are shown below.

Examples:

1) The ***results*** show that correction and feedback of the tests were perceived to be one of the most useful means for students to understand the subject.
<div align="right">(*'results'* in context, Abstract#22, italic added)</div>

2) The ***findings*** indicated a strong correlation between the dominant multiple intelligences and preferred learning styles among Kuwaiti EFL students.
<div align="right">(*'findings'* in context, Abstract#104, italic added)</div>

3) To cope with students' undesirable behaviors, ***data*** from classroom observations indicated that all participating teachers employed non-verbal strategies such as eye-contact and body language.
<div align="right">(*'data'* in context, Abstract#425, italic added)</div>

4) An ***analysis*** of this data reveals that the majority of the grammar test items focus on testing the function word classes of English.
<div align="right">(*'analysis'* in context, Abstract#111, italic added)</div>

As shown in Table 5.5, six individual reporting verbs were used in the *Summarizing the results* move totaling 49 cases. The most frequently used reporting verb was *'show(ed)'* which accounted for 34.69% of total reporting verbs (17 instances). The second and third frequent reporting verbs were *'reveal(ed)'* and *'indicate(d)'* and their frequency rates were 28.57% (14 instances) and 18.386% (9 instances), respectively. The verb *'suggest(ed)'* with a percentage of 2.04 of total reporting verbs (1 instance) was the least frequently used reporting verb. Some examples of reporting verbs of the *Summarizing the results* move in context are illustrated below.

Examples:

1) The results ***showed*** that while students had substantial gain in vocabulary knowledge after the treatment, they had doubts about their roles in a task, the treatment's long -term effectiveness, and its suitability for certain types of vocabulary.
<div align="right">(*'showed'* in context, Abstract#425, italic added)</div>

2) The major findings ***revealed*** that there were five critical factors that affected the quality of teaching and learning English in primary schools under the Local Administrative Organization. They were teachers, students, English curriculum, textbooks, and the learning environment. Another finding related to teachers' needs for professional development was communicative teaching techniques, teaching and learning materials production, English knowledge, and an integration of technology and English teaching.
<div align="right">(*'revealed'* in context, Abstract#173, italic added)</div>

3) The findings ***indicated*** a strong correlation between the dominant multiple intelligences and preferred learning styles among Kuwaiti EFL students.
<div align="right">(*'indicated'* in context, Abstract#104, italic added)</div>

4) The results **_demonstrated_** a positive effect of genre-based instruction on enhancing students' writing skills.

<div align="right">('demonstrated' in context, Abstract#509, italic added)</div>

5) This study also **_found_** that, there are positive correlations between the learners' attitude towards learning English and their attributions of success.

<div align="right">('found' in context, Abstract#120, italic added)</div>

6) Findings from the study **_suggested_** that not only were the learners able to relate specific task features to their preferred learning styles and make choices accordingly, but the flexibility and personal control with regard to learning materials afforded by the approach also enhanced their motivation to learn.

<div align="right">('suggested' in context, Abstract#6, italic added)</div>

Move 5: Discussing the research

The *Discussing the research* move is the fifth move in the analysis framework. Its function is to provide some evaluation of the results and to relate the findings to research fields (Santos, 1996). This move occurred in less than 60% of the corpus in both descriptive and informative abstract datasets and was therefore an optional move. In the corpus of Phase II, it was the third frequent move in the descriptive abstracts (38.88% or 35 instances) and the fifth frequently used move in the informative abstracts (38.33% or 23 occurrences). This move contains two submoves: *Submove 1 - Drawing conclusion*s and *Submove 2 - Giving recommendations.*

It is noticeable that Move 5 usually occurred after *Move 4: Summarizing the results*. This is probably because Move 5 is used to offer some explanations or recommendations of the findings. Some examples of the co-occurrence of Move 5 with Move 4 are as follows.

Examples:

1) **<Move 4: Summarizing the results>** The result of this study indicates that: (1) the procedure of PBL has 4 steps; plan, create, reflect, and share. This form of learning called - PCSR learning model (2) the achievement in English language through the PBL group is better than the traditional group and better than before. PBL makes students understand the lesson easily with positive attitude. **<Move 5 Submove 1 - Drawing conclusions>** In conclusion, the students have changed in a good way, PBL is a new method of English teaching that made students more interested and more effectively with a positive attitude in English happily and successful.

<div align="right">(Abstract#357)</div>

2) **<Move 4: Summarizing the results>** it will be demonstrated that in order to better understand and frame communicative norms in ESP domains, more holistic discourse models should be prioritized over item - specific corpus analysis. **<Move 5 Submove 2 - Giving recommendations>** The argument will be made that such an approach not only provides a more accurate picture of any ESP

domain but, when used in designing teaching materials or preparing lessons, increases both learner motivation and internalization of specific language forms.

(Abstract#319)

3) **<Move 4: Summarizing the results>** The results showed significant correlations between quantity of conversation and CS use, especially follow-up questions, and between learner's anxiety and topic-preference. **<Move 5 Submove 2 - Giving recommendations>** Therefore, follow-p questions might be effective if focused in teaching and characteristics of conversation topics need to be explored to help lower learners' anxieties

(Abstract#525)

Additionally, it was found that Move 5 mostly occurred as the final move in move sequences. One possible reason is that it functioned as a concluding remark of the study or offered some suggestions for further studies or practice. It was therefore preceded by other moves like the *Describing the methodology* move or the *Summarizing the results* move. An example of Move 5 as the ending move of the move sequence is shown below.

Example:

<Move 2: Presenting the research> This study is an investigation into communication breakdowns between EFL students and native speakers of English. It was designed to assess whether different kinds of problems affect conversation in different ways. **<Move 3: Describing the methodology>**The subjects were five students taking an intermediate conversation class that required them to complete a foreigner interview task to interview two foreigners using a list of questions. The conversational problems in the transcripts and audio-recordings were examined and analyzed by the method of conversation analysis by these questions: What problem? How is the problem characterized? **<Move 5: Discussing the research>** What actions follow? Results of the study will constitute the resource for dealing with troubles or problems in speaking, hearing or understanding talk.

(Abstract#83)

According to Santos (1996), Move 5 conveyed the loss of its status since it did not provide any specific information concerning either conclusions or recommendations. Like Phase I, the loss of Move 5 was found in the corpus of Phase II (8 instances). The majority of the loss of Move 5 was in future simple tense and had passive voice structure. Some examples of the loss of Move 5 are illustrated below.

Examples:

1) The implications and recommendations of the study will be also discussed in the presentation.

(Abstract#248)

2) A conclusion, drawbacks and details were documented in the paper.

(Abstract#307)

3) Pedagogical implications will be drawn from the study.

(Abstract#324)

Structuring the presentation (STP)

The *Structuring the presentation (STP)* move is a new additional move which was not originally included in Santos' (1996) five- move model. It was added as the sixth move in the adapted framework used in this study. Of all six moves identified in the study, this move is specifically used in conference abstract genre. The objective of this move is to outline structures, steps, or activities in the upcoming presentations. It also includes a brief detail of supplementary handouts to be distributed to participants while attending the session. The findings from Phase II were in line with those of Phase I that the *STP* move was found in both types of abstracts. However, closer observation showed that this move did not contain detailed information of each step or activity. In the corpus of Phase II, the *STP* move an optional move in both types of abstracts. This move was the fourth frequently occurring move in descriptive abstracts (32.22% or 29 instances). However, it was recorded as the least popular move in the informative abstracts with a frequency rate of only 3.33% (2 instances).

It is noticeable that the *Structuring the presentation* move was rarely used as an initial move in a sequence. There was only one occurrence of the *STP* move used as a beginning move in a move pattern. This *STP* move was often preceded by *Move 1: Situating the research*. An example of the *STP* move preceded by *Move 1: Situating the research* is illustrated below.

Example:

> **<Move 1 Submove 1A - Stating current knowledge>** Typical ESL/EFL reading instruction overemphasizes the promotion of top-down reading processes and neglects assessment and remediation of potentially deficient and conflicting bottom-up processes transferred from L1. It is assumed that learners possess the requisite bottom-up processing skills or that these processing skills will be learned as instruction builds rich top-down reading support. **<Move 1 Submove 2 - Stating a problem>** This wrongly assumes that L1 reading processes transfer positively to L2 reading. A lack of assessment and remediation of deficient or conflicting bottom-up processing misinforms instruction, and actually impedes fluency, creating good "guessers" not good readers. **<Structuring the presentation>** The presenters will briefly overview research that conflict with current assumptions and practices. We will show that L1 reading processes in consonantal, syllabic, and logographic languages transfer negatively to L2 English reading. The presenters will demonstrate assessment tools, instructional methods and curriculum design used the Intensive English Program at the University of Oregon. Session includes some audience participation.
>
> (Abstract#240)

As mentioned earlier, the *Structuring the presentation (STP)* move also included a brief detail of supplementary handouts and resources shared or distributed in the presentation session. Examples of the *STP* move with this function are shown below.

Examples:
1) For e-learning enthusiasts, the presenter will provide a list of sites where free classroom and self-study materials used to develop communication strategies are available. Language instructors of all experience levels should find something useful.

(Abstract#424)

2) This workshop will not only demonstrate how to incorporate the development of critical thinking and presentation skills into Academic English lessons, but will provide participants with fun, motivating ideas and resources to increase their students' chances of success.

(Abstract#331)

Additionally, it is worth noting that one distinct feature of the *STP* move found was the frequent use of transition words like *'first'*, *'then'* and *'after'* to form explicit and coherent sequences and details. The transition words like *'first'*, *'then'*, and *'after'* in the *STP* move are shown in the two excerpts below.

Examples:
1) To address these queries, the presenters will **first** introduce the audience to five reporting forms created in collaboration with specialists in English literature that students can submit after reading fiction - based graded readers. The presenters will **then** report on how standardized test score results were used to measure student achievement resulting from participation in an ER program that used these forms.

(Transition words *'first'* and *'then'* in context, Abstract#267, italic added)

2) The session will open with a brief questionnaire to assess colleagues' opinions and experience about reading aloud. **After** this there will be a brief input stage. This will show that, although there are examples of bad practice of this activity, the solution to possible abuse is not disuse but correct use. Participants will also be shown that a lot of reading aloud is already being done in activities like pair work dictations, homework checking, and others, as well as highlighting the fact that anything that reinforces the graphemic-phonemic connection can only be beneficial for pronunciation and spelling.

(Transition word *'after'* in context, Abstract#301, italic added)

5.2.2.2 Descriptions of submoves

The adapted move model used in this study consists of nine submoves: *Move 1 Submove 1A* **-** *Situating current knowledge*, *Move 1 Submove 1B* **-** *Citing previous research*, *Move 1 Submove 1C* **-** *Extended previous research*, *Move 1 Submove 2* **-** *Stating a problem*, *Move 2 Submove 1A* **-** *Indicating main features*, *Move*

2 Submove 1B **-** *Indicating main purpose*, Move *2 Submove 2* **-** *Hypothesis raising*, *Move 5 Submove 1* **-** *Drawing conclusions*, and *Move 5 Submove 2* **-** *Giving recommendations*. All of them were identified in the corpus of Phase II. The following parts will illustrate the details of each submove which cover frequent head nouns and verbs, co-occurrences of submoves, and some prominent linguistic features that were not included in the analysis of linguistic features of Research Question 3.

Move 1: Situating the research

Move 1: Situating the research constitutes four submoves which involve the current knowledge or topics and the previous research studies. These submoves are *Submove 1A* **-** *Situating current knowledge*, *Submove 1B* **-** *Citing previous research*, *Submove 1C* **-** *Extended previous research*, *Submove 2* **-** *Stating a problem*. Each submove will be explained in detail as follows:

Submove 1A - Stating current knowledge

The *Stating current knowledge* submove is the initial submove of Move 1. It is used by authors to convey current knowledge relevant to their studies. According to Santos' (1996) study, this submove was an obligatory component and the most frequently used submove of Move 1. In Phase II, there were 72 occurrences (out of 92) of Move 1 Submove 1A in the descriptive abstract samples and 32 occurrences (out of 45) in the informative abstracts. Therefore, these findings were consistent with the study of Santos (1996) because of the high occurrence of this submove in both types of abstracts. In other words, this submove was considered an obligatory element of Move 1 in both descriptive and informative abstracts. Some examples of the *Stating current knowledge* submove are shown below.

Examples:
1) The global spread of English in online communication has had an impact on both second/foreign language learning and on the ways in which personal identity is 2) expressed. For some EFL learners, using English on the Internet is not only for practicing language, but also for adapting themselves into community norms. Learners use this space to learn about others and at the same time to express who they are to a worldwide community.

(Abstract#300)

2) Over the years, the growing popularity of lifelong learning has seen the flurry of publication of books, research reports, articles, and essays. In the realm of general education and foreign language (FL), the notions of lifelong learning have been extensively practiced.

(Abstract#486)

The statements of Move 1 Submove 1A concern three aspects: generalization of the topic, professional concerns of topic, and present ideas or practices (Santos, 1996). Closer observation revealed that all three types were identified in the corpus of Phase II at a varying rate of occurrences. The generalization of the topic was the most popular aspect used in a statement of Submove 1A, whereas the professional concern was the least common one. The statement of Submove 1A with different aspects are shown in the examples below.

Examples:

Generalization of the topic
1) Learner autonomy can be fostered through classroom activities in which learners are encouraged to be actively involved with the learning process.

(Abstract#6)

2) Many Ministries of Education around the world, including Thailand, have identified creative thinking as one of the key attributes to meet the needs of a globalized world. English teachers are often pre-occupied with the teaching the traditional 4 skills (listening, speaking, reading and writing), and neglect 'the 5th skill' - creative thinking.

(Abstract#147)

Professional concern
Self-and-peer assessments have recently been in the spotlight in teacher education and have been proven as valid and reliable assessment techniques. Students are involved in taking responsibility for assessing their own learning. The growing number of studies has indicated their positive effects on students' learning performance, especially learning to write.

(Abstract#408)

Present ideas or practices
1) Recent research on literacy and schooling has focused on the need for further inquiry into the role gender plays in shaping children's participation in literacy practices at school.

(Abstract#2)

2) Many inexperienced English language teachers struggle with effectively adjusting their teacher talk, and as result, they fail to effectively communicate with their students, wasting valuable class time in the process. Some common issues that they have included: speaking too fast, using difficult language, over adjusting their speech, and overusing students'L1.

(Abstract#258)

Apart from the aforementioned three aspects, the occurrence of the *Stating current knowledge* submove conveyed two interesting aspects. Firstly, in one instance, the writer provided the information of the current knowledge by defining the key features or key terms relating to the topics of current knowledge of the study. Example:

Collaborative learning in this study refers to the learning process in which students are encouraged to initiate and share ideas as well as plan and collaborate in fulfilling the needs of an oral presentation project.

(Abstract#208)

Secondly, in another instance, the writer commenced his/her abstract with leading questions to attract readers' attention to the relevant topics as shown in the excerpt below. Although this excerpt seemed to be different from others. It was still categorized as Submove 1A because its function is to convey the current knowledge. An example of the use of leading questions in Move 1 Submove 1A is shown below.

Example:

Have you ever struggled with classes that seem to be getting bigger and bigger? Have you ever had classes that seem to be getting longer and longer?

(Abstract#471)

Submove 1B - Citing previous research

In this submove, writers provided information on previous related research studies and named specific researchers. In the corpus of Phase II, this submove was far less frequently than the previous submove of Move 1. In both descriptive and informative abstract samples, only 5 occurrences of this submove was found in each type of abstracts.

After a detailed examination of this submove, there were three interesting findings. Firstly, the naming of researchers in parentheses at the end of the move was a preferred pattern. Some examples of the *Citing previous researh* submove with the researchers' names at the end of the move are given below.

Examples:

1) Educators have examined how video clips can be useful in the English language classroom (e.g. Dudeney, 2007; Teeler and Gray, 2000).

(Abstract#89)

2) Studies have shown that online forums and weblogs were useful in supporting reflection and collaboration (see Hernandez-Ramos, 2004; Levin, He & Robin, 2006; Oren, Mioduser & Nachmias, 2002; Shoffner, 2007; Vethamani, 2006)

(Abstract#382)

Of all the occurrence of the *Citing previous research* submove in the corpus of Phase II, there was only one instance that started with the researcher's name.

Example:

> Anderson (1995) defines collaborative writing as - writing involving two or more writers working together to produce a joint product (p. 195).
>
> (Abstract#269)

Secondly, it was found that *Move 1 Submove 1B - Citing previous research* was usually co-occurred with either *Move 1 Submove 2 - Stating a problem* or *Move 2 Submove 1A - Indicating main features*. However, the co-occurrence of Move 1 Submove 1B with Move 2 Submove 1A occurred far less frequently than the occurrence of Move 1 Submove 1B with Move 1 Submove 2. Examples of the co-occurrences of Move 1 Submove 1B with Move 1 Submove 2 and the co-occurrence of Move 1 S1B with Move 2 Submove 1A are shown in the excerpts below.

Examples:

> **Move 1 Submove 1B with Move 1 Submove 2**
>
> **<Move 1 Submove 1B** - **Citing previous research>** This has challenged Gulf Arabs' self-perceptions, causing resistance to the perceived imperialistic nature of English (Zughoul 2003). **<Move 1 Submove 2 Stating a problem>** However, few studies have investigated the cultural, linguistic and societal aspects of English as a lingua franca (ELF) in the Gulf, more so in the State   of Qatar.
>
> (Abstract#328)
>
> **Move 1 Submove 1B with Move 2 Submove 1A**
>
> **<Move 2 Submove 1B** - **Citing previous research>** Educators have examined how video clips can be useful in English language classroom (e.g. Dudeney, 2007; Teeler and Gray, 2000). **<Move 2 Submove 1A** - **Indicating main features>** This study explores the impact of using video clips during pre -reading activity.
>
> (Abstract#324)

Submove 1C - Extended previous research

The function of this submove is to inform that the present research study is an extension in part of previous research studies. This submove was the least frequently used submove of Move 1 and only occurred in informative abstract samples (2 instances). The realization of Move 1 Submove 1C is illustrated in the following example.

Example:

> Considering the research conducted by Schmid (1999) and Paulus (1999) along this line, the study aimed to find out…
>
> (Abstract#478)

Submove 2 - Stating a problem

The function of this submove is to point out the unsuccessfulness or incompleteness of previous research and to provide some evaluation of current and relevant knowledge (Santos, 1996). The findings of the study revealed that this submove was more common in the descriptive abstract samples than in the informative abstract samples, 15 instances compared with 6 instances, respectively. The examples below are the realizations of *Move 1 Submove 2 - Stating a problem.*

Examples:

1) While there exists a body of research that asserts that boys and girls acquire literacy differently and hence become differently literate, little is known about the Asian school context.

(Abstract#2)

2) However, few studies have investigated the cultural, linguistic and societal aspects of English as a lingua franca (ELF) in the Gulf, more so in the State of Qatar.

(Abstract#328)

Closer observation of how writers delivered their messages of the *Stating a problem* submove showed a relatively high frequency of conjunctions marking counter-claims. These conjunctions were *'however'*, *'but'*, and *'yet'* totaling 27 incidences. The conjunction *'however'* had the highest frequency rate (74.07% of instances or 20 incidences). It was followed by the conjunctions *'but'* (18.51% of observations or 5 occurrences) and *'yet'* (7.40% of observations or 2 occurrences). The use of counter-claim conjunctions in the *Stating a problem* submove is shown in the examples below.

Examples:

However
Several attempts have been made to identify the reasons of teacher attrition. *However*, these lack empirical evidence clarifying why teachers are leaving their profession.

(*'however'* in context, Abstract#511, italic added)

But
But in real settings it is doubtful how much of theory translates into practice. Are we as teachers really letting the students keep their identity and connecting with them in a way that makes them feel relaxed or are we still wanting to hold on to the reins of teacher power roles? Is it not time to wake up and realize that the current generation of learners are living in a globalized world and need to be understood on their terms? It is not just about what needs to be taught *but* understanding learners' identities and how they want to learn.

(*'but'* in context, Abstract#506, italic added)

Yet

Yet, little is known about difficulties and concerns about utilizing the think-aloud to assess how EFL readers use reading strategies while they are reading academic texts.

<div align="right">(*'yet'* in context, Abstract#522, italic added)</div>

Move 2: Presenting the research

Move 2: Presenting the research move consists of three submoves: *Submove 1A - Indicating main features, Submove 1B - Indicating main purpose,* and *Submove 2 - Hypothesis raising.*

Submove 1A - Indicating main features

The *Indicating main features* submove *(Submove 1A)* is used to provide the main features of a study. In the corpus of Phase II, this submove was the major element of *Move 2*. In other words, *Submove 1A* occurred far more frequently than the other two submoves. This is probably because authors tended to provide the key features of their studies to attract readers' attention. This finding is in line with Santos' (1996) study. The realizations of *Submove 1A - Indicating main features* are shown below.

Examples:

1) Of that particular concern, this paper attempts to set out the rationale for the importance of incorporating intercultural as well as multicultural knowledge in EFL instructions in Indonesian setting.

<div align="right">(Abstract#95)</div>

2) This study explores the students' attributions, how they perceive reasons behind their success and failure, which is one aspect of 'motivation'. In addition, the study also shows the relationship between motivation to develop the English of Thai learners and their metacognitive awareness.

<div align="right">(Abstract#120)</div>

Table 5.6 shows the common head nouns and verbs found in *Move 2 Submove 1A - Indicating main features* listed in decreasing order of frequency.

Head noun		Verb	
Lexical item	**Number of occurrence**	**Lexical item**	**Number of occurrence**
this study	15	*explore(s)*	11
the study	5	*investigate(s,ed)*	11
this session	4	*describe(s)*	9
the session	1	*discuss(es)*	7
the present research study	1	*demonstrate(s)*	6
the mixed methods study	1	*examine(s,ed)*	6
this research study	1	*look(s) at*	6
the present study	1	*report(s)*	6

Head noun		Verb	
Lexical item	**Number of occurrence**	**Lexical item**	**Number of occurrence**
this case study	1	*consider(s,ed)*	5
our study	1	*pioneer(s)*	1

Table 5.6: Head nouns and verbs in Move 2 Submove 1A - Indicating main features

As shown in Table 5.6, ten head nouns were found in the *Indicating main features* submove. The most frequently head noun was *'this study'*, 15 instances, followed by *'the study'* (5 instances), and *'this session'* (4 instances). It is also worth noting that *'this session'* was a head noun used particularly for conference abstracts. Examples of some head nouns in *Move 2 Submove 1A - Indicating main features* are presented in the following excerpts.

Examples:

1) **This study** explores the impact of using video clips during pre -reading activity.
   (*'this study'* in context, Abstract#324, italic added)
2) **The stu**dy focuses on the delivery of useful vocabulary materials to the users in situational context.
   (*'the study'* in context, Abstract#465, italic added)
3) Based on the course Varieties of English that the presenter has been teaching for many years, **this session** looks at sources of materials for teaching listening comprehension of global varieties of English and ways of presenting these materials to aid students in becoming more sensitive to language variation (in English).
   (*'this session'* in context, Abstract#302, italic added)

Ten verbs marking this submove were *'explore(s)'. 'investigate(s,ed)'*, *'describe(s), 'discuss(es)', 'demonstrate(s)', 'examine(s,ed)', 'look(s) at', 'report(s)', 'consider(s,ed)',* and *'pioneer(s)'.* The most frequently used verbs of this move were *'explore(s)'* and *'investigate(s,ed)'* (11 instances each), followed by *'describe(s)'* (9 instances) and *'discuss(es)'* (7 instances). Some of these verbs are illustrated in the following examples.

Examples:

1) This study **explores** peer-peer interaction (e-partnering) and tutor-peer interaction (e-tutoring) in online environment and…
   (*'explores'* in context, Abstract#176, italic added)
2) This study **investigated** the role of peer oral feedback in improving the revisions of students' compositions.
   (*'investigated'* in context, Abstract#478, italic added)

3) This presentation will ***describe*** a weblog exchange project between EFL students at a university in Japan and students at two universities in Thailand.

<div align="right">(*'describe'* in context, Abstract#228, italic added)</div>

Submove 1B - Indicating main purpose

The objective of this submove is to inform about the main purposes of the study. In the corpus of Phase II, Submove 1B was the second most popular submove of Move 2 in both descriptive and informative abstract samples. The realizations of this submove are as follows.

Examples:
1) The objectives of this paper are two folds: 1) to develop an instructional model based on significant learning and deep learning to enhance English reading comprehension ability of primary school students and 2) to evaluate the quality of developed instructional model by comparing the students' English reading comprehension ability before and after taking the reading instruction employing significant learning and deep learning.

<div align="right">(Abstract#333)</div>

2) The purpose of this study is to investigate EFL teachers' perception of the use of self-and-peer assessments in writing classes and their suggestions about implementing self-and-peer assessments.

<div align="right">(Abstract#408)</div>

Table 5.7 presents the head nouns and verbs found in *Move 2 Submove 1B - Indicating main purpose* listed in decreasing order of frequency.

Head noun			Verb		
Lexical item	**Number of occurrence**	**Percentage**	**Lexical item**	**Number of occurrence**	**Percentage**
purpose(s)	7	31.81	*aim(s,ed)*	9	100
objective(s)	5	22.72			
aim(s)	4	18.18			
study	3	13.63			
research	2	9.09			
paper	1	4.54			
Total	**22**	**100**	**Total**	**9**	**100**

Table 5.7: Head nouns and verbs in Move 2 Submove 1B - Indicating main purpose

As can be seen in Table 5.7, there were six frequent head nouns totaling 22 cases and one verb totaling 9 cases. The most frequently used head noun was *'purpose(s)'* (7 instances), followed by *'objective(s)'* (5 instances) and *'aim(s)'* (4 occurrences). The least common syntactic subject was *'paper'* with only one incidence. Some examples of the three most frequently used head nouns in Move 2 Submove 1B are illustrated in the following excerpts.

Examples:

1) The **_purpose_** of this research study was to evaluate the effectiveness of Business English curriculum of Suan Dusit Rajabhat University. It also aimed to explore the needs for curriculum development.

(*'purpose'* in context, Abstract#174, italic added)

2) The **_objectives_** of this research are: (1) to compare the English reading skills of students before and after integrating game-based learning into the syllabus, focusing on English reading skills and (2) to survey the attitudes of students toward integrating the game -based learning into the pedagogy of English reading skills.

(*'objectives'* in context, Abstract#333, italic added)

3) The **_aims_** of the study are to examine students disruptive or undesirable behaviors, to determine the reasons why EFL students behave in the problematic ways, and to identify the strategies EFL teachers use to deal with those behaviors at Gloria University (pseudonym), Thailand.

(*'aims'* in context, Abstract#425, italic added)

As mentioned earlier, the only verb marking this move was *'aim(s, ed)'* and the total number of occurrence was 9. Some examples of this verb in *Move 2 Submove 1B - Indicating main purpose* are illustrated below.

Examples:

1) This research **_aimed_** at studying the results of brainstorming technique on the use of English grammatical structure of KMITL students.

(*'aimed'* in context, Abstract#200, italic added)

2) This present study **_aims_** to investigate the effects of the design and implementation of multilevel-task approach in promoting the development of autonomous skills among tertiary EFL learners.

(*'aims'* in context, Abstract#6, italic added)

Interestingly, the verb *'aim(s, ed)'* was in the active voice pattern in most cases. There was only one instance when this verb was in the passive voice structure as shown below.

Example:

This presentation **_is aimed_** at guiding the teachers, who are challenged by the use of speaking assessment in their classes, through processes of designing and implementing effective speaking assessment in large EFL classrooms.

(*'is aimed'* in passive voice structure in context, Abstract#177, italic added)

Submove 2 - Hypothesis raising

The function of this submove is to outline research questions or research hypotheses of a study. The *Hypothesis raising* submove was the least frequent submove of Move 2 in both descriptive and informative abstract samples with a total of 11 and 4 instances, respectively. An example of this submove is illustrated in the excerpt below.

Example:

> This study investigated whether training in pre- and post-reading questioning strategies enhances the critical thinking skills of the second-year students and whether it affects their responding abilities to literal reinterpretation and critical questions.
>
> (Abstract#306)

It was found that the *Hypothesis raising* submove often co-occurred with *Move 2 Submove 1A - Indicating main* features. There were a few instances of the co-occurrences of the *Hypothesis raising* submove with *Move 2 Submove 1B - Indicating main purpose.* This may be the author's intention to emphasize the connection between the main features and main purposes of the study and the research questions to readers. The realizations of these co-occurrences are illustrated in two excerpts below.

Examples:

> **Move 2 Submove 1A with Move 2 Submove 2**
> **<Move 2 Submove 1A - Indicating main features>** In order to promote extensive reading skills of undergraduate students studying English as a foreign language (EFL) in Thailand, this study was designed to use Facebook as a cyber forum for reflections on real world reading practices. **<Move 2 Submove 2 - Hypothesis raising>** The main research question was: To what extent did using Facebook promote English reading skills?
>
> (Abstract#307)
>
> **Move 2 Submove 1B with Move 2 Submove 2**
> **<Move 2 Submove 1B - Indicating main purpose>** The purpose of this action research is to evaluate the effectiveness of TBLT in enhancing English writing skills. **<Move 2 Submove 2 - Hypothesis raising>** Three hypotheses were tested: 1) TBLT enhances linguistic output of L2; 2) Swain and Lapkin's Comprehension Output Hypothesis (1995) – more output facilitates accuracy in L2 as learners have more opportunities to learn from their mistakes. 3) If the teacher gives a clear role to every student and provides sufficient information in the tasks, interaction in L2 among students, including less capable ones, is more likely.
>
> (Abstract#254)

Some of the *Hypothesis raising* submove were presented in the question form of questions while others were marked by the word *'research questions'* or *'hypotheses'* as syntactic subjects. Additionally, an itemized pattern of the research questions was found. Examples of the *Hypothesis raising* submove with syntactic subjects and questions are shown below.

Example:

> 1) Three ***research questions*** are (1) Do they use the test to change their practices? How and Why? (2) Do they believe that focusing on the test enhances overall

English ability? Why? and (3) Is there any collaboration among teachers and administers in each school? How?

<div align="right">('research questions' in context, Abstract#299, italic added)</div>

2) Three ***hypotheses*** were tested: 1) TBLT enhances linguistic output of L2; 2) Swain and Lapkin's Comprehension Output Hypothesis (1995) – more output facilitates accuracy in L2 as learners have more opportunities to learn from their mistakes. 3) If the teacher gives a clear role to every student and provides sufficient information in the tasks, interaction in L2 among students, including less capable ones, is more likely.

<div align="right">('hypotheses' in context, Abstract#254, italic added)</div>

3) However, ***what*** strategies can we use to make the most of our English language learning classrooms and make learning meaningful?

<div align="right">(question form in context, Abstract#281, italic added)</div>

Move 5: Discussing the research

The *Discussing the research* move has two submoves: *Submove 1- Drawing conclusions* and *Submove 2 - Giving recommendations.*

Submove 1 - Drawing conclusions

The *Drawing conclusion* submove is the first submove of the *Discussing the research* move. The functions of this submove are to provide conclusions and offer some explanations of the research findings summarized in the *Summarizing the results* move. In contrast to what was found in the study by Santos (1996), the findings of this study conveyed that the *Drawing conclusions* submove was not a major submove of Move 5. In the corpus of Phase II, the occurrence of this submove was relatively low with 8 instances in each type of abstracts. The realizations of Move 5 Submove 1 are presented in the following examples.

Examples:

1) Students' affective level needs to be dealt with first before they can address their cognitive issues.

<div align="right">(Abstract#353)</div>

2) The result and discussion will reflect the strengths, weaknesses, opportunities and threats of the curriculum and the personnel development.

<div align="right">(Abstract#206)</div>

Santos (1996) pointed out that there were two types of conclusion-statements: a definite conclusion and a hypothetical conclusion. The *Drawing conclusion* submove of Phase II fell into the definite conclusion category.

In the corpus of Phase II, the nouns and verbs signaling the *Drawing conclusion* submove were *'conclusion'*, *'conclude(s)'*, *'reflect'*, *'contribute(s)'*, and

'indicate(s)' in decreasing order of frequency. Some examples of the signal words for this submove are shown below.

Examples:

1) In **conclusion**, the students have changed in a good way, PBL is a new method of English teaching that has made students more interested and more effective with a positive attitude in English happily and successful.

<div align="right">(<i>'conclusion'</i> in context, Abstract#357, italic added)</div>

2) The study **contributes** to the growing awareness and ensuring discussion of volunteer resource management within the TESOL community. It offers a critical look into the short-term international volunteer situation, not merely to criticize it, but to pose an opportunity to welcome novices while promoting responsible professionalization within the TESOL field.

<div align="right">(<i>'contributes'</i> in context, Abstract#429, italic added)</div>

3) This **indicates** that using reading questioning strategies is beneficial.

<div align="right">(<i>'indicates'</i> in context, Abstract#306 italic added)</div>

Submove 2 - Giving recommendations

The *Giving recommendations* submove is the second submove of the *Discussing the research* move. The objective of this submove is to provide recommendations or offer some suggestions for further investigation or practice. According to Santos (1996), it was considered a minor submove of Move 5. However, the findings of this study showed that this submove occurred far more frequently than the other submove of Move 5. There were as many as 27 occurrences of Submove 2 in descriptive abstract samples and 16 incidences in informative ones. Some examples of *Move 5 Submove 2 - Giving recommendations* are shown below.

Examples:

1) Implications were drawn for recognition of individual differences among EFL students in order to develop teaching techniques that accommodate different student populations in EFL settings and to design teaching tasks and activities that expand the Kuwaiti EFL students' learning styles and intelligences.

<div align="right">(Abstract#104)</div>

2) The results from the samples may possibly be generalized so that the local organizations and higher educational institutions can provide appropriates assistance and improve English teaching situation in Thailand in general.

<div align="right">(Abstract#502)</div>

3) Moreover, as the participants of this study were TESOL Certificate students, as present and future teachers they could see the potential for using this method in their own classes.

<div align="right">(Abstract#22)</div>

Some opening nouns and verbs were used to mark Move 5 Submove 2. Table 5.8 summarizes frequent the head nouns and verbs which were used as the signals of the *Giving recommendations* submove.

Head noun			Verb		
Lexical item	**Number of occurrence**	**Percentage**	**Lexical item**	**Number of occurrence**	**Percentage**
the results	3	18.75	*gain*	4	57.14
the implications	3	18.75	*discuss(es,ed)*	2	28.57
suggestions	2	12.50	*sheds*	1	14.28
the study	1	6.25			
the paper	1	6.25			
the research	1	6.25			
results of the study	1	6.25			
pedagogical implication	1	6.25			
pedagogical and research	1	6.25			
implications	1	6.25			
the implications of this study	1	6.25			
Total	**16**	**100**	**Total**	**7**	**100**

Table 5.8 Head nouns and verbs in Move 5 Submove 2 - Giving recommendations

As shown in Table 5.8, there were 11 individual head nouns that were used as the signals for *Move 5 Submove 2 - Giving Recommendations* with a total of 16 instances. The three most frequent opening nouns were *'the result(s)'* (3 instances), followed by *'the implications'* (3 instances), and *'suggestions'* (2 instances). Some examples of these opening nouns of *Move 5 Submove 2 - Giving recommendations* are shown below.

