Rhetorical Moves in SLSU Graduate Theses and the Student-Writers' Identity Construction

¹Johncent Roy Cadao Tibordo, ²Romel M. Aceron, ³Ronel M. Sapungan and ⁴Richard M. Bañez

Southern Luzon State University, Lucban, Quezon, Philippines, Email: jtibordo@yahoo.com
Batangas State University, JPLPC Malvar, Philippines, E-mail: arcelomme@yahoo.com

Abstract: This study aimed at identifying the rhetorical structure of the graduate research papers in Southern Luzon State University. The theses from six discourse communities such as Master of Arts in Teaching English (MATE), Master of Arts in Science Education (MASED), Master of Arts in Mathematics Education (MATHED), Master of Arts in Education–Administration and Supervision (MAADS), Master in Educational Management (MEM), and Master of Arts in Education-Elementary (MAED-ELEM) were analyzed using the models of Swales (1990), Lim (2005) and Yang and Allison (2003) for the introduction, method and the results and discussion sections respectively. Likewise, linguistic features such as tense-aspect of the verb, voice of the verb and dependent clause were also identified. Eventually, the result revealed that the rhetorical structure found across the discourse communities determined the authorial identity of the writers. Meanwhile, it revealed that simple present tense dominates the introduction and the results and discussion sections, otherwise, the simple past tense was found frequently in the method section. It further revealed that the passive voice is generally used so as with the adjectival clause where mostly placed in the subject position. Most significantly, this research proposed writing models for each of the sections across the graduate programs which will make a pedagogical enhancement in teaching research genre writing. The results obtained imply that teachers of research writing should acknowledge and introduce the proposed models as a basis for teaching research genre following the IMRD structure.
Keywords: Graduate theses, Linguistic features, Rhetorical structure, Student-writers identity construction, writing models

Introduction

Writing according to Nyasimi (2014) has always been considered the most important skill that the students need to develop in order to enhance their personal development and academic success. Thus, in academic settings, learning to master writing skills will help students to deal successfully with their academic demands and to perform effectively in their disciplines and professional contexts. However, Fadda (2011) argued that for many adult ESL

learners, learning to write is a difficult and challenging task. In particular, academic writing as to Gomaa and Moulds (2010) is considered the most difficult skill for English learners.

Despite the difficulty faced by many in dealing with writing, writing tasks in higher education according to Tardy (2010) require students to draw on outside sources and adopt the styles and genres of academic discourse. It is therefore considered a challenge among the leaners to achieve communicative competence in writing. Specifically, in research genre writing. The student-writers thus need a specialized literacy that consists of the ability to use discipline specific rhetorical and linguistic conventions to serve their purposes.

Meanwhile, in terms of discourse community, Hyland (2000) posited that these are not monolithic and unitary. Instead, they are composed of individuals with diverse experiences, expertise, commitments and influence. The notion of community does foreground what is an important influence on social interaction. It therefore draws attention to the fact that discourse is socially situated and helps to illuminate something of what writers and readers bring to a text, emphasizing that composition and interpretation both depend on assumptions about the other.

In connection to discourse community, Piršl *et al.,* (2011) mentioned that at university, students are expected to learn to write specific types of technical texts that are pertinent to the fields they are studying. This includes adopting a style of writing appropriate to the academic field and genre the student is writing in. Students therefore, must learn to apply a rhetoric that is characterized by an exact, systematic logical argumentation and empirical rationale.

Moreover, in view of the call for research presentations of different research organizations in both local and international settings, ''non-English writers must now conform to conventional styles of English rhetoric if they are to be accepted and to succeed in publishing and in their field of study'' (Jongthong, 2001). Meanwhile, Samraj (2008) declared that the common structure of master's thesis is the Introduction, Method, Results and Discussion (IMRD) structure. In connection, this study will therefore help research writers to organize the (IMRD) research structure which conform to the academic demands. Likewise, it will enable research genre writers to cope up with the trend in research writing to eventually present and publish research papers in accordance with what is practiced by the rest of the members of a certain discourse community.

Background of the Study
There is a consensus among scholars that writing in English is one of the most serious problems for non-native speakers. As Jogthong (2001) stated, in countries where English is not the mother tongue, most learners, even if they reach a high standard of proficiency in English, experience serious problems when attempting to write in language appropriate to academic discourse, particularly at the level of text organization. More specifically, most non-native speakers face a challenging and difficult task when writing research.

One of the methods used for dealing with research writing problems as emphasized by Mur-Dueñas (2012) is to analyze their rhetorical structures. Also, it is necessary to see how the rhetorical moves identified are realized linguistically by investigating formulaic sequences, which serve the function of supporting the communicative intention of particular moves which should help novice writers/learners 'frame their research neatly and be able to market it more successfully in the competitive sphere of international publications in English' Therefore, more emphasis on rhetorical moves and typical language usage in research should

assist novice non-native writers to write research more effectively. Most studies regarding genre analysis in the past years have focused on the analysis of the organizational patterns of RA sections in terms of their constituent moves, such as the study of the introduction section (Samraj, 2002, 2005; Swales, 1990, 2004), the methods section (Lim, 2006), the results and discussion section (e.g., Yang and Allison, 2003).

It was observed that there were no studies that focused on the rhetorical structure of graduate theses in Southern Luzon State University (SLSU) Graduate programs during the past years. In this reason, there is a need to conduct such a study because once rhetorical structure of graduate theses is identified; the student-researchers will be able to have a clear perspective of organizing the Introduction, Methodology, Results and Discussion (IMRD) structure of a research paper. Thereby, research papers would be ready to meet the academic demand. Eventually, this will be of great help prior to research paper presentation and publication.