Examples:
1) **The results** from this study provide educators especially English teachers' insight on the role that English plays in the lives of students, graduates and business people, and the specific language skills that are valuable both for the students and users of the language in the workplace.

   (*'the results'* in context, Abstract#268, italic added)
2) **The implications** of this study may be useful in the development of long-term support programs for students and opportunities for American students to learn more about the ESL students' cultures, languages, and challenges.

   (*'the implications'* in context, Abstract#415, italic added)
3) **Suggestions** for classroom practices and future research will be made too.

   (*'suggestions'* in context, Abstract#510, italic added)

In terms of verbs, there were three different verbs that were used as the signal for the *Giving recommendations* submove with a total of 7 occurrences. These verbs were *'gain(s)'* (50% or 4 instances), *'discuss(ed)'* (25% or 2 instances), and *'shed'* (12.5% or, 1 instance), *'recommend(ed)'* (12.5% or, 1 instance). Examples of verbs of *Move 5 Submove 2 - Giving Recommendations* are shown below.

Examples:

1) In doing so, participants will **gain** a better appreciation of the demanding task imposed on students to learn copious amounts of vocabulary and gain an understanding of how this burden can be reduced through caring and sharing.

(*'gain'* in context, Abstract#108, italic added)

2) It is a symbiotic relationship where the older student **gains** mentoring experience and the younger student has a new 'teacher' from which to learn.

(*'gain'* in context, Abstract#41, italic added)

3) Since peer oral feedback made a remarkable improvement in the students' compositions, it is **recommended** that curriculum designers and textbook developers incorporate peer oral feedback activities in language programs conveying syllabi, lesson/learning plans, and language learning materials.

(*'recommended'* in context, Abstract#478, italic added)

5.2.3 Move patterns

The knowledge of move sequences in a genre is beneficial for both writers and readers. Apart from helping writers to effectively and successfully organize their texts to achieve the communicative purposes, the knowledge also helps readers to comprehend the text structures. The following sections will illustrate move structures of descriptive and informative abstracts of the corpus of Phase II. The move patterns of abstracts in each type will be analyzed separately. The findings of descriptive abstracts are presented first.

5.2.3.1 Move patterns of descriptive abstracts

Once the analyses of abstract types and moves had been completed, a total of 90 descriptive abstracts were identified in the corpus of Phase II. The move patterns of these abstracts were then further analyzed based on the rhetorical move model described in Chapter 3 Research Methodology. Table 5.9 presents the move patterns of the descriptive abstract samples in the corpus of Phase II. They are listed in decreasing order of frequency.

No	Move pattern	Number of descriptive abstracts (N=90)	Percentage (%)
1	M1-M2	19	21.11
2	M1-M2-M5	15	16.66
3	M1-STP	9	10
4	M1-M2-STP	7	7.77
5	M2-STP	5	5.55
6	M2-M5	4	4.44
7	M1-M2-M3-M5	3	3.33
8	M2-M1-M2	3	3.33
9	M2-M3-M5	3	3.33
10	M1-M2-STP-M5	2	2.22
11	M1-M2-M3	2	2.22
12	M1-M5	2	2.22
13	M2-M3	2	2.22
14	M1-M2-M3-M2	1	1.11
15	M1-M3-M2-M5	1	1.11
16	M1-STP-M3-M2	1	1.11
17	M1-M2-M3-STP	1	1.11
18	M2-STP-M1-M5	1	1.11
19	M2-M3-STP -M5	1	1.11
20	M2-M1-M2-M5	1	1.11
21	M1-M3-M2	1	1.11
22	M1-M3-M5	1	1.11
23	M2-M1-STP	1	1.11
24	M2-M1-M3	1	1.11
25	M2-M1-M5	1	1.11
26	STP-M1-M2	1	1.11
27	M2	1	1.11
	Total	**90**	**100**

Note: *N   = the total number of abstracts in this study
     ** %   = the occurrence frequency of a move pattern
     ***STP = *Structuring the presentation*

Table 5.9: Move patterns of descriptive abstracts in Phase II

As seen in Table 5.9, a total of 27 distinct move patterns were identified in the descriptive abstracts in Phase II. There were five moves that recurred in these move patterns: *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *Structuring the presentation (STP)* move. *Move 4: Summarizing the results* was not found in these descriptive abstracts. This is because mentioning the results was not an element of a descriptive abstract. The M1-M2 linear pattern was found to be the most popular move pattern of the descriptive abstract samples due to its highest frequency

rate at 21.11% or a total of 19 instances. The second and the third common move patterns were M1-M2-M5 and M1-STP, and their frequency rates were 16.66% and 10%, respectively. The examples of the M1-M2-M5 and M1-STP linear sequences are as follows:

Examples:

M1-M2-M5

<Move 1: Situating the research> When individuals study English in a new culture, their challenges go far beyond the language of instruction. In fact, many of the students' problems occur when their language encounters were complicated by cultural and social miscommunications. Unfortunately, these challenges are difficult to anticipate from a pragmatic standpoint unless students have opportunities to express their challenges in a way that is not limited to their language proficiency. **<Move 2: Presenting the research>** This paper discusses how the photovoice technique can be used to gather useful data on the ESL experience through organized taking, discussing, and writing about photos that represent the day-to-day experiences of various groups of ESL students who choose to study abroad in the U.S. or other English-speaking countries. **<Move 5: Discussing the research>** The implications of this study may be useful in the development of long-term support programs for students and opportunities for American students to learn more about the ESL students' cultures, languages, and challenges.

(Abstract#415)

M1-STP

<Move 1: Situating the research > Some EFL learners sharing the same L1 may expect their English teachers to be capable of and willing to teach foreign languages using their L1, especially for explaining grammar rules or giving instructions. Moreover, because these learners share an L1, they may rely on their L1 to communicate with their peers in the language classroom, making it challenging for EFL teachers to create an English learning environment. **<Structuring the presentation>** The goal of this session is for participants to discuss strategies they might use in an EFL classroom to encourage an English learning environment. Participants will also talk about whether the L1 should be used to teach English to language learners. Sample activities, methods, strategies, and techniques that the facilitator and Kwansei Gakuin Language Center colleagues have successfully developed to create an English learning environment will be shared and discussed.

(Abstract#186)

Additionally, the data indicated that there was no descriptive abstract with all of the five communicative purposes as mentioned in Santos' (1996) move model. This is probably because the abstracts in Santos' (1996) study were analyzed without taking the abstract types into account. In the corpus of Phase II, the move structures of the descriptive abstracts comprised a set of sequential moves ranging from one up to four communicative functions. However, it is worth noting that there was only one

sample with one move which was *Move 2: Presenting the research*. None of the descriptive abstracts contained all of the five moves. In this study, the majority (45.55%) of the move patterns in the descriptive abstracts (6 move patterns or 41 instances) consisted of two moves. The "one move" structure appeared as the least popular move sequence since its frequency rate was only 1.11% (1 move sequence and 1 occurrence).

Apart from the move sequences, the findings of the study also conveyed the choices of the opening and final moves in the move patterns of the descriptive abstract dataset. *Move 1: Situating the research*, *Move 2: Presenting the research* and the *Structuring the presentation (STP)* move were used as opening moves in the descriptive abstracts in Phase II. These findings implied that writers preferred to commence their abstracts by providing an overview or knowledge of the relevant studies or topics to their readers. Move 1 was the most prevalent opening move with a frequency rate of 72.22% of all descriptive abstract samples (14 move structures and 65 abstracts). Move 2 was the second most common opening move with a frequency rate of 26.66% (12 move patterns and 24 abstracts). This is probably because writers wanted to attract prospective audience to their sessions by primarily informing them about the studies. The *STP* move was least frequently used with a frequency rate of only 1.11% (one sequence and one abstract). With regard to final moves, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, *Move 5: Discussing the research,* and the *Structuring the presentation (STP)* move were used as the final moves in the descriptive abstracts in Phase II. The majority of the descriptive abstracts (38.88% frequency rate with a total 12 sequences and 35 instances) ended with Move 5, followed by Move 2 (30% frequency rate, 7 sequences and 27 occurrences). About 25.55% of the abstracts ended with the final move with only 5.55% frequency rate (3 move patterns and 5 instances).

The descriptive abstract samples also showed the occurrence of the move cycling. The move structures with cycling moves were M2-M1-M2, M1-M2-M3-M2, and M2-M1-M2-M5. These three move structures made up a total of 11.11% of all the move patterns (5 abstracts). Interestingly, only *Move 2: Presenting the research* was recorded as a cycling move. This might be because writers aimed to emphasize and clarify their research studies to readers. A closer observation revealed that the

cycling submoves of Move 2 were *Submove 1A - Indicating main features* and *Submove 1B - Indicating main purpose*.

An example of the move cycling is shown in the excerpt below.

Example:

M1-M2-M3-M2

<Move 1: Situating the research>Recent research on literacy and schooling has focused on the need for further inquiry into the role gender plays in shaping children's participation in literacy practices at school. While there exists a body of research that asserts that boys and girls acquire literacy differently and hence become differently literate, little is known about the Asian school context. **<Move 2: Presenting the research**>This paper describes a study which investigates the reading and writing preferences of a group of Singapore school children for gender differences. **<Move 3: Describing the methodology>** The research was carried out with two classes of Secondary Three (Grade Nine) pupils from a local secondary school**. <Move 2: Presenting the research >**The main objectives were first, to find out if children in Singapore were indeed differently literate by examining if claims of gender differences in the reading and writing attitudes/preferences can be substantiated in the Singapore context. And second, to examine the bearing gendered differences have on children's literacy performance in subject English.

(Abstract#2)

Although writers of descriptive abstract samples prefer to construct their conference abstracts in the linear sequences of M1-M2-M5 and M1-STP, the quality of these abstracts seem to lack some aspects to achieve effective and good conference abstracts. It is worth noting that research design and research discussion and implications are crucial parts in abstract writing and should be taken into account as well. The inclusion of *Move 3: Describing the methodology* helps indicate that the studies use appropriate research methodology in data compilation and data analysis. The research discussion and implications in abstracts provide audience with further practice and studies. Although the linear move structure of M1-M2-M3-M5 was the seventh rank in the list, this pattern would provide a comprehensive overview of the study and the clearer scopes and structures of the entire study and the importance, usefulness, and implications of the study to conference reviewers, readers, and audience. The abstract would be more interesting and would capture potential conference participants to join the session for more in-depth details. It is worth noting that there are no constraints on the length of each move and submove in a sequence. The move length can vary depending on the individual writer's intentions and purposes.

5.2.3.2 Move patterns of informative abstracts

In the corpus of Phase II, a total of sixty informative abstracts were explored to identify their move sequences. Like in the analysis of descriptive abstracts, the adapted model based on Santos' (1996) study was applied. The move patterns of the informative abstracts in the corpus of Phase II are presented in Table 5.10 and they are listed in descending order of frequency.

No	Move pattern	Number of informative abstracts (N=60)	Percentage (%)
1	M1-M2-M3-M4	12	20
2	M2-M3-M4	9	15
3	M2-M3-M4-M5	7	11.66
4	M1-M2-M3-M4-M5	6	10
5	M1-M2- M4	4	6.66
6	M1-M2-M4-M5	4	6.66
7	M2-M1-M3-M4	3	5
8	M1-M3-M4	3	5
9	M1-M3-M4-M5	2	3.33
10	M2-M4	2	3.33
11	M2-M1-M2-M3-M4-M5	1	1.66
12	M2-M3-M1-M3-M4-M5	1	1.66
13	M2-M3-M4-STP-M5	1	1.66
14	M1-M2-M4-STP	1	1.66
15	M2-M3-M4-M3	1	1.66
16	M3-M2-M4	1	1.66
17	M3-M4-M5	1	1.66
18	M1-M4	1	1.66
	Total	**60**	**100**

Note: *N   = the total number of abstracts in this study
    ** %   = the occurrence frequency of a move pattern
    ***STP   = *Structuring the presentation*

Table 5.10: Move patterns of informative abstracts in Phase II

As reflected in Table 5.10, there were a total of 18 distinct move patterns in the informative abstract samples. All of the six moves in the adapted framework were identified although an abstract with a complete set of the six moves was not found. The move sequences of the informative abstract samples comprised a set of sequential moves ranging from two to six moves. To convey the author's communicative purposes, the move structure with a four-move sequence was the most popular one. The three most frequently occurring move structures were the linear sequences of M1-M2-M3-M4 (20% of all move patterns or 12 instances), M2-M3-M4

(15% or 9 instances), and M2-M3-M4-M5 (11.66% or 7 instances). The least used move structure was the two-move sequence (3 instances). It is also worth noting that there were a few abstracts with a complete set of the five moves posited by Santos' (1996). However, there were only 6 out of 60 abstracts (10%) with a straightforward linear sequence of M1-M2-M3-M4-M5. These six abstracts are considered to be effective and qualified abstracts. Its low frequency may be due to the fact that the majority of writers were graduate students or novice writers who had limited experience in writing abstracts for international conferences.

Additionally, the findings of the move sequences of the informative abstracts in Phase II provide insights into the authors' choices of the opening and final moves. The moves that were used as the opening moves in the informative abstract samples were *Move 1: Situating the research, Move 2: Presenting the research,* and *Move 3: Describing the methodology. Move 1: Situating the research* was the most favorite initial move. It was used as an initial move in 8 move structures which was equivalent to 55% of all informative abstracts (33 abstracts in total), followed by *Move 2: Presenting the research* which was used in 8 move structures (41.56% or 24 abstracts). *Move 3: Describing the methodology* was rarely used as an opening move (3.33%) in the informative abstract samples. It was found in only 2 move patterns (2 abstracts in total). Unlike the descriptive abstracts, the *Structuring the presentation (STP)* move was not used as an opening move in the informative abstracts at all.

Move 3, Move 4, Move 5, and the *STP* move were recorded as the final moves of the informative abstract samples. The majority of the informative abstracts (58.33%) ended with Move 4 (8 move sequences and 35 instances in total), followed by Move 5 (38.33% of all abstracts, 8 move sequences with a total of 23 occurrences). About 1.66% of all informative abstracts ended with Move 3 and the *STP* move (1 move structure and 1 occurrence each). Besides, it was found that the position of the *Structuring the presentation* move was interesting that is all of the *STP* moves occurred after *Move 4: Summarizing the results*. This was probably because the *STP* move was used as a supplementary element to wrap up what would happen in a particular presentation.

In terms of move cycling which was identified in previous research studies (Bhatia, 1993, Hyland, 2007a), there were three move structures in the informative abstract samples of Phase II that contained move cycling: M2-M1-M2-M3-M4-M5, M2-M3-M1-M3-M4-M5, and M2-M3-M4-M3. These three structures made up 16.66% of all the move patterns and 5% of all the abstracts in the corpus of Phase II (a total of 3 instances). The cycling moves found in these informative abstracts were *Move 2: Presenting the research* and *Move 3: Describing the methodology*. Move 3 was more frequently used as a cycling move than Move 2. The repetition of *Move 3: Describing the methodology* was probably due to authors' intention to offer more information of their research designs to readers or to convince them about the appropriateness of their research designs. *Move 2: Presenting the research* was repeated to add more details of a study. The submoves of Move 2 which had a cycling function in the M2-M1-M2-M3-M4-M5 structure were *Submove 1A - Indicating main features* and *Submove 1B - Indicating main purpose*.

Some examples of the move cycling in the informative abstracts in Phase II are illustrated below.

Examples:

1) **M2-M1-M2-M3-M4-M5**
   <Move 2 Submove 1A - Indicating main features> This study investigated the role of peer oral feedback in improving the revisions of students' compositions. **<Move 1 Submove 1C - Extended previous research>** Considering the research conducted by Schmid (1999) and Paulus (1999) along this line, **<Move 2 Submove 1B - Indicating main purpose>** the study aimed to find out if peer oral feedback results in the improvement of the compositions of student writers and student editors in the content, organization, and grammar of their written drafts in four expository types; namely, process description, giving instructions, classification, and comparison and/or contrast. **<Move 3: Describing the methodology>** The drafts and the revisions of the student writers and student editors in the four expository text types were rated by expert evaluators on the aforementioned areas: content, organization, and grammar. T-test was used to determine the levels of significant differences of the means of the drafts and the revisions of the compositions of both the student writers and student editors from drafts to revisions in the four expository text types **<Move 4: Summarizing the results>** and it showed that all of the differences in means were significant at p <.05. Through peer oral feedback, student writers tended to see and realize the specific errors in content, organization, and grammar of their compositions which enabled them to improve their compositions. On the other hand, by conducting peer oral feedback, student editors were able to use their experience in the peer oral feedback activity to do self-editing when they revised and improved their compositions themselves. **<Move 5 Submove 2 - Giving recommendations>** Since peer oral feedback made a remarkable improvement in the students'

compositions, it is recommended that curriculum designers and textbook developers incorporate peer oral feedback activities in language programs conveying syllabi, lesson/learning plans, and language learning materials.

(Abstract#478)

2) **M2-M3-M4-M3**

<Move 2: Presenting the research> The study pioneers qualitative and quantitative measurements of group's progress in Writing. <**Move 3: Describing the methodology**> The experiment timeline: 5 weeks of classes at a Chinese college. Students completed the final draft of 200 word essays (product). The researcher exposes the 30 students' progress/stagnation. The learners were taught in the process-product framework based on peer-editing - transferring error corrections onto learners. Essays passed through brainstorming, outlining, drafting, redrafting and were finalized after the teacher corrected mistakes overlooked by peers. < Move 4: Summarizing the results> Results: 1) Progress made only in developing ideas from the outline to final draft. 2) Stagnation: learners didn't overcome the Chinese language influence on their English Writing. 3) The most common mistakes not noticed by peer-editors are usage of plurals, subject-verb agreement, use of pronouns and infinitives. 4) Less than 10 % of essays contain examples supporting the main ideas. < **Move 3: Describing the methodology**> The study supplemented with questionnaires documenting learners' support of peer-editing approach compared to clichés-based methods.

(Abstract#142)

3) **M2-M3-M1-M3-M4-M5**

<**Move 2: Presenting the research**> This study explores peer-peer interaction (e-partnering) and tutor-peer interaction (e-tutoring) in online environment and investigates whether the implementation of peer feedback may have any effect on students' writing proficiency < **Move 3: Describing the methodology**> by examining two groups of students at a language school writing paragraphs on the same topics, one receiving feedback from their peers and one receiving feedback from two teachers. < **Move 1: Situating the research**> It is argued that interactional feedback (peer or tutor) including negotiation and recasts can facilitate writing skill development in L2 (Lynch, 2002). < **Move 3: Describing the methodology**> A couple of instruments were employed to collect data: TOEFL Writing Test, researcher-made pre-and post-tests, and an Information Technology Questionnaire (2009)**.** < **Move 4: Summarizing the results**> The findings indicated that students used peer feedback in e-partnering group and written feedback given by two teachers in e-tutoring group improved their writing. In addition, results showed that participants in e-partnering group outperformed those in the e-tutoring group. <**Move 5: Discussing the research**> The study sheds light on integration of online interactional feedback into EFL curriculum.

(Abstract#176)

In conclusion, each type of abstracts had its own frequent rhetorical move structures due to its nature and the writers' choices and intentions. Move cycling was found in the samples of both descriptive and informative abstracts. *Move 2: Presenting the research* and *Move 3: Describing the methodology* appeared as cycling moves in the informative abstracts, while only *Move 2* was used as a cycling move in the descriptive ones. The opening moves found in the descriptive abstract samples

were *Move 1: Situating the research*, *Move 2: Presenting the research,* and the *Structuring the presentation (STP)* move. In the informative abstracts, the opening moves were *Move 1: Situating the research*, *Move 2: Presenting the research*, and *Move 3: Describing the methodology*. The final moves found in the descriptive abstract samples were *Move 2*, *Move 3*, and the *STP* move. In the informative abstracts, the recorded final moves were *Move 3*, *Move 4*, *Move 5,* and the *STP* move.

5.3 Research Question 3

What are the verb tenses, modal verbs, active voice and passive voice, and personal pronouns in the moves of English abstracts presented in Thailand TESOL International Conferences?

A total of 150 conference abstracts were analyzed in terms of the four targeted linguistic features of abstracts which were verb tense, modal verbs, active voice and passive voice, and personal pronouns. Both hand-tagged analysis and computerized analysis (by the AntConc 3.2.4w program) were used. For the computerized analysis, the study results were also manually rechecked for accuracy. The following parts contain four main subsections. Each subsection reveals the findings on each of the targeted linguistic features with relevant examples and abstract numbers. After a holistic description of the findings on a particular linguistic feature, the results derived from the analyses of abstracts in each type will be presented in tables. The findings of the descriptive abstracts precede those of the informative ones.

5.3.1 Verb tense

Choices of verb tense do not only convey time concepts of statements but also highlight underlying writers' intentions towards their statements. A total of 150 conference abstracts in the corpus of Phase II were analyzed to identify their verb tenses. The main finite verbs of these abstracts were hand-tagged and their percentage of occurrence were calculated. It should be noted that all of the verb occurrence including the contracted forms and the deletion of auxiliary verbs were recognized in

this analysis. The distribution and percentage of verb tenses used in each move in the corpus of Phase II are summarized in Table 5.11. The findings are listed in descending order of frequency.

Tense	M 1 (N=503)				M 2 (N=348)			M 3 (N=186)	M 4 (N=222)	M 5 (N=120)		STP (N=151)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Present Simple	306	22	3	41	159	25	36	43	76	20	48	38	817	53.39
Past Simple	33	2	-	2	42	13	6	134	136	2	6	18	394	25.75
Future Simple	9	-	-	1	52	2	-	2	3	9	34	86	198	12.94
Present Perfect	53	3	-	5	7	-	-	5	3	1	-	7	84	5.49
Present Continuous	20	1	-	1	3	-	1	1	-	-	-	2	29	1.89
Past Continuous	-	-	-	-	1	-	-	1	3	-	-	-	5	0.32
Present Perfect Continuous	1	-	-	-	1	-	-	-	-	-	-	-	2	0.13
Past Perfect	-	-	-	-	-	-	-	-	1	-	-	-	1	0.06
Total	422	28	3	50	265	40	43	186	222	32	88	151	1,530	100

Note: * M   = Move
            **S   = Submove
            ***N   = the total number of occurrence
            ****STP   = *Structuring the presentation*

Table 5.11: Frequency of verb tenses in Phase II

As shown in Table 5.11, there were eight different verb tenses in the corpus of Phase II with a total of 1,530 instances. These eight tenses consisted of four present tenses (*Present Simple, Present Perfect, Present Continuous,* and *Present Perfect Continuous*), three past tenses (*Past Simple, Past Continuous,* and *Past Perfect*), and one future tense (*Future Simple*). The most popular tense was *Present Simple* (53.39% of all observations with a total of 817 instances) and it was prominent in *Move 1 Submove 1A - Stating the current knowledge* due to its highest frequency rate of 37.45% of all *Present Simple* observations (306 instances). Past Simple was the second most common verb tense (25.75% of all observations or 394 occurrences). Most of the *Past Simple* tense appeared in *Move 4: Summarizing the results* with a frequency rate of 34.51% of all *Past Simple* occurrences (136 occurrences). It is also worth noting that *Move 3: Describing the methodology* had a slightly lower number of occurrence of the *Past Simple* tense than *Move 4: Summarizing the results* that is 134 comparing to 136 occurrences. These two moves (Move 3 and Move 4) had a

relatively high frequency of *Past Simple* because the *Past Simple* tense was used to describe the research methodology or to report the findings of a study. The third most common tense was *Future Simple* (12.94% or 198 instances). The *Future Simple* tense was used mostly in the *Structuring the presentation* move (43.43% of all Future Simple observations or 86 occurrences). *Past Perfect* was found to be the least common tense with a frequency rate of only 0.06% (one instance). The Past Perfect tense was identified in *Move 4: Summarizing the results* move.

To illustrate the uses of tenses in detail, the usage and the occurrence of verb tenses in each move will be described in the following parts.

Move 1: Situating the research

Six verb tenses were identified in *Move 1: Situating the research* with a total of 503 coded units. Listed in descending order of frequency, these six tenses were *Present Simple, Present Perfect, Past Simple, Present Continuous, Future Simple*, and *Present Perfect Continuous*. It was mentioned that the *Situating the research* move was typical in *Present Simple* and *Present Perfect* to convey the present state of knowledge (Pho, 2008, 2009; Saeeaw & Tangkiengsirisin, 2014; Santos, 1996). Therefore, the findings of Phase II confirmed the findings of previous studies. The *Present Simple* tense was accounted for 73.95% of all verb tense occurrences in Move 1 (372 occurrences). Writers preferred to use the *Present Simple* tense to provide an overview or orientation of their research topics because they were statements of facts. *Present Perfect* was the second most common tense of Move 1. However, the *Present Perfect* tense occurred far less frequently than the *Present Simple* tense since its frequency rate was only 12.12% in Move 1 (61 instances). *Present Perfect* was chosen probably because writers wanted to focus on the connection of the knowledge/topics and the present. The *Present Perfect Continuous* tense was recorded as the least used tense in *Move 1* with a frequency rate of only 0.19% (one occurrence). Some examples of various tenses in Move 1 are shown below.

Examples:

Present simple
1) According to purposes of education, a type of assessment ***is applied*** in order to make sure the purposes of education ***are fulfilled***.

(*Present Simple* in context, Abstract#308, italic added)

2) Internet weblogs **provide** a forum for EFL learners to publish their writing, read the work of other students, and exchange almost instantaneous feedback.

(*Present Simple* in context, Abstract#228, italic added)

Present perfect

1) Recently, the idea of implementing a genre-based approach in teaching L2 writing **has been claimed** an effective way of improving students' writing skills.

(*Present Perfect* in context, Abstract#509, italic added)

2) Recent research on literacy and schooling **has focused** on the need for further inquiry into the role gender plays in shaping children's participation in literacy practices at school.

(*Present Perfect* in context, Abstract#2, italic added)

Past simple

1) Several studies **concluded** that educational institutions must embrace online learning methods in order to remain on the cutting edge of current development of knowledge delivery.

(*Past Simple* in context, Abstract#183, italic added)

2) Academic Arisan, an English Teachers Community based in Jakarta **was started** with a small community consisted of English teachers who **wanted** to have medium for sharing ideas and discussing problems.

(*Past Simple* in context, Abstract#199, italic added)

Present continuous

1) English as Foreign Language instructors who require students to participate in supplementary Extensive Reading (ER) programs often puzzle over how to reliably determine whether their students **are completing** the quantities assigned. Teachers are equally curious about whether their students **are making** any measurable gains in language proficiency due to their taking part in an ER program.

(*Present Continuous* in context, Abstract#267, italic added)

2) Because English **is becoming** the lingua franca all over the world, it is almost imperative to know how the language is valued by students and other users particularly in the workplace.

(*Present Continuous* in context, Abstract#268, italic added)

Move 2: Presenting the research

Move 2: Presenting the research had the most varied uses of tenses. There were as many as seven tenses identified in Move 2 with a total of 348 verb tense units. Listed in a descending order of frequency, these tenses were *Present Simple, Past Simple, Future Simple, Present Perfect, Present Continuous, Past Continuous*, and *Present Perfect Continuous*. The three most frequently used verb tenses in Move 2 were *Present Simple, Past Simple*, and *Future Simple* due to their high occurrence. *Present Simple* was the most popular tense accounting for more than half of all of the Move 2 occurrences (63.21% or 220 instances). The reason for the highest frequency rate of the *Present Simple* tense was probably because authors considered the descriptions of their research as facts. The second most common tense in Move 2 was *Past Simple* (17.52% or 61 occurrences). Authors used the *Past Simple*

tense to present the features, purposes or research questions of their studies. The *Future Simple* tense was the third tense in the rank with a frequency rate of 15.51% (54 instances). Besides, it was found that the *Future Simple* tense often co-occurred with the word *'the presentation'.* Some of the most popular tenses in *Move 2* are shown in the examples below.

Examples:

Present simple

1) This paper ***examines*** the incorporation of conventional written vocabulary exercises into task -based language teaching (TBLT), an approach prevalent in Hong Kong since the 1990s.

(*Present Simple* in context, Abstract#359, italic added)

2) The aim of this workshop ***is*** to use creative writing materials to show how writers ***keep*** their readers attention through writing using sentence variety and effective word choice.

(*Present Simple* in context, Abstract#64, italic added)

Past simple

1) This study ***investigated*** the role of peer oral feedback in improving the revisions of students' compositions.

(*Past Simple* in context, Abstract#478, italic added)

2) This study ***aimed*** at surveying the English teaching problems and the needs for professional development of high school teachers in three provinces of three educational regions.

(*Past Simple* in context, Abstract#502, italic added)

Future simple

1) The presentation ***will give*** attendants a clear idea how our web-based learning which caters for all levels of learners from beginner to advanced levels help learners/students learn.

(*Future Simple* in context, Abstract#346, italic added)

2) This presentation ***will illustrate*** how instructors collaborated with colleagues using free online cloud computing technologies and materials to design a research writing and reporting course for science and engineering students.

(*Future Simple* in context, Abstract#372, italic added)

Present perfect

1) This study ***has been carried*** out to explore the language teaching strategies employed by teachers in developing the speaking skills of learners under the Intensive Course in the English Language (ICEL) Program of Saint Louis University, Baguio City, Philippines.

(*Present Perfect* in context, Abstract#297, italic added)

2) The presenter ***has conducted*** an action research where it showed how students' vocabulary power increased after six months of this project.

(*Present Perfect* in context, Abstract#353, italic added)

Move 3: Describing the methodology

As seen in Table 5.11, six verb tenses were employed in Move 3: Describing *the methodology* with a total of 186 occurrences. Listed in a descending

order of frequency rate, these tenses were *Past Simple, Present Simple, Present Perfect, Future Simple, Present Continuous*, and *Past Continuous*. According to Santos (1996), *Past Simple* was dominant in *Move 3: Describing the methodology*. Therefore, the results from the present study were in line with Santos' (1996) study because *Past Simple* was the most popular tense in Move 3 (72.04% of all instances in Move 3 or 134 occurrences). The second most common verb tense in Move 3 was *Present Simple* (23.11% or 43 instances). Some examples of *Present Simple* and *Past Simple* in Move 3 are shown below.

Examples:

Past simple

1) The research instruments used in this study *were* interview form for Education Supervisor and Diffusionist of innovation, reflections form on English class, and semi-structured interviews with teachers and students.

(*Past Simple* in context, Abstract#357, italic added)

2) The data *was gathere*d through ethnographic participant observation, individual/group interviews, course evaluations, and students' learner journals.

(*Past Simple* in context, Abstract#29, italic added)

Present simple

1) The overall research design *is* a quasi-experimental study that *compares* the explicit metacognitive strategy training with the embedded metacognitive strategies of teaching writing.

(*Present Simple* in context, Abstract#248, italic added)

2) This *is* a four-week long project in which a group of five or six students *complete* an actual four - page newsletter. Each student *writes* at least one article on the topic of their choice. The emphasis *is* on originality, creativity, fun and teamwork. Topics *include* news, reviews (book, film, music album...), travel, poem, short story, etc.

(*Present Simple* in context, Abstract#286, italic added)

Move 4: Summarizing the results

In the current study, six tenses were used in *Move 4: Summarizing the results* with a total of 222 occurrences. Listed in a descending order of frequency rate, these tenses were *Past Simple, Present Simple, Future Simple, Present Perfect, Past Continuous,* and *Past Perfect*. Pho (2008) and Santos (1996) pointed out the use of present tenses and past tenses in *Move 4: Summarizing the results* that is past tenses were chosen to show that writers reported research findings (Pho, 2008) and to signify narrower claims of research results (Santos, 1996). On the other hand, present tenses were used to generalize research results and to establish knowledge (Pho, 2008; Santos, 1996). In this study, both *Present Simple* and *Past Simple* were employed. However, there was a preference of *Past Simple* over *Present Simple*. As shown in

Table 5.11, the frequency rate of *Past Simple* in *Move 4* was 61.26% (136 instances), whereas *Present Simple* appeared one time less than *Past Simple* (34.23% or 76 instances). Some examples of *Present Simple* and *Past Simple* in *Move 4* are shown in the excerpts below.

Examples:

Present simple

1) The results ***show*** that there ***are*** unique and varied language teaching strategies employed by the teachers in dealing with their students which can also be used in a regular class.

(*Present Simple* in context, Abstract#294, italic added)

2) The results ***indicate*** that the students generally ***lack*** knowledge of genre-specific bundles, and that familiarizing students with these features could be beneficial in raising genre awareness in students.

(*Present Simple* in context, Abstract#496, italic added)

Past simple

1) Results ***showed*** that phonics instruction ***was*** more effective in promoting the young learners' RTF, whereas repeated reading practice ***was*** more effective in enhancing their ORF.

(*Past Simple* in context, Abstract#153, italic added)

2) The major findings ***revealed*** that there ***were*** five critical factors that ***affected*** the quality of teaching and learning English in primary schools under the Local Administrative Organization.

(*Past Simple* in context, Abstract#173, italic added)

Move 5: Discussing the research

As seen in Table 5.11, four tenses were identified in *Move 5: Discussing the research* with a total of 120 instances. Listed in a descending order of frequency rate, these tenses were *Present Simple, Future Simple, Past Simple,* and *Present Perfect*. Pho (2008, 2009) pointed out that the *Discussing the research* move was typical in *Present Simple* as its functions are to discuss meanings, provide explanations, and make generalization of research findings. The present study was in line with Pho (2008, 2009) because *Present Simple* was the most popular tense in *Move 5: Discussing the research* and its frequency rate was 56.66% of all verb tenses (68 occurrences). *Present Perfect* was recorded as the least popular tense in Move 5 with only 0.83% frequency rate. Some examples of *Present Simple, Future Simple* and *Past Simple* in Move 5 are shown below.

Examples:

Present simple

1) Our paper ***concludes*** with some suggestions as to how to develop tests that ***combine*** a focus on grammatical structure with that of meaning that ***is aligned*** with a view of genre-based approach to language teaching.

(*Present Simple* in context, Abstract#111, italic added)

2) The results from this study ***provide*** educators especially English teachers' insight on the role that English ***plays*** in the lives of students, graduates and business people, and the specific language skills that ***are*** valuable both for the students and users of the language in the workplace.

(*Present Simple* in context, Abstract#268, italic added)

Future simple

1) The LMS (Learning Management System) ***will*** also ***help*** the students and teachers monitor their progress

(*Future Simple* in context, Abstract#346, italic added

2) The study ***will improve*** upon currently used teaching techniques in language teaching.

(*Future Simple* in context, Abstract#508, italic added)

Past simple

Since peer oral feedback ***made*** a remarkable improvement in the students' compositions, it is recommended that curriculum designers and textbook developers incorporate peer oral feedback activities in language programs conveying syllabi, lesson/learning plans, and language learning materials.