The present study therefore, intends to present the comprehensive rhetorical structure in the IMRD sections of graduate research papers in Master of Arts in Teaching English (MATE), Master of Arts in Science Education (MASED), Master of Arts in Mathematics Education (MAMathEd), Master in Administration and Supervision (MA-AdS), Master in Educational Management (MEM), and Master of Arts in Education- Elementary (MAEdElem). Likewise, it examined the grammatical properties of the graduate theses written by the SLSU graduates. Finally, it identified the identity of the identity construction of the writers from the different discourse communities.

Objectives of the Study
This study aimed at examining the rhetorical organization, linguistic properties and student writer's identity construction in SLSU graduate theses with an end-view of proposing writing models in formulating the IMRD sections of research papers.

Specifically aimed to: (1) examine the rhetorical structures of SLSU–CTE graduate research papers following the Introduction-Method-Result-Discussion (IMRD) pattern; (2) identify the linguistic features present in the IMRD structure of graduate research papers as to: Tense–aspect system, Voice of the verb, and Dependent clauses and their structural positions; (3) describe the student writers' identity construction as to their written discourse competency; and (4) generate writing model in crafting IMRD structure of graduate research paper.

Significance of the Study
Since this study geared towards developing the researchers' skill in writing the IMRD structure of research paper would be of great help: to the students of Southern Luzon State University–CTE Graduate Programs for it introduces writing models which are essential in in making research papers. It sees to enhance the students' awareness on writing academic paper and to enable them to participate in to an analytical yet, guided way of learning; to professors, instructors and teachers handling research class will be able introduce writing model to the students to guide them in crafting IMRD structure of research paper; to school administrator can initiate writing programs using the proposed models to further enhance the writing ability of the students most especially in terms of research writing; to curriculum planners because it might become a basis for curriculum enhancement in order to establish an avenue for research driven community; to non-native students to produce their research papers more effectively; and to future researchers will be able to use the result of this study as basis of another study, particularly in genre analysis-related studies.

Scope and Limitations

This study made use of Southern Luzon State University- College of Teacher Education (SLSU- CTE) graduate theses as subject of genre analysis which run from August 2017 to April 2018. This only focused on the introduction, methodology, results and discussion (IMRD) section of the graduate research papers. It further identified the linguistic components mainly focused on the tense–aspect system, voice and the occurrence of the dependent clause. Meanwhile, only discourse competence was analyzed to determine the identity of the writers. Theses from Master of Arts in Teaching English (MATE), Master in Educational Management (MEM), Master in Mathematics Education (MATHEd), Master of Education major in Elementary Education (MAEd-Elem) were utilized in the examination of rhetorical structure, linguistic components and graduate student-writers identity when writing theses. Meanwhile in the case of Master in Administration and Supervision (MA-AdS) and Master in Science Education (MASEd), sample is limited to ten research papers.

Methods and Materials
Research Design

The study involves qualitative approach based on a subjective point of view which means "social reality is constructed and interpreted by people-rather than something exists objectively. However, quantitative research was also used to identify the frequency of the rhetorical moves, likewise, to identify the frequency of occurrence of the tense, voice and the dependent clause as well. Furthermore, this research is descriptive in nature, since it utilized the documentary analysis type in which the researchers collected corpus of graduate research papers. Descriptive research according to Sevilla *et al.,* (2002) is designed to gather information about present existing conditions. It is also defined as involving collection of data in order to answer questions concerning the current status of the subject of the study. In short, it reports the way things are.

Sources of Language Data

To select the corpus for the study, the researchers accessed the list of the MA theses of Southern Luzon State University which cover five academic years (2011-2015). In particular, the list of the CTE graduate programs was considered selecting the corpus.

Table 1. Sample distribution from different programs

Graduate Program	Total Number of Theses(2011 to 2015)	Number of Samples
Master of Arts in Teaching English (MATE)	3	3
Master in Educational Management(MEM)	9	9
Master in Mathematics Education(MAMathEd)	10	10
Master in Elementary Education(MAEd-Elem)	10	10
Master in Science Education(MASEd)	15	10
Master in Administration and Supervision (MA-AdS)	42	10
Total	**89**	**52**

Sampling

This study applied the purposive sampling technique in particular. It purposively utilized the graduate research papers from SLSU-CTE Graduate Programs conducted from 2011 to 2015. Since, MATE is the most recent offering of the CTE- Graduate program, there is limited number of the theses for the sample. It only collects 3 theses from 2011 to 2015.

The corpora were selected based from the idea of Bhatia (1993) that the definition of the corpus may be based on the communicative purposes and in the situational contexts in which it is generally used. In like manner, the sampling is based from the suggestion of Bhatia that for an exploratory investigation, few corpora were randomly chosen.

Data Gathering Procedure
The researchers considered the following steps to gather the necessary data.
1. Identifying the corpus: The corpus was identified depending upon the list of the available researches, with the guidance of the research adviser.

2. Analyzing the corpus: Two main stages in analyzing language data were followed in the present study to address the objectives. First, following Swales (1990), Lim (2005), and Yang and Allison (2003) genre analysis models, the IMRD sections of the research papers were subjected to genre analysis to examine move and step structure and to identify the grammatical features across six discourse communities. The frequencies of individual moves in IMRD section were recorded to determine if a particular move occurred frequently enough to be considered obligatory.

In this regard, Move Classification Criteria by Rasmeenin (2006) was put into consideration. Moves were classified as to obligatory, conventional, or optional. If a particular move type occurred in every text in the corpus (i.e., the move frequency is 100%), it is labeled 'obligatory.' If the move frequency was between 66% and 99%, it is 'conventional.' Finally, 'optional' is used to describe the moves for which the frequency is less than 66%. Stepsthat belonged to the same move represent possible options that writers have at their disposal to contribute to the major function of the move. The frequencies of the steps that will be examined in each move was considered in the analysis. All possible variations that characterize each move and the sequence of moves in each section were identified. In case however of identifying linguistic features, the researchers limited the scope of analysis to the first 50% of the paragraphs only. This is not only for the convenience of the researchers but due to the reason that the copies of the theses are under restriction for security and confidentiality matters. For the final action, a rhetorical structure for each section was suggested.