(*Past Simple* in context, Abstract#478, italic added)

Structuring the presentation (STP)

Five tenses were used in the *Structuring the presentation (STP)* move with a total of 151 instances. Listed in a descending order of frequency rate, these tenses were *Future Simple, Present Simple, Past Simple, Present Perfect*, and *Present Continuous. Future Simple* was the most popular tense in the *STP* move due to its highest frequency rate at 56.95% (86 instances). The function of the *Future Simple* tense is to signify steps and activities in future presentations. Some examples of the first two frequent tenses in the *STP* move (*Future Simple* and *Present Simple*) are shown below.

Examples:

Future simple

1) The presentation ***will start*** with a brief theoretical background of speaking assessment: the nature of speaking, considerations in test design, and the use of speaking rubrics. The implementation process ***will*** then ***be presented*** and *exemplified*. Concerns about assessing speaking in the large classes ***will also be discussed.***

(*Future Simple* in context, Abstract#177, italic added)

2) The presenter ***will*** also ***describe*** the topics selected, pedagogical approach, assessment, and challenges involved in teaching this course, and ***will give*** examples of student feedback.

(*Future Simple* in context, Abstract#315, italic added)

Present simple

The presenters will demonstrate assessment tools, instructional methods and curriculum design used the Intensive English Program at the University of Oregon. Session ***includes*** some audience participation.

(*Present Simple* in context, Abstract#240, italic added)

Interestingly, the auxiliary verb *'shall'* was identified in the *Structuring the presentation* move. However, its occurrence was relatively low (3.48% frequency rate or 3 instances) and it was used in only one abstract. Moreover, it is worth noting that the verb *'shall'* found in the corpus co-occurred with the exclusive word *we* to refer to the author only.

 Example:

> We ***shall*** discuss the different tools that are used in process drama and how to use them effectively. Based on these tools we ***shall*** establish the context, the pre-texts and areas of learning. We ***shall*** then explore ways to implement all these tools to construct a drama and see how it connects to language acquisition.
>
> (*'shall'* in context, Abstract#235, italic added)

To convey the use of verb tense in the descriptive abstracts in the corpus of Phase II, a total of 90 descriptive abstracts was manually analyzed. Table 5.12 displays the distribution and percentage of verb tenses found in each move. They are listed in decreasing order of frequency.

Tense	M 1 (N=372)				M 2 (N=223)			M 3 (N=52)	M 4 (N=0)	M 5 (N=77)		STP (N=146)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Present Simple	237	13	-	33	117	13	19	23	-	12	27	38	532	61.14
Future Simple	8	-	-	1	43	2	-	1	-	8	30	81	174	20
Past Simple	25	2	-	-	17	3	2	26	-	-	-	18	93	10.68
Present Perfect	29	2	-	2	2	-	-	2	-	-	-	7	44	5.05
Present Continuous	19	-	-	-	3	-	1	-	-	-	-	2	25	2.87
Present Perfect Continuous	1	-	-	-	1	-	-	-	-	-	-	-	2	0.22
Total	**319**	**17**	**0**	**36**	**183**	**18**	**22**	**52**	**-**	**20**	**57**	**146**	**870**	**100**

Note: * M   = Move
      **S   = Submove
      ***N   = the total number of occurrence
      ****STP = *Structuring the presentation*

Table 5.12: Frequency of verb tenses in descriptive abstracts of Phase II

As seen in Table 5.12, there were six different verb tenses in the descriptive abstract samples of Phase II with a total of 870 instances. Listed in a descending order of frequency rate, these tenses were *Present Simple, Future Simple, Past Simple, Present Perfect, Present Continuous*, and *Present Perfect Continuous*. The most popular tense was *Present Simple* (61.14% or 532 instances). *Present*

Simple was prominent in *Move 1 Submove 1A - Situating the current knowledge* since the writers considered the current topics as facts. The second most preferred tense was *Future Simple* (20% or 174 instances) which occurred mostly in the *Structuring the presentation* move (81 incidences.) The third frequent tense was *Past Simple* (10.68% or 93 occurrences). *Past Simple* was prevalent in *Move 3: Describing the methodology* with a total of 26 instances.

The finite verbs in sixty informative abstracts were manually analyzed to identify their tenses. Table 5.13 presents the verb tense distribution and percentage of verb tenses found in informative abstracts in the corpus of Phase II.

Tense	M 1 (N=131)				M 2 (N=125)			M 3 (N=134)	M 4 (N=222)	M 5 (N=43)		STP (N=5)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Past Simple	8	-	-	2	25	10	4	108	136	2	6	-	301	45.60
Present Simple	69	9	3	8	42	12	17	20	76	8	21	-	285	43.18
Present Perfect	24	1	-	3	5	-	-	3	3	1	-	-	40	6.06
Future Simple	1	-	-	-	9	-	-	1	3	1	4	5	24	3.68
Present Continuous	1	1	-	1	-	-	-	1	-	-	-	-	4	0.60
Past Continuous	-	-	-	-	1	-	-	1	3		-	-	5	0.75
Past Perfect	-	-	-	-	-	-	-	-	1	-	-	-	1	0.15
Total	**103**	**11**	**3**	**14**	**82**	**22**	**21**	**134**	**222**	**12**	**31**	**5**	**660**	**100**

Note: * M = Move
    **S = Submove
    ***N = the total number of occurrence
    ****STP = *Structuring the presentation*

Table 5.13: Frequency of verb tenses in informative abstracts of Phase II

According to Table 5.13, there were seven different verb tenses in the informative abstract samples with a total of 660 instances. These tenses were *Past Simple, Present Simple, Present Perfect, Future Simple, Present Continuous, Past Continuous,* and *Past Perfect.* The most frequently used tense was *Past Simple* as it was accounting for more than one third of all observations (45.60% or 301 instances). *Past Simple* was a preferred tense in *Move 4: Summarizing the results* (136 occurrences), followed by *Move 3: Describing the methodology* (108 occurrences), and *Move 2 Submove 1A - Indicating main features* (25 instances). *Present Simple* was recorded as the second most frequent tense in informative abstract samples. The *Present Simple* tense was prominent in *Move 4: Summarizing the results* to report the research results (76 occurrences), followed by *Move 1 Submove 1A - Stating current*

knowledge (69 instances). The reason why *Present Simple* was preferred in *Move 1: Situating the research* was probably because the writers considered their topics as facts. The third frequent tense was *Present Perfect* and its frequency rate was 6.06% of all occurrences (40 instances). The *Present Perfect* tense appeared frequently in *Move 1: Situating the research* because the writers tried to express the importance and the focus of the topics through time. The least used tense was *Past Perfect* which was found in *Move 4: Summarizing the results* (0.15% or only 1 instance). Closer observation also revealed that, in the informative abstract samples, *Present Simple* was used far more frequently in *Move 1: Situating the research* than *Present Perfect*. This is probably because the writer considered the topic as a state of facts.

5.3.2 Modality

Modal verbs are used to express meanings connected with the ideas of obligation, probability, ability, permission, suggestion, and so on. According to Leech, Rayson and Wilson (2001), spoken corpus contained more modal verb tokens than written ones. A total of one 150 conference abstracts in Phase II were analyzed to check the frequency of modality uses in each move without taking meanings into account. Table 5.14 reveals the distribution and percentage of modal verb uses in each move in the corpus of Phase II. The results are listed in descending order of frequency.

Modality	M 1 (N=65)				M 2 (N=33)			M 3 (N=3)	M 4 (N=16)	M 5 (N=20)		STP (N=14)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
can	34	5	-	2	15	5	5	1	5	2	8	7	89	58.94
may	11	-	-	1	1	-	-	-	-	1	3	-	17	11.26
should	1	-	-	1	3	-	1	1	3	-	2	3	15	9.93
could	1	-	-	-	-	-	-	1	8	-	1	1	12	7.95
might	3	-	-	-	2	-	-	-	-	-	1	3	9	5.96
must	5	-	-	-	-	-	-	-	-	-	-	-	5	3.31
would	1	-	-	-	1	-	-	-	-	-	2	-	4	2.65
Total	**56**	**5**	**0**	**4**	**22**	**5**	**6**	**3**	**16**	**3**	**17**	**14**	**151**	**100**

Note: * M = Move
**S = Submove
***N = the total number of occurrence
****STP = *Structuring the presentation*

Table 5.14: Frequency of modality in Phase II

As shown in Table 5.14, the corpus contained a total of 151 modal verb tokens constituting 0.70% of words. Seven types of modal verbs were identified in Phase II: *'can'*, *'may'*, *'should'*, *'could'*, *'might'*, *'must'*, and *'would'*. The modal verbs in the present form far outnumbered the ones in the past form that is 73.50% (111 cases) comparing to 26.49% (40 cases). Moreover, the overall results showed that most of the modal verbs were used in *Move 1: Situating the research* (43.05% or 65 occurrences), followed by *Move 2: Presenting the research* (23.84% or 36 occurrences) and *Move 5: Discussing the research* (13.25% or 20 occurrences). On the contrary, modal verbs were rarely used in *Move 3: Describing the methodology* (1.99% or 3 occurrences). Of all seven modal verbs, *'can'* was the most popular modal verb because its occurrences in the data were more than half of all instances (58.94% of all modal verb units or 89 occurrences). It should also be noted that the modal verb *can* was mostly used in *Move1 Situating the research* (41 occurrences). The second frequent modal verb was *'may'* (11.26% or 17 cases). The least common modal verb was *'would'* because of its lowest frequency rate at 2.65% or only 4 occurrences.

The descriptive abstracts were explored to identify their uses of modality in moves. Table 5.15 reveals the distribution and percentage of modal verb found in each move of the descriptive abstract samples in the corpus of Phase II. They are listed in decreasing order of frequency.

Modality	M 1 (N=52)				M 2 (N=23)			M 3 (N=0)	M 4 (N=0)	M 5 (N=12)		STP (N=14)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
can	28	3	-	2	12	2	4	-	-	1	7	7	66	65.34
may	10	-	-	1	-	-	-	-	-	1	2	-	14	13.86
should	-	-	-	1	1	-	1	-	-	-	1	3	7	6.93
might	2	-	-	-	2	-	-	-	-	-	-	3	7	6.93
must	4	-	-	-	-	-	-	-	-	-	-	-	4	3.96
would	1	-	-	-	1	-	-	-	-	-	-	-	2	1.98
could	-	-	-	-	-	-	-	-	-	-	-	1	1	0.99
Total	**45**	**3**	**-**	**4**	**16**	**2**	**5**	**-**	**-**	**2**	**10**	**14**	**101**	**100**

Note: * M   = Move
      **S   = Submove
      ***N   = the total number of occurrence
      ****STP = *Structuring the presentation*

Table 5.15: Frequency of modality in descriptive abstracts in Phase II

As reflected in Table 5.15, the descriptive abstract samples contained 101 modal verb tokens. Seven types of modals were identified. Listed in decreasing order of frequency, these modal verbs were *'can'*, *'may'*, *'should'*, *'might'*, *'must'*, *'would'*, and *'could'*. The modal verb *'can'* had the highest frequency rate at 63.34% (66 occurrences). It was often used in *Move 1: Situating the research* due to its role to convey certainty and centrality claims (33 out of 66 instances). The high occurrence of the modal *'can'* suggested that researchers were confident in the quality of their studies. This modal should be used in constructing conference abstracts. The second most frequently used modal verb was *'may'*. It is interesting to point out that writers of descriptive abstracts preferred to use the modal verb 'may', especially in *Move 1: Situating the research* to convey the possibility of the current knowledge or topics in concern. One possible explanation of the high occurrence of the modal *'may'* in descriptive abstracts was the study had not completed when the writer wrote their conference abstracts. The third frequently used modal verbs were *'should'* and *'might'* which had an equal frequency rate at 6.93% (7 occurrences each). The modal verb *'could'* had the lowest frequency rate at 0.99% (1 instance).

The informative abstracts were explored to identify their uses of modality in moves. Table 5.16 reveals the distribution and percentage of modal verbs found in each move of the informative abstract samples in the corpus of Phase II. They are listed in decreasing order of frequency.

Modality	M 1 (N=13)				M 2 (N=10)			M 3 (N=3)	M 4 (N=16)	M 5 (N=8)		STP (N=0)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
can	6	2	-	-	3	3	1	1	5	1	1	-	23	46
could	1	-	-	-	-	-	-	1	8	-	1	-	11	22
should	1	-	-	-	2	-	-	1	3	-	1	-	8	16
may	1	-	-	-	1	-	-	-	-	-	1	-	3	6
might	1	-	-	-	-	-	-	-	-	-	1	-	2	4
would	-	-	-	-	-	-	-	-	-	-	2	-	2	4
must	1	-	-	-	-	-	-	-	-	-	-	-	1	2
Total	**11**	**2**	**-**	**-**	**6**	**3**	**1**	**3**	**16**	**1**	**7**	**0**	**50**	**100**

Note: * M   = Move
      **S   = Submove
      ***N   = the total number of occurrence
      ****STP = *Structuring the presentation*

Table 5.16: Frequency of modality in informative abstracts in Phase II

As seen in Table 5.16, the informative abstract data contained 50 modal verb tokens in total. Listed in decreasing order of frequency, these modal verbs were *can'*, *'could'*, *'should'*, *'may'*, *'might'*, *'must'*, and *'would'* In the informative abstract data in Phase II, the most popular modal verb was *'can'*. Its frequency rate was 46% of all observations (23 instances) and it occurred mostly in *Move 1: Situating the research* to show the certainty of the research. The modal verb *'could'* which was the second most common modal verb in the informative abstracts was mostly used in *Move 4: Summarizing the result* (8 occurrences) probably because of the writers' intention to convey the certainty in their findings. It is also worth noting that the occurrence of the modal verb *'should'* in the *Summarizing the results* move implied the combination of providing the research results with the discussion of the research findings. Additionally, the low occurrence of *'might'* and *'would'*, to convey possibility, implied that writers preferred not to use them because these words convey a sense of uncertainty in their studies. The lowest frequently used modal verb was *'must'* which had a frequency rate of only 2% (1 occurrence).

Some examples of modal verbs in context are shown below. They are listed in alphabetical order.

Examples:

Can
When students talk and write about their books to each other, they **can** demonstrate that they have read, comprehended, and **can** communicate the story to others.

> (*'can'* in context, Abstract#66, italic added)

One reason why teachers tend to shy away from the medium is that it **can** be complex and perhaps too rich in meaning.

> (*'can'* in context, Abstract#119, italic added)

Could
Thai university undergraduates **could** learn English autonomously with their teachers' support in facilitating and mediating tasks and activities designed to raise awareness of learner autonomy.

> (*'could'* in context, Abstract#143, italic added)

The findings revealed that corrective feedback and graphic organizers **could** enhance the students' competency in learning English writing and increase their motivation in these aspects.

> (*'could'* in context, Abstract#219, italic added)

May
Bilingual children come from a variety of backgrounds; for example, one or both of their parents **may** be expatriates or they **may** be returnees, having returned from living abroad.

> (*'may'* in context, Abstract#17, italic added)

Due to lack of experience, cultural contexts, and time constraints, teachers *may* hesitate to introduce drama into their classrooms.

('*may*' in context, Abstract#98, italic added)

Might

It is worth investigating how learners make sense of their success or failure in EFL, because it *might* affect their motivation and the way they learn the language.

('*might*' in context, Abstract#150, italic added)

The goal of this session is for participants to discuss strategies they *might* use in an EFL classroom to encourage an English learning environment.

('*might*' in context, Abstract#186, italic added)

Must

Several studies concluded that educational institutions *must* embrace online learning methods in order to remain on the cutting edge of current development of knowledge delivery.

('*must*' in context, Abstract#184, italic added)

In a culture where publically making a mistake is discouraged, English teachers *must* help students by creating a secure and pro-active learning situation, which encourages students to develop their confidence to use English and to strengthen and acquire more English with their peers.

('*must*' in context, Abstract#280, italic added)

Should

In the literature of language testing it is assumed that items *should* be sequenced from easiest to the most difficult.

('*should*' in context, Abstract#94, italic added)

The results of the study should encourage more teachers to incorporate blogging in their own courses as an ESL/EFL learning medium.

('*should*' in context, Abstract#487, italic added)

Would

Using videos and lectures on acculturation and cross-cultural conflict, students were asked to create their own program that *would* help preliterate immigrants like the Hmong, transition smoothly into Japanese society while respecting the Hmong's cultural identity.

('*would*' in context, Abstract#185, italic added)

Few people *would* deny the importance of global competence in the 21st century.

('*would*' in context, Abstract#187, italic added)

5.3.3 Active voice and passive voice

The choice of active voice or passive voice depends on authors' intentions towards their statements. Active voice is chosen to emphasize performers or agents of actions. On the other hand, passive voice is chosen to focus on actions. The corpus of Phase II was examined to identify proportions of active voice and passive voice. Table 5.17 displays the frequency and percentage of active voice and passive voice used in each move in the corpus of Phase II.

Voice	M 1 (N=503)				M 2 (N=348)			M 3 (N=186)	M 4 (N=222)	M 5 (N=120)		STP (N=151)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S 2			
Active	339	22	2	40	226	34	36	93	196	27	71	107	1,193	77.97
Passive	83	6	1	10	39	6	7	93	26	5	17	44	337	22.02
Total	422	28	3	50	265	40	43	186	222	32	88	151	1,530	100

Note: * M = Move

    **S = Submove

    ***N = the total number of occurrence

    ****STP = *Structuring the presentation*

Table 5.17: Frequency of active voice and passive voice in Phase II

As seen in table 5.17, both active voice and passive voice were used in the corpus of Phase II with a total of 1,530 cases. The occurrence of active voice far outnumbered the passive voice ones. In the corpus, active clauses constituted 77.97% of the total number of observations (1,193 instances), while passive voice had about three times less than active clauses that is 22.02% (337 instances). Active voice clauses mostly appeared in *Move 1 Submove 1A - Stating the current knowledge* (28.41% of all observations of active voice or 339 instances), followed by *Move 2 Submove 1A - Indicating main features* (18.94% or 226 instances), and *Move 4: Summarizing the results* (16.42% or 196 tokens).

With regard to the occurrence of passive voice, *Move 3: Describing the methodology* had the highest number of passive voice structures that is 27.59% of all passive voice observations (93 instances). Passive voice was a preferred structure in Move 3 because writers wanted to emphasize actions towards participants, research tools, and so on. The second and the third popular moves with passive structures were *Move 1 Submove 1A - Stating the current knowledge* and the *Structuring the presentation (STP)* move. Their frequency rates were 24.62% (83 instances) and 13.05% (44 instances), respectively. *Move 1 Submove 1C - Extending previous research* had the lowest frequency rate of passive voice structure at 0.29% (1 instance). This may be because of the low occurrence of this move itself. Some examples of passive voice structures in the most frequently occurring moves (*Move 3: Describing the methodology, Move 1 Submove 1A - Stating the current knowledge,* the *STP* move) and the least popular move (*Move 1 Submove 1C*) are shown in the excerpts below.

Examples:

Move 3: Describing the methodology

1) A total of 60 high school students *were recruited* to participate in this study. Each student *was asked* to take two collocational tests: (1) a 45-item multiple-choice test and (2) an 18-item Thai-English translation test.

<div align="right">(Passive voice structure in context, Abstract#270, italic added)</div>

2) A set of three text types-listing, persuasion, and comparison/contrast-*was* explicitly *taught* in a four-phase pedagogy involving field-building, modeling, joint negotiation and independent construction. Quantitative data from students' writings and qualitative data from open-ended questionnaires *were* then *analyzed*.

<div align="right">(Passive voice structure in context, Abstract#509, italic added)</div>

Move 1 Submove 1A - Stating current knowledge

Learner autonomy *can be fostered* through classroom activities in which learners are encouraged to be actively involved with learning process.

<div align="right">(Passive voice structure in context, Abstract#6, italic added)</div>

Structuring the presentation

1) Then, participants *will be provided* with six tips to consider when using peer assessment and practical ideas that *have been* successfully *applied* by the presenters to regular classroom assessment.

<div align="right">(Passive voice structure in context, Abstract#204, italic added)</div>

2) A variety of factors with diverse influences on motivation *will be presented*, such as role models, social encounters with foreigners, test scores, learning experience, and the development of future goals.

<div align="right">(Passive voice structure in context, Abstract#510, italic added)</div>

Move 1 Submove 1C - Extended previous research

While there is no doubt that they are a powerful motivator for students to study, too often the value of a test as a learning tool after the examination *is neglected*.

<div align="right">(Passive voice structure in context, Abstract#22, italic added)</div>

Additionally, a total of 90 descriptive abstracts were hand-tagged to analyze the occurrence of active voice and passive voice. The distribution and percentage of active voice and passive voice units found in the descriptive abstract samples in the corpus of Phase II are presented in Table 5.18.

Voice	M 1 (N=364)				M 2 (N=224)			M 3 (N=51)	M 4 (N=0)	M 5 (N=77)		STP (N=145)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S 2			
Active	261	13	-	29	151	17	21	27	-	18	45	103	685	79.55
Passive	49	4	-	8	29	4	2	24	-	3	11	42	176	20.44
Total	**310**	**17**	**-**	**37**	**180**	**21**	**23**	**51**	**-**	**21**	**56**	**145**	**861**	**100**

Note: * M   = Move
     **S   = Submove
    ***N   = the total number of occurrence
    ****STP = *Structuring the presentation*

Table 5.18: Frequency of active voice and passive voice in descriptive abstracts in Phase II

As presented in table 5.18, both active voice and passive voice were used in the descriptive abstract samples with a total of 858 cases. The active voice uses far outnumbered the passive voice ones that is 79.48% (682 instances) comparing to 20.51% (172 instances). The number of the active voice was higher than that of the passive voice in all moves and submoves of the descriptive abstracts.

A total of sixty informative abstracts were also manually analyzed to identify the uses of active voice and passive voice. The proportions of active voice and passive voice in each move and submove of the informative abstracts the corpus of Phase II are presented in Table 5.19.

Voice	M 1 (N=139)				M 2 (N=124)			M 3 (N=135)	M 4 (N=222)	M 5 (N=33)		STP (N=6)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S 2			
Active	78	9	2	11	75	17	15	66	196	9	26	4	508	75.93
Passive	34	2	1	2	10	2	5	69	26	2	6	2	161	24.06
Total	112	11	3	13	85	19	20	135	222	11	32	6	669	100

Note: * M = Move
    **S = Submove
    ***N = the total number of occurrence
    ****STP = Structuring the presentation

Table 5.19: Frequency of active voice and passive voice in informative abstracts in Phase II

According to Table 5.19, both active voice and passive voice were identified in the informative abstract samples with a total of 669 cases. Active voice was used three times higher than passive voice that is 75.93% (508 instances) comparing to 24.06% (161 instances). In all moves and submoves, the occurrence of active voice was generally outnumbered the passive voice, except in *Move 3: Describing the methodolog*y. Passive voice was used a little more frequently than active voice in Move 3 (69 cases compared with 66 cases).

5.3.4 Personal pronoun

Pronouns are not only used to avoid repetitions of the aforementioned nouns but also to convey stance-taking of speakers and writers. Personal pronouns of each move in the corpus of Phase II were generated by using the AntConc 3.2.4w concordance tool. Then the results were manually rechecked for correctness and

preciseness. Table 5.20 shows the overall frequency and percentage of personal pronouns found in each move in the corpus of Phase II. They are listed in order from first-person pronouns to third-person pronouns.

Personal pronoun	M 1 (N=86)				M 2 (N=56)			M 3 (N=13)	M 4 (N=18)	M 5 (N=21)		STP (N=26)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
1st person *I*	-	-	-	-	3	-	-	2	-	-	-	6	11	5
We	11	2	-	1	11	-	3	2	-	2	-	6	38	17.27
2nd person *You*	3	-	-	-	-	-	-	-	-	-	3	-	6	2.72
3rd person *He*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
She	-	-	-	-	-	-	-	-	-	-	-	1	1	0.45
It	30	3	-	1	18	3	4	3	9	3	5	6	85	38.63
They	31	1	1	2	8	1	5	6	9	2	6	7	79	35.90
Total	**75**	**6**	**1**	**4**	**40**	**4**	**12**	**13**	**18**	**7**	**14**	**26**	**220**	**100**

Note: * M = Move
**S = Submove
***N = the total number of occurrence
****STP = *Structuring the presentation*

Table 5.20: Frequency of personal pronouns in Phase II

As reflected in Table 5.20, the corpus contained six individual personal pronouns with a total of 220 occurrences. Listed in decreasing order of frequency, the personal pronouns identified in the corpus were *'it'*, *'they'*, *'we'*, *'I'*, *'you'*, and *'she'* It should be noted that the pronoun *'he'* was not found. The pronoun with the highest frequency rate (38.63% of all observations) was *it* (85 occurrences). The one with the lowest frequency rate (0.45%) was *'she'* (1 instance).

With regard to first-person personal pronouns, both *'I'* and *'we'* were identified in the corpus. Many scholars mentioned the importance and roles of first-person pronouns in both spoken and written discourses. According to Hyland (2003b), self-citation and personal reference are important ways to promote a reputation and gain credit in scholarly and professional areas. Lores (2006) defined self-mentions and engagement markers. Self-mentions with the first-person pronoun *'I'* and the exclusive pronoun *'we'* convey the author's presence. Martin (2003b) mentioned that inclusive first-personal pronouns refer to both writers and readers, people in general, and people as members of discourse community. Martin (2003b) also defined the term exclusive first-personal pronoun that it referred only to the writer himself or herself. Writers used engagement markers with second-person pronouns and

inclusive pronoun *we* to address readers to create relationship with them. Hyland (2003b) identified the four main purposes of self-mention in abstracts which included stating a goal or outlining the structure of the paper, explaining a procedure, stating results or making a claim, and elaborating an argument.

Upon closer observation on the use of first-person pronouns in Phase II, it is apparent that first-person pronouns were used either to state a goal or to explain a procedure. However, it is worth noting that first-person pronouns were also used in explaining structures or steps of future presentations. Some examples of the use of the first-person pronoun *'I'* are illustrated below.

Examples:

Stating a goal
In this presentation, *I* will explore the skills that children need for the 21st Century, demonstrate some of the materials that are available to meet these needs and explain how teachers in East Asia are being prepared to support their students in learning the skills required for life after school.

(*'I'* in context, Abstract#131, italic added)

Explaining a procedure in research methodology
In this study, *I* have compiled two small corpora of published articles' abstracts and doctoral students' writing based on a mock experiment.

(*'I'* in context, Abstract#496, italic added)

However, it is worth noting that the first-person pronoun of Phase II was used to explain structures or steps of future presentations. An example of the use of first-person pronoun *'I'* to explain the structures of the presentation is illustrated below.

Example:

Explaining structures of the presentation
I will first explore the definition of collaboration, and next examine if such collaboration took place in both studies. *I* will conclude with implications and suggestions for incorporating collaboration among peers in online forums and weblogs.

(*'I'* in context, Abstract#382, italic added)

According to the findings, the first-person plural pronoun *we* outnumbered the singular pronoun *'I'*. The frequency rate of *'we'* was 77.55% of all occurrences of first-person pronouns (38 instances), while the frequency rate of *'I'* was only 22.44% (11 instances). Moreover, it was found that there were more instances of inclusive *'we'* (71.05% or 27 occurrences) than exclusive *'we'* (28.94% or 11 occurrences). Some examples of inclusive and exclusive *'we'* are illustrated in the following excerpts.

Examples:
Inclusive *'we'*

1) As classroom teachers, *we* need to help those students discover how to use the technology in an academically sound manner.

<div align="right">(*'we'* in context, Abstract#238, italic added)</div>

2) While *we* cannot change or even influence the system to change, as educators responsible for helping students learn to listen, *we* can design or use existing listening materials so students gain in both cognitive and affective learning terms.

<div align="right">(*'we'* in context, Abstract#374, italic added)</div>

Exclusive *'we'*

1) This session will describe online resources that can help. *We* will start with a social bookmarking tool, Delicious, that helps teachers find and organize the many websites that they might use. Next, *we* will cover some handy Internet resources that make it simple to create grammar, vocabulary, and pronunciation exercises related to a reading or to find ready-to-use) exercises with readings and audio files.

<div align="right">(*'we'* in context, Abstract#146, italic added)</div>

2) *We* investigated this by conducting a study that involved presenting 30 words to three groups of students using the Intentional Approach, the Incidental Approach, and a control.

<div align="right">(*'we'* in context, Abstract#167, italic added)</div>

With regard to the second-person pronoun *you*, there were only 6 occurrences of this pronoun in the corpus and its frequency rate was 2.72 % of all observations. The second-person pronoun *'you'* was used only in *Move 1 Submove 1A - Stating the current knowledge* and *Move 5 Submove 2 - Giving recommendations.* Some examples of the pronoun *'you'* in context are shown below.

Examples:
Move 1 Submove 1A - Stating current knowledge
Have *you* ever struggled with classes that seem to be getting bigger and bigger? Have *you* ever had classes that seem to be getting longer and longer?

<div align="right">(*'you'* in context, Abstract#471, italic added)</div>

Move 5 Submove 2 - Giving recommendations
and offers simple but effective classroom-tested tips and activities *you* can take with *you* to use in your classrooms.

<div align="right">(*'you'* in context, Abstract#32, italic added)</div>

The third-person pronouns were also found in the corpus. Three types of third-person pronouns were identified *'they'*, *'it'*, and *'she'* in decreasing order of frequency. These three pronouns accounted for 75% of all pronoun observations (165 instances). The pronoun *'it'* appeared as the most popular third-person pronoun with a frequency rate of 51.51% of all tokens of third-person pronouns (85 cases). The pronoun *'she'* was rarely used (0.60% frequency rate). It was the least common third-person pronoun with only one occurrence in the *Structuring the presentation* move. An example of the pronoun *'she'* is shown below.

Example:

> The presenter will describe the process by which *she* designed and implemented a language and culture course which sought to address the above issues.
>
> *('she'* in context, Abstract#315, italic added)

The reason that the pronoun *'she'* was chosen (in the above example) instead of the first-person pronoun *'I'* (to refer to the writer herself) was probably because she tended to avoid presenting her own authorial stance.

Another interesting finding with regard to third-person pronouns was the occurrence of non-referential *'it'*. Out of 85, almost one fourth of the pronoun *'it'* were non-referential (23.52% or 20 occurrences). Besides, most of the non-referential pronoun *'it'* were in passive voice construction as shown in the examples below.

Examples:

1) ***It is believed that*** the learners develop their speaking skills faster when their thoughts and experiences were involved in their learning process.
   ('it is believed that', Abstract#294, italic added)
2) Since peer oral feedback made a remarkable improvement in the students' compositions, ***it is recommended that*** curriculum designers and textbook developers incorporate peer oral feedback activities in language programs conveying syllabi, lesson/learning plans, and language learning materials.
   ('it is recommended that', Abstract#478, italic added)

Personal pronouns in each abstract type were also explored to find out about the use of personal pronouns in detail. Table 5.21 shows the distribution and percentage of personal pronouns found in moves of the descriptive abstracts in the corpus of Phase II.

Personal pronoun	M 1 (N=60)				M 2 (N=39)			M 3 (N=2)	M 4 (N=0)	M 5 (N=13)		STP (N=25)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
1st person *I*	-	-	-	-	2	-	-	-	-	-	-	6	8	5.75
We	10	2	-	-	7	-	2	-	-	2	-	6	29	20.86
2nd person *You*	3	-	-	-	-	-	-	-	-	-	2	-	5	3.59
3rd person *He*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
She	-	-	-	-	-	-	-	-	-	-	-	-	-	-
It	20	2	-	1	13	-	3	1	-	3	1	6	50	35.97
They	21	-	-	1	6	1	5	1	-	1	4	7	47	33.81
Total	**54**	**4**	**-**	**2**	**28**	**1**	**10**	**2**	**-**	**6**	**7**	**25**	**139**	**100**

Note: * M = Move
   **S = Submove
   ***N = the total number of occurrence
   ****STP = *Structuring the presentation*

Table 5.21: Frequency of personal pronouns in descriptive abstracts of Phase II

As shown in Table 5.21, there were a total of 139 instances of personal pronouns in the descriptive abstract data. The three main types of personal pronouns were identified. The third-person pronouns had the highest frequency (97 instances), followed by the first-person pronouns (37 instances), and the second-person pronouns (5 instances). Among all of the first-person pronouns, the pronoun *'we'* far outnumbered the pronoun *I* that is 29 instances comparing to 8 instances. It is also worth noting that the pronoun *I* was prevalent in the *Structuring the presentation (STP)* move since the writer focuses his/her role in steps of the presentation. The pronoun *'we'* frequently occurred in *Move 1 Submove 1A - Stating the current knowledge* (10 occurrences), followed by *Move 2 Submove 1A*, and the *Structuring the presentation* move. With regard to second-person pronouns, the pronoun *'you'* was found in *Move 1 Submove 1A* and *Move 5 Submove 2*. Unlike the second-person pronouns, the third-person pronouns *'it'* and *'they'* were used in various moves. However, the pronoun *'they'* had a slightly higher frequency rate than the pronoun *it*. The third-person pronouns *'he'* and *'she'* were not found in the corpus.

For informative abstracts, a total of sixty personal pronouns in the informative abstract samples in Phase II were explored. Table 5.22 portrays the proportions and percentage of personal pronouns found in each move of the informative abstracts in the corpus of Phase II.

Personal pronoun	M 1 (N=26)				M 2 (N=17)			M 3 (N=11)	M 4 (N=18)	M 5 (N=8)		STP (N=1)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
1st person *I*	-	-	-	-	1	-	-	2	-	-	-	-	3	3.70
We	1	-	-	1	4	-	1	2	-	-	-	-	9	11.11
2nd person *You*	-	-	-	-	-	-	-	-	-	-	1	-	1	1.23
3rd person *He*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
She	-	-	-	-	-	-	-	-	-	-	-	1	1	1.23
It	10	1	-	-	5	3	1	2	9	-	4	-	35	43.20
They	10	1	1	1	2	-	-	5	9	1	2	-	32	39.50
Total	**21**	**2**	**1**	**2**	**12**	**3**	**2**	**11**	**18**	**1**	**7**	**1**	**81**	**100**

Note: * M   = Move
**S   = Submove
***N   = the total number of occurrence
****STP = *Structuring the presentation*

Table 5.22: Frequency of personal pronouns in informative abstracts of Phase II

According to Table 5.22, there were a total of 81 tokens of pronouns in the informative abstract samples. All of the three major types of personal pronouns were identified in the informative abstracts. However, the third-person pronoun *'he'* was not found. Like in the descriptive abstract samples, the third-person pronouns had the highest frequency rate at 83.95% (68 occurrences) which was more than half of total observations. The first-person pronouns were the second most frequently used pronouns (14.81% or 12 instances). The first-person pronoun *'we'* had a higher frequency rate than the pronoun *'I'*. Most of the first-person pronouns occurred in *Move 2 Submove 1A - Indicating main features* (4 instances of the pronoun *'we'* and 1 instance of the pronoun *'I'*). Closer observation showed that the pronoun *'we'* in the informative abstracts served both the inclusive *'we'* and the exclusive *'we'*. However, the inclusive *'we'* referring to both writers and readers was more prevalent than the exclusive *'we'*. The second-person pronouns had the lowest frequency rate (1.23%) comprising only 1 instance.