Statistical treatment
Percentage was used to describe the relationship of a part of a whole. This formula was used in the distribution of the language features:

$$\% = \frac{n}{N} \; x \; 100$$

Where: % = percentage; n= no. of classification; N=total number of language data

Frequency count is an attempt to discover the number of occurrences of particular context of language use principally, the occurrence of grammatical features in the text. Such count was applied in this study to determine the number of occurrences of each grammatical features such as tense-aspect of the verb, voice of the verb and structural positions and types of dependent clauses and their structural position.

Results and Discussion
This chapter presents the analysis of the gathered data which is further interpreted to address the research objectives.

Table 2. Move-Step Analysis of Introduction Section of the SLSU Graduate Theses in Master of Arts in Teaching English (MATE)

Move-Step	Par	S	Exemplar
1-1	1	1	Writing has always been a crucial yet painstaking task among students regardless of age, gender and experiential background.
1-2	1	2	Among the English language macroskills, writing gains prominence as a productive process strictly bound by the rule of the thumb and constrained by the set of standards –spelling, capitalization , mechanics, punctuations and grammar.
2-1b	2	2	Writing an effective scientific paper is not easy for it must rigidly follow a very definitive writing style and format.
3-1a	5	2	Anticipatorily, it aimed at producing a prototype necessary for the students to arrive at lofty and avant-garde thesis writing and in turn satisfying the criticality of readers expectation

Legend: Par- Paragraph   S-Sentence
1-1 (Move1- Establishing a Territory)-Step1 (Claiming centrality)
1-2 (Move1- Establishing a Territory)-Step2 (making topic generalization)
2-1b (Move 2Establishing a niche)–Step1b (Indicating a gap)
3-1a (Move 3 Occupying a niche)-Step1a (outlining purposes)

Table 2 reveals the rhetorical structure observed among the introduction sections of the graduate theses in Master of Arts in Teaching English. In this research introduction, territory is presented first by providing a claim of centrality/ importance. The step 1 type of move 1 (Establishing a Territory) is particularly observed herein by the writer which noted 100% frequency of occurrence, thereby starts to provide the general idea of the topic. Going further, the writers are found to proceed immediately in a topic generalization or the step 2 (making generalization) of move 1.

Examples:
(1) *Writing has always been a crucial yet painstaking task among students regardless of age, gender and experiential background.*

(2) Public signages constitute a part in building students' communication skills especially in writing.

The signal word crucial and constitute in the given examples exemplify the importance of the research topic. In this manner, the authors are apparently able to present a claim a centrality. This is immediately followed by move 1 step 2(making topic generalization). This move shifts the purpose from the claiming centrality/ importance to making a generalization of the topic.

Examples: *(3) Among the English language macroskills, writing gains prominence as a productive process strictly bound by the rule of the thumb and constrained by the set of standards–spelling, capitalization, mechanics, punctuations and grammar.*
(4) Learning materials have too often been typical examples of insensitive use of language and role modelling.

Meanwhile, step 1b (Indicating a Gap) of move 2 (Establishing a Niche) is presented by developing the problem. This move according to Amnuai (2012) is realized by the negative

devices (relatively little, only a small, no prior study) and contradiction connectors (however, despite, but, although). Apparently the negation not is found in the presented examples.

(5) Writing an effective scientific paper is not easy for it must rigidly follow a very definitive writing style and format.
(6)This form of stereotyping when found in the distance education materials, are perhaps even more harmful than the learning materials used in traditional teaching.

Finally, the introduction section of the theses in Master of Arts in Teaching English concludes with the step 1a (Outlining purpose) of Move 3 (Occupying the Niche). This step presents mainly the purpose of the study and is marked by some linguistic signals, such as *aim, goal, objective, purpose*, and *examine*.
Examples:

(7) Anticipatorily, it aimed at producing a prototype necessary for the students to arrive at lofty and avant-garde thesis writing and in turn satisfying the criticality of readers expectation.''

(8) The development of an e-grammar based instructional material on selected topics in Communication Arts 2 aims to come up with the useful electronic material for teachers.

The results obtained from the Introductions of MATE theses exhibit compatibility with Swales model, consist of the same set of three main moves: Move 1: Establishing a territory, Move 2: Establishing a niche, and Move 3: Occupying the niche. This is an implication that the members of the discourse community conform to use common rhetorical moves.

This result is congruent with the findings of the study of Amnuai (2012). Her study reveals that move 1,2 and 3 of Swales model are all found in the introductions of the Linguistics research articles in both Thai and Internationally published journal.

To sum up, the three moves comprising the Introduction section of the research papers are classified as obligatory elements. The high frequency of occurrence of these three moves indicates importance in terms of presenting the introduction section of a research paper. Thus, the pattern drawn for the Introduction section of the graduate theses of Master of Arts in Teaching English are as follow:

Move 1: Establishing a territory	Step 1: Claiming centrality and/or Step 2: Making topic generalization (s) and/or
Move 2: Establishing a niche	Step 1B: Indicating a gap
Move 3: Occupying the niche	Step 1A: Outlining purposes

Figure 2. Proposed Model for Research Introduction Section in Master of Arts in Teaching English (MATE)

Table 3. Move-Step Analysis of Introduction Section of the SLSU Graduate Theses in Master of Arts in Science Education (MASED)

Move-Step	Par	S	Exemplar
1-2	1	1	The refinement of and implementation of curriculum in the Philippines is a continuing process to adapt to the changing

			world which is becoming more and more scientifically and technologically advanced.
2-1b	3	1	In science, the quality and quantity of teaching remains a challenge to educational system
2-1c	3	2	It means that in spite of educators' effort, there is something wrong in their method of teaching
3-1b	3	10	Thus, this research concerns mainly on identifying the least learned competencies and developing a learning resource material that will enhance these competencies.