5.4 Research Question 4

What are the forms, structures, and functions of three-to five- word lexical bundles in the moves of English abstracts presented in Thailand TESOL International Conferences?

To answer this research question, a corpus of 20,131 words was analyzed using the AntConc 3.2.4w concordance program to generate the forms of three-to five- word lexical bundles in moves and submoves based on criteria described in detail in Chapter 3 Research Methodology. These lexical bundles were manually analyzed on grammatical categories and functions. The findings from the analysis are presented in order of forms, structures and functions. The lists of lexical bundles in context and some relevant examples drawn from the corpus are also presented.

5.4.1 Forms of Lexical Bundles

In this study, the criteria set for generating lexical bundles were the length of three-to five- word clusters, the cut-off point of three raw frequencies, and the occurrence of individual lexical bundle in at least 3 different texts to avoid

idiosyncrasies of individual writers. However, the findings from Phase II revealed only the occurrence of three-word and four-word bundles. The lexical bundles of various lengths are presented in tables ranging from the lowest n-length to the highest n-length bundles. The forms of lexical bundles found in each abstract type are also presented in separate tables. The findings of the descriptive abstracts precede those of the informative abstracts.

Table 5.23 presents the three-word lexical bundles and their tokens in each move in the corpus of Phase II. The lexical bundles in each move/submove are listed in decreasing order of frequency.

Move	Number of occurrence	
	Lexical bundle	**Frequency**
Move 1: Situating the research	**21**	**75**
Submove 1A - Stating current knowledge	19	69
	one of the	9
	teaching and learning	5
	due to the	4
	in order to	4
	is one of	4
	teachers to be	4
	a sense of	3
	all over the	3
	as a result	3
	it can be	3
	of the English	3
	of the world	3
	over the world	3
	the English language	3
	the importance of	3
	the language classroom	3
	the needs of	3
	the use of	3
	with their peers	3
Submove 2 - Stating a problem	**2**	**6**
	is known about	3
	little is known	3
Move 2: Presenting the research	**18**	**68**
Submove 1A - Indicating main features	**10**	**41**
	this workshop will	7
	in order to	6
	as well as	5
	the importance of	4
	this presentation will	4
	in this presentation	3
	study focuses on	3
	this study explores	3

Move	Number of occurrence	
	Lexical bundle	**Frequency**
	this study is	3
	was designed to	3
Submove 1B - Indicating main purpose	**8**	**27**
	the purpose of	6
	before and after	3
	of this paper	3
	of this research	3
	purpose of this	3
	the effectiveness of	3
	the use of	3
	to evaluate the	3
Move 3: Describing the methodology	**7**	**28**
	in this study	6
	the subjects were	5
	quantitative and qualitative	4
	the data was	4
	a group of	3
	based on a	3
	students were asked	3
Move 4: Summarizing the results	**7**	**24**
	results showed that	5
	findings revealed that	4
	results revealed that	3
	results show that	3
	the findings revealed	3
	the results show	3
	the results showed	3
Move 5: Discussing the research Submove 2 - Giving recommendations	**3**	**9**
	a variety of	3
	of the study	3
	will be made	3
Structuring the presentation	**9**	**40**
	the presenter will	9
	the presenters will	6
	as well as	5
	the presentation will	4
	will be presented	4
	a variety of	3
	participants will also	3
	participants will be	3
	will also be	3
Total	**65**	**244**

Table 5.23: List of three-word lexical bundles with frequency by move in Phase II

As seen in Table 5.23, the set criteria used for the 20,131 word corpus yielded 65 different three-word clusters resulting in a total of 244 tokens. These

lexical bundles accounted for 3.63% of the total words in the corpus. Their frequency ranged from 3 to 9 times. Lexical bundles were identified in all of the six moves, but not in every submove. In *Move 1: Situating the research*, lexical bundles were found in only two submoves: *Submove 1A - Stating the current knowledge* and *Submove 2 - Stating a problem*. In *Move 2: Presenting the research,* lexical bundles were found in only two submoves: *Submove 1A - Indicating main features* and *Submove 1B - Indicating main purpose*. In *Move 5: Discussing the research,* lexical bundles were found in only one submove that is *Submove 2 Giving recommendations*. The *Situating the research* move had the greatest range of word clusters (21 lexical bundles) which covered about one third of total bundle types (32.30%) and its frequency rate was 30.73% of total bundle tokens (75 tokens). The *Discussing the research* move had the smallest range of lexical bundles (4.61% of total bundle types) with only 3 lexical bundles in total. Its frequency rate was only 3.68% of total bundle tokens (9 tokens).

Therefore, the three-word bundles of Phase II had incomplete structures and conveyed no idiomatic meanings. This finding was consistent with the study of Biber and Barbieri (2007). In *Move 1 Submove 1A - Stating the current knowledge*, the lexical bundle *'one of the'* was the most frequently used bundle (9 tokens or 13.04% of total bundle tokens in this submove). In *Move 2 Submove 1A - Indicating main features*, the lexical bundle *'this workshop will'* was the most popular bundle (7 tokens or 17.07% of total bundle tokens in this submove). In *Move 2 Submove 1B - Indicating main purpose*, the lexical bundle *'the purpose of'* was the most frequently used bundle (6 tokens or 22.22% of total bundle tokens in this submove). In *Move 3: Describing the methodology*, the word cluster *'in this study'* was the most frequently employed bundle (6 cases or 21.42% of total bundle tokens in Move 3). In *Move 4: Summarizing the results*, the word combination *'results showed that'* was the most common bundle (5 occurrences or 20.83% of total bundle tokens in *Move 4*). In the *Structuring the presentation* move, the most frequently used word cluster was *'the presenter will'* (9 bundles or 22.5% of total bundle tokens in the *STP* move).

Closer examination revealed that the lexical bundles found conveyed their functions in moves. *Move 1 Submove 1A - Stating current knowledge* showed that conference abstract writers preferred to use the word cluster *'one of the'* to focus on

the discussed point of the study. Some examples of the lexical bundle *'one of the'* in context are illustrated below.

Examples:
1) Many Ministries of Education around the world, including Thailand, have identified creative thinking as **one of the** key attributes to meet the needs of a globalized world. English teachers are often pre-occupied with teaching the traditional 4 skills (listening, speaking, reading and writing), and neglect 'the 5th skill' -creative thinking.

(*'one of the'* in context, Abstract#147, italic added)

2) Students' lack of motivation is **one of the** biggest challenges for most writing teachers. A newsletter project is **one of the** best ways to combat this common problem, as it brings about an element of authenticity to their writing.

(*'one of the'* in context, Abstract#286, italic added)

The majority of word combinations in *Move 1 Submove 1A - Stating current knowledge* concerned topics like *'the needs of'*, *'the use of'*, *'the English language'*, *'the importance of'*, *'a sense of'*, and *'teaching and learning'*. The word cluster *'teaching and learning'* which was the second most frequent lexical bundles in *Move 1 Submove 1A Stating current knowledge* conveyed the topic and scope of the study. The frequent occurrence of the word cluster *'teaching and learning'* may be because the texts in the corpus were in the field of Language Teaching and Learning. This would probably imply that novice writers should adopt the idea of focusing and identifying their research topics while informing current knowledge in their conference abstracts. An example of the word combination *'teaching and learning'* in context is illustrated below.

Example:
To prepare students for the tourism workforce, **teaching and learning** should not be based solely on the insights of ESP teachers. The needs of major stakeholders such as employees and workplace supervisors should be considered.

(*'teaching and learning'* in context, Abstract#249, italic added)

Besides, it is worth noting that *Move 1 Submove 1A - Stating current knowledge* and *Move 2 Submove 1A - Indicating main features* contained lexical bundles that signaled the cause/effects and purpose of the study like *'due to the'*, *'as a result'* and *'in order to'* Examples of the lexical bundles *'due to the'* and *'in order to'* in context are illustrated below.

Examples:
1) There has been a shift of language learning and instruction towards task based language learning in recent years. This is **due to the** increasing amount of evidence that proves it to be an effective strategy for English language learning. Task-Based Language Learning (TBLL) is yet another tool the greater ASEAN

community has its disposal as it collectively promotes English as its medium of communication.

<div align="right">('due to the' in context, Abstract#508, italic added)</div>

2) Assessment is a salient component of the educational processes. According to the purposes of education, a type of assessment is applied **in order to** make sure the purposes of education are fulfilled.

<div align="right">('in order to' in context, Abstract#308, italic added)</div>

Move 1 Submove 2 - Stating a problem had two lexical bundles: *'is known about'* and *'little is known'*. Each had 3 tokens. These two bundles had explicit functions and were used by writers to emphasize the gaps of previous research studies. Some examples of the word clusters *'is known about'* and '*little is known'* in Move 1 Submove 2 are illustrated below.

Examples:

1) In the realm of general education and foreign language (FL), the notions of lifelong learning have been extensively practiced. However, little **is known about** how teachers have conceptualized lifelong learning.

<div align="right">('is known about' in context, Abstract#486, italic added)</div>

2) While there exists a body of research that asserts that boys and girls acquire literacy differently and hence become differently literate, **little is known** about the Asian school context.

<div align="right">('little is known' in context, Abstract#2, italic added)</div>

As to Move 2: Presenting *the research*, the word combinations *'this workshop will'* and *'the purpose of'* were the most popular bundle in *Move 2 Submove 1A - Indicating main features* (17.07% of bundle tokens, 7 tokens) and *Move 2 Submove 1B - Indicating main purpose* (22.22% of bundle tokens, 6 tokens), respectively. Closer observation showed that the lexical bundles found in *Move 2 Submove 1A - Indicating main features* obviously conveyed two main communicative functions: aims and benefits. The lexical bundles *'this workshop will'*, *'this presentation will'*, *'in this presentation'*, *'study focuses on'* and *'this study explores'* conveyed the aims of the study, whereas the lexical bundles *'in order to'* and *'the importance of'* were used to indicate benefits of the study. An example of the word cluster *'this workshop will'* in Move 2 Submove 1A is shown below.

Example:

Rather than teachers simply choosing their favorite pop songs, **this workshop will** explore ways to identify songs that tell a story and provide conversation starters. Traditional methods (such as gap fill) will be touched upon, but emphasis will be on speaking and pronunciation activities.

<div align="right">('this workshop will' in context, Abstract#8, italic added)</div>

The analysis yielded the high occurrence of *'the purpose of'* in *Move 2 Submove 1B - Indicating main features.* This lexical bundle clearly reflected the communicative function of the move to convey the purpose of the study. An example of the lexical bundle *'the purpose of'* in Move 2 Submove 1B is shown below.

Example:

> ***The purpose of*** this study is to investigate EFL teachers' perception of the use of self-and-peer assessments in writing classes and their suggestions about implementing self-and-peer assessments.
>
> (*'the purpose of'* in context, Abstract#408, italic added)

The word cluster *'in this study'* was the most frequently employed lexical bundle in the *Move 3: Describing the methodology.* It accounted for 6 cases and 21.42% of bundle tokens. The high frequency rate of this bundle suggest that novice writers should use it while describing research methodology. An example of the bundle *'in this study'* in Move 3 is shown in the excerpt below.

Example:

> ***In this study***, data was gathered in the methods of observation, focus group interviews, evaluation questionnaires and students' artifacts. Five classes participated. Only one out of five teachers could successfully mediate and integrate a number of LALP tasks and activities in her routine classroom practice.
>
> (*'in this study'* in context, Abstract#143, italic added)

As for *Move 4: Summarizing the results*, the word combination *'result showed that'* was the most highly frequent bundle (5 tokens and 20.83% of bundle tokens). It was found that the lexical bundles *'results showed that'*, *'findings revealed that'*, *'results revealed that'*, *'results show that'*, *'the findings revealed'*, and *'the results show'* shared the same semantic and communicative functions. All of them were used to convey the research findings. It should also be noted that the words *'results'* and *'findings'* were recurrent in these lexical bundles. The high frequency rates of these bundles would suggest that researchers of target discourse communities preferred to use them to signal research findings. Besides, novice researchers should adopt these lexical bundles to clearly mark their research results in conference abstracts. Examples of the word combinations *'results revealed that', 'findings revealed that'* and *'results show that'* in context are shown below.

Examples:

1) The ***results revealed that*** the performance of Thai EFL students in both the receptive test and the productive test appeared to be influenced by mother-tongue

transfer when confronted with difficulties in dealing with English collocations. Furthermore, it was discovered that there existed other potential factors that contributed to the high degree of collocational errors, such as the synonymy strategy, the learners' creative invention and the strategy of analogy, the paraphrasing strategy, and low knowledge of collocational skills.

<div align="right">(<i>'results revealed that'</i> in context, Abstract#270, italic added)</div>

2) The preliminary ***findings revealed that*** accent, discipline, and language barriers are the leading classroom issues among Thai students. Further results will be reported.

<div align="right">(<i>'findings revealed that'</i> in context, Abstract#212, italic added)</div>

3) The ***results show that*** correction and feedback of the tests were perceived to be one of the most useful means for students to understand the subject.

<div align="right">(<i>'results show that'</i> in context, Abstract#22, italic added)</div>

There were nine lexical bundles identified in the *Structuring the presentation* move in which the most frequent one was *'the presenter will'* constituting 22.5% of bundle tokens (9 tokens). The second most frequent lexical bundle found in this move is *'the presenters will'* (6 tokens and 15% of bundle tokens in the *STP* move). It is observable that these two lexical bundles were almost exactly alike except in the case of the plural of the noun *'presenter'*. This suggests that authors prefer to use these word clusters to mark the outlines or steps in actual presentations. Examples of the word combinations *'the presenter will'* and *'the presenters will'* are shown in the excerpts below.

Examples:

1) ***The presenter will*** explain how the instructors created a framework for the project and enabled the students to author the blog. Additionally, suggestions for assisting students in sharing meaningful and helpful feedback writing will be introduced.

<div align="right">(<i>'the presenter will'</i> in context, Abstract#228, italic added)</div>

2) ***The presenters will*** briefly overview research that conflict with current assumptions and practices. We will show that L1 reading processes in consonantal, syllabic, and logographic languages transfer negatively to L2 English reading. ***The presenters will*** demonstrate assessment tools, instructional methods and curriculum design used in the Intensive English Program at the University of Oregon. The session includes some audience participation.

<div align="right">(<i>'the presenters will'</i> in context, Abstract#240, italic added)</div>

Another interesting point about the occurrence of lexical bundles found in the corpus of Phase II was the lack of the lexical bundle with the modal verbs *'can'* or *'may'*. It is noticeable that the modal *'can'* and *'may'* had a high frequency in the corpus since their contexts were varied. Therefore, there was no lexical bundles with the modal *'can'* or *'may'*. Some examples of the occurrence of the modals *'can'* and *'may'* in different contexts are as follows:

Examples:

> **Can**
>
> 1) However, what strategies **can** we use to make the most of our English language learning classrooms and make learning meaningful?
>
> > (*'can'* in context, Abstract#281, italic added)
>
> 2) The presentation will illustrate what EFL online diarists write and how they write it, what they gain from the practices, and what EFL teachers **can** learn from them.
>
> > (*'can'* in context, Abstract#300, italic added)
>
> 3) Participants will also be shown that a lot of reading aloud is already being done in activities like pair work dictations, homework checking, and others, as well as highlighting the fact that anything that reinforces the graphemic-phonemic connection **can** only be beneficial for pronunciation and spelling.
>
> > (*'can'* in context, Abstract#301, italic added)
>
> 4) Though, it is not a new approach, but it has been acknowledged by ELT teachers since CBI **can** improve/enhance EFL students' reading performances, effectively.
>
> > (*'can'* in context, Abstract#380, italic added)
>
> 5) Using TBLL with the employees at the Ratchaburi Power Plant is an appropriate strategy due to the fact that relevant work-place situations **can** and will be used during instruction.
>
> > (*'can'* in context, Abstract#508, italic added)
>
> **May**
>
> 1) When students learn writing, they **may** focus primarily on accuracy, which may hinder their ability to write creative sentences.
>
> > (*'may'* in context, Abstract#64, italic added)
>
> 2) However, many teachers **may** encounter difficulties in designing and implementing speaking assessment in their EFL classes
>
> > (*'may'* in context, Abstract#177, italic added)
>
> 3) The results from the samples **may** possibly be generalized so that the local organizations and higher educational institutions can provide appropriates assistance and improve English teaching situation in Thailand in general.
>
> > (*'may'* in context, Abstract#502, italic added)

In addition, since the analysis of lexical bundles in Phase II focused on the occurrence of the modal *'can'* in moves, this decreased the occurrence of the modal *'can'*. However, Hyland's (2008a) revealed the occurrence of lexical bundles with the modals *'can'* and *'may'* (e.g. *'can be used to', 'it can be seen that', 'it can be observed that', 'it can be', 'can be seen as', 'may be due to the', 'this may be due to'* and so on.). Hyland (2008a) revealed the occurrence of these lexical bundle probably because his corpus was quite large (3.5 million word corpus) and would increase the occurrence of word clusters.

Table 5.24 presents a list of three-word bundles found in the corpus of Phase II and their context. They are grouped in order of moves and submoves. The lexical bundles of each move and submove are listed in decreasing order of frequency. The target lexical bundles are italicized in bold for clarity.

Move1: Situating the research		
Submove 1A - Stating current knowledge		
No	**Lexical bundle**	**Frequency**	**Lexical bundle in context**
1	*one of the*	9	creative thinking as *one of the* key attributes to… *One of the* main goals of language teaching… *One of the* consequences of the widespread… Blogging is *one of the* relatively newer concepts… motivation is *one of the* biggest challenges… newsletter project is *one of the* best ways… The result of *one of the* subjects that has been… their lessons, *one of the* important features of… importance of ELT as *one of the* key instruments in...
2	*teaching and learning*	5	philosophy of language *teaching and learning*. Our research… to aid the *teaching and learning* process and ultimately… popular medium of *teaching and learning* in the… tourism workforces, *teaching and learning* should not be… and English *teaching and learning* resources has…
3	*due to the*	4	*Due to the* expansion of transportation networks in… in reality, *due to the* lack of ESP professionals… this is *due to the* increasing amount of evidence… *Due to the* nature of TBLL, it encourages…
4	*in order to*	4	online mechanism *in order to* support teachers… online learning methods *in order to* remain on the cutting… need human contact *in order to* really grasp certain… is applied *in order to* make sure the purposes…
5	*is one of*	4	Collaborative Blogging *is one of* the relatively newer concepts… motivation *is one of* the biggest challenges for most… a newsletter project *is one of* the best ways to combat… Instruction (CBI) *is one of* salient/appropriate approaches and…
6	*teachers to be*	4	resources help *teachers to be* better able… is pleasure for *teachers to be* objective, impartial… need for *teachers to be* responsive, caring their English *teachers to be* capable of…
7	*a sense of*	3	these may provide *a sense of* security students… accomplished teacher but *a sense of* professional identity… empower the users with *a sense of* ownership...
8	*all over the*	3	many ESL settings *all over the* world including… the lingua franca *all over the* world, it is… with varieties of English *all over the* world…
9	*as a result*	3	*As a result*, the demands for transportation… *As a result*, the overall quality of the English… *As a result* of the security issues in the south of…

No	Lexical bundle	Frequency	Lexical bundle in context
10	*it can be*	3	*It can be* a challenge to teach grammar lessons… achievement; *it can be* a very valuable tool to… is that *it can be* complex and perhaps too rich…
11	*of the English*	3	ever changing role *of the English* language within… the overall quality *of the English* language has… the initiative *of the English* Speaking Year 2012…
12	*of the world*	3	in many parts *of the world* have been variously… from different parts *of the world* can communicate… many languages *of the world* are being neglected…
13	*over the world*	3	ESL settings all *over the world* including EFL countries… becoming the lingua franca all *over the world*, it… varieties of English from all *over the world*…
14	*the English language*	3	*The English language* recently welcomed its … changing role of *the English language* within the… overall quality of *the English language* has suffered…
15	*the importance of*	3	Despite *the importance of* the teacher efficacy… standardization draws *the importance of* ELT as one of… and *the importance of* teaching these field- specific…
16	*the language classroom*	3	globalized world, *the language classroom* will never… their peers in *the language classroom*, making it… teaching and learning in *the language classroom*…
17	*the needs of*	3	attributes to meet *the needs of* a globalized world… judgments regarding *the needs of* individual… in fulfilling *the needs of* an oral presentation…
18	*the use of*	3	was found that *the use of* e-learning techniques… be presented through *the use of* world heritage materials… contributed through *the use of* volunteer teachers…
19	*with their peers*	3	to communicate *with their peers* in the language… and acquire more English *with their peers*… to record and interact *with their peers*…

Submove 2 - Stating a problem

No	Lexical bundle	Frequency	Lexical bundle in context
20	*is known about*	3	differently literate, little *is known about* the Asian school… Yet, little *is known about* teachers' perception of… However, little *is known about* how teachers have…
21	*little is known*	3	differently literate, *little is known* about the Asian school… Yet, *little is known* about teachers' perception of… However, *little is known* about how teachers have…

Move 2: Presenting the research

Submove 1A - Indicating main features

No	Lexical bundle	Frequency	Lexical bundle in context
22	*this workshop will*	7	*This workshop will* discuss ways to… thinking, *this workshop will* introduce various

No	Lexical bundle	Frequency	Lexical bundle in context
			strategies… ***This workshop will*** explore innovative and… ***this workshop will*** *present how such…* ***This workshop will*** not only demonstrate how… ***this workshop will*** explore was to identify… ***This workshop will*** consider the two…
23	*in order to*	6	in Kuwait ***in order to*** confirm its consistency… ***In order to*** help our students and our… ***In order to*** provide some insights into… ***In order to*** promote extensive reading skills… site (www.ilac.dusit.ac.th) ***in order to*** reach out to… ICT skills ***in order to*** increase access to…
24	*as well as*	5	conversation extensions, ***as well as*** practice before… incorporating intercultural ***as well as*** multicultural knowledge in… project work ***as well as*** students learning outcomes… transnational praxis project ***as well as*** their students… of 120 teachers ***as well as*** to develop their ICT…
25	*the importance of*	4	the rationale for ***the importance of*** incorporating… discusses ***the importance of*** teaching EFL students intends to discuss ***the importance of*** MALL… and suggests ***the importance of*** being enjoyable…
26	*this presentation will*	4	***This presentation will*** show that vocabulary plays… ***This presentation will*** describe a weblog exchange… ***This presentation will*** look at the language… ***This presentation will*** illustrate how instructors…
27	*in this presentation*	3	***In this presentation,*** I will share a successful… ***In this presentation,*** I will explore the skills that… ***In this presentation***, the presenter will share with…
28	*study focuses on*	3	The ***study focuses on*** the use of cultural links… This case ***study focuses on*** washback effects of… The ***study focuses on*** the delivery of useful vocabulary…
29	*this study explores*	3	***This study explores*** the students' attributions… ***This study explores*** peer-peer interaction… ***This study explores*** the impact of using video clips…
30	*this study is*	3	***This study is*** an investigation into *communication*… ***This study is*** an attempt to provide a specially… ***This study is*** for investigating the procedure of…
31	*was designed to*	3	It ***was designed to*** assess whether different… this study ***was designed to*** use Facebook as a… The research ***was designed to*** investigate if reading…
Submove 1B - Indicating main purpose			
No	Lexical bundle	Frequency	Lexical bundle in context
32	*the purpose of*	6	***The purpose of*** the presentation is to explore… ***The purpose of*** this research study was to… ***The purpose of*** our project was to increase… ***The purpose of*** the workshop is to enhance… ***The purpose of*** this action research is to evaluate… ***The purpose of*** this study is to investigate EFL…

No	Lexical bundle	Frequency	Lexical bundle in context
33	*before and after*	3	skills of students *before and after* integrating game-based… comprehension ability *before and after* taking the reading… reading achievement *before and after* using the…
34	*of this paper*	3	The objective *of this paper* is to present… The objectives *of this paper* are two folds… The aim *of this paper* is to analyze rhetorical features…
35	*of this research*	3	The purpose *of this research* study was to evaluate… The objectives *of this research* are: (1) to compare… The purposes *of this research* were (1) to develop…
36	*purpose of this*	3	The *purpose of this* research study was to… The *purpose of this* action research is to evaluate… The *purpose of this* study is to investigate EFL…
37	*the effectiveness of*	3	to evaluate *the effectiveness of* Business English… learning and enhance *the effectiveness of* delivery... is to evaluate *the effectiveness of* TBLT in enhancing…
38	*the use of*	3	are challenged by *the use of* speaking assessment… technique on *the use of* English grammatical structure… teachers' perception of *the use of* self-and-peer…
39	*to evaluate the*	3	research study was *to evaluate the* effectiveness of… students and 2) *to evaluate the* quality of developed… action research is *to evaluate the* effectiveness of...

Move 3: Describing the methodology

No	Lexical bundle	Frequency	Lexical bundle in context
40	*in this study*	6	*In this study*, data was gathered in… were recruited to participate *in this study*. Each student… *In this study*, different ways of assessment… instruments used *in this study* were interview forms… *In this study*, based on the needs analysis… *In this study*, I have compiled two small corpora…
41	*the subjects were*	5	*The subjects were* five students taking an … *The subjects were* 63 first-year Chiang Mai… *The subjects were* taught reading skills integrated… *The subjects were* fifty Thai university… the course, *the subjects were* again required…
42	*quantitative and qualitative*	4	a combination of *quantitative and qualitative* research… both *quantitative and qualitative* research instruments were used… *Quantitative and qualitative* data, including surveys questionnaires… involves both *quantitative and qualitative* methods will be adopted…

No	Lexical bundle	Frequency	Lexical bundle in context
43	*the data was*	4	*The data was* gathered through ethnographic… *The data was* derived from two sources… *The data was* qualitatively analyzed for the main… *The data was* analyzed by frequently distribution...
44	*a group of*	3	project in which *a group of* five of six students… being conducted with *a group of* 31 students… *A group of* students were exposed to different
45	*based on a*	3	The study was *based on a* mixed-methods design… presentation is *based on a* qualitative study on… doctoral students writing *based on a* mock experiment…
46	*students were asked*	3	survey in which *students were asked* about… conflict, *students were asked* to create their own… The *students were asked* to complete the questionnaire…

Move 4: Summarizing the results

No	Lexical bundle	Frequency	Lexical bundle in context
47	*results showed that*	5	*Results showed that* phonics instruction was… In addition, *results showed that* participants in… *Results showed that* most students perceived their… The *results showed that* while students had … The *results showed that* the interest and the…
48	*findings revealed that*	4	The major *findings revealed that* there were… The *findings revealed that* all eight aspects of… The preliminary *findings revealed that* accent, discipline… The *findings revealed that* corrective feedback and …
49	*results revealed that*	3	Overall, the *results revealed that* students' writing… The *results revealed that* the performance of… Survey *results revealed that* EFL teachers reported…
50	*results show that*	3	The *results show that* correction and feedback of… The *results show that* there are unique and varied… The *results show that*, after being trained with…
51	*the findings revealed*	3	*The findings revealed* that all eight aspects… *The findings revealed* that corrective feedback and… *The findings revealed* interesting topics for…
52	*the results show*	3	*The results show* that correction and feedback of… *The results show* that there are unique and varied… *The results show* that, after being trained with…
53	*the results showed*	3	*The result showed* that while students had… *The results showed* that the interest and the… *The results showed* significant correlation between…

Move 5: Discussing the research
Submove 2 - Giving recommendations

No	Lexical bundle	Frequency	Lexical bundle in context
54	*a variety of*	3	will learn *a variety of* conversational… to experience *a variety of* strategies… demonstrated for *a variety of* language points…

No	Lexical bundle	Frequency	Lexical bundle in context
55	*of the study*	3	recommendation *of the study* will be… results *of the study* should encourage… Results *of the study* will constitute…
56	*will be made*	3	future research *will be made* too… argument *will be made* that such… Concluding statements *will be made* suggesting…

Structuring the presentation

No	Lexical bundle	Frequency	Lexical bundle in context
57	*the presenter will*	9	*the presenter will* discuss the benefits… *The presenter will* briefly revisit the justification for… *The presenter will* elicit reasons for the lack… *The presenter will* elicit ideas for independent… *the presenter will* explain how the instructors… *The presenter will* illustrate how this electronic… *The presenter will* also describe the topics… *The presenter will* introduce specific... *The presenter will* provide a list of sites where…
58	*the presenters will*	6	*The presenters will* discuss reasons and benefits… *The presenters will* first introduce situations … *The presenters will* briefly overview research… *The presenters will* demonstrate assessment tool… *the presenters will* first introduce the audience… *The presenters will* then report on how standardized…
59	*as well as*	5	are presented *as well as* steps to resolve… own assessment practices *as well as* experience alternative… the program itself *as well as* their own reflections… and others, *as well as* highlighting the fact… and company classes, *as well as* in the teaching of languages…
60	*the presentation will*	4	*The presentation will* center on fluctuating... *The presentation will* start with a brief… *The presentation will* illustrate what EFL… *The presentation will* focus on how the model…
61	*will be presented*	4	learning activity *will be presented*. An existing… influence on motivation *will be presented*, such as role models… community sessions *will be presented* in this paper… sequencing teacher talk *will be presented*. Participants will…
62	*a variety of*	3	student perspectives, *a variety of* factors with… Texts from *a variety of* reading genres will be… apply them in *a variety of* activities…
63	*participants will also*	3	*Participants will also* talk about whether the L1… *Participants will also* have the opportunity to think… *Participants will also* be shown that a lot of…
64	*participants will be*	3	Then, *participants will be* provided with six… Available and *participants will be* invited to… The *participants will be* invited to contribute…

No	Lexical bundle	Frequency	Lexical bundle in context
65	*will also be*	3	the large classes *will also be* discussed… attitudinal survey *will also be* discussed… Participants *will also be* shown that a lot…

Table 5.24: List of three-word lexical bundles and their contexts by moves in Phase II

As seen in Table 5.24, some lexical bundles were specific to certain moves and submoves. In other words, they particularly related and explicitly provided specific communicative purposes of moves and submoves. For example, the lexical bundles *'study focuses on'* and *'this study explores'* were specific to *Move 2 Submove 1A - Indicating main features* and the word clusters *'the purpose of'* and *'purpose of this'* were particularly used in *Move 2 Submove 1B - Indicating main purpose*. Additionally, the lexical bundles of *Move 3: Describing the methodology* were explicitly used to describe the research design and tools like *'the subjects were'*, *'quantitative and qualitative'*, *'the data was'*, *'based on a'*, and *'students were asked'*. In *Move 4: Summarizing the results*, all of the lexical bundles were used to mark the research findings and they usually contained nouns like *'results'* and *'findings'*, and verbs like *'show(ed)'* and *'reveal(ed)'*. Closer observation of these word combinations in context also revealed that they were mostly preceded by the definite article *'the'*. In the *Structuring the presentation (STP)* move, 6 out of 9 lexical bundles conveyed their communicative purposes. These six-word combinations were *'the presenter will'*, *'the presenters will'*, *'the presentation will'*, *will be presented'*, *'participants will also'*, and *'participants will be'*. On the contrary, the other clusters in the *STP* move (like *'as well as'*, *'a variety of'*, *'will also be'*) did not provide clear communicative purposes. The majority of the word combinations in *Move 1 Submove 1A - Stating the current knowledge* were related to topics like *'the needs of'*, *'the use of'*, *'the English language'*, *'the importance of'*, *'a sense of'*, and *'teaching and learning'*. It is also worth noting that *Move 1 Submove 1A - Stating the current knowledge* and *Move 2 Submove 1A - Indicating main features* contained lexical bundles that signaled causes, effects and purposes like *'due to the'*, *'in order to'* and *'as a result'*.

Once the three-word bundles had been generated, the same 150 conference abstracts in the corpus of Phase II were analyzed to generate four-word bundles using the AntConc 3.2.4w concordance program. The four-word lexical bundles found in

Phase II and their tokens are presented in Table 5.25. They are listed in order of the selected rhetorical moves of the study.

Move	Number of occurrence	
	Lexical bundle	**Frequency**
Move 1: Situating the research	**2**	**6**
Submove 1A - Stating current knowledge	1	3
	all over the world	3
Submove 2 - Stating a problem	1	3
	little is known about	3
Move 2: Presenting the research	**1**	**3**
Submove 1B - Indicating main purpose	*the purpose of this*	3
Move 4: Summarizing the results	**1**	**4**
	the results show that	4
Total	**4**	**13**

Table 5.25: List of four-word lexical bundles with frequency by move in Phase II

As reflected in Table 5.25, there were four different four-word clusters and 13 tokens in total. These lexical bundles constituted about 0.25 % of all the words in the corpus. However, these four-word lexical bundles occurred in only three moves: *Move 1: Situating the research* (*Submove 1A - Stating current knowledge* and *Submove 2 - Stating the problem*), *Move 2: Presenting the research* (*Submove 1B - Indicating main purpose*), and *Move 4: Summarizing the results*. The frequency rate of these bundles ranged from 3 to 4. The bundles *'all over the world'*, *'little is known about'*, and *'the purpose of this'* had three raw frequencies, whereas *'the results show that'* in *Move 4: Summarizing the results* had four tokens. It is also worth noting that the four-word bundles *'all over the world'*, *'little is known about'*, *'the purpose of this'* and *'the results show that'* were from the three-word bundles *'all over the'*, *'little is known'*, *'the purpose of/ purpose of this'*, and *'results show that/the results show'*.

A list of the four-word lexical bundles and their context in the corpus of Phase II are shown in Table 5.26. They are listed in order of moves. The target lexical bundles are italicized in bold for clarity.

Move 1: Situating the research			
Submove 1A - Stating current knowledge			
Number	**Lexical bundle**	**Frequency**	**Lexical bundle in context**
1	*all over the world*	3	ESL settings ***all over the world*** including EFL countries… becoming the lingua franca ***all over the world***, it is… varieties of English ***all over the world***…
Submove 2 - Stating a problem			
Number	**Lexical bundle**	**Frequency**	**Lexical bundle in context**
2	*little is known about*	3	literature, ***little is known about*** the Asian school… Yet, ***little is known about*** teachers' perception of… However, ***little is known about*** how teachers have…
Move 2: Presenting the research			
Submove 1B - Indicating main purpose			
Number	**Lexical bundle**	**Frequency**	**Lexical bundle in context**
3	*the purpose of this*	3	***The purpose of this*** research study was to evaluate… ***The purpose of this*** action research is to evaluate… ***The purpose of this*** research is to investigate…
Move 4: Summarizing the results			
Number	**Lexical bundle**	**Frequency**	**Lexical bundle in context**
4	*the results show that*	3	***The results show that*** correction and feedback of… ***The results show that*** there are unique and… ***The results show that***, after being trained with…

Table 5.26: List of four-word lexical bundles and their context by move in Phase II

As shown in Table 5.26, the majority of four-word lexical bundles were specific to particular moves and submoves. For instance, the lexical bundle *'little is known about'* was used in *Move 1 Submove 2 - Stating a problem*. The word cluster *'the purpose of this'* was used in *Move 2 Submove 1B - Indicating main purpose*. The word cluster *'the results show that'* was used in *Move 4: Summarizing the results*.

To convey a holistic picture of the occurrence of all lexical bundles in Phase II, Table 5.27 summarizes the proportion and percentage of the three-word and four- word lexical bundles in each move in the corpus of Phase II.

Lexical Bundle	M 1 (N=23)				M 2 (N=19)			M3 (N=7)	M 4 (N=8)	M 5 (N=3)		STP (N=9)	Total	Percentage
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Three-word	19	-	-	2	10	8	-	7	7	-	3	9	65	94.20
Four-word	1	-	-	1	-	1	-	-	1	-	-	-	4	5.79
Total	**20**	**-**	**-**	**3**	**10**	**9**	**-**	**7**	**8**	**-**	**3**	**9**	**69**	**100**

Note: * M = Move
    **S = Submove
    ***N = the total number of occurrence
    ****STP = *Structuring the presentation*

Table 5.27: Summary of occurrence of lexical bundles in Phase II

As illustrated in Table 5.27, the corpus of Phase II yielded only three-word and four-word lexical bundles. Overall, there was a total of 69 individual lexical bundles found in the 20,131 word corpus. The findings of this study showed a clear preference of the three-word bundles over the four-word ones. Therefore, the findings from Phase II corresponded to those from Phase I and Biber et al.'s (1999) study because longer recurrent word combinations occurred with a relatively low frequency than shorter clusters. In Phase II, the three-word bundles far outnumbered the four-word bundles. There were 65 three-word bundles (94.20% of total bundles) compared with four four-word bundles (5.79%). However, word combinations were not found in four submoves: *Move 1 Submove 1B - Citing previous research*, *Move 1 Submove 1C - Extended previous research*, *Move 2 Submove 2 - Hypothesis raising*, and *Move 5 Submove 1 - Drawing conclusions*. Additionally, *Move 1 Submove 1A - Stating the current knowledge* had the highest number of bundles (20 bundle types or 28.98% of total bundles), followed by *Move 2 Submove 1A - Indicating main* features (10 bundle types or 14.49%), and the *STP* move (9 bundle types or 13.04%). *Move 1 Submove 2 - Stating a problem* and *Move 5 Submove 2 - Giving recommendations* had the lowest number of bundles (three bundle types for each submove or only 4.34% of total bundles).

Apart from exploring the overall distribution of lexical bundles in the corpus, both descriptive and informative abstract samples were also analyzed to generate the forms of lexical bundles. Only three-word lexical bundles were identified in both the descriptive and informative abstract samples. The detailed findings of the

descriptive abstracts precede those of the informative ones. A list of the three-word lexical bundles and their frequency in the descriptive abstracts in the corpus of Phase II are presented in Table 5.28.

Move	Number of occurrence	
	Lexical bundle	Frequency
Move 1: Situating the research	**3**	**15**
Submove 1A - Stating current knowledge	3	15
	one of the	9
	a sense of	3
	the use of	3
Move 2: Presenting the research	**5**	**20**
Submove 1A - Indicating main features	5	20
	this workshop will	7
	the importance of	4
	in order to	3
	study focuses on	3
	this presentation will	3
Move 5: Discussing the research	**1**	**3**
Submove 2 - Giving recommendations	1	3
	a variety of	3
Structuring the presentation	**7**	**32**
	the presenter will	8
	the presenters will	6
	as well as	5
	the presentation will	4
	a variety of	3
	participants will also	3
	participants will be	3
Total	**16**	**70**

Table 5.28: List of three-word lexical bundles with frequency of descriptive abstracts in Phase II

As reflected in Table 5.28, only three-word lexical bundles were identified in the descriptive abstract samples with 16 lexical bundles and 70 tokens in total. These lexical bundles constituted about 1.88% of all the words in descriptive abstract samples. However, these bundles occurred in only four moves: *Move 1 Submove 1A - Stating the current knowledge* (3 lexical bundles), *Move 2 Submove 1A - Indicating main features* (5 lexical bundles), *Move 5 Submove 2 - Giving recommendations* (1 lexical bundle), and the *Structuring the presentation* move (7 lexical bundles). Their frequency rates ranged from 3 to 9. The lexical bundle *'one of the'* in *Move 1 Submove 1A - Stating the current knowledge* had the highest frequencies (9 tokens), followed by the word cluster *'the presenter will'* in the *Structuring the presentation*

move (8 tokens), and the lexical bundle *'this workshop will'* in *Move Submove 1A - Indicating main features* (7 tokens).

The findings revealed that the word clusters found in the descriptive abstracts samples can be divided into two major groups. The first group were the lexical bundles that did not reflect the functions of the moves that they belonged to. For example, *'one of the'*, *'a sense of'*, *'the use of'*, *'in order to'*, *'as well as'*, and *'a variety of'*. The other group evidently conveyed the functions of moves by themselves without considering the contexts of these word combination. For example, *'study focuses on'* of *Move 2 Submove 1A Indicating main features*, *'the presenter will'*, *'the presenters will'*, *'the presentation will'*, *'participants will also'*, and *'participants will be'* of the *Structuring the presentation* move. The lexical bundles found in descriptive abstracts were used to attract prospective audiences' attention to attend the presentation session.

A total of sixty informative abstracts were analyzed using the AntConc 3.2.4w concordance program to generate lexical bundles based on the criteria previously mentioned. A list of the three-word lexical bundles and their frequency in the informative abstracts in the corpus of Phase II are presented in Table 5.29.

Move	Number of occurrence	
	Lexical bundle	Frequency
Move 2: Presenting the research	**4**	**12**
Submove 1A - Indicating main features	3	9
	as well as	3
	in order to	3
	this study explores	3
Submove 1B - Indicating main purpose	1	3
	of this research	3
Move 3: Describing the methodology	**2**	**7**
	quantitative and qualitative	4
	in this study	3
Move 4: Summarizing the results	**6**	**21**
	results showed that	5
	findings revealed that	4
	results revealed that	3
	the findings revealed	3
	the results show	3
	the results showed	3
Total	**12**	**40**

Table 5.29: List of three-word lexical bundles with frequency of informative abstracts in Phase II

As seen in Table 5.29, only three-word lexical bundles were identified in the informative abstract samples with a total of 12 lexical bundles and 40 tokens. These lexical bundles constituted about 1.33% of all the words in informative abstract samples. These bundles occurred in *Move 2 Submove 1A - Indicating main features* (3 lexical bundles), *Move 2 Submove 1B - Indicating main purpose* (1 lexical bundle), *Move 3: Describing the methodology* (2 lexical bundles), and *Move 4: Summarizing the* results (6 lexical bundles). The frequency rate of these bundles ranged from 3 to 5. The lexical bundles *'results showed that'* in *Move 4: Summarizing the results* had the highest occurrence (5 tokens).

Like the occurrence of lexical bundles in the descriptive abstract samples, the word clusters found in the informative abstract samples can be divided into 2 main groups. As for the first group, the lexical bundles did not convey their functions of the moves by themselves. For example, *'as well as'*, *'in order to'*, *'of the research'*, and *'in this study'*. The second group refers to the lexical bundles that showed the function of moves without context. For example, the lexical bundle *'this study explores'* in *Move 2 Submove 1A - Indicating main features* explicitly portrayed its meanings in identifying the main features of the research. The lexical bundles *'results showed that'*, *'findings revealed that'*, *'results revealed that'*, *'the findings revealed'*, *'the results show'*, and *'the results showed'* in *Move 4: Summarizing the results* explicitly portrayed its meanings in identifying the main features of the research. Novice writers can adopt these lexical bundles while constructing conference abstracts.

5.4.2 Structures of Lexical Bundles

After the identification of lexical bundles, the target lexical bundles were structurally analyzed using the adapted classification taxonomy based on Biber et al.'s (2004) taxonomy. In this study, the fourth category *Others* and the sub-category *1h. (connector+) Noun phrase + VP fragment* were added.

Table 5.30 shows the structural distribution and percentage of three-word lexical bundles with their token frequency found in the corpus of Phase II.

Structure	Number of occurrence			
	Structure's subcategories	%	Tokens	%
Lexical bundles that incorporate verb phrase fragments	**29**	**44.61**	**110**	**45.08**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	1	1.53	3	1.22
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	3	4.61	10	4.09
1e. Verb phrase with passive verb	4	6.15	13	5.32
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	21	32.30	84	34.42
Lexical bundles that incorporate dependent clause fragments	**1**	**1.53**	**9**	**3.68**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	1	1.53	9	3.68
2e. *That*-clause fragments	-	-	-	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**31**	**46.42**	**111**	**45.49**
3a. (connector+) Noun phrase with *of*-phrase fragment	13	20	49	20.08
3b. Noun phrase with other post-modifier fragment	1	1.53	4	1.63
3c. Other noun phrase expressions	3	4.61	11	4.50
3d. Prepositional phrase expressions	12	18.46	37	15.16
3e. Comparative expressions	2	3.07	10	4.09
Others*	**4**	**6.15**	**14**	**5.73**
Total	**65**	**100**	**244**	**100**

Note: * = newly added category

Table 5.30: Structural distribution of three-word lexical bundles in Phase II

As shown in Table 5.30, there were 65 three-word lexical bundles with a total of 244 tokens in the corpus of Phase II. The results showed that the conference abstract writers in Phase II used a variety of grammatical structures to form lexical bundles. These bundles belonged to all four major structural groups. The majority of the target bundles were categorized as phrasal type rather than clausal type. According to the findings, the phrasal bundles far outnumbered the clausal ones that is 90% of bundle types (60 lexical bundles) compared with 1.53% (1 lexical bundle). The lexical bundles incorporating noun phrase (NP) and prepositional phrase (PP)

were the most frequently used structures, covering almost 47% of bundle types (31 bundle types) and 45.49% of bundle tokens (111 tokens). The verb phrase (VP) based lexical bundles were the second most popular structure accounting for 44.61% of bundle types (29 bundle types) and 45.08% of bundle tokens (110 tokens). The additional category "Others" made up about 6.15% of bundle types (4 bundle types) and 5.73% of bundle tokens (14 tokens). It is evident that clausal bundles were rarely used. Therefore, the clausal bundle type was the least common structural type, comprising only 1.53% of bundle types (1 bundle type) and 3.68% of bundle tokens (9 tokens).

With regard to sub-categories, it was found that there were 18 sub-categories in total, but not all sub-categories were identified. In the first main structural type, four sub-categories were found: *1h. (connector+) Noun phrase + VP fragment]*, *1e. Verb phrase with passive verb*, *1d. Verb phrase (with non-passive verb)*, and *1b. (connector+) 3rd person pronoun + VP fragment.* Of all VP-based bundles, the lexical bundles with *(connector+) Noun phrase + VP fragment* were used more frequently than those in other sub-categories and their frequency rate was 72.41% of VP bundle types (21 bundle types) and 76.30% of bundle tokens (84 tokens). The least frequently used structure was the *(connector+) 3rd person pronoun + VP fragment* structure (3.44% of bundle types or only 1 bundle type). Of all clausal based structures, only the *(verb/adjective+) to-clause fragment* structure was identified and its frequency rate was 1.5% of total bundle types (1 bundle type) and 3.66% of bundle tokens (9 tokens). In the third structural type, the *(connector+) Noun phrase with of-phrase fragment* structure was the most popular structure, and its frequency rate was 41.93% of NP and PP-based bundle types or 44.14% of NP and PP-based bundle tokens (49 tokens). The *Noun phrase with other post-modifier fragment* structure was rarely used. Its frequency rate was only 3.22% of NP and PP-based bundles (1 bundle type) or 3.60 % of NP and PP-based bundle tokens (4 tokens).

Table 5.31 shows a list of the three-word lexical bundles in each structural category with a number of occurrence in parentheses found in the corpus of Phase II. If the same lexical bundle occurred in two distinct moves or submoves, that cluster would be separately listed with a corresponding number of tokens in parentheses. For

example, the lexical bundle *'as well as'* was identified in *Move 2 Submove 1A - Indicating main features* and the *Structuring the presentation* move. This word cluster was, therefore, listed separately for each move with its tokens in parentheses. In other words, it was listed twice as '*as well as (5)'* and '*as well as (5)'.*

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	*it can be (3)*
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	*is one of (4), based on a (3), will also be (3)*
1e. Verb phrase with passive verb	*is known about (3), was designed to (3), will be presented (4), will be made (3)*
1f. *Yes-no* question fragments	-
1g. WH-question fragments	-
1h. (connector+) Noun phrase + VP fragment*	*little is known (3), this workshop will (7), this presentation will (4), study focuses on (3), this study explores(3), this study is (3), the subjects were (5), the data was (4), students were asked(3), results showed that (5), findings revealed that (4), results revealed that (3), results show that (3), the findings revealed (3), the results show (3), the results showed (3), the presenter will (9), the presenters will (6), the presentation will (4), participants will also (3), participants will be (3)*
Lexical bundles that incorporate dependent clause fragments	
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	-
2c. *If*-clause fragments	-
2d. (verb/adjective +) *to*-clause fragment	*to evaluate the (3)*
2e. *That*-clause fragments	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	
3a. (connector+) Noun phrase with *of*-phrase fragment	*one of the (9), a sense of (3), the importance of (3), the importance of (4), the needs of (3), the use of (3), the use of (3), the purpose of (3), purpose of this (3), the effectiveness of (3), a group of (3), a variety of (3), a variety of (3)*

Structure	Lexical bundle
3b. Noun phrase with other post-modifier fragment	*teachers to be (4)*
3c. Other noun phrase expressions	*teaching and learning (5), the language classroom (3), the English language (3)*
3d. Prepositional phrase expressions	*of the English (3), of the world (3), over the world (3), with their peers (3), in this presentation (3), of this paper (3), of this research (3), in this study (6), of the study (3), in order to (4), in order to (6), as a result (3)*
3e. Comparative expressions	*as well as (5), as well as (5)*
Others*	*due to the (4), before and after (3), all over the (3), quantitative and qualitative (4)*

Note: * = newly added category

Table 5.31: List of three-word lexical bundles by structure in Phase II

As seen in Table 5.31, the findings yielded some interesting points. Firstly, there were more incidences of verb phrases *with passive verbs* than the ones with *non-passive* verbs. The tenses of the verb phrases *with passive verbs* also varied a lot. There was one instance of the *Present Simple* tense (*'is known about'*), one case of the *Past Simple* tense (*'was designed to'*), *and* two occurrences of the Future Simple tense (*'will be presented', 'will be made'*). Secondly, the lexical bundles with the *(verb/adjective+) to-clause fragment* structure did not have a verb or an adjective preceding the word *'to'*. Thirdly*,* all of the lexical bundles that fell into the *(connector+) Noun phrase with of-phrase fragment* category did not have any connectors. Fourthly, the third-person singular pronoun *'it'* was only found in the *(connector+) 3rd person pronoun + VP fragment* structure. Closer observation revealed that all of them were referential *'it'*. Some examples of the lexical bundle *'it can be'* are as follows:

Examples:

1) However, there is a growing trend that assessment can be more than a measure of achievement; ***it can be*** a very valuable tool to aid the teaching and learning process and ultimately be of long-term benefit for our students.

(*'it can be'* in context, Abstract#191, italic added)

2) An authentic material so often overlooked in an EFL context is that of literature, and the novel to be more precise. One reason why teachers tend to shy away from the medium is that ***it can be*** complex and perhaps too rich in meaning.

(*'it can be'* in context, Abstract#396, italic added

Fifthly, the word combinations in other noun phrase expressions, like *'teaching and learning'*, *'the language classroom'* and *'the English language'*,

reflected the topics of the texts in Applied Linguistic and English Language Teaching and Learning. Lastly, the prepositions *'in'* and *'of'* were substantial in lexical bundles with prepositional phrase expressions.

Once a list of the four-word bundles had been generated based on the specified criteria as mentioned in Chapter 3 Research Methodology, these bundles were then structurally categorized using the adapted framework based on Biber et al.'s (2004) study. The structural distribution and percentage of the four-word lexical bundles found in the corpus of Phase II are shown in Table 5.32.

Structure	Number of occurrence			
	Structure's subcategories	%	Tokens	%
Lexical bundles that incorporate verb phrase fragments	**2**	**50**	**6**	**50**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	-	-	-	-
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	-	-	-	-
1e. Verb phrase with passive verb	-	-	-	-
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	2	50	6	50
Lexical bundles that incorporate dependent clause fragments	**-**	**-**	**-**	**-**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	-	-	-	-
2e. *That*-clause fragments	-	-	-	-
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**1**	**25**	**3**	**25**
3a. (connector+) Noun phrase with *of*-phrase fragment	1	25	3	25
3b. Noun phrase with other post-modifier fragment	-	-	-	-
3c. Other noun phrase expressions	-	-	-	-
3d. Prepositional phrase expressions	-	-	-	-
3e. Comparative expressions	-	-	-	-
Others*	**1**	**25**	**3**	**25**
Total	**4**	**100**	**12**	**100**

Note: * = newly added category

Table 5.32: Structural distribution of four-word lexical bundles in Phase II

According to the results shown in Table 5.32, a total of four four-word bundles and 12 tokens were identified in the corpus of Phase II. There were three main structural groups of the four-word bundles: VP-based structures, NP and PP-based structures and others. Most of the target lexical bundles were categorized as phrasal. The largest structural category of these lexical bundles was *verb phrases* which accounted for 50% of bundle types (2 lexical bundles) and 50 % of bundle tokens (6 tokens). The lexical bundles with NP and PP fragments had the same frequency rate as the ones with *Others* structure (25% of bundle types, 1 lexical bundle, and 3 bundle tokens each). However, closer investigation of sub-categories of these lexical bundles revealed that only two sub-categories were used: *1h. (connector+) Noun phrase + VP fragment* and *3a. (connector+) Noun phrase with of-phrase fragment*.

Table 5.33 shows a list of the four-word bundles in each structural category found in the corpus of Phase II. The number of occurrence of each lexical bundle is provided in parentheses.

Structure	Lexical bundle
Lexical bundles that incorporate verb phrase fragments	
1a. (connector+) 1st/2nd person pronoun + VP fragment	-
1b. (connector+) 3rd person pronoun + VP fragment	-
1c. Discourse marker + VP fragment	-
1d. Verb phrase (with non-passive verb)	-
1e. Verb phrase with passive verb	-
1f. *Yes-no* question fragments	-
1g. WH-question fragments	
1h. (connector+) Noun phrase + VP fragment*	*little is known about (3), the results show that (3)*
Lexical bundles that incorporate dependent clause fragments	
2a. 1st/2nd person pronoun + dependent clause fragment	-
2b. WH-clause fragments	-
2c. *If*-clause fragments	-
2d. (verb/adjective +) *to*-clause fragment	-
2e. *That*-clause fragments	-

Structure	Lexical bundle
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	
3a. (connector+) Noun phrase with *of*-phrase fragment	*the purpose of this (3)*
3b. Noun phrase with other post-modifier fragment	-
3c. Other noun phrase expressions	-
3d. Prepositional phrase expressions	-
3e. Comparative expressions	-
Others*	*all over the world (3)*

Note: * = newly added category

Table 5.33: List of four-word lexical bundles by structure in Phase II

As reflected in Table 5.33, the lexical bundles *'little is known about'* and *'the results show that'* in the structure *(connector+) Noun phrase + VP fragment* and the word cluster *'the purpose of this'* in the structure *(connector+) Noun phrase with of-phrase fragment* did not have connectors.

To convey a holistic picture of grammatical structures of lexical bundles, Table 5.34 summarizes the structural distribution and percentage of three- and four-word lexical bundles found in the corpus of Phase II.

Structure	Number of occurrence			
	3-word	**4-word**	**Total**	**%**
Lexical bundles that incorporate verb phrase fragments	**29**	**2**	**31**	**44.92**
1a. (connector+) 1st/2nd person pronoun + VP fragment	-	-	-	-
1b. (connector+) 3rd person pronoun + VP fragment	1	-	1	1.44
1c. Discourse marker + VP fragment	-	-	-	-
1d. Verb phrase (with non-passive verb)	3	-	3	4.34
1e. Verb phrase with passive verb	4	-	4	5.79
1f. *Yes-no* question fragments	-	-	-	-
1g. WH-question fragments	-	-	-	-
1h. (connector+) Noun phrase + VP fragment*	21	2	23	33.33
Lexical bundles that incorporate dependent clause fragments	**1**	**-**	**1**	**1.44**
2a. 1st/2nd person pronoun + dependent clause fragment	-	-	-	-
2b. WH-clause fragments	-	-	-	-
2c. *If*-clause fragments	-	-	-	-
2d. (verb/adjective +) *to*-clause fragment	1	-	1	1.44
2e. *That*-clause fragments	-	-	-	-

Structure	Number of occurrence			
	3-word	4-word	Total	%
Lexical bundles that incorporate noun phrase and prepositional phrase fragments	**31**	**1**	**32**	**46.37**
3a. (connector+) Noun phrase with *of*-phrase fragment	13	1	14	20.28
3b. Noun phrase with other post-modifier fragment	1	-	1	1.44
3c. Other noun phrase expressions	3	-	3	4.34
3d. Prepositional phrase expressions	12	-	12	17.39
3e. Comparative expressions	2	-	2	2.89
Others*	**4**	**1**	**5**	**7.24**
Total	**65**	**4**	**69**	**100**

Note: * = newly added category

Table 5.34: Structural distribution of three-word and four-word lexical bundles in

Phase II

As seen in Table 5.34, there were a total of 69 different lexical bundles in Phase II which consisted of 65 three-word lexical bundles and four four-word bundles. It was also found that there were more phrasal bundles than clausal ones. The phrasal lexical bundles accounted for more than 91% of total bundle types, comprising 44.92% of VP-based bundles (31 lexical bundles) and 46.37% of NP and PP-based bundles (32 lexical bundles). There was only one clausal bundle in the corpus (1.44% of bundle types). It belonged to the sub-category of the clausal structure was *(verb/adjective +) to-clause fragment.* Therefore, the clausal structure was the least popular structure. Moreover, there were 5 lexical bundles in the *Others* category which accounted for 7.24% of bundle types. With regard to sub-categories, writers preferred to use *(connector+) Noun phrase + VP fragment* in the VP-based structure, and *(connector+) Noun phrase with of-phrase fragment* in the NP and PP-based structure. These findings were consistent with Hyland (2008) as the *of-phrase fragment* was the most common structure. *Noun phrase with other post-modifier fragment* was the least used sub-category of the NP and PP-based structure. It had a frequency rate of only 1.44% (1 lexical bundle each).

5.4.3 Functions of Lexical Bundles

Once the target lexical bundles had been identified, their discourse functions were analyzed based on the three functional categories introduced by Hyland (2008a, 2008b). Table 5.35 displays the functional distribution and percentage of the three-word lexical bundles found in each move and submove in the corpus of Phase II.

Function	M 1 (N=22)				M 2 (N=19)			M3 (N=8)	M 4 (N=7)	M 5 (N=3)		STP (N=9)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Research-oriented	**16**	**-**	**-**	**-**	**4**	**5**	**-**	**6**	**-**	**-**	**2**	**1**	**34**	**50**
Topic	10	-	-	-	1	2	-	-	-	-	-	-	13	19.11
Procedure	1	-	-	-	3	2	-	1	-	-	-	-	7	10.28
Location	3	-	-	-	-	1	-	1	-	-	1	-	6	8.82
Quantification	2	-	-	-				1	-	-	1	1	5	7.35
Description	-	-	-	-	-	-	-	3	-	-	-	-	3	4.41
Text-oriented	**3**	**-**	**-**	**-**	**6**	**4**	**-**	**2**	**7**	**-**	**1**	**8**	**31**	**45.58**
Structuring signals	-	-	-	-	3	3	-	1	-	-	-	6	13	19.11
Resultative signals	2	-	-	-	-	-	-	-	7	-	-	-	9	13.23
Framing signals	-	-	-	-	1	-	-	1	-	-	1	1	4	5.88
Objective signals	1	-	-	-	1	1	-	-	-	-	-	-	3	4.41
Transition signals	-	-	-	-	1	-	-	-	-	-	-	1	2	2.94
Participant-oriented	**1**	**-**	**-**	**2**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**3**	**4.41**
Stance features	1	-	-	2	-	-	-	-	-	-	-	-	3	4.41
Engagement features	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**20**	**-**	**-**	**2**	**10**	**9**	**-**	**8**	**7**	**-**	**3**	**9**	**68**	**100**

Note: * M = Move
   **S = Submove
   ***N = the total number of occurrence
   ****STP = *Structuring the presentation*

Table 5.35: Functional distribution of three-word lexical bundles by moves in Phase II

As shown in Table 5.35, there were 68 distinct three-word bundles based on the functional classification. These bundles consisted of 34 research-oriented bundles, 31 text-oriented bundles, and 3 participant-oriented bundles. It should be noted that there were more instances of lexical bundles when classified by function (68 three-word lexical bundles) than those presented in Table 5.19 (65 three-word lexical bundles) because some lexical bundles had more than one function. For example, the bundle *'the use of'* which was found in *Move 1 Submove 1A - Stating the current knowledge* had both *procedure* and *topic* (research-oriented) functions.

Hyland (2008) pointed out that the text-oriented function was the dominating function in Applied Linguistics, whereas the participant-oriented function was the least frequent function. However, the findings of this study were in part inconsistent with the results from Hyland's (2008a) study because the majority of the three-word bundles in the current study (50%) were research-oriented (34 lexical bundles). The reason for the inconsistency may be due to the differences in the registers of the present study and Hyland's (2008a) study. Hyland's (2008a) study focused on research articles, Doctoral dissertations, and Master's theses, whereas the current study explored only conference abstracts. According to Hyland (2008a) and Biber et al. (2004), the participant-oriented function was the least frequently used function. The participant-oriented function, which was used to emphasize readers or authors, was found to be the least used function in the current study. The frequency rate of bundles with participant-oriented function was only 4.41 % of bundle types (3 lexical bundles). Therefore, this finding supported the studies conducted by Hyland (2008a) and Biber et al. (2004). With regard to sub-categories of the research-oriented function, the bundles representing *topic* were the most common bundles with 19.11% frequency rate (13 lexical bundles), and those indicating *description* was the least used bundles with 4.41% frequency rate (3 lexical bundles). For the text-oriented clusters, those with *structuring signals*, which were used for organizing a discourse, were the most used clusters with a frequency rate of 19.11%, whereas those with *transitional signals* were rarely found (2.94% or 2 lexical bundles). In participant-oriented bundles, only those with *stance features*, which were used to show writers' attitudes and evaluations, were found (4.41% or 3 lexical bundles).

Taking each move into account, *Move 1: Situating the research* did not only have the highest number of lexical bundles but was also the only move that employed all of the three main discourse functions (research-oriented, text-oriented, and participant-oriented). However, the majority of lexical bundles in Move 1 (16 individual clusters) had the research-oriented function and the *topic* function was by far the most popular sub-category. Unlike Move 1, only the research-oriented and text-oriented functions were used in Move 2, Move 3, Move 5, and the *STP* move. Besides, the text-oriented function was more common than the research-oriented

function in Move 2 and the *STP* move. In Move 4, only the text-oriented function was used.

Apart from the functional analysis of the three-word lexical bundles, tokens of each lexical bundle were also analyzed to learn about their actual use in the corpus. The functional distribution of the three-word lexical bundles by token found in the corpus of Phase II is shown in Table 5.36.

Function	M 1 (N=75)				M 2 (N=68)			M3 (N=28)	M 4 (N=24)	M 5 (N=9)		STP (N=40)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Research-oriented	**55**	**-**	**-**	**-**	**13**	**12**	**-**	**23**	**-**	**-**	**6**	**3**	**112**	**45.90**
Topic	32	-	-	-	4	5	-	-	-	-	-	-	41	16.80
Quantification	13	-	-	-		-	-	3	-	-	3	3	22	9.01
Location	9	-	-	-	-	3	-	4	-	-	3	-	19	7.78
Procedure	1	-	-	-	9	4	-	3	-	-	-	-	17	6.96
Description	-	-	-	-	-	-	-	13	-	-	-	-	13	5.32
Text-oriented	**11**	**-**	**-**	**-**	**28**	**15**	**-**	**5**	**24**	**-**	**3**	**37**	**123**	**50.40**
Structuring signals	-	-	-	-	14	12	-	2	-	-	-	29	57	23.36
Resultative signals	7	-	-	-	-	-	-	-	24	-	-	-	31	12.70
Objective signals	4	-	-	-	6	3	-	-	-	-	-	-	13	5.32
Framing signals	-	-	-	-	3	-	-	3	-	-	3	3	12	4.91
Transition signals	-	-	-	-	5	-	-	-	-	-	-	5	10	4.09
Participant-oriented	**3**	**-**	**-**	**6**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**9**	**3.68**
Stance features	3	-	-	6	-	-	-	-	-	-	-	-	9	3.68
Engagement features	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**69**	**-**	**-**	**6**	**41**	**27**	**-**	**28**	**24**	**-**	**9**	**40**	**244**	**100**

Note: * M = Move
**S = Submove
***N = the total number of occurrence
*****STP* = *Structuring the presentation*

Table 5.36: Functional distribution of three-word lexical bundles by token in Phase II

As reflected in Table 5.36, a total of 244 tokens of three- word lexical bundles were classified. These tokens consisted of 112 tokens of research-oriented bundles, 123 tokens of text-oriented bundles, and 9 tokens of participant-oriented bundles. Therefore, the text-oriented bundles had the highest number of tokens with a frequency rate of 50.40% (123 incidences), followed by the research-oriented bundles (45.90% or 112 occurrences). Biber et al. (2004) pointed out a characteristic of academic prose that it mainly comprised impersonal bundles. The findings from Phase II were consistent with Biber et al. (2004) because only a few tokens (3.68%) were found to serve the participant-oriented function. In other words, writers of conference

abstracts in the corpus of Phase II preferred the impersonal style. With regard to sub-categories, the *topic* function was the most preferred sub-category of the research-oriented function (16.80% or 41 tokens), and *structuring signals* were the most used sub-category of the text-oriented function (23.36% or 37 tokens). It is noticeable that the number of tokens did not relate to the number of lexical bundles. For example, the *objective signal* function had three individual lexical bundles and the *framing signal* function had 4 individual word clusters. However, the *objective signal* subcategory had a greater number of tokens than the *framing signal* function, 13 bundle tokens compared with 12 bundle tokens, respectively.

Table 5.37 presents a list of the three-word lexical bundles in each functional category with the number of tokens in parentheses found in the corpus of Phase II.

No	Functional category	Three-word lexical bundle
	Research-oriented	**34**
1	*Topic*	13
	Move 1 Submove 1A	*teaching and learning (5), teacher to be (4), a sense of (3), of the English (3), the English language (3), the importance of (3), the language classroom (3), the needs of (3), the use of (2), with their peers (3)*
	Move 2 Submove 1A	*the importance of (4)*
	Move 2 Submove 1B	*the effectiveness of (3), the use of (2)*
2	*Procedure*	7
	Move 1 Submove 1A	*the use of (1)*
	Move 2 Submove 1A	*this study explores (3), this study is (3), was designed to (3)*
	Move 2 Submove 1B	*purpose of this (3), the use of (1)*
	Move 3	*students were asked (3)*
3	*Location*	6
	Move 1 Submove 1A	*all over the (3), of the world (3), over the world (3)*
	Move2 Submove 1B	*before and after (3)*
	Move 3	*in this study (4)*
	Move 5 Submove 2	*of the study (3)*
4	*Quantification*	5
	Move 1 Submove 1A	*one of the (9), is one of (4)*
	Move 3	*a group of (3)*
	Move 5 Submove 2	*a variety of (3)*
	STP	*a variety of (3)*
5	*Description*	3
	Move 3	*the subjects were (5), quantitative and qualitative (4), the data was (4)*

No	Functional category	Three-word lexical bundle
	Text-oriented	**31**
1	*Structuring signals*	13
	Move 2 Submove 1A	*this workshop will (7), this presentation will (4), in this presentation (3)*
	Move 2 Submove 1B	*the purpose of (6), of this paper (3), of this research (3)*
	Move 3	*in this study (2)*
	STP	*the presenter will (9), the presenters will (6), the presentation will (4), will be presented (4), participants will also (3), participants will be (3)*
2	*Resultative signals*	9
	Move 1 Submove 1A	*due to the (4), as a result (3)*
	Move 4	*result showed that (5), findings revealed that (4), results revealed that(3), results show that (3), the findings revealed (3), the results show (3), the results showed (3)*
3	*Framing signals*	4
	Move 2 Submove 1A	*study focuses on (3)*
	Move 3	*based on a (3)*
	Move 5 Submove 2	*will be made (3)*
	STP	*will also be (3)*
4	*Objective signals*	3
	Move 1 Submove 1A	*in order to (4)*
	Move 2 Submove 1A	*in order to (6)*
	Move 2 Submove 1B	*to evaluate the (3)*
5	*Transition signals*	2
	Move 2 Submove 1A	*as well as (5)*
	STP	*as well as (5)*
	Participant-oriented	3
1	*Stance features*	3
	Move 1 Submove 1A	*it can be (3)*
	Move 1 Submove 2	*is known about (3), little is known (3)*
2	**Engagement features**	-

Table 5.37: List of three-word lexical bundles by function in Phase II

As shown in Table 5.37, some lexical bundles in Phase II had multiple functions depending on their occurrences and meanings in context. These findings confirmed Biber et al.'s (2004) study that a single bundle could possess more than one function. In Phase II, the lexical bundles which had more than one function were *'in this study'* and *'the use of'*. The bundle *'in this study'* was used to either specify locations (in research-oriented category) or show structuring signals (in text-oriented

category). The bundle *'the use of'* was used to depict a procedure of the research study or to convey the research topics. Some examples of the lexical bundles *'in this study'* and *'the use of'* in their contexts are illustrated below.

Examples:

in this study
Location in research-oriented category
The research instruments used **in this study** were interview forms for Education Supervisors and Diffusionists of innovation, a reflection form on the English class, and semi-structured interviews with teachers and students.

(*'in this study'* in context, Abstract#357, italic added)
Structuring signals in text-oriented category
In this study, I have compiled two small corpora of published articles' abstracts and doctoral students' writing based on a mock experiment.

(*'in this study'* in context, Abstract#496, italic added)
the use of
Procedure in research-oriented category
This presentation is aimed at guiding teachers, who are challenged by **the use of** speaking assessment in their classes, through the processes of designing and implementing effective speaking assessment in large EFL classrooms.

(*'the use of'* in context, Abstract#177, italic added)
Topic in research-oriented category
The purpose of this study is to investigate EFL teachers' perception of **the use of** self-and-peer assessments in writing classes and their suggestions about implementing self-and-peer assessments.