Legend: Par- Paragraph   S-Sentence
1-2 (Move1- Establishing a Territory)-Step2 (making topic generalization)
2-1b (Move 2Establishing a niche)–Step1b (Indicating a gap)
2-1c (Move 2Establishing a niche) Step 1c (Question raising)
3-1b (Move 3 Occupying a niche) - Step1b (Announcing present research)

The table presents the rhetorical structure observed among the introduction sections of the graduate theses in Master of Arts in Science Education. The members of this discourse community observe move 1 (establishing a territory)–step 2 (Making topic generalization) to begin with the introduction.

Examples:
(9) Technology is advancing rapidly and is beginning to provide the educators with wealth of potential tool.

(10) Every classroom encounter is a product of significant factors of learning environment such as the ability of the pupils, information previously learned, availability of instructional materials, and other facilities in the science classroom.

However, it generally appears that the writers avoid step 1 of move 1. This is congruent with the findings of Jogthong (2001), he noted that Thai writers tended to avoid establishing a centrality claim and evaluating previous studies. Moreover, the structure also observes move 2-step 1b right after the first move.

Examples:
(11) In science, the quality and quantity of teaching remains a challenge to educational system.

(12) With such widespread changes, education should evolve as well for the sake of the learners. If students are not given opportunity to catch up with modern technology, he could not cope with life's challenges.

The presented examples exhibit an overview of the gap. In connection, the writers proceed in presenting the key questions about the consequences of the gap. In this case, a question is raised regarding what is wrong in the method of teaching. Lastly, the introduction section of the graduate theses in Master of Arts in Science Education (MASED), ends up with the move 3 (occupying the niche)- step 1b (announcing the present research. The following examples explain what the research is about to or accomplish.

Examples: *(13) Thus, this research concerns mainly on identifying the least learned competencies and developing a learning resource material that will enhance these competencies.*

(14) Thus, the researchers dealt on the development and validation of Web Quest in teaching topics in Biology for Grade 7 students enrolled in Lucena City National High School in the Division of Lucena City.

In this instance, Move1, Move 2 and Move 3 are found common pattern in most of the introduction section of the graduate theses in Master of Arts in Science Education. Due to the 100% occurrence of the rhetorical structure, the pattern for MASEd is thus drawn next page

Move 1: Establishing a territory	Step 2: Making topic generalization
Move 2: Establishing a niche	Step 1B: Indicating a gap or
Move 3: Occupying the niche	Step 1C: Question-raising or
	Step 1B: Announcing present research

Figure 3. Proposed Model for Research Introduction in Master of Arts in Science Education (MASED)

Table 4. Move-Step Analysis of Introduction Section of the SLSU Graduate Theses in Master of Arts in Mathematics Education (MA-MATHED)

Move-Step	Par	S	Exemplar
1-2	1	1	Whole Brain Teaching is educational strategy basedon the premise of the brain-based learning.
2-1b	2	3	The mathematics teacher's failure to develop sufficient mathematical skills among students will result to the difficulty of the latter to cope with the societal demands of today.

Legend: Par- Paragraph   S-Sentence
1-2 (Move1-Establishing a Territory)- Step2 (making topic generalization)
2-1b (Move 2Establishing a niche) –Step1b (Indicating a gap)

Table 4 presents the move-step pattern of the introduction of theses in Master of Arts in Mathematics Education. Based from the analysis, writers in this discourse community have this distinct structure of creating the introduction. As seen in the table, only two moves are generally observed by the authors. This indicates a precise yet a short presentation of the introduction section. The introduction comes immediately with the move 1-step 2.

Examples:
(15) *Mathematics instruction should engage all students in applying a variety of strategies for solving problems as well as teach them to monitor and reflect on their problem-solving strategies.*

(16) Whole Brain Teaching is educational strategy based on the premise of the brain-based learning.

The rhetorical move is followed and ended by the move 2-step 1 or the establishing a niche-indicating a gap.

Examples:
(17) The Mathematics teacher's failure to develop sufficient mathematical skills among the students will result to the difficulty of the latter to cope with the societal demands of today.

(18) Both teachers and the students need to experience the journal writing as a means of promoting mathematical understanding.

The Move 3, however, is not observed by the authors in this program. This is in congruence with the result of the study by Briones (2012) who found out that move 2 of Swale's model is not frequently used in the introduction of the corpus he studied. Therefore, the pattern for the Math research introduction is drawn as follows:

Move 1: Establishing a territory	Step 2: Making topic generalization (s) and/or
Move 2: Establishing a niche	Step 1B: Indicating a gap

Figure 4. Proposed model for theses Introduction of Master of Arts in Math Education (MA- MATHED)

Table 5. Move-Step Analysis of Introduction Section of the SLSU Graduate Thesis in Master of Arts in Education with Specialization in Administration and Supervision (MAADS)

Move-Step	Par	S	Exemplar
1-1	1	1-2	In the Philippines, education has always been one of the pillars of national development since it provides the country with competent and skilled manpower. Education is regarded as a key investment that can break the poverty cycle and can provide the Filipino students with knowledge and skills to actively participate in productive and profitable activities with the end-view of improving the quality of life.
1-2	1	3	Part of the system of education is the yearly practice of giving a test that would measure the learning acquired by the pupils and the effectiveness of the teachers and even the curriculum.
2-1b	3	2-3	From the results of the National Achievement Test for the last five years, the mean percentage score of Paaralang Element aryang Lucban (PEL) of the Lucban District grade six pupils has not shown a score of 75% and above. This indicates that mastery of the subject was not yet achieved.

Legend: Par- Paragraph   S-Sentence
1-1(Move1- Establishing a Territory) - Step1 (Claiming centrality)
1-2 (Move1- Establishing a Territory) - Step2 (making topic generalization)
2-1b (Move 2Establishing a niche) - Step1b (Indicating a gap)

Table 5 presents the analysis of the Introduction section of the SLSU Graduate theses in Master of Arts in Education with Specialization in Administration and Supervision (MAADS). The writers are able to establish a territory by means of presenting the importance of the topic, move 1-step 1. In the example below, the importance with regards to education is generally emphasized by the authors.

(19) In the Philippines, education has always been one of the pillars of national development since it provides the country with competent and skilled manpower. Education is regarded as a key investment that can break the poverty cycle and can provide the Filipino students with knowledge and skills to actively participate in productive and profitable activities with the end-view of improving the quality of life.

(20) During the last decade up to the present time, unprecedented attention has been focused on educational reforms and different types of innovations have been introduced into the educational system hoping that something better can happen in terms of the quality educational output.

Furthermore, the authors observe step 2 (making topic generalization) of move 1(establishing a territory). This move provides statement about a practice which is done by the system. Lastly, the third paragraph illustrates the problem. It is known as the move 2(establishing a niche) step1b(indicating a gap).

Examples:
(21) The Philippines has been noted from its high literacy rate for years, however, pocket of illiteracy in the rural areas still remain.

(22) Teachers who are in close touch with the students are aware of the difficult and crutial tasks cast upon them especially the responsibilities of classroom teaching. These duties are often so varied and hectic that they adversely affect the teachers physically, mentally, and emotionally. When teachers became vulnerable to such condition, the phenomenon is called burnout.

This study found out however, that move 3 (occupying the niche) is not observed by the members of the discourse community in the Master of Arts in Education with specialization in Administration and Supervision (MAADS). As cited by Jogthong (2001),writers tend to provide less information about the research early in the introduction. In view of this, Jogthong (2001) and Hirano (2009), mentioned that the factors affecting the rhetorical structure of research articles are the socio-cultural aspects, cultural linguistics and the research environment. Considering the rhetorical structure observed in the corpus, the proceeding table shows the pattern for the introduction section of the graduate theses in Master of Arts Administration and Supervision.

Move 1: Establishing a territory	Step 1: Claiming centrality and/or Step 2: Making topic generalization (s) and/or
Move 2: Establishing a niche	Step 1B: Indicating a gap or

Figure 5. Proposed model for Research Introduction in Master of Arts in Education with Specialization in Administration and Supervision (MAADS)

Table 6. Move-Step Analysis of Introduction Section of the SLSU Graduate Theses in Master in Educational Management (MEM)

Move-Step	Par	S	Exemplar
1-1	1	1	Educational Management poses an environment of rapid change ushering significant concerns on the need to ensure organization sustainability, elasticity, and

			sensitivity to a larger context.
1-2	1	2	The capacity of school leaders and teachers to carry out functions while dealing with several issues on leadership succession requires approaches to sustain effective performance and responsiveness to the ever-demanding field of education.
3-1b	6	2	It is the assumption of the study that leadership succession has either positive or negative impact to the morale and performance of the teachers depending on the nature and circumstances.

Legend: Par- Paragraph   S-Sentence
1-1 (Move1- Establishing a Territory)- Step1(Claiming centrality)
1-2 (Move1- Establishing a Territory)- Step2(making topic generalization)
3-1b (Move 3 Occupying a niche)- Step1b(Announcing present research)

Table 6 presents the move-step analysis of the graduate theses in Master of Arts in Educational Management. Move 1 generally is used to introduce the topic of the study. In particular meanwhile, the authors use initially the move 1-step 1 (Establishing a territory- claiming importance/ centrality. In this manner, the writers assure the readers that the topic of the research paper is worth investigating.

Examples:
(23) Educational Management poses an environment of rapid change ushering significant concerns on the need to ensure organization sustainability, elasticity, and sensitivity to a larger context.''

(24) Teachers as one the most important components of the educational institution who are in turn must be cared for because of the efforts and love they give to their learners are treated positively by the ones they care for.

Apparently, move 2 in preceding analysis was not considered by the authors. It only draws 20% of the corpus which observed the move. This is supported by Huang (2013), his analysis revealed that move 2 was seen only in 60% of the medical research articles in the corpus.

Because of this, move 2 is identified as an optional move. The medical research articles in the corpus mainly comprised of treatment experiments where the necessity of move 2 can be omitted.

Moreover, it draws 100% occurrence of the move 3. Particularly, the step 1b which is illustrated by this example:

(25) It is the assumption of the study that leadership succession has either positive or negative impact to the morale and performance of the teachers depending on the nature and circumstances.

(26) One of the purposes of this study is to enlighten administrators and teachers that students today are not like students before.

These instances announce what the present study has to offer.

Move 1: Establishing a territory	Step 1: Claiming centrality and/or
	Step 2: Making topic generalization
Move 3 Occupying a niche	Step1b Announcing present research

Figure 6. Proposed model for Research Introduction in Master in Educational Management (MEM)

Table 7. Move-Step Analysis of Introduction Section of the SLSU Graduate Theses in Master of Arts in Education Major in Elementary Education (MAED-ELEM)

Move-Step	Par	S	Exemplar
1-1	1	1	Information and Communication Technology (ICTs) plays an important role in education today.
1-2	1	3	It is generally believed that ICT can empower teachers and learners promote change and foster the development of 21st century skills which are categorized into four broad categories-ways of thinking, ways of working, tools for working and skills for living in the world.
2-1b	4	1	Most teacher-recipients are positive towards this technology, however, E-classroom entails knowledge, responsibility and competence to utilize it properly and effectively to achieve the desired outcomes.