(*'the use of'* in context, Abstract#408, italic added)
According to Hyland (2008a), some functions of lexical bundles were related to specific structural patterns. Research-oriented bundles typically had the *noun phrase + of* structure (Hyland, 2008a). It was found that some functions of the lexical bundles in the current study were related to some grammatical patterns, that is to say, these findings are consistent with Hyland (2008a). The *noun phrase + of* structure was identified in the research-oriented bundles such as *'a variety of'*, *'the use of'*, *'the importance of'*, *'the effectiveness of'*, *'purpose of this'* and so on. However, the results revealed that the prepositional phrase fragments were also identified in the research-oriented bundles such as *'in this study'*, *'of the study'*, *'of the English'*, *'with their peers'*, *'of the world'*, and *'over the world'*. In the texted-oriented bundles, the majority of *structuring signals* were characterized by the grammatical structure *(connector+) Noun phrase + VP fragment*, especially in the *STP* move such as *'the presenter will'*, *'the presenters will'*, *'the presentation will'*, *'will be presented'*, *'participants will also'*, and *'participants will be'*. Additionally,

the lexical bundle *'it can be' (3)* had impersonal tone and anticipatory-*it* pattern. This finding was consistent with Hyland (2008a).

Once the three-word lexical bundles had been generated, the same corpus of Phase II was analyzed to generate the four-word lexical bundles by using the AntConc3.2.4w tool. The functional distribution of the four-word lexical bundles in each move found in the corpus of Phase II is presented in Table 5.38.

Function	M 1 (N=2)				M 2 (N=1)			M3 (N=0)	M 4 (N=1)	M 5 (N=0)		STP (N=0)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Research-oriented	1	-	-	-	-	-	-	-	-	-	-	-	1	25
Location	1	-	-	-	-	-	-	-	-	-	-	-	1	25
Procedure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Quantification	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Description	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Topic	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text-oriented	-	-	-	-	-	1	-	-	1	-	-	-	2	50
Resultative signals	-	-	-	-	-		-	-	1	-	-	-	1	25
Structuring signals	-	-	-	-	-	1	-	-	-	-	-	-	1	25
Transition signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Framing signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Objective signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participant-oriented	-	-	-	1	-	-	-	-	-	-	-	-	1	25
Stance features	-	-	-	1	-	-	-	-	-	-	-	-	1	25
Engagement features	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1	-	-	1	-	1	-	-	1	-	-	-	4	100

Note: * M = Move
**S = Submove
***N = the total number of occurrence
****STP = *Structuring the presentation*

Table 5.38: Functional distribution of four-word lexical bundles by move in Phase II

As seen in Table 5.38, there were four distinct four-word bundles in total and all of the three major functions of bundles were used. These four four-word bundles consisted of one research-oriented bundle, two text-oriented bundles, and one participant-oriented bundle. The most preferred function was the text-oriented function (50% or 2 bundles). The research-oriented and participant-oriented functions had an equal number of lexical bundles that is 1 bundle each (25% frequency rate). With regard to sub-categories, it was found that only four out of twelve sub-categories were used in the corpus. These sub-categories were location (research-oriented function), resultative signals and structuring signals (text-oriented function), and

stance features (participant-oriented function). However, the objective signal which was a new sub-category in the present study was not found. This is probably due to the relatively low occurrence of the four-word bundles in the study.

Apart from the functional analysis of the four-word lexical bundles, tokens of each lexical bundle were also analyzed to reflect their actual use in the corpus. The tokens of the four-word lexical bundles by function found in the corpus of Phase II are shown in Table 5.39.

Function	M 1 (N=6)				M 2 (N=3)			M3 (N=0)	M 4 (N=3)	M 5 (N=0)		STP (N=0)	Total	%
	S 1A	S 1B	S 1C	S2	S 1A	S 1B	S2			S1	S2			
Research-oriented	3	-	-	-	-	-	-	-	-	-	-	-	3	25
Location	3	-	-	-	-	-	-	-	-	-	-	-	3	25
Procedure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Quantification	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Description	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Topic	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text-oriented	-	-	-	-	-	3	-	-	3	-	-	-	6	50
Resultative signals	-	-	-	-	-		-	-	3	-	-	-	3	25
Structuring signals	-	-	-	-	-	3	-	-	-	-	-	-	3	25
Transition signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Framing signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Objective signals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participant-oriented	-	-	-	3	-	-	-	-	-	-	-	-	3	25
Stance features	-	-	-	3	-	-	-	-	-	-	-	-	3	25
Engagement features	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	3	-	-	3	-	3	-	-	3	-	-	-	12	100

Note: * M   = Move
      **S   = Submove
      ***N   = the total number of occurrence
      ****STP = *Structuring the presentation*

Table 5.39: Tokens of four-word lexical bundles by function in Phase II

According to Table 5.39, there were a total of 12 tokens of the four-word lexical bundles. The text-oriented bundles had the highest number of tokens with a frequency rate of 50% (6 tokens), while the frequency rate of the research-oriented and participant-oriented tokens was 25% each (3 tokens each).

Table 5.40 presents a list of the four-word lexical bundles in each functional category with the number of tokens in parentheses found in the corpus of Phase II.

No	Functional category	Three-word lexical bundle
	Research-oriented	**1**
1	*Location*	1
	Move 1 Submove 1A	*all over the world (3)*
2	*Procedure*	-
3	*Location*	-
4	*Quantification*	-
5	*Description*	-
	Text-oriented	**2**
1	*Resultative signals*	1
	Move 4	*the results show that (3)*
2	*Structuring signals*	1
	Move 2 Submove 1B	*the purpose of this (3)*
3	*Transition signals*	-
4	*Framing signals*	-
5	*Objective signals*	-
	Participant-oriented	**1**
1	*Stance features*	1
	Move 1 Submove 2	*little is known about (3)*
2	**Engagement features**	-

Table 5.40: List of four-word lexical bundles by function in Phase II

As reflected in Table 5.40, the lexical bundle *'all over the world'* of *Move 1 Submove 1A - Stating current knowledge* was research oriented and presented the location function. The word cluster *'the results show that'* of *Move 4: Summarizing the results* was text-oriented and explicitly conveyed the resultative signal function. The lexical bundle *'the purpose of this'* was text-oriented and showed the structuring signal function. The four-word lexical bundle *'little is known about'* of *Move 1 Submove 2 - Stating a problem* presented the stance feature function which conveyed the writer's attitudes and evaluations.

To convey the overall functional distribution of lexical bundles in the corpus of Phase II, the occurrence of the three-word and four-word lexical bundles in each functional type are summarized in Table 5.41.

Function	Number of occurrence			
	3-word	**4-word**	**Total**	**Percentage**
Research-oriented	**34**	**1**	**35**	**48.61**
Topic	13	-	13	18.05
Location	6	1	7	9.72
Procedure	7	-	7	9.72
Quantification	5	-	5	6.94
Description	3	-	3	4.16
Text-oriented	**31**	**2**	**33**	**45.83**
Structuring signals	13	1	14	19.44
Resultative signals	9	1	10	13.88
Framing signals	4	-	4	5.55
Objective signals	3	-	3	4.16
Transition signals	2	-	2	2.77
Participant-oriented	**3**	**1**	**4**	**5.55**
Stance features	3	1	4	5.55
Engagement features	-	-	-	-
Total	**68**	**4**	**72**	**100**

Table 5.41: Summary of functional distribution of three-and four-word lexical bundles in Phase II

As shown in Table 5.41, altogether there were 72 individual lexical bundles based on the functional classification. These bundles comprised 68 different three-word lexical bundles and four four-word lexical bundles. The lexical bundles of both phases served all the three major functions. In terms of sub-categories, the three-word bundles used more sub-categories of functions than the four-word bundles, 11 sub-categories compared with 4 sub-categories, respectively.

The research-oriented function had the highest proportion comparing to the other bundle functions. Its frequency rate was about 48.61% of total bundle types and the total number of word clusters was 35 which comprised 34 three-word lexical bundles and one four-word lexical bundle. Of all sub-categories of the research-oriented function, *topic* was the most popular function (18.05%). The text-oriented function was recorded as the second most frequently used function with a frequency rate of 45.83%. The text-oriented bundles consisted of 31 three-word lexical bundles and two four-word lexical bundles. In the text-oriented category, the *structuring signals* function was the most popular sub-category (19.44%). The participant-oriented function was found to be the least used function because its frequency rate was only 5.55% (3 individual three-word lexical bundles and one four-word lexical

bundle). Of all twelve sub-functions, the sub-category *engagement features* which referred to the addressing of readers was not identified in the corpus of Phase II.

Chapter summary

This chapter presents the findings of Phase II of the study which include the detailed results of the abstract types, the move and submove identification, the move patterns, the target linguistic features, and the identification, structural and functional classification of lexical bundles. The findings of Phase II are as follows:

Research question 1: The descriptive abstracts outnumbered the informative abstracts. The average words of the descriptive abstracts were also higher than those of the informative abstracts.

Research question 2: *Move 1: Situating the research* and *Move 2: Presenting the research* were obligatory moves in the descriptive abstracts, whereas *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology,* and *Move 4: Summarizing the results* were obligatory moves in the informative abstracts. Both descriptive and informative abstracts contained the *Structuring the presentation (STP)* move. The most prevalent move pattern in the descriptive abstracts was a linear sequence of M1-M2, whereas a sequence of M1-M2-M3-M4 was the most common move pattern in the informative ones.

Research question 3: Eight tenses were identified in the corpus of Phase II. Overall, *Present Simple* was the most popular tense, followed by *Past Simple* and *Future Simple*. The choice of tenses in each move varied depending on writers' intentions towards their statements. However, the analysis of tense choices in each abstract type revealed different results. The three most frequently used tenses in the descriptive abstracts were *Present Simple, Past Simple,* and *Future Simple*, whereas those of the informative abstracts were *Past Simple, Present Simple*, and *Present Perfect*. With regard to modality, seven types of modalities were identified. The modal *'can'* had the highest frequency rate. The active voice uses were four times higher than those of the passive voice. In terms of personal pronouns, the third-person pronouns occurred more frequently than the first and second-personal pronouns. The pronoun *'she'* was not found in the corpus.

Research question 4: The whole corpus yielded three-word and four-word lexical bundles with the frequency rate from 3 to 9 times. However, the categorization of lexical bundles based on the abstract type yielded only three-word lexical bundles. The three-word lexical bundles outnumbered four-word lexical bundles (see Appendices X and Y). There were more phrasal lexical bundles than *clausal* ones. The research-oriented function was the most substantial and frequent discourse function while the participant-oriented function was rarely used. For the participant-oriented function, only the stance features sub-category was found.

The conclusions and discussions, the implications, the limitations and some recommendations for further research studies and practice will be shown in Chapter 6.
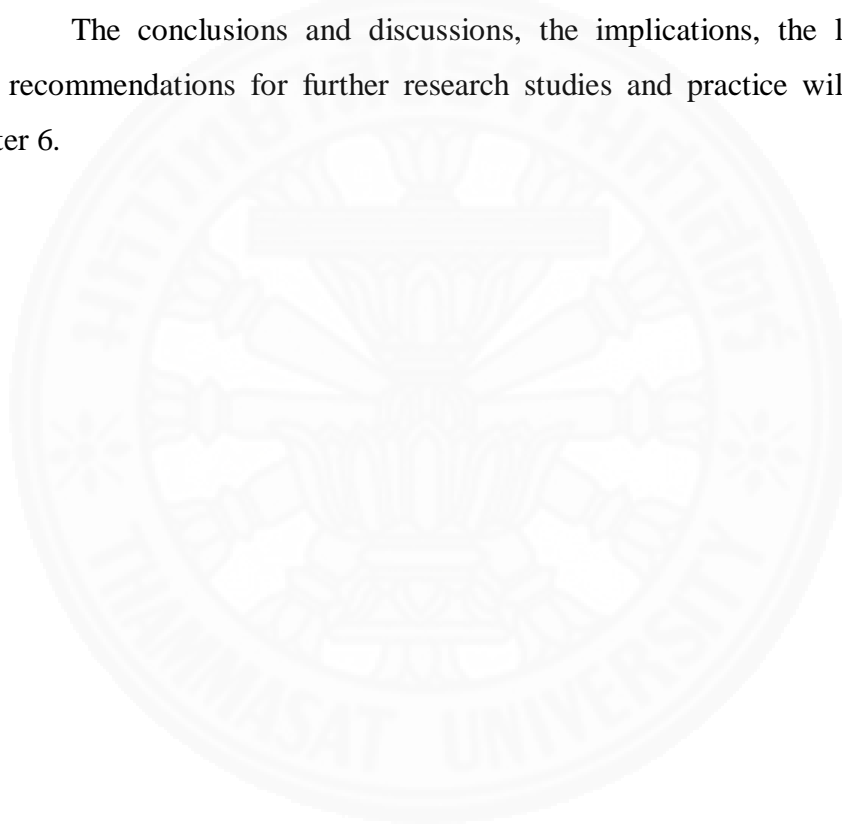
CHAPTER 6
DISCUSSION AND CONCLUSTIONS

This study was conducted to explore the abstract types, the generic features, the linguistic features, and the forms, structures and functions of lexical bundles of successful English conference abstracts of the Thailand TESOL International Conferences. This chapter presents the summaries, the discussions, the implications, and the limitations and recommendations of the study. It comprises four major sections. The first part presents the summaries of the research findings. The second section concerns the discussion of the research findings and the findings of previous studies. The third section deals with the research implications, especially the pedagogical implications contributed by the study. The limitations of the study and the recommendations for further research studies and practice are presented in the final section.

6.1 Summary of the findings

This part concludes the results of the study based on the four aspects: (1) abstract types (descriptive abstracts and informative abstracts), (2) generic features (move frequency and move patterns), (3) linguistic features (verb tenses, modality, active voice and passive voice, and personal pronouns), and (4) the forms, structures and functions of lexical bundles.

6.1.1 Abstract types

Each type of abstracts has its own characteristics. Descriptive abstracts are different from informative abstracts. Generally, a descriptive abstract shows an overview of the study and does not include any specific information on the findings and conclusions. On the contrary, an informative abstract usually includes the details on research methodology and results. The findings of the study revealed that both types of abstracts were identified in both phases of the study. However, the majority of abstracts in the corpus were written in the descriptive abstract type rather than the informative abstract type. The descriptive abstracts accounted for 64% of all abstracts

in Phase I and 60% in Phase II, whereas the informative abstracts made up 36% of all abstracts in Phase I and 40% in Phase II.

With regard to the number of words, the conference organizer usually sets the maximum number of words per each abstract (not more than 150 words for the Thailand TESOL International Conferences) and announces it while calling for an abstract submission. In the corpus of the present study, the abstracts comprised a text length from 37-266 words. In other words, some abstracts exceeded the word limit. On average, an informative abstract tended to contain a greater number of words than a descriptive one. The informative abstracts had an average number of words of 150.61 in Phase I and 149.68 in Phase II. The average number of words of the descriptive abstracts was 143.46 in Phase I and 123.88 in Phase II. In this regard, it was found that some informative abstracts included the research findings of the study and tended to add more details for each communicative purpose or move.

6.1.2 Generic features

Based on Santos' (1996) five-move model, the abstracts in the corpus were explored to identify the move frequency and move patterns. The findings of the pilot study yielded the occurrence of a new move called the *Structuring the presentation (STP)* move. This move was added to Santos' (1996) move model to be used in the preliminary move analysis of the corpus in Phase I and Phase II of the study. The findings revealed that the writers of both informative and descriptive abstracts used this new move in their pieces of writing. Nevertheless, it occurred far more frequently in the descriptive abstract samples than in the informative ones. The percentages of the *STP* move in the descriptive abstracts were 40.62% in Phase I and 32.22% in Phase II, whereas those of the informative abstracts were 11% in Phase I and 3.33% in Phase II. The *STP* move did not have any submoves. Its functions are to outline steps or activities, and to some extent inform readers, prospective audiences or participants, and conference reviewers what they would get while attending the session. Moreover, this move is used to provide the details of supplementary sheets or handouts distributed to participants while attending the session. Since the *STP* move frequently appeared in the final position of a linear move sequence, it was

added in this study as the final move in Santos' (1996) five-move pattern. The adapted move model, derived from the analysis of the conference abstracts in the corpus, is shown in Table 6.1. The new move is marked with an asterisk.

Moves/Submoves
Move 1: Situating the research
Submove 1A - Stating the current knowledge and/or Submove 1B - Citing previous research and/or Submove 1C - Extended the previous research and/or Submove 2 - Stating the problem
Move 2: Presenting the research
Submove 1A - Indicating the main features and/or Submove 1B - Indicating the main purpose and/or Submove 2 - Stating the problem
Move 3: Describing the methodology
Move 4: Summarizing the results
Move 5: Discussing the research
Submove 1 - Drawing the conclusions and/or Submove 2 - Giving recommendations
Structuring the presentation*

Note: * = newly added move

Table 6.1: Adapted move pattern derived from the analysis

In terms of moves, all of the six moves in the adapted move model were used in the informative abstracts of the corpus, whereas only five moves were identified in the descriptive abstract data (*Move 4: Summarizing the results* was not found). The number of words of each move varied depending on writers' focus. According to the results from the analyses, *Move 2: Presenting the research* was the most preferred communicative purpose in the descriptive abstract samples while *Move 4: Summarizing the results* was the most frequent move in the informative abstract samples. *Move 1 Submove 1C - Extended the previous research* was rarely used; therefore, it had the lowest frequency rate.

Based on the cut-off points for the categorization of obligatory and optional moves proposed by Kanoksilpatham (2005), it was found that the numbers of

obligatory and optional moves in each type of abstracts were different. In the corpus of the current study, the descriptive abstracts had two obligatory moves: *Move 1: Situating the research* and *Move 2: Presenting the research*. The informative abstracts had four obligatory moves: *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology,* and *Move 4: Summarizing the results*. In terms of optional move, the descriptive abstracts comprised three optional moves: *Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *Structuring the presentation move*. The informative abstracts had two optional moves: *Move 5: Discussing the research* and the *Structuring the presentation* move. The obligatory and optional moves in each type of abstracts are summarized in Tables 6.2 and 6.3.

Obligatory move	
Descriptive abstract	**Informative abstract**
Move 1: Situating the research *Move 2: Presenting the research*	*Move 1: Situating the research* *Move 2: Presenting the research* *Move 3: Describing the methodology* *Move 4: Summarizing the results*

Table 6.2: Summary of obligatory moves in each type of abstracts

Optional move	
Descriptive abstract	**Informative abstract**
Move 3: Describing the methodology *Move 5: Discussing the research* *Structuring the presentation move*	*Move 5: Discussing the research* *Structuring the presentation move*

Table 6.3: Summary of optional moves in each type of abstracts

With regard to opening move, the writers in the corpus preferred to begin their abstracts with *Move 1: Situating the research* to inform their readers about the current knowledge or topics, and *Move 2: Presenting the research* to describe the features and purposes of their research studies. In terms of ending move, *Move 5: Discussing the research* was most frequently used as a final move in move sequences to convey the conclusions of the research and the recommendations for further studies and practices.

The corpus also revealed the co-occurrences of moves and submoves. There were two types of co-occurrences of moves: (1) the co-occurrence of *Move 1: Situating the research* with *Move 3: Describing the methodology*, and (2) the co-occurrence of *Move 2: Presenting the research* with *Move 3: Describing the methodology*. Additionally, there were co-occurrences of submoves which were *Move 1 Submove 1A - Stating the current knowledge* with *Move 1 Submove 1C - Extended the previous research*, *Move 1 Submove 1B - Citing previous research* with *Move 2 Submove 1A - Indicating the main features*, and *Move 1 Submove 1B - Citing previous research)* with *Move 1 Submove 2 - Stating the problem.*

The move patterns of the informative conference abstracts were different from those of the descriptive ones. In general, the move sequences identified in the corpus comprised a set of one to six sequential moves such as M2, M2-M3, M1-M2-M3, M1-M2-M3-STP, M1-M2-M3-M2-M5, M2-M3-M2-M3-M2-M5. It was also found that the descriptive abstract samples had more move patterns than the informative abstract samples. The three most common linear move sequences of the informative abstracts were M2-M3-M4-M5, M1-M2-M3-M4, and M1-M2-M3-M4-M5 for Phase I, and M1-M2-M3-M4, M2-M3-M4, and M2-M3-M4-M5 for Phase II. In Phase II, it should be noted that the frequency rate of the fourth-ranking move pattern of the informative abstracts (M1-M2-M3-M4-M5) was 10% which was only slightly different from the third-ranking one (11.66%). The three most frequently occurring move sequences of the descriptive abstracts were M1-M2-M5, M1-M2, and M1-STP for Phase I, and M1-M2, M1-M2- M5, and M1-STP for Phase II. The findings also indicated that there were a few occurrences of a straightforward linear structure of M1-M2-M3-M4-M5 in the informative abstract samples. Although the M1-M2-M3-M4-M5 linear structure was not the most popular move sequence in the corpus, conference abstract writers should keep this move sequence in mind because it helps conveying a comprehensive overview of the study to readers and conference reviewers. In other words, the M1-M2-M3-M4-M5 move structure includes all crucial information of a research study which are the current topic and knowledge, the research objectives, the research design, the research findings, the importance of the research, and the research implications.

Additionally, the findings revealed the occurrence of move cycling which is the repetition of the same move in a move pattern. The cycling moves found in the corpus were *Move 1: Situating the research*, *Move 2: Presenting the research*, and *Move 3: Describing the methodology*. Some examples of move patterns with a cycling move were M1-M2-M1, M2-M1-M2-M5, and M3-M2-M3-M5. The analysis also showed that some of the recycling moves occurred alone, while others were embedded in another move. The move embedding found in the study was *Move 3: Describing the methodology* embedded in either *Move 2: Presenting the research* or *Move 4: Summarizing the results*. However, the embedding of *Move 3* in *Move 4* was more common. One possible reason of this preferred embedded structure was the writers' own choices and focuses to show the relationships between the research design and the findings.

6.1.3 Linguistic features

The study explored four linguistic features of abstracts: (1) verb tenses, (2) modality, (3) active voice and passive voice, and (4) personal pronouns. With regard to verb tense, the abstracts in the corpus of Phase I and Phase II had eight verb tenses. These tenses consisted of four present tenses (*Present Simple, Present Continuous, Present Perfect*, and *Present Perfect Continuous*), three past tenses (*Past Simple, Past Continuous*, and *Past Perfect*), and one future tense (*Future Simple*). *Present Simple* was the most popular tense, followed by *Past Simple* and *Future Simple*. The least frequently used tenses in Phase I and Phase II were *Present Perfect Continuous* and *Past Perfect*, respectively. Besides, it is noticeable that the meanings and the choices of verb tenses corresponded with the purposes of moves. Present tenses were preferred in *Move 1: Situating the research* to convey an overview of the research topic which was considered as statements of facts. Present tenses were also prominent in *Move 2: Presenting the research* to present a description of the research as facts. Past tenses were frequently used in *Move 3: Describing the methodology* and *Move 4: Summarizing the results* due to the functions and purposes of these moves which were to report the research designs and results. The most popular tense in *Move 5: Discussing the research* was *Present Simple*. On the contrary, the majority

of the *Structuring the presentation (STP)* move adopted the *Future Simple* tense because the function of the *STP* move is to provide the structures and steps in an upcoming oral presentation.

Another focus of the linguistic features of abstracts is modality. The modal verbs in the corpus had a relatively low frequency rate comparing with other finite verbs. A total of seven modal verbs were identified in the corpus. There were three modal verbs in present form *('can', 'may'*, and *'must'*) and four verbs in past form (*'could', 'might'*, *'should'*, and *'would'*). Thus, there were more modal verbs in past form than present form. The findings showed a high frequency rate of the modal verb *'can'* which was mostly used in *Move 1: Situating the research* to convey possibility.

Active voice or passive voice choices show writers' intentions towards their propositions. The findings of the study showed that the occurrence of the active voice structure were approximately four times higher than the passive voice structure. It is also noticeable that most of the passive voice constructions were used in *Move 3: Describing the Methodology* while a large number of the active voice units were identified in *Move 1: Situating the research.*

In addition, the study conveyed a variety of personal pronouns used in the corpus. All types of the subjective personal pronouns were identified. The three most popular pronouns found in the corpus were *'it'*, *'they'*, and *'we'*. The least frequently used personal pronouns were *'he'* and *'she'*. The referential pronoun *'it'* was more common than the non-referential one. The first-person pronoun *'we'* outnumbered the first-person pronoun *'I'*. Moreover, some personal pronouns were rarely used and were identified only in certain moves. For example, the use of *'I'* in self-mentions was found in only three moves: *Move 2: Presenting the research*, *Move Describing the methodology*, and the *Structuring the presentation* move. However, their occurrence was relatively low. One possible explanation is that conference abstracts writers tended to be impersonal towards what they wrote. The use of *'we'* in self-mentions was found in *Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology, Move 5: Discussing the research,* and the *Structuring the presentation* move. It was also found that the inclusive *'we'* (which referred to both the writer and the addressee) was more common than the

exclusive *'we'* (which referred only to the writer). In addition, the second-person pronoun *'you'* was found in *Move 1: Situating the research* and *Move 5: Discussing the research*. The only pronouns that were found in all moves were *'it'* and *'they'*.

In conclusion, the findings revealed a variety of verb tenses, modal verbs, personal pronouns, and different occurrences of active voice and passive voice in the corpus. These linguistic choices corresponded to the purposes of moves and writers' intentions.

6.1.4 Forms, structures and functions of lexical bundles

The present study explored three-word to five-word lexical bundles in the conference abstracts of the Thailand TESOL International Conferences. The overall findings revealed that shorter word combinations occurred far more frequently than longer ones. Three-word, four-word and five-word lexical bundles were identified in the descriptive and informative abstracts in Phase I, whereas only three-word and four-word lexical bundles were found in Phase II. However, the three-word lexical bundles far outnumbered the four-word and five-word lexical bundles. In Phase I, there were 77 individual three-word lexical bundles, 14 four-word lexical bundles, and three five-word lexical bundles. In Phase II, there were 65 different three-word clusters and four individual four-word clusters. The low occurrence of the word clusters in Phase II may be due to the fact that these lexical bundles were analyzed by move. The lexical bundles found in the corpus of Phase II were structurally incomplete. In other words, shorter lexical bundles were part of longer lexical bundles. For instance, the three-word lexical bundles *'little is known'* and '*over the world'* are parts of the four-word clusters *'little is known about'* and *'all over the world'*, respectively. Some lexical bundles in the corpus explicitly conveyed their communicative purposes. For example, the lexical bundles *'results showed that'*, *'findings revealed that'*, *'results revealed that'*, *'results show that'*, *'the findings revealed'*, *'the results show'*, and *'the results showed'* clearly introduced the research findings. It was also found that the same lexical bundle was used in different moves. For example, the lexical bundle *'the use of'* was identified in *Move 1 Submove 1A - Stating the current knowledge* and *Move 2 Submove 1B - Indicating the main purpose* since it could convey either the topic or the procedure of a study. In addition, some

lexical bundles in the corpus appeared only in certain moves to reflect their functions. For example, the lexical bundle *'little is known about'* was used only in the *Stating the problem* submove. The lexical bundles *the presenter will'* and *'the presenters will'* were found only in the *Structuring the presentation* move.

With regard to grammatical structure of lexical bundles, all three major grammatical patterns of lexical bundles were identified in the study. The grammatical structures of the target clusters also conformed to the structural taxonomy of Bieber et al. (2004). However, the finding of the current study conveyed the occurrence of a new grammatical structure which was categorized as *Others*. A new subcategory of grammatical structure, *(connector+) Noun Phrase + Verb Phrase (VP) fragment*, was also found. The majority of lexical bundles were phrasal rather than clausal. The lexical bundles incorporating *Noun Phrase (NP)* and *Prepositional Phrase (PP) fragment* were those with the highest occurrence (such as *one of the, purpose of this, teaching and learning, in this study, of this research*). Due to the word limitation of conference abstracts, the conference abstract writers in the study tended to use NP and PP-based lexical bundles instead of clauses. Of all subcategories of NP and PP-based lexical bundles, *Noun Phrase with of-phrase fragment* was the most popular structure. The second most common structure was VP-based structure (such as *'it can be', 'was designed to', 'will be presented', 'the results show', 'the presenters will'*). The *(connector+) Noun Phrase + Verb Phrase fragment* structure was the dominant subcategory of the VP-based structure. The *1st/2nd person pronoun + dependent clause fragment* and *that-clause fragments* structures were not identified. The lexical bundles with dependent clause fragments had the lowest frequency rate. The *1st/2nd person pronoun + dependent clause fragment* and *if-clause fragments* subcategories were not used. Additionally, the findings of the current study conveyed that there was no connector in the grammatical substructures of lexical bundles.

All of the major functions of lexical bundles presented in Biber et al.'s (2004) study were identified in the current study, although with different ratio of occurrence. However, not all subcategories of these functions were identified. What was found in the current study was quite different from Biber et al.'s (2004) study because the majority of lexical bundles in the current study were research-oriented. The function of a research-oriented lexical bundle is to present the experiences or

activities of a research study. The second most common lexical bundles in the corpus were text-oriented lexical bundles, followed by the participant-oriented lexical bundles. The function of a text-oriented lexical bundle is related to the organization of texts while the participant-oriented lexical bundle deals with the writer's attitudes, evaluations and the addressing of readers. Among all of the research-oriented categories, the majority of the research-oriented lexical bundles presented the *topic* function. However, the least popular function of the research-oriented category in Phase I and Phase II was different. The function with the lowest frequency rate in Phase I was the *location* function while it was the *description* function in Phase II. This difference was possibly due to the fact that the lexical bundles in Phase II were generated by move. For the text-oriented lexical bundles, the most frequently occurring function of this group was the *structuring* function, and the two least common functions were *objective signals* and *transition signals*. One possible explanation of the low frequency rates of the *objective signal* and *transition signal* functions in the text-oriented group is because the writers used different words or phrases to represent these two functions. Moreover, the findings of the current study yielded a new subcategory of the text-oriented function called the *objective* function, and it was added as the fifth text-oriented subcategory. The *objective* function was used to show the objective relations between elements. It was also found that the *stance features* function (which was used to portray writers' attitudes and evaluations to some extent) was the only function identified in the participant-oriented lexical bundles.

In summary, there were some similarities and differences between the findings of Phase I and those of Phase II. As for similarities, descriptive abstracts far outnumbered informative abstracts. The most frequently used modal was *'can'*. The third-person pronouns had the highest frequency. Both phases revealed the occurrence of the *Structuring the presentation (STP)* move in both descriptive abstracts and informative abstracts. Additionally, two additional grammatical patterns of lexical bundles were identified: *1h. (connector+) Noun Phrase + Verb Phrase (VP) fragment* as the eight sub - category of VP-based lexical bundles and *Others* as the fourth main category. Bothe phases showed the high occurrence of phrasal lexical bundles rather than clausal lexica bundles. In terms of the function of lexical bundles, the results of

both phases showed that the research-oriented function had the highest frequency rate, followed by the text-oriented function and participant oriented function. The *Objective* function, a new added function, was found in both phases. As for differences, the findings of Phase II clearly revealed the lexical bundles the were used in certain moves and submoves. These word clusters also helped convey the function of moves that they belonged to.

6.2 Discussion of the findings

The study explored the abstract types, the rhetorical organization, the linguistic features, and the lexical bundles in the successful English conference abstracts of the Thailand TESOL International Conferences. The following parts will discuss the similarities and differences between the findings of the current study and those of the previous research studies.

6.2.1 Abstract types

There were two types of abstracts in the study: descriptive and informative abstracts. The abstracts in the corpus of the study were analyzed to find the proportion of the abstracts in each type. It was found that the descriptive abstracts far outnumbered the informative ones. The findings of this study showed the preference of writers towards the descriptive abstract type and revealed the nature of the conference abstract genre which did not require the IMRD patterns. The findings of this study, however, were not consistent with the previous studies conducted by Loan et al. (2014) and Lores (2004, 2006). One possible reason for this inconsistency was the differences of the corpus of each study. The current study analyzed the conference abstracts in Applied Linguistics and English Language Teaching and Learning, whereas Lores (2004, 2006) investigated the research article abstracts in linguistics journals, and Loan et al. (2014) explored the abstracts of empirical studies. The abstracts in these previous studies required the IMRD patterns and the inclusion of the results.

6.2.2 Generic features

The study investigated the move frequency and the move sequences of conference abstracts in the field of Applied Linguistics and English Language

Teaching and Learning. The abstracts in the corpus of Phase I and Phase II of the study generally conformed to Santos' (1996) five-move model because all of the five moves introduced by Santos (1996) were found in the corpus. However, there were some differences between the current study and Santos (1996) study in terms of optional and obligatory moves. A new move has also been added in the current study. The findings of the current study indicated that *Move 1: Situating the research* and *Move 2: Presenting the research* were obligatory moves in both informative and descriptive abstracts. In other words, writers of both abstract types introduced the current knowledge and topics of their studies to readers. They also informed their readers about the features, the purposes, and the hypothesis of their studies. However, *Move 3: Describing the methodology* and *Move 4: Summarizing the results* were obligatory moves only in the informative abstracts of the study. These findings were, therefore, confirmed the differences in move patterns between informative abstracts and descriptive abstracts. It was also found that the *Goal* move (which is used to identify research objectives) was an obligatory move in the current study and this finding was consistent with Halleck and Connor (2006). With regard to optional and obligatory moves, the findings of the current study were different from those of Santos (1996) because Santos (1996) specified that *Move 3: Describing the methodology* and *Move 4: Summarizing the results* were obligatory moves in abstracts in the field of Applied Linguistics. This is probably due to the fact that the current study separately investigated the move frequency and the move patterns based on abstract type. On the contrary, Santos' (1996) study did not explore the moves and the move sequences of abstracts in each type.

In addition, the findings of the current study revealed the high occurrence of *Move 1: Situating the research*, especially *Move 1 Submove 1A - Stating the current knowledge.* These findings were in line with the results from the previous studies by Agathopoulou (2011), Cutting (2012), Halleck and Connor (2006), Nkemleke (2010), and Samar et al. (2014). Moreover, it can also imply that writers of conference abstracts preferred to provide a background of their research topics to readers and prospective audiences.

As mentioned earlier, a new move was identified in this study. This additional move was called the *Structuring the presentation (STP)* move. The *STP*

move was not originally included in Santos' (1996) move model. Therefore, the *Structuring the presentation (STP)* move was added as the final move of the adapted move model in this study. Its function is to provide an outline of the steps or activities of an upcoming oral presentation to audiences who have received the supplementary handouts about a research study. In the current study, the *STP* move was an optional move in both descriptive and informative abstracts but was more prevalent in the descriptive abstracts. Based on these findings, the *STP* move might be a linguistic feature that is particularly used for the conference research genre since its function is to outline the structures and activities of an upcoming oral presentation of a conference. Although this new move was not found in Santos' (1996) move model, the *STP* move was found in the previous studies by Agatholpolou (2011) and Halleck and Connor (2006). The *STP* move was called *Mean 2* by Halleck and Connor (2006) and *Mean* by Agatholpolou (2011). Some examples of the *Structuring the presentation (STP)* move is shown below.