Legend: Par- Paragraph   S-Sentence
1-1 (Move1- Establishing a Territory) - Step1 (Claiming centrality)
1-2 (Move1- Establishing a Territory) - Step2 (making topic generalization)
2-1b (Move 2Establishing a niche) - Step1b (Indicating a gap)

The table 7 contains the move-step structure of the introduction section of the graduate theses in Master of Arts in Education Major in Elementary Education(MAED-ELEM). The authors are able to begin the introduction by providing a statement that elicits the importance of the topic. It is explicit in the examples that follow:

(27) Information and Communication Technology (ICTs) plays an important role in education today. '

(28) It is essential to introduce and practice ''real communication with our students within the learning process.

Moreover, in this field, move 1 (Establishing a territory)-step 2 (making topic generalization) is observed by majority. It is noticeable in this example:

(29) It is generally believed that ICT can empower teachers and learners promote change and foster the development of 21st century skills which are categorized into four broad categories-ways of thinking, ways of working, tools for working and skills for living in the world.

(30) Mathematics is a skill subject that has concepts to be mastered.

Finally, the pattern ends up with the move 2 (establishing a niche) step 1b (indicating a gap). There is an absence of the move 3 (occupying a niche) as contrast to the usual pattern of the introduction sections.

This result contradicts to Briones (2012) who found out that move 2 of Swale's model is not frequently used in the introduction of the corpus he studied. Whereby, the move 3 is frequently used.

To sum up, writers of this discourse community pattern the introduction as M1-M2. In detailed, the rhetorical structure is shown below:

Move 1: Establishing a territory	Step 1: Claiming centrality and/or
	Step 2: Making topic generalization
Move 2 Occupying a niche	Step 1B: Indicating a gap

Figure 7. Proposed Model for the Introduction Section of SLSU graduate theses in Master of Arts in Education Major in Elementary Education (MAED-ELEM)

Table 8. Move-Step Analysis of the Method Section of the SLSU Graduate Theses in Master of Arts in Teaching English (MATE)

Move-Step	Par	S	Exemplar
1-1a	1	1-2	The study was conducted in the first congressional district in the division of Quezon secondary public schools comprising of Lucban, Tayabas, Sampaloc, Mauban and Pagbilao. These localities were chosen not only on the basis of accessibility of the respondents but also because the object of investigation could be highly localized using aforesaid setting and thus fits the teachers-respondents 'evaluation expertise.
2-1	2	1-2	The study made use of the descriptive method of research through the content analysis which was done via content evaluation. On the other hand, a survey was carried out by means of gathering of data through questionnaire which served as the main tool in assessing the acceptability level of modified grade 8 learning module.
1-1b	3	1	The respondents comprised of seven (7) teachers from Lucban, eight (8) from Mauban, eleven (11) from Pagbilao, four (4) from Sampaloc, and ten (10) from Tayabas for a total of 40.
1-1d	3	2	They were chosen purposively since the selection process revolved only around secondary school teachers of English.
2-2c	4	1-2	To draw the necessary information aimed at analyzing the grade 8 English learning module, the researchers scrutinized the text that suggests negative role modeling of women and pictures which show imbalance portrayal of men and women. These were modified on the basis of using parallel text wherein, a text from Indonesia for example, is substituted with another text from Indonesia but with positive portrayal of women in the selection.

3-1	5	1-4	There were two sets of procedures followed by the researchers in order to collect data. These were for: a.) content analysis and b.) The administration of the checklist questionnaire for acceptability. For the content evaluation of the learning module, all four quarters with six (6) lessons each were scrutinized for negative portrayal of woman and imbalance of appearance of men and women in the texts. These were read thoroughly and scanned (for pictures) for proof of gender biases. Lines were cited from the texts and explained in perspectives of gender sensitivity.

Legend: Par- Paragraph　　　　S- Sentence

M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.

2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1(Presenting an overview of the design)

1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population

1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion

2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables

3-1 (Move3- Elucidating data analysis procedure Step 1 Relating (or recounting) data analysis procedure/s

Table 8 presents the move-step analysis of the graduate theses in Master of Arts in Teaching English. Basically, the method section in this discourse community start the method section with move 1 step 1a, Describing data collection procedure-Describing the sample. This move-step draws 100% occurrence which means it is an obligatory. Definitely, all the authors are able to start the method section by means of stating the location of the samples.

Examples:
(31) The study was conducted in the first congressional district in the division of Quezon secondary public schools comprising of Lucban, Tayabas, Sampaloc, Mauban and Pagbilao. These localities were chosen not only on the basis of accessibility of the respondents but also because the object of investigation could be highly localized using aforesaid setting and thus fits the teachers-respondents 'evaluation expertise.

(32) The research was conducted at the STI Academic Center Lucena which is located at Quezon Avenue corner Perez St., Lucena City.

It is immediately followed by the move 2 steps 1 which describes the research design employed in the study. The descriptive design is used in the cited example. Moreover, when it comes to move 1, step 1b (Describing the size of the sample/population) the result of the present study reflects the result of the study of Huang (2013) which found that this move-step is obligatory in the corpus,

Examples: *(33) The respondents comprised of seven (7 teachers from Lucban, eight (8) from Mauban, eleven (11) from Pagbilao, four (4) from Sampaloc, and ten (10) from Tayabas for a total of 40.*

(34) The respondents of this study were the 66 freshmen students enrolled for the academic year 2014-2015 at STI Academic Center–Lucena.