Examples:

1) **<Move 1 Submove 1A - Stating current knowledge>** Typical ESL/EFL reading instruction overemphasizes the promotion of top-down reading processes and neglects assessment and remediation of potentially deficient and conflicting bottom-up processes transferred from L1. It is assumed that learners possess the requisite bottom-up processing skills or that these processing skills will be learned as instruction builds rich top-down reading support. This wrongly assumes that L1 reading processes transfer positively to L2 reading. **<Move 1 Submove 2 - Stating a problem>** A lack of assessment and remediation of deficient or conflicting bottom-up processing misinforms instruction, and actually impedes fluency, creating good "guessers" not good readers. ***<Structuring the presentation>*** The presenters will briefly overview research that conflict with current assumptions and practices. We will show that L1 reading processes in consonantal, syllabic, and logographic languages transfer negatively to L2 English reading. The presenters will demonstrate assessment tools, instructional methods and curriculum design used the Intensive English Program at the University of Oregon. Session includes some audience participation.

(Abstract#240)

2) **<Move 2 Submove 1B - Indicating main purpose>** The purpose of the presentation is to explore students' attitudes towards autonomous learning and, building upon these insights, to find and exploit opportunities within existing ESP courses to enhance independent learning activity. ***<Structuring the presentation>*** The presenter will briefly revisit the

justification for actively promoting learner autonomy and survey relevant recent research in the area. The presenter will elicit reasons for the lack of learner autonomy in conventional ELT courses, principally issues of standardization. The results of a student survey of attitudes towards learner autonomy and patterns of learning activity will be presented. An existing intermediate academic writing course will serve as a case study for enhancement in terms of learner autonomy. The presenter will elicit ideas for independent learning activities within conventional courses from participants and present his own solutions and experience. Finally, the issue of learner autonomy and standardized evaluation systems will be discussed.

(Abstract#34)

3) **<Move 1 Submove 1A - Stating current knowledge>** Internet weblogs provide a forum for EFL learners to publish their writing, read the work of other students, and exchange almost instantaneous feedback. **<Move 2 Submove 1A - Indicating main features>** This presentation will describe a weblog exchange project between EFL students at a university in Japan and students at two universities in Thailand. **<Move 3: Describing the methodology>** Students at the three universities created English weblogs of articles introducing various aspects of traditional and modern Japanese and Thai culture. After reading their international peers' articles, the students exchanged feedback through weblog comments. ***<Structuring the presentation>*** The presenter will explain how the instructors created a framework for the project and enabled the students to author the blog. Additionally, suggestions for assisting students in sharing meaningful and helpful feedback writing will be introduced. Examples and URLs from the student weblogs will be made available and participants will be invited to have their students participate in the exchange and expand the online community of EFL learners throughout Asia.

(Abstract#228)

Another interesting point discovered in this study was the loss of *Move 5: Discussing the research* status in some abstracts in the corpus. This finding was in line with the results from the previous studies conducted by Loan et al. (2014) and Santos (1996). Santos (1996) mentioned about the occurrence of the loss of *Move 5* status in *Applied Linguistics* abstracts and pointed out that it was the writer's attempt to convince readers about the usefulness of the research without providing any specific or detailed information. Loan et al. (2014) considered *Move 5: Discussing the research* as a new move and mentioned that its function was to make a promise to readers that there will be more information on the research details.

In relation to move embedding, this linguistic feature was identified in some previous research studies (Bhatia, 1993; Samraj, 2005; Santos, 1996; Loan et al., 2014). According to Santos (1996), move embedding was one of the linguistic features used to produce more concise and cohesive texts in abstracts. Move embedding was also found in the abstracts of the current study. Thus, the current study was consistent with these previous studies (Bhatia, 1993; Loan et al., 2014; Samraj, 2005; Santos, 1996) in terms of move embedding. The occurrence of move embedding in this study explicitly conveyed a method of conference abstract writing. In other words, concise language is required in conference abstract writing to comply with the limitation of the number of words in an abstract. However, the elements of move embedding in each of the previous studies were different. According to Bhatia (1993), the *Introducing the purpose* move and the *Describing the methodology* move were embedded within each other. Loan et al. (2014) found that the *Method* move was embedded in the *Purpos*e move. Pho (2008) pointed out that *Move 3: Describing the methodology* was embedded in either *Move 2: Presenting the research* or *Move 4: Summarizing the findings*. In this study, two types of move embedding were found: (1) the embedding of *Move 3: Describing the Methodology* in *Move 2: Presenting the research,* and (2) the embedding of *Move 3: Describing the Methodology* in *Move 4: Summarizing the results*. Therefore, the findings of this study were similar to the Pho's (2008) study in terms of the move embedding elements. The most popular pattern of move embedding in this study was the embedding of *Move 3* in *Move 4.* Although the use of move embedding depended on writers' choices, the high occurrence of the embedding of *'Move 3* in *Move 4'* in this study suggested that the conference abstract writers intended to show the relationships between their research designs and findings.

Apart from move embedding, move cycling was also identified in this study which could be implied that move cycling was another linguistic feature of the conference abstract genre. However, move cycling was not found in the study conducted by Loan et al. (2014). Thus, the current study was not in line with the Loan et al.'s (2014) study on this issue.

With reference to move sequences, the linear sequences of M1-M2 and M1-M2-STP were preferred patterns in the descriptive abstract dataset of this study.

These findings were in line with Halleck and Connor's (2006) research, since they pointed out that writers preferred the *Territory-Gap-Goal* linear move sequence. It was also found that *Move 1: Situating the research* was the most common opening move in this study because the writers tended to inform their readers and prospective audiences about the topic and knowledge related to the research. This finding was in line with those from the studies of Agatholpolou (2011) and Halleck and Connor (2006).

6.2.3 Linguistic features

The present study explored four linguistic features of abstracts: verb tenses, modality, personal pronouns, and the use of active voice and passive voice. There were some similarities and differences in terms of verb tenses and voice between the present study and the previous studies as follows:

According to some previous studies (Pho, 2008, 2009; Santo, 1996), the *Situating the research* move and the *Introduction* move were typically in *Present Simple* and *Present Perfect* to convey state of knowledge. The findings of the present study were in line with these previous studies (Pho, 2008, 2009; Santos, 1996).

In the present study, the *Present Simple* and *Past Simple* verbs were most frequently used in the *Presenting the research* move which is consistent with the research by Pho (2008, 2009). For the *Describing the methodology* move, the writers in this study preferred to use the *Past Simple* tense and the *passive voice* structure to convey their research findings. These findings were in line with the previous studies of Pho (2008, 2009), Saeeaw and Tangkiengsirisin (2014), Santos (1996), and Suntara and Usaha (2013).

Past tenses were used more than present tenses in the *Summarizing the results* move to show that writers reported the findings (Pho, 2008) and to signify the narrower claim of the findings (Santos, 1996). The *Present Simple* tense would be used only when writers wanted to establish knowledge and generalize the results beyond the results of the research (Pho, 2008; Santos, 1996). The current study conveyed the preference of *Past Simple* verbs over *Present Simple* ones, therefore, this study was consistent with the previous studies of Pho (2008, 2009) and Santos (1996).

The *Future Simple* tense was exclusively used in the *Structuring the presentation (STP)* move in the current study, since its function is to identify the steps and activities of an upcoming oral presentation. The *Present Simple* tense was used in the *Discussing the research* move in the current study. Pho (2008, 2009) mentioned that *Present Simple* verbs were used to discuss the meanings of the results, provide explanations, and make generalization (Pho, 2008, 2009). Therefore, the present study was in line with the previous research studies by Pho (2008, 2009) in terms of the verb use in the *Discussing the research* move.

Apart from the specified linguistic features in the research questions of this study, another interesting point to be discussed is the occurrence of conjunctions in *Move 1 Submove 2 - Stating the problem*. The *Stating the problem* move is used to point out the unsuccessfulness and incompleteness of previous research and provide evaluation of the current and relevant knowledge (Santos, 1996). The findings of this study also showed that there were instances of *'however'* (20 occurrences), *'but'* (5 occurrences) and *'yet'* (2 occurrences). These conjunctions were linguistically used to signify a counterclaim. The use of these conjunctions to mark a counterclaim was consistent with the early observation by Lores (2004).

With regard to the use of first-person pronouns in self-mention, the findings of the current study indicated that there were more inclusive *'we'* than exclusive *'we'*. The inclusive *'we'* was used to refer to both writers and readers. In other words, the writers wanted to directly address prospective participants of the upcoming sessions. However, these results were not consistent with the findings of Lores (2006). According to Lores (2006), *'I'* was the most frequently used first-person pronoun in English abstracts.

Hyland (2003b) pointed out that there were four main purposes of self-mention in abstracts: (1) to state a goal or outline the structure of the paper, (2) to explain a procedure, (3) to state the results or make a claim, and (4) to elaborate an argument. In the present study, the writers used first-person pronouns in self-mention only to state a goal, outline the structures or steps of their upcoming presentations, and explain a procedure of their researches. Thus, these findings were partly different from the previous findings by Hyland (2003b). This is probably due to the differences

in the corpus of the present study and Hyland (2003b). Hyland (2003b) explored research article abstracts, whereas the present study investigated conference abstracts.

Additionally, the findings of the present study revealed a low frequency rate of modal verbs in the *Describing the methodology* and the *Summarizing the results* moves. According to Pho (2013), authors tended to avoid using all types of modal verbs in the *Describing the methodology* and the *Results* moves in their abstracts and accompanying articles in the fields of Applied Linguistics and Educational Technology. Therefore, the findings of the present study were consistent with what was found in Pho's (2013) study.

6.2.4 Lexical bundle

According to Lores (2004), a lexical bundle is defined as a sequence of three or more words which frequently occurs in a register. The previous studies on lexical bundles mainly focused on the use of lexical bundles in both spoken and written discourses but conference abstracts were not the primary concern in academic discourse.

The study explored three-to five-word lexical bundles in the conference abstracts of the Thailand TESOL International Conferences. It was found that the short lexical bundles (three-word clusters) occurred far more frequently than the longer ones. These findings were consistent with Fajami (2014), Hyland (2008a), and Lores (2004).

Biber et al. (2004) posited a structural taxonomy of lexical bundles which included three main groups: (1) VP-based lexical bundles, (2) DC-based lexical bundles, and (3) NP and PP-based lexical bundles. Although all of these three main structural groups of lexical bundles were found in the current study, two additional grammatical structures of lexical bundles were also identified: *1h. (connector+) Noun phrase + Verb phrase fragment* (the last subcategory of VP-based lexical bundles), and *'Others'* (the fourth main category). These results implied that these two additional structures were grammatical patterns of lexical bundles specifically used in a corpus of conference abstracts.

According to Lores (2004), lexical bundles could be grouped into basic structural types as incomplete structure units, fragmented phrases, or clauses with

embedded fragments. The findings of the current study revealed that the lexical bundles in the corpus were not complete structures such as *'all over the'*, *'teachers to be'*, *'is known about'*, *'due to the'*, *'the purpose of this'*. Therefore, this study conformed to Lores (2004) in terms of the characteristics of lexical bundles.

With regard to functions of lexical bundles, the findings of this study were not in line with those from Hyland's (2008a) study because Hyland (2008a) stated that lexical bundles in *Applied Linguistics* research abstracts had text-oriented function. However, the findings of this study indicated that the most frequently occurring function of lexical bundles was the research-oriented function, followed by the text-oriented function and the participant-oriented function, respectively. This is probably due to the differences in genres of the present study and Hyland's (2008a) study. The major objective of a conference abstract submission is to attract the conference review committee in order to gain a slot in a conference schedule. Therefore, the writers in this study tended to provide information about their researches in their conference abstracts. As a result, the occurrence of the research-oriented lexical bundles was very high. Based on these findings, it was concluded that researchers and scholars who wish to submit their abstracts to the Thailand TESOL International Conferences should consider using research-oriented lexical bundles in their abstracts. It is also worth noting that the additional function of text-oriented lexical bundles called *Objective signals* (which was not originally included in Hyland's (2008a) taxonomy) was identified in the corpus of this study. The text-oriented lexical bundles with *Objective signals* function were used to indicate objective relations between various elements. The lexical bundles with objective function are shown in the examples below.

Examples:

1) The Institute of Language, Art and Culture (ILAC), Suan Dusit Rajabhat University started an English tuition project in a form of informal education through its Web site (www.ilac.dusit.ac.th) ***in order to*** reach out to the students who are ICT equipped, but prefer to use their laptops and mobiles for Facebook. Background, implementation, contents, forms, multimedia, interactions on the Web site and through social networks, problems, and solutions will be shared and discussed.

(*'in order to'* in context, Abstract# 301, italic added)

2) The purpose of this research study was ***to evaluate the*** effectiveness of Business English curriculum of Suan Dusit Rajabhat University. It also aimed to explore the needs for curriculum development through questionnaires and interviews as data.

<div align="right">(*'to evaluate the'* in context, Abstract# 174, italic added)</div>

In summary, the findings on lexical bundles from this study were similar to the results from previous studies to some extent. The differences between the results from this study and previous studies were the occurrences of two new grammatical structures (*1h. (connector+) Noun phrase + Verb phrase fragment*, and *'Others'*), and the additional function of text-oriented lexical bundles (*Objective* function).

6.3 Pedagogical benefits

The findings of the current study shed some lights on the nature of conference abstract writing in the fields of Applied Linguistics and English Language Teaching and Learning. The results derived from the study revealed the proportion of abstracts in each type, the generic features, and the linguistic features of the conference abstracts in the corpus. Moreover, the forms, the structures, the functions of lexical bundles, and their occurrences in each move were also presented in this study.

Disseminating research findings in conferences is a part of graduation for graduate students and a career path for scholars. The academic writing, including abstract writing, has its own conventions, linguistics features, and disciplinary norms. The findings of this study can raise the awareness in graduate students and novice writers about these conventions, practices, and features. These findings can be applied to help facilitate their abstract writing, so that they could produce effective abstracts that meet the requirements of their target academic discourse communities. Without the knowledge of the conventions and linguistic features of abstracts, novice writers or graduate students might not be able to write conference abstracts that meet the standard expected by the conference reviewers and scholars in a discourse community. In other words, they may be rejected to attend a conference session.

This study provides abstract writing guidelines in both macro and micro levels. At the macro level, the guidelines are related to moves and move patterns of

conference abstracts. The guidelines at the micro level cover the topics of the linguistic features and the elements of lexical bundles in abstracts. Moreover, the findings of the study present some implications regarding the communicative purposes for inexperienced writers, novice scholars, and graduate students who have limited experience in writing conference abstracts. Generally speaking, although the recommendations for conference abstract writing are provided by conference organizers via public announcement, they do not actually reflect actual practices of conference abstract writing. The findings on generic features of abstracts do not only raise the awareness in novice writers about the practices of conference abstracts but also broaden their perspectives on how scholars in a target discourse community write conference abstracts. The findings from the study can help enhance novice writers' writing abilities because they would understand which moves are obligatory or optional elements and which moves should be used in descriptive or informative abstracts.

The findings on the four target linguistic features of this study can also be used as guidelines for novice and non-native writers so that they can choose an appropriate verb tense in each move or submove. These findings will also provide novice writers the knowledge about the preferences of voice, modal verbs, and personal pronouns that are used in their target discourse communities. For example, *Present Simple* is used to convey the present state of knowledge. *Past Simple* is used in *Move 4: Summarizing the results* to report research findings. *Future Simple* is used in the *Structuring the presentation* move. Learners would also know about the use of recurrent head nouns and verbs in moves such as the use of *'this study'*, *'the research study'*, *'demonstrate(s)'*, *'investigate(s,ed)'* in the *Indicating the main feature* submove. Additionally, learners can apply the findings on conjunctions (such as *'however'*, *'but'*, and *'yet'*) to convey current and relevant knowledge in their pieces of writing.

The findings on lexical bundles provide some insights into the forms, the grammatical structures, and the discourse functions of lexical bundles in conference abstracts. By applying these findings in abstract writing, novice writers and scholars would realize the necessity of the functions of lexical bundles in academic realm and would be able to choose an appropriate lexical bundle in each move. For example,

the word cluster '*little is known about*' should be used in *Move 1 Submove 2 - Stating the problem* to convey the evaluation of previous empirical studies of a topic. The word combinations *the findings revealed'*, *'the results showed'* or *'the results show that'* should be used in *Move 4: Summarizing the results.* Novice writers and non-native learners would also learn that phrasal lexical bundles are used more than clausal lexical bundles in conference abstract genre. When writing conference abstracts, they would be aware of these word combinations and be equipped with the knowledge about lexical bundles. In addition, *English for Academic Purposes (EAP)* and *English for Specific Purposes (ESP)* lecturers would be able to use the lexical bundles that clearly reflect the functions of moves in their teaching materials and course contents. Some examples of the lexical bundles that reflect the communicative purposes are shown below.

Examples:

> **Move 1 Submove 1A - Stating the problem:** *'little is known', 'little is known about'*
>
> **Move 2 Submove 1B - Indicating the main features:** *'study focuses on', 'this study explores', 'to evaluate the'*
>
> **Move 3: Describing the methodology:** *'the purpose of', 'to evaluate the', 'the purpose of this'*
>
> **Move 4: Summarizing the results***: 'results showed that', 'findings revealed that', 'results revealed that', 'results show that', 'the results show that'*
>
> ***Structuring the presentation***: *'the presenter will', 'the presenter wills', 'the presentation will', 'participants will also'*

Moreover, the findings of the study yielded pedagogical benefits for novice researchers or writers in the preparation of *English for Academic Purposes* (EAP) courses, material designs, reading courses, and immediate training courses. Apart from raising students' and novice writers' awareness of rhetorical moves, linguistic features and lexical bundles in conference abstracts, the results derived from this study also have some pedagogical implications for them. Novice researchers or potential conference abstract writers would be able to direct learners' attention towards the important linguistic features, move sequences, and fixed expressions used

in conference abstracts. The rhetorical knowledge (ability to analyze and act on understandings of audiences, purposes, and contexts in creating texts) would enhance the academic writing ability of novice writers and prepare them for their future academic path.

The findings from this study can also be applied in designing materials and contents of academic courses, especially for writing courses of *English as a Foreign Language (EFL)* and *English for Academic Purposes (EAP)*. Based on the findings, EAP teachers would be able to choose which communicative purposes, linguistic features, or lexical bundles should be included in their teaching course contents. They can adjust their teaching materials to enhance the writing abilities of their students. The explicit focus in the teaching of linguistic features, move sequences, and lexical bundles can help EAP learners and novice academic writers overcome the difficulties in conference abstract writing. Apart from writing courses, the findings can also be applied in EAP reading courses, as well. EAP learners can use the knowledge of moves and move sequences to speculate the structures of conference abstracts while reading and searching for specific information from conference abstracts.

6.4 Limitations and recommendations

The present study provides some useful insights into abstract types, generic features, linguistic features, and lexical bundles used in successful conference abstracts in the fields of *Applied Linguistics* and *English Language Teaching and Learning*. This section provides the limitations of the present study, and some recommendations for further studies and practices.

First of all, the corpus size in the present study was relatively small. The total number of words in the corpus was 14,604 words in Phase I, and 20,131 words in Phase II. Therefore, a further research with an expanded corpus size is necessary in order to increase the representativeness and provide more conclusive results of the study. In other words, a larger corpus would provide more occurrences of linguistic elements and moves and there would be higher chances to generate a greater number of word combinations.

Due to the limited access to the data, only successful conference abstracts were analyzed in this study. Unsuccessful abstracts were not explored. Besides, the analyses of this study were restricted to the rhetorical patterns, the linguistic features, and the lexical bundles of accepted conference abstracts written by the researchers in this study. The focuses of the analyses in this study did not cover other relevant factors of abstract writing such as authors' backgrounds. Therefore, further analyses are recommended in order to compare the linguistic features of accepted abstracts and rejected abstracts, especially the descriptive ones, to compare conference abstracts written by native speakers with those written by non-native speakers, and to analyze unsuccessful conference abstracts. The results from future studies may provide further understanding and more comprehensive description of the conference abstract genre.

Moreover, the linguistic analyses of the present study concentrated only on verb tenses, modality, the use of active voice and passive voice, and personal pronouns. Further studies are recommended to investigate other linguistic components (such as discourse markers, other types of pronouns), and to find the connections between move patterns and lexical bundle choices. The findings from further studies would yield more insights into other language components of the conference abstract genre which might be helpful for novice writers and non-native speakers. Their academic writing skills could be improved when writing English conference abstracts. The results from further studies would also be beneficial to those who need to prepare courses, such as EAP courses, other professional and training courses.

The current study concentrated on international conference abstracts presented in Thai context only. In other words, the findings of this study conveyed the actual practices of conference abstracts in Thailand. It is, therefore, recommended that future researchers should compare conference abstracts presented in Thai context with those presented in other contexts. The results from future comparative studies would provide more thorough insights into the conference abstract genre and raise more awareness on the differences in the study results.

In addition, the study provided an insight into the generic features, the linguistic features, and the lexical bundles used in conference abstracts in the fields of *English Language Teaching and Learning,* and *Applied Linguistics* only. Therefore, further researches should be carried out to investigate conference abstracts in other

disciplines, as well. The findings from future studies may yield more explicit pictures of disciplinary variations in the conference abstract genre. Since each genre possesses specific features which include generic features and linguistic elements, further research studies should also explore the sub-categories of conference abstracts based on type of presentation such as workshop, roundtable, and poster presentation to identify their underlying communicative functions. The results from further studies would provide a comprehensive description of linguistic features, moves and move patterns found in the different types of presentation of conference abstracts.

Research summary

Nowadays, one of the graduation requirements for graduate students is to present their researches in academic conferences. Novice researchers also need to present their studies in academic conferences for their career advancement. One problem that novice researchers would face while trying to write an abstract for an academic conference is the lack of knowledge in convention of conference abstracts. The guidelines provided by the conference organizer may not be sufficient for writing a good manuscript that meets the standard of the anonymous reviewers and the editorial committee of a conference. Therefore, this study has been conducted to identify the abstract types, the generic features, and the linguistic features of successful English conference abstracts of the Thailand TESOL International Conferences. This study has also examined the forms, the structures, the functions, and the occurrence of three- to five-word lexical bundles. However, the study explored only the abstracts of the presenters in the Thailand TESOL International Conferences and excluded the abstracts of the keynote and featured speakers. The study was divided into two phases: preliminary Phase I and Phase II.

In the preliminary Phase I of the study, a total of 100 abstracts were analyzed to identify the proportion of abstracts in each type. It was found that there were more descriptive abstracts than informative abstracts. The abstracts in each type were also hand-tagged to explore their moves and move patterns based on Santos' (1996) five-move model and to classify whether they were obligatory or optional units by using the 60% cut-off point introduced by Kanoksilpatham (2005). The findings

revealed that the descriptive abstracts in the corpus consisted of two obligatory moves (*Move 1: Situating the research* and *Move 2: Presenting the research*) and three optional moves (*Move 3: Describing the methodology*, *Move 5: Discussing the research*, and the *Structuring the presentation* move). The informative abstracts comprised four obligatory moves (*Move 1: Situating the research*, *Move 2: Presenting the research*, *Move 3: Describing the methodology*, and *Move 4: Summarizing the results*) and two optional moves (*Move 5: Discussing the research* and the *Structuring the presentation* move). In this study, the move sequences of the descriptive abstracts were different from the informative abstracts. The abstracts were further analyzed in terms of verb tenses, modality, choice of active voice and passive voice, and personal pronouns. It is noticeable that some verb tenses were typically used in certain moves because of their meaning and communicative purposes. For example, *Future Simple* was prevalent in the *Structuring the presentation* move since this move was used to outline the steps or activities of an upcoming oral presentation. *Past Simple* was common in *Move 4: Summarizing the result)* to report the findings. With regard to modality, *'can'* was the most preferred modal verb in the corpus. In addition, there were more active voice units than passive voice ones. The writer's decision to use active voice or passive voice depended on the communicative purpose of each move. For example, passive voice was prevalent in *Move 3: Describing the methodology* to emphasize the research design. In terms of personal pronouns, the writers in the corpus used all of the three major types of personal pronouns: first-person pronouns, second-person pronouns, and third-person pronouns. The third-person pronouns were most popular in the corpus, while the first-person pronouns were rarely used.

Once the analyses of abstracts in terms of moves and linguistic features had been completed, the AntConc 3.2.4w program was used to generate the three-word to five-word lexical bundles from the corpus. It was found that the number of the short lexical bundles (three-word lexical bundles) was higher than the longer ones (four-word and five-word lexical bundles). These lexical bundles were then structurally and functionally analyzed based on Biber et al.'s (2004) structural taxonomy and Hyland's (2008a, 2008b) functional taxonomy. The results showed that there were more phrasal lexical bundles than clausal ones. The NP and PP-based

lexical bundles were the most preferred type, followed by the VP-based lexical bundles and the DC-based lexical bundles. The findings of the current study also yielded two new structures: *1h. (connector+) Noun phrase + Verb phrase fragment* (the last subcategory of VP-based lexical bundles), and *'Others'* (the fourth major structural category). In terms of function, the research-oriented lexical bundles had the highest number of occurrence, followed by the text-oriented lexical bundles, and the participant-oriented lexical bundles. Besides, an additional subcategory of the text-oriented function, the *Objective signals* function, was identified in this study. The new move and the additional subcategories derived from the study in Phase I were added to the related frameworks. The adapted frameworks were used to analyze the corpus of 150 conference abstracts in Phase II.

In Phase II, a total of 150 successful English conference abstracts of the Thailand TESOL International Conferences were explored in the same way as Phase I. However, the linguistic features and the lexical bundles in moves were also analyzed in Phase II. The findings from Phase II were consistent with those from Phase I in terms of the occurrence of the *Structuring the presentation (STP)* move, the additional grammatical structures (*1h. (connector+) Noun phrase + VP fragment,* and *'Others'*), and a new functional subcategory of text-oriented lexical bundles (*Objective signals)*. The findings also showed that the lexical bundles found in each move clearly reflected the communicative purposes of that particular move. For example, *'little is known'* was found in *Move 1 Submove 2 - Stating the problem* to show the evaluation of the current knowledge or previous empirical studies, while *'findings revealed that'* and *'results showed that'* were found in *Move 4: Summarizing the results* to report the research findings. Some lexical bundles reflected the topics of the corpus such as *'teaching and learning'* and *'the English language'.* Additionally, some functions of lexical bundles were related to certain grammatical patterns. For example, the majority of the lexical bundles with *topic* function comprised noun phrases and prepositional phrase fragments such as *'teaching and learning'*, *'the English language'*, *'the language classroom'*, *'the use of*, *of the English'*, and *'with their peers'.* The lexical bundles with *structuring signal* function were characterized by the *(connector+) Noun phrase + Verb Phrase fragment* grammatical structure, especially in the *STP* move such as *'the presenter will'*, *'the*

presenters will', *'the presentation will'*, *'participants will also'*, and *'participants will be'*.

The findings of the study are beneficial to novice researchers because they can apply what they perceive in creating their own conference abstracts. In other words, Thai scholars and researchers would be able to broaden their perspectives on the conventions, the practices, and the necessary linguistic features of conference abstracts so that they could produce effective conference abstracts. The increased awareness of conference abstract linguistic features would give novice writers more opportunities to disseminate their researches among scholars in recognized international conferences. The findings from the study could be contributed to the sustainable development of academic realm in Thailand. By applying the knowledge found in this study, Thai scholars would be encouraged to produce more effective and successful conference abstracts of their own.

In the end, I wholeheartedly welcome researchers, scholars, and linguists to conduct more studies on other aspects of conference abstracts, such as the analysis of conference abstracts in other disciplines, the comparison between unsuccessful and accepted conference abstracts, the linguistic features and moves used by native and non-native speakers of English, the differences between English abstracts and Thai abstracts in the same discipline, and so on.

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APPENDICES

APPENDIX A
SANTOS' (1996) FIVE-MOVE MODEL

Moves/Submoves
Move 1: Situating the research
Submove 1A - Stating current knowledge
and/or
Submove 1B - Citing previous research
and/or
Submove 1C - Extended previous research
and/or
Submove 2 - Stating a problem
Move 2: Presenting the research
Submove 1A - Indicating main features
and/or
Submove 1B - Indicating main purpose
and/or
Submove 2 - Hypothesis raising
Move 3: Describing the methodology
Move 4: Summarizing the results
Move 5: Discussing the research
Submove 1 - Drawing conclusions
and/or
Submove 2 - Giving recommendations

APPENDIX B
BIBER ET AL.'S (2004) STRUCTURAL CLASSIFICATION SCHEME

Lexical bundles that incorporate verb phrase fragments
1a. (connector+) 1st/2nd person pronoun + VP fragment: 1b. (connector+) 3rd person pronoun + VP fragment: 1c. Discourse marker + VP fragment   1d. Verb phrase (with non-passive verb)   1e. Verb phrase with passive verb   1f. *Yes-no* question fragments   1g. WH-question fragments
Lexical bundles that incorporate dependent clause fragments
2a. 1st/2nd person pronoun + dependent clause fragment   2b. WH-clause fragments   2c. *If*-clause fragments   2d. (verb/adjective +) *to*-clause fragment   2e. *That*-clause fragments
Lexical bundles that incorporate noun phrase and prepositional phrase fragments
3a. (connector+) Noun phrase with *of*-phrase fragment   3b. Noun phrase with other post-modifier fragment   3c. Other noun phrase expressions   3d. Prepositional phrase expressions   3e. Comparative expressions

APPENDIX C
HYLAND'S (2008A, 2008B) FUNCTIONAL CLASSIFICATION SCHEME

Research-oriented - help writers to structure their activities and experiences of the real world	
Location	indicating time/ place
	Ex. *at the beginning of, at the same time, in the present study*
Procedure	indicate methodology or purpose of research
	Ex. *the use of the, the role of the, the purpose of the, the operation of the*
Quantification	describing the amount or number
	Ex. *the magnitude of the, a wide range of, one of the most*
Description	detailing qualities or properties of materials
	Ex. *the structure of the, the size of the, the surface of the*
Topic	related to the field of research
	Ex. *in the Hong Kong, the currency board system*
Text-oriented - concern with the organization of the text and its meaning as a message or argument	
Transition signals	establishing additive or contrastive links between elements
	Ex. *on the other hand, in addition to the, in contrast to the*
Resultative signals	mark inferential or causative relations between elements
	Ex. *as a result of the, it was found that, these results suggest that*
Structuring signals	text-reflective markers which organize stretches of discourse or direct readers elsewhere in the text
	Ex. *in the present study, in the next section, as shown in figure*
Framing signals	situate arguments by specifying limiting conditions
	Ex *in the case of, with respect to the, on the basis of, in the presence of, with the exception of*
Participant-oriented - focus on the writer or reader of the text	
Stance features	convey the writer's attitudes and evaluations
	Ex. *are likely to be, may be due to, it is possible that*
Engagement features	address readers directly
	Ex. *it should be noted that, as can be seen*

APPENDIX D
AN EXAMPLE OF DESCRIPTIVE ABSTRACT

This study aims to reexamine the construct of teaching presence to understand how online teaching and language learning happens using a live virtual. This study further discusses teaching presence based recent findings from research into synchronous classes which surfaced themes of teaching presence, namely: connecting with online learners, managing the virtual classroom, engaging and sustaining language learning and validating online teaching and learning process (Villanueva, 2012). While building on the construct of teaching presence, this study also delves into the construct of learning presence, an added element proposed by Shea and Bidjerano (2010) and grounded on the Communities of Inquiry (COI) framework of Anderson, Rourke, Garrison and Archer in 2001. Data gathered are based on the recorded live classes of 2-3 highly recommended ESL/EFL teachers at WizIQ, an e-learning platform. Results of this study hope to build on research seeking a better understanding of expert usage of ICT platforms/tools to inform online language teaching practice.

(Abstract#442)

APPENCIX E
AN EXAMPLE OF DESCRIPTIVE ABSTRACT

As the Internet application popularizes, English majors in China have more opportunities to use Internet resources as listening materials. TED speeches are short talks mainly in English within 20 minutes long. The topics are divided into several fields with up-to-date ideas and innovative thoughts from people all of the world. The researcher finds them very suitable for English majors to do out-of-class autonomous extensive listening exercises. The content-based speeches have covered various topics and opened to thought-provoking ideas from experts and professionals. Students listen to colorful ideas in different accents; therefore, the extensive listening process is full of fun and discovery. The investigation is on advantages and disadvantages of using those speeches as autonomous listening materials for English major sophomores. It also discusses the effect of autonomous listening online and self-regulated learning strategies of those students. The investigation is done through questionnaires, interviews and students' listening journals as research instruments.

(Abstract#523)

APPENDIX F
AN EXAMPLE OF DESCRIPTIVE ABSTRACT

Second language writing is an important skill for Thai tertiary-level students. However, the current teaching practices are unable to help them to effectively deal with the complex nature of producing L2 texts. This paper argues for an idea to incorporate process-oriented and genre-based approaches to teaching L2 writing in order to provide explicit explanation in writing process, textual features, and social context, which is important to the development of L2 writing. This paper will draw on data from an empirical study of a process-genre approach to teaching L2 writing. The results show that a process-genre approach develops students' L2 writing ability in all areas of writing, particularly organization, content, and linguistic appropriacy. This suggests that explicit instruction on writing process, textual features, and social context contributes to the students' development in L2 writing competence.

(Abstract#252)

APPENDIX G
AN EXAMPLE OF INFORMATIVE ABSTRACT

The purpose of this study was to explore American English (AE) versus British English (BE) lexicons occurring in Thailand's National English tests and E nglish textbooks for Mathayom Suksa 6 students (or 12th grade students). The samples used were 1) O-NET tests, 2) GAT tests, and 3) textbooks for 12th graders. The results showed that the tests and textbooks had a combination of American English words and British English words, which can be grouped into four categories. Accordingly, it is recommended that teachers and students of English in high school level, as well as those in the higher education level, should be well aware of this difference in order for high school students to better comprehend authentic English. By the same token, university instructors should prepare the lessons that fit the students'backgrounds and enhance ASEAN communication via English in the future.

(Abstract#332)

APPENDIX H
AN EXAMPE OF AN ABSTRACT WITH MORE THAN ONE
SINGLE PARAPRAGH

Since the 1999 Education Act, large scale teacher training of primary school teachers of English in Thailand does not seem to have produced any tangible evidence of an improvement in English language teaching and learning. Some educational commentators would suggest that as the rest of ASEAN moves forward, Thailand is standing still.

This case study outlines a small scale initiative by a rural school to develop teacher training at grass roots level in the expectation that the model developed will be able to be transferred to other schools and districts in the Isaan area of Thailand.