The number of samples in this case is given by numerical figure and it is followed by the sampling technique or the criteria for choosing the sample/ population.

Examples:
(35) They were chosen purposively since the selection process revolved only around secondary school teachers of English.

(36) In selecting the respondents, the researchers used the purposive sampling technique, whereby the respondents were three classes that the researchers was assigned to teach to.
Furthermore, the result of the study of Huang (2013) also reflects on the present study in terms of move 2 (Delineating procedure/s for measuring variables) step1c describing measure of variables. In his study, there was80% of occurrence of this move, in the present study meanwhile, there is 90%.

Finally, the examples below, exhibit move 3 step 1 which recounts the data analysis procedure:

(37) There were two sets of procedures followed by the researchers in order to collect data. These were for: a.) content analysis and b.) the administration of the checklist questionnaire for acceptability. For the content evaluation of the learning module, all four quarters with six (6) lessons each were scrutinized for negative portrayal of woman and imbalance of appearance of men and women in the texts. These were read thoroughly and scanned (for pictures) for proof of gender biases. Lines were cited from the texts and explained in perspectives of gender sensitivity.''

(38) In order to gather the necessary data in the study, the researchers made use of four instruments such as pretest-posttest, the e-Grammar material, the acceptability checklist questionnaire and another survey checklist for the level, of interest of the students.

As to the study of Huang (2013), step1 (recounting data analysis procedure) always appear along with the move elucidating data analysis procedure. By the data presented and discussed above, the following therefore is drawn to illustrate the rhetorical structure of Master of Arts in Teaching English.

Move 1: Describing data collection procedure/s	Step 1: Describing the sample (a) Describing the location of the sample. Step 1: Presenting an overview of the design
Move 2: Delineating procedure/s for measuring variables	b. Describing the size of the sample/population
Move 1: Describing data collection procedure/s	d. Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	2c Describing methods of measuring variables
Move 3: Elucidating data analysis procedure/s	Step 1: Relating (or recounting) data analysis procedure/s

Figure 8. Proposed Model for Research Method Section in Master of Arts in Teaching English (MATE)

Table 9. Move-Step Analysis of Method Section of the SLSU Graduate Theses in Master of Arts in Science Education (MASED)

Move-Step	Par	S	Exemplar
1-1a	1	1-2	The identification of least learned competencies in this study was conducted in selected public secondary schools at the third and fourth districts of Quezoon Province. There are twelve (12) towns in the third district: Agdangan, Buenavista, Catanauan, Gen.Luna, Macalelon, Mulanay, Padre Burgos, Pitogo, San Andres, San Francisco, San Narciso, and Unisan and another ten (10) in the fourth district, Alabat, atimonan, Calauag, Guinayangan, Gumaca, Lopez,Perez, Plaridel, Quezon and Tagkawayan.
2-1	4	1-2	This study utilized both descriptive and experimental method of research. The initial phase was partly descriptive since it involved identifying of least learned competencies in Science among Grade 7 students and preparation of learning resource material to address the identified least learned competencies.
1-1b	6	3	200 grade 8 students from public secondary schools of third and fourth district of Quezon province were the respondents of the study. This is composed of 100 students from the third district and another 100 from the fourth district.
1-1d	6	1-2	Four towns were randomly selected from each district and one public secondary high school per town was randomly selected. A group of 25 students were again randomly selected from each selected school.
2-2c	9	1	The following instruments were constructed and utilized in the conduct of the study: A. Science Learning Competency-based test.

Legend: Par- Paragraph   S- Sentence

M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.

2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1(Presenting an overview of the design)

1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population

1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion

2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables.

Table 9 shows the move-step analysis of the Method Sections of the SLSU Graduate Theses in Master of Arts in Science Education. Consequently, the corpus has earned 100% occurrence of move 1 (Describing data collection procedure) step 1a (describing the location of the sample). Move 2 step 1(Presenting an overview of the design) however, comes in between the two steps of move 1. The pattern M1-M2-M1 happens to be identified in this corpus.

The size of the sample moreover, comes followed by the sampling technique (move 1b and move 1d) and/ or vice versa. The realization of these moves are presented below:

(39) 200 grade 8 students from public secondary schools of third and fourth district of Quezon province were the respondents of the study. This is composed of 100 students from the third district and another 100 from the fourth district.''…………Four towns were randomly selected from each district and one public secondary high school per town was randomly selected. A group of 25 students were again randomly selected from each selected school.

(40) The researchers made use of cluster randomization sampling in selecting one section among twelve (12) heterogeneous sections. Twenty five (25) students were randomly selected from the fifty (50) students belonging to that section.

The same thing is observed in the comparative study of Amnuai (2012), his analysis revealed that the relevant aspects such as location, size, characteristics of the sample and sampling techniques or criteria for selecting samples were frequent step in both corpora understudied.

Lastly, move 2 –step 2c (describing method (s) of measuring variables)

The function of this step is to describe the approaches used in measuring variables and defining variables. The frequency of Move 2 Step 2c was relatively high in both datasets as regard to the comparative analysis of Amnuai (2012). The realizations that characterize Move 2 Step 2c is given as follows:

(41) The following instruments were constructed and utilized in the conduct of the study: A. Science Learning Competency-based test.

Move 3 however is not observed among method section of the corpus in the present study. It is in contrast with Amnuai (2012) who found out that this move are preferred by the authors of RA method he understudied.

In view of the forgoing, the following pattern is drawn for MASED theses.