Teacher training instigated from the bottom up, rather than the regulation top down is not new; however, for real educational reform to take hold, teachers must take responsibility for their own development and in conjunction with the Ministry of Education develop programs which motivate teachers to adapt to student centred communicative teaching.
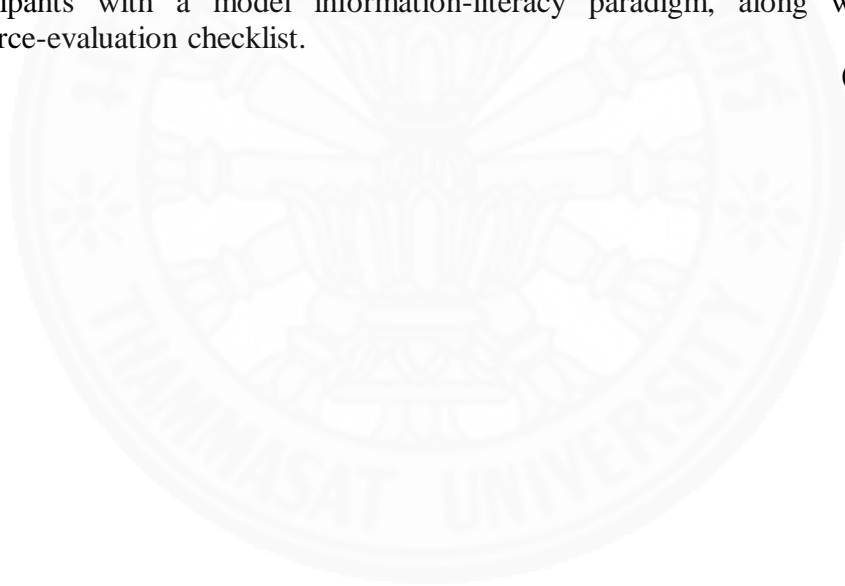
(Abstract#99)
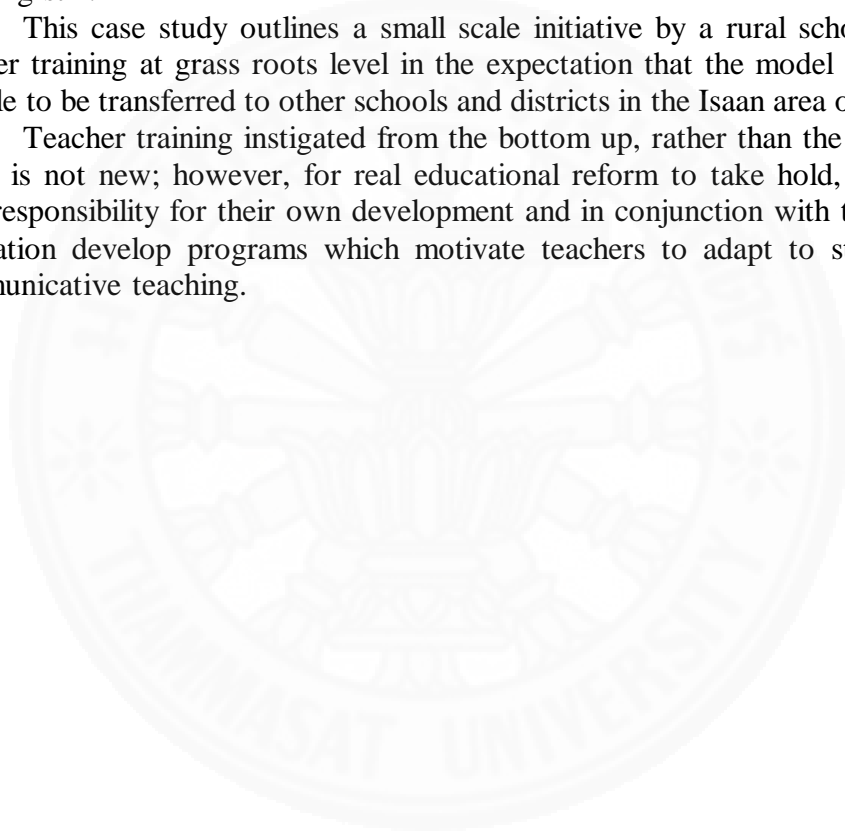
APPENDIX I
AN EXAMPLE OF AN ABSTRACT WITH MORE THAN ONE
SINGLE PARAGRAPH

Information, both good and bad, can be found anywhere. But where is the place to find reliable information? The library, of course. But the library is more than that large forbidding building full of books.

Most librarians are delighted to work with faculty members to show students how and where to find information in a library, either in print or electronically. By teaming with a librarian, a faculty member can take his/her students to resources hitherto unknown. Teaching students information literacy, in tandem with any research assignment, will improve the quality of the resulting research paper.

Learning to do good quality research work is vital to a successful academic life. Learning how and where to seek good-quality information is a skill students can take from university for the rest of their lives. This paper or poster session provides participants with a model information-literacy paradigm, along with a sample resource-evaluation checklist.
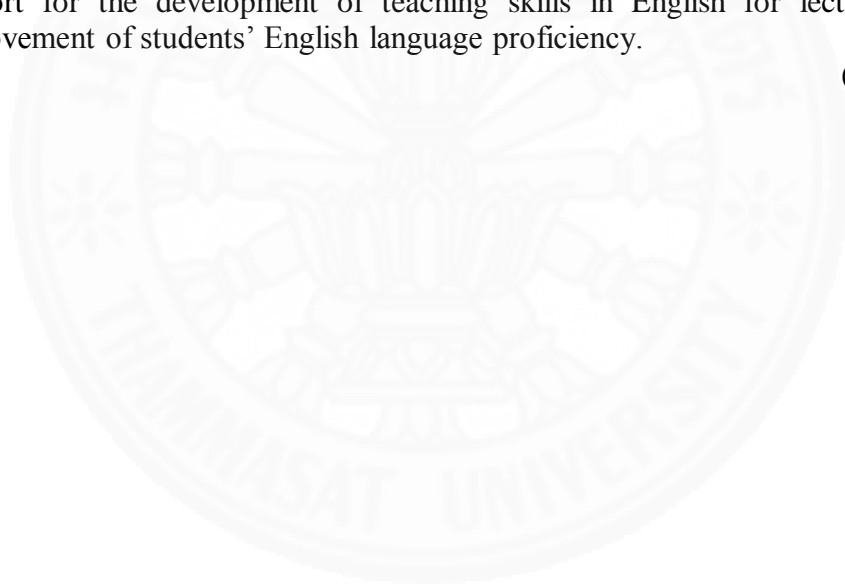
(Abstract#106)

APPENDIX J
AN EXAMPLE OF AN ABSTRACT WITH MORE THAN ONE
SINGLE PARAGRAPH

\<Move 1 Submove 1A - Stating current knowledge\> English medium instruction in higher education is a very common phenomenon in Indonesia in the effort to recruit more international students to study in the universities in Indonesia. This international program is implemented in cooperation with partner universities abroad. **\<Move 2 Submove 1B - Indicating main purpose\>** This study aims at proposing steps to take to improve the quality of the English medium instruction by identifying and analyzing area s of concern relating to the program.

\<Move 3: Describing the methodology\> Through classroom observations, interviews and the distribution of questionnaires to both lecturers and students, **\<Move 4: Summarizing the results\>** this study found that the problems are rooted in the selection system of both lecturers and students in the program and the lack of support for the development of teaching skills in English for lecturers and the improvement of students' English language proficiency.

(Abstract#358)

APPENDIX K
AN EXAMPLE OF AN ABSTRACT WRITTEN IN ITEMIZED FORMAT

A self-access learning centre (SALC) is a facility which aims to provide opportunities for individualized language learning and to promote learner autonomy. Drawing on international examples, the presenter provides possible suggestions for the following questions:

- How can students receive help in speaking, listening and writing in a SALC?
- What are some of the principles of effective self-access materials?
- What kinds of advising services could be available to learners in a SALC?
- How can learner autonomy be fostered through self-access learner development courses?

The presentation ends by identifying some potential growth areas in self-access learning for the near future.

(Abstract#48)
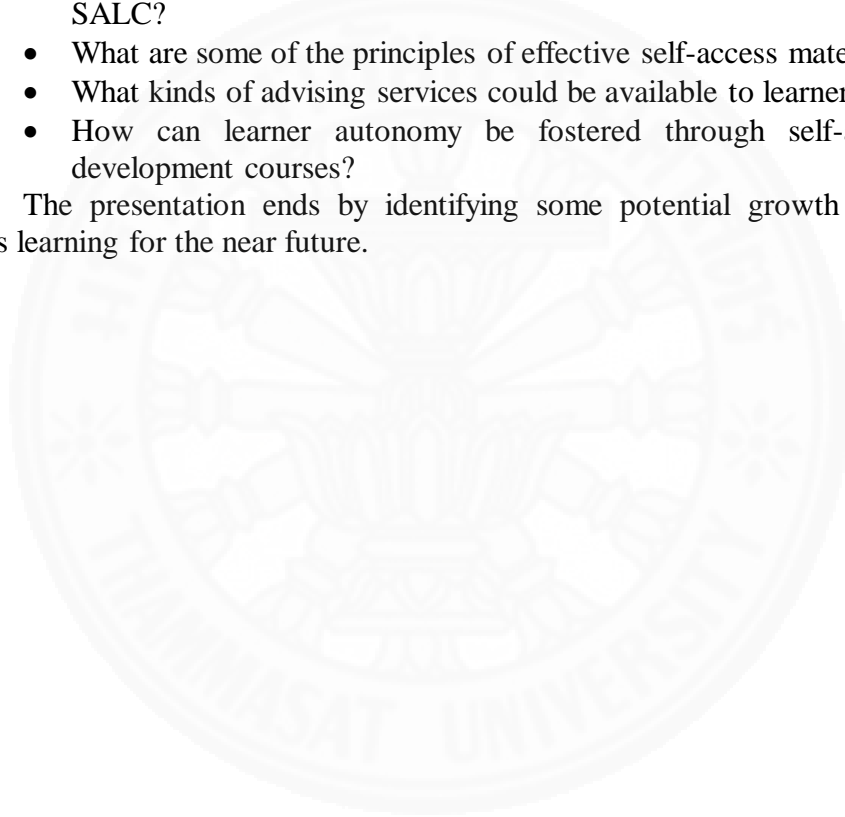
APPENDIX L
THE MAXIMUM AND MINIMUM WORD IN MOVE 1

Maximum word

The emergence of modern digital games in the 21st century has significantly decreased children's interest to traditional game in Indonesia. Children now spend hours in front of monitor playing video games without meaningful social interaction with their peer. This also worsened by the intrinsic quality of modern games that does not nurture the development of children cognitive, motoric, and affective development, not to mention the violence and sexual content induced. In teaching English as foreign language, the emergence of modern games and the lack of interest to traditional ones have tremendous effect as children do not have the media to interact and communicate authentic use of language. Meanwhile, most of traditional games in Indonesia help students build their character such as team -work, cooperative learning, creativity, and also mediate the use of authentic language in social interaction.

(Abstract#355)

Minimum word

This presentation draws on the work of

(Abstract#57)

APPENDIX M
THE MAXIMUM AND MINIMUM WORD IN MOVE 2

Maximum word

This study deals on the development of materials for aspiring flight attendants (AFA) using ESP-based training programs.

This descriptive paper presents how competent AFAs are in the linguistic skills considering politeness, invitation, vocabulary, refusal and descriptive skills?; how competent AFAs are in the performance of communicative tasks of airline discourse in terms of their vocal skills considering   rate of speech, pronunciation and vocal variety?; it also shows how adequate are the pertinent non -verbal skills of AFAs in the performance of communicative tasks of airline discourse considering eye contact, facial expressions and gestures?; and lastly, it reveals   what ESP-based training program can be developed to enhance communication skills of AFAs?

<div align="right">(Abstract#339)</div>

Minimum word

This study aims to survey what problems and solutions students find doing group work outside the classroom.

<div align="right">(Abstract#79)</div>

APPENDIX N
THE MAXIMUM AND MINIMUM WORD IN MOVE 3
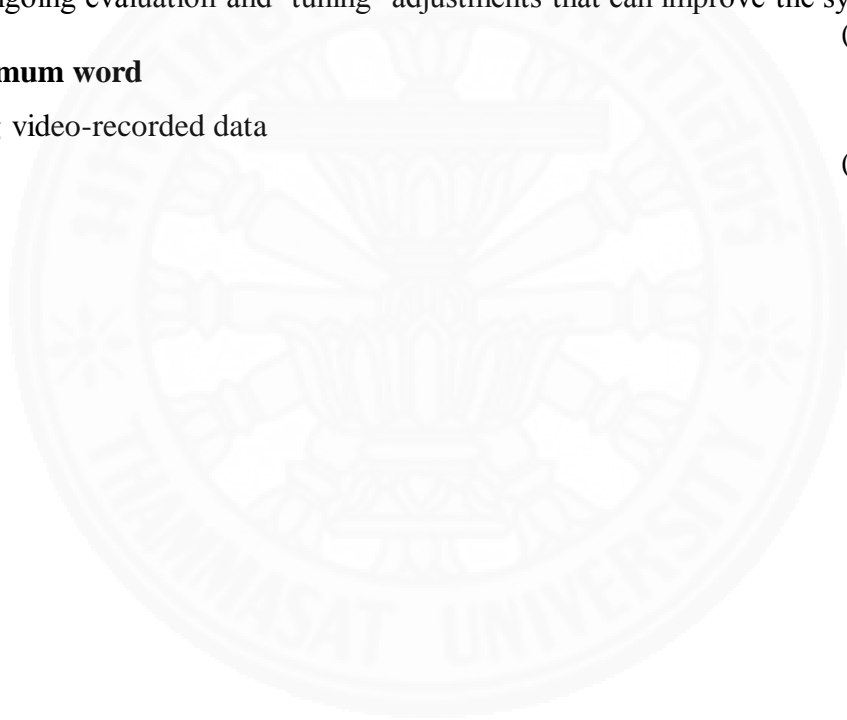
Maximum word

The design targets upper-intermediate and advanced learners who intend to pursue - or are already following - an English-medium course of higher education, and who use a mobile phone with the Android operating system. Encouraging learners to 'play with' the 'bits of English' presented on their phones, the system provides scaffolding for individualized lexical acquisition through a range of explorations and activities, both on the mobile web and offline. Data on each learner's initiatives, responses and activity patterns are logged and uploaded for analysis, providing an empirical basis for ongoing evaluation and 'tuning' adjustments that can improve the system.

(Abstract#168)

Minimum word

Using video-recorded data

(Abstract#422)

APPENDIX O
THE MAXIMUM AND MINIMUM WORD IN MOVE 4
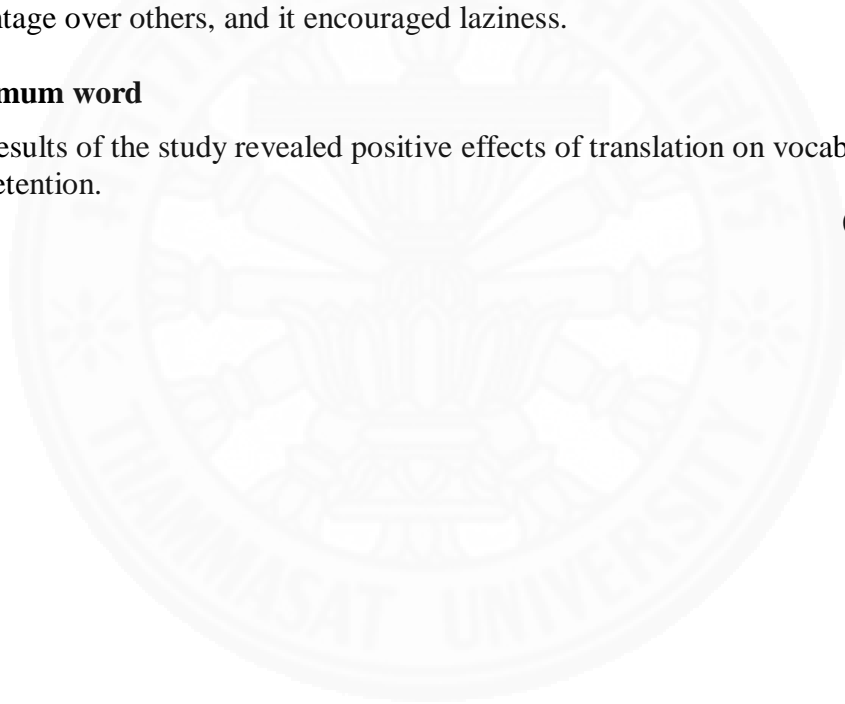
Maximum word

The findings revealed a number of problems the students had during completing group work outside the classroom. It was also found that the students completed their group work outside the classroom without working as a team. It can be seen that the students lacked psychological and methodological preparation for working in groups outside class. However, the students had positive attitudes towards group work outside class as they saw it in terms of learning with freedom from the teacher's control. Few of them had negative attitudes for learning without the teacher's control outside the class because they thought that doing so led some students to take advantage over others, and it encouraged laziness.

(Abstract#79)

Minimum word

The results of the study revealed positive effects of translation on vocabulary growth and retention.

(Abstract#398)

APPENDIX P
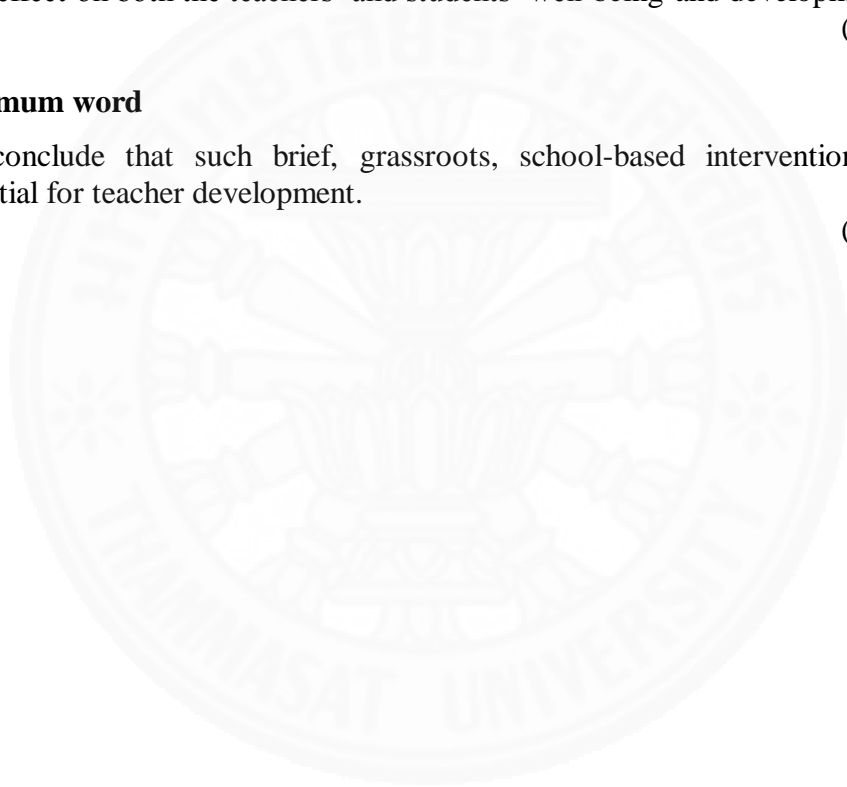# THE MAXIMUM AND MINIMUM WORD IN MOVE 5

Maximum word

While the D.R.E.A.M. model's ten policies are aimed at people in positions of management and responsibility, non-managers will also benefit from the workshop as many of the policies can be easily applied for personal growth and professional mobility. Participants will see that by adopting a D.R.E.A.M. approach in the workplace, better professional practices will naturally evolve with the positive wash-back effect on both the teachers' and students' well-being and development.

(Abstract#165)

Minimum word

We conclude that such brief, grassroots, school-based interventions have great potential for teacher development.

(Abstract#428)

APPENDIX Q
# THE MAXIMUM AND MINIMUM WORD IN STP MOVE

Maximum word

The first presenter, Jimbo, describes the purpose of this research project based on the analysis of the current status of teacher education. The second presenter, Hisamura, discusses challenges and prospects for adaptation and dissemination of the self-assessment 'can-do' EPOSTL checklist in Japan.

(Abstract#157)

Minimum word

presentation will conclude by discussing how other metaphors could help in the teacher-training process.

(Abstract#44)
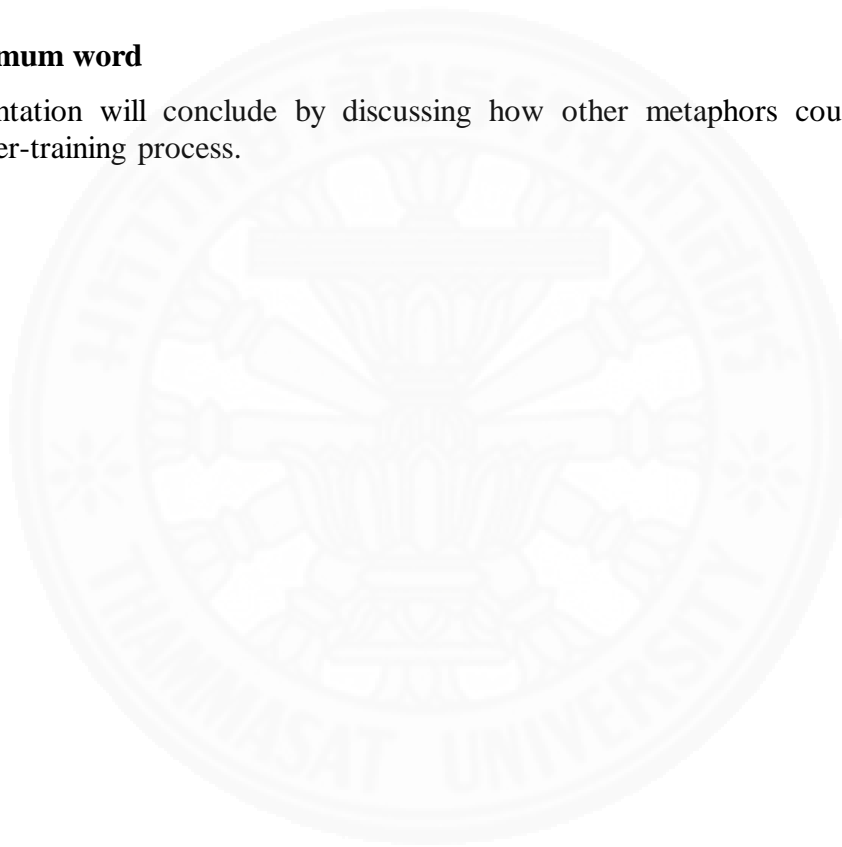
APPENDIX R

M1-M2-M5

<Move 1: Situating the research> Prodromou (2003: 43) states that "the way for a student of English to become more fluent in the language is not only to have a good command of grammar and vocabulary but also a good command of the 'idiom principle' and there is "the need for idiomatic competence is precisely what linguists propose for the nonnative speaker". In addition, research shows that idioms are among the biggest challenge for EFL/ESL learners. **<Move 2: Presenting the research>** The aim of this paper is to shed some light on ways to deal with a selection of figurative idioms by employing a CL perspective and to suggest some pedagogical implications. The paper attempts to examine a small number of Vietnamese EFL learners in the use of a non-CL and a CL activity to evaluate its effectiveness and learning gains. <**Move 5: Discussing the research>** The results could be used to further explore the use of CL to the teaching of idioms.

(Abstract#427)

M1-M2

<Move 1: Situating the research> The feminist language reform, originated in US, has greatly influenced the English language and English education. In the 1970s and 1980s school textbooks were often criticized for reinforcing gender stereotypes. Many publishers have made the guidelines to eliminate gender stereotypes and discrimination from their textbooks. Generic use of "man" and "he" is regarded as sexist by many people. Sexist language is rarely used in textbooks. If it is used, it must be in literary works and quotations. English textbooks for junior and senior high school students in Japan are now well organized and they seem to be free from gender stereotypes in terms of "gender-fair" perspective. However, close examination will reveal that several passages and illustrations still keep gender stereotypes. **<Move 2: Presenting the research>** This research will investigate gender stereotypes seen in textbooks, and show some hidden gender stereotypes in Japanese society.

(Abstract#386)

M1-STP

  <Move 1: Situating the research> It is generally accepted that of the four language skills, writing is the least interesting to teach. This is especially true when it comes to iBT & IELTS writing classes because of their formalities. It is, therefore, teachers' job that stimulates their students and facilitates the writing process.

  <Structuring the presentation> In this presentation, I would like to share with you a few simple tactics to inspire your students in your iBT & IELTS writing lessons with the help of technology. I will give you an example or two on how to use these tactics and modify them to fit your own writing class in your current teaching condition. I will also present the results of the survey of the tactics I used in my own classes to show the effectiveness of these tactics in my iBT & IELTS writing classes.

(Abstract#314)

APPENDIX S

M2-M1-M2

        <Move 2: Presenting the research>To contribute to the central theme of Thai TESOL conference 2013, the author would like to introduce a collection of "E" tools used in a communicative language classroom.
        <Move 1: Situating the research>The emergence of English as an international language (EIL) requires English language learners (ELLs) to be aware of cultural disparities. However, in most Vietnamese EFL classrooms, developing intercultural communicative competence is neglected due to the widely-known fact that learners of these classrooms are normally homogeneous in ethnicity and native language. The reality has urged English language teachers and educators in Vietnam to include cultural knowledge, activities or cross-cultural encounters in their syllabus or in instruction. **<Move 2: Presenting the research>**This paper aims to discuss the implementation of Intercultural Communication (ICC) Approach in the Vietnamese classroom context through "e" tools as various resources for teaching ESOL, which helps enhance students' English language skills by enriching their multicultural interactions.

<div align="right">(Abstract#521)</div>

M2-M1-M2-M5

<Move 2: Presenting the research> This paper intends to stress the significance of the workplace culture. Not only that, it also seeks to depict the reciprocal effects of the workplace culture on teachers' beliefs, behaviors, and practices. **<Move 1: Situating the research>** The relationship between the workplace culture and teachers is not new. In fact, it has been extensively studied especially in the field of general education. (See, for example, Denscombe, 1980; Little, 1993, McLaughlin, 1992; Rosenholtz, 1991; Rosenholtz, Bassler, & Hoover-Depmsy, 1986, and Stigler & Hiebert, 1999, among many others, for more details.) Researchers in the field of foreign language (FL) education have, however, begun only over a decade ago to look into this area. (See the works of Hongboontri, 2003, 2006, and 2008; Kleinsasser, 1993; Kleinsasser & Sato, 2007, and Sato & Kliensasser, 2004, for more details.) **<Move 2: Presenting the research>** The review aims to answer two questions. (1) How does the literature depict the role of the workplace culture? (2) How does the workplace culture affect teachers' beliefs, behaviors, and practices? **<Move 5: Discussing the research>** In essence, the review not only affirms the influential role of the workplace culture on teachers' beliefs, behaviors, and practices, but also calls for more research in this particular area.

<div align="right">(Abstract#13)</div>

APPENDIX T

M2-M3-M4-M5

<Move 2: Presenting the study> The purpose of this study was to explore American English (AE) versus British English (BE) lexicons occurring in Thailand's National English tests and English textbooks for Mathayom Suksa 6 students (or 12th grade students). **<Move 3: Describing the methodology>** The samples used were 1) O-NET tests, 2) GAT tests, and 3) textbooks for 12th graders. **<Move 4: Summarizing the results>** The results showed that the tests and textbooks had a combination of American English words and British English words, which can be grouped into four categories. **<Move 5: Discussing the research>** Accordingly, it is recommended that teachers and students of English in high school level, as well as those in the higher education level, should be well aware of this difference in order for high school students to better comprehend authentic English. By the same token, university instructors should prepare the lessons that fit the students' backgrounds and enhance ASEAN communication via English in the future.

(Abstract#332)

M1-M2-M3-M4

<Move 1: Situating the research> Many Thai university graduates are not capable of using English for effective communication; **<Move 2: Presenting the study>** therefore, this paper has proposed the model of SPTES (Speaking Process for Thai EIC students) and used it to guide the investigation of English for International Communication (EIC) students' needs, expectations and difficulties in English Speaking I course at Rajamangala University of Technology Lanna.

<Move 3: Describing the methodology> Following the mixed-methods design, the quantitative data have been analyzed using Factor analysis and Friedman test while the qualitative data have been analyzed through content analysis.

<Move 4: Summarizing the results> The findings have shown that EIC students' needs, expectations and difficulties in ES1 were to a large extent shaped by their beliefs in practice on language -based exercises, focusing especially on language knowledge such as English vocabulary and pronunciation and they have overlooked the roles of other internal factors (topical knowledge, strategic competence, affective factors and personal characteristics) identified in the SPTES model.

(Abstract#351)

APPENDIX U

LIST OF THREE-WORD LEXICAL BUNDLES IN PHASE I

Lexical bundle	Frequency	Lexical Bundle	Frequency
the use of	21	*the role of*	4
as well as	19	*This workshop will*	4
in order to	9	*through the use*	4
This presentation will	8	*was conducted to*	4
in terms of	8	*based on the*	4
The presenter will	8	*some of the*	4
English as a	7	*a number of*	3
on how to	7	*at the same*	3
of this study	6	*enrolled in a*	3
teaching and learning	6	*focuses on the*	3
study aims to	6	*high school students*	3
will also be	6	*how to use*	3
participants will be	6	*in this presentation*	3
aims to investigate	5	*it has been*	3
and how to	5	*level of English*	3
can be used	5	*look at how*	3
how to create	5	*of the English*	3
of English as	5	*overview of the*	3
showed that the	5	*positive attitudes towards*	3
that the students	5	*presenter will discuss*	3
This paper will	5	*results showed that*	3
This study aims	5	*students enrolled in*	3
a foreign language	5	*students in the*	3
as a foreign	5	*study was conducted*	3
in addition to	5	*terms of their*	3
one of the	5	*the lack of*	3
English language teaching	5	*the rest of*	3
The development of	5	*The results showed*	3
be able to	4	*the roles of*	3
be used to	4	*the world and*	3
found that the	4	*to discuss the*	3
in English language	4	*to investigate the*	3
in which students	4	*use of a*	3
language learning and	4	*use of the*	3
purpose of this	4	*was found that*	3
the analysis of	4	*will be able*	3
the effectiveness of	4	*will describe how*	3
the impact of	4	*would like to*	3
the quality of	4		

APPENDIX V
LIST OF FOUR-WORD LIEXICAL BUNDLES IN PHASE I

Lexical bundle	Frequency	Lexical Bundle	Frequency
English as a foreign	5	*of English as a*	3
study aims to investigate	4	*results showed that the*	3
this study aims to	4	*students enrolled in a*	3
through the use of	4	*The presenter will discuss*	3
as a foreign language	3	*The results showed that*	3
can be used to	3	*the use of a*	3
in terms of their	3	*will be able to*	3

APPENDIX W
LIST OF FIVE-WOD LEXICAL BUNDLES IN PHASE I

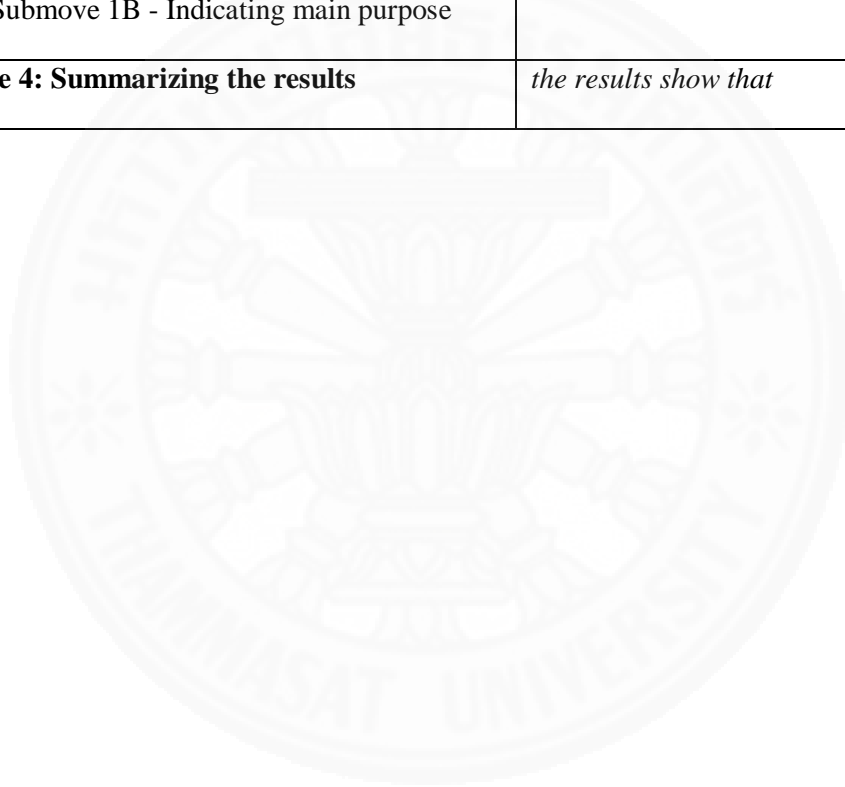| Lexical bundle	Frequency	Lexical bundle	Frequency
English as a foreign language	5	The results showed that the	3
as a foreign language efl	4		

APPENDIX X

LIST OF THREE-WORD LEXICAL BUNDLES IN PHASE II

Move	Lexical bundle	Frequency
Move 1: Situating the research	*one of the*	9
Submove 1A - Situating current knowledge	*teaching and learning*	5
	due to the	4
	in order to	4
	is one of	4
	teachers to be	4
	a sense of	3
	all over the	3
	as a result	3
	it can be	3
	of the English	3
	of the world	3
	over the world	3
	the English language	3
	the importance of	3
	the language classroom	3
	the needs of	3
	the use of	3
	with their peer	3
Total	**19**	**69**
Submove 2 - Stating the problem	*is known about*	3
	little is known	3
Total	**2**	**6**
Move 2: Presenting the research	*this workshop will*	7
Submove 1A - Indicating main features	*in order to*	6
	as well as	5
	the importance of	4
	this presentation will	4
	in this presentation	3
	study focuses on	3
	this study explores	3
	this study is	3
	was designed to	3
Total	**10**	**41**
Submove 1B - Indicating main purpose	*the purpose of*	6
	before and after	3
	of this paper	3
	of this research	3
	purpose of this	3
	the effectiveness of	3
	the use of	3
	to evaluate the	3
Total	**8**	**27**
Move 3: Describing the methodology	*in this study,*	6

Move	Lexical bundle	Frequency
	the subjects were	5
	quantitative and qualitative	4
	the data was	4
	a group of	3
	based on a	3
	students were asked	3
Total	**7**	**28**
Move 4: Summarizing the results	*results showed that*	5
	findings revealed that	4
	results revealed that	3
	results show that	3
	the findings revealed	3
	the results show	3
	the results showed	3
Total	**7**	**24**
Move 5: Discussing the research Submove 2 - Giving recommendations	*a variety of*	3
	of the study	3
	will be made	3
Total	**3**	**9**
Structuring the presentation	*the presenter will*	9
	the presenters will	6
	as well as	5
	the presentation will	4
	will be presented	4
	a variety of	3
	participants will also	3
	participants will be	3
	will also be	3
Total	**9**	**40**

APPENDIX Y

LIST OF THREE-WORD LEXICAL BUNDLES IN PHASE II

Move	Lexical bundle	Frequency
Move 1: Situating the research Submove 1A - Situating current knowledge	*all over the world*	3
Submove 2 - Stating the problem	*little is known about*	3
Move 2: Presenting the research Submove 1B - Indicating main purpose	*the purpose of this*	3
Move 4: Summarizing the results	*the results show that*	4

BIOGRAPHY

Name	Tiranun Wongwiwat
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