Move 1: Describing data collection procedure/s	Step 1: a. Describing the location of the sample.
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
Move 1: Describing data collection procedure/s	Step 1b.Describing the size of the sample/population Step 1d.Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	2cDescribing methods of measuring variables

Figure 9. Proposed Model for Research Method Section in Master of Arts in Science Education (MASED)

Table 10. Move-Step Analysis of Method Section of the SLSU Graduate Theses in Master of Arts in Science Education (MATHED)

Move-Step	Par	S	Exemplar
1-1a	1	1	The study was conducted at Luis Palad NationalHigh School which is one of the high schools in the whole city located at Brgy.Ipilan ,TayabasCity.It is one of the

			leading schools under the Division of Tayabas City.
2-1	2	1	The study used match pair design. The respondents were two classes which were formed into control and experimental groups.
1-1b	3	1	The respondents were composed of 60 fourth year high school students of Luis Palad National High School from heterogeneous classes.
1-1d	3	2-4	The two consecutive sections handled by the researchers herself were chosen to easily organize the schedule of pairing. Students were ranked based on their grade point average and distributed into two different groups. Both groups were equated to match pair group by randomly assigning pair members, 30 members to each group.
2-2c	4	1-3	The researchers prepared 50item test based on the PSSLC for the fourth year. The test used to assess the students understanding about the concepts based on the PSSLC and in the Operation Handbook of BEC. The achievement test was presented to the department head and master teachers of Mathematics and other teachers, and to her thesis adviser for face validation and suggestions

Legend: Par-Paragraph   S-Sentence
M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.
2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1 (Presenting an overview of the design)
1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population
1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion
2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables.

As appears in the table 10, move 1-step 1a is observed by the authors to start the method section. It this move indicates the location of the sample. The observed move in this corpus also reflects to the analysis of the others. Move 2–step 1 (presenting an overview of the design) comes in between the two steps of the move 1. The research design is presented right before presenting the size of the sample.

It is obvious that only one step in move 1 is religiously not observed, that is move 1, step 1c(describing the characteristics of the sample). There is meanwhile 100% frequency of occurrence in terms of the last step of move 1(describing the sampling technique/ criterion.).

Examples:
(42) The two consecutive sections handled by there searcher herself were chosen to easily organize the schedule of pairing. Students were ranked based on their grade point average and distributed into two different groups. Both groups were equated to match pair group by randomly assigning pair members, 30 members to each group.

(43) The respondents were 34 grade 7 students who also represented the entire population in the grade level of the aforementioned school. No sampling procedure had been applied in the process of selection of subjects since all the grade 7 students were chosen to be the respondents of the study.

Ending up the method section is move2 step 2c (describing methods of measuring variables. It provides a view of how variables are measured. In the case of the present study, variables are measured through the use of a test. It is evident in the following examples:

(44) The researchers prepared 50item test based on the PSSLC for the fourth year. The test used to assess the students understanding about the concepts based on the PSSLC and in the Operation Handbook of BEC. The achievement test was presented to the department head and master teachers of Mathematics and other teachers, and to her thesis adviser for face validation and suggestions.

(45) The researchers constructed 30-item pretest and posttest on the eight (8) topics covered for the second grading period. These are: Simplifying Numerical Expressions, Evaluating the Algebraic Expressions, Verbal Phrases, and Algebraic Expressions. The Law of Exponent, Adding and Subtracting, Multiplying, Dividing Polynomials and Special Products.

The foregoing examples are in line with the view of Pho (2008), which notes that both move1and move 2 can be considered prototypical moves of the Method section. In the data analysis, (move 3) however, is considered salient move in the corpus understudied in the present study, low occurrence is recorded in terms of occurrence of this move. This is congruent to Pramoolsook *et al.,* (2015) who declared that not all papers from the two fields understudied contained move 3 in the Methods section.

The pattern for this field therefore is drawn as follows:

Move 1: Describing data collection procedure/s	Step 1: a. Describing the location of the sample.
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
Move 1: Describing data collection procedure/s	Step 1b.Describing the size of the sample/population Step 1d.Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	Step 2c Describing methods of measuring variables

Figure 10. Proposed Model for Research Method Section in Master of Arts in Mathematics Education (MATHED)

Table 11. Move-Step Analysis of the Method Section of the SLSU Graduate Theses in Master of Arts in Education with Specialization in Administration and Supervision (MAADS)

Move-Step	Par	S	Exemplar
1-1a	2	1	The study was conducted in four (4) secondary schools in the City of Lucena, namely Gulang–Gulang National HighSchool,Lucena City National High School, Cotta

			National High School and Dalahican National High School and one (1) in TayabasCity, which is the Luis Palald National High School.
2-1	3	1-2	The descriptive type of research was used in this study since it determined the assessment of respondents on the level of practices of school administrators in the implementation of School Improvement Plan. This method was found appropriate because it is a fact–finding scheme designed to enable a researchers to adequately and accurately interpret data collected, as well as the result or finding.
1-1b	4	1	The population was composed of 137teachers from four secondary schools inLucena City and one in Tayabas City.
1-1d	4	2	They were chosen through random sampling employing fishbowl technique.
2-2c	5	1-3	The researchers utilized the checklist questionnaire as the main instrument for data gathering. The questionnaire was patterned from the preform a in the school library. It was validated among 20 secondary school teachers from Talipan National High School in Pagbilao, Quezon to ensure conclusive outcomes.

Legend: Par- Paragraph　　　　S- Sentence

M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.

2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1(Presenting an overview of the design)

1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population

1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion

2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables.

As presented in the table 11, the communicative moves of the method section of the research understudied include move 1 and move 2. There are meanwhile steps found in each of these moves. It indicates that the authors are able to provide the location of the sample as the initial move for this section.

It also draws 100% of occurrence in terms of the research design, move 2- step 1,

Examples:
(46) The descriptive type of research was used in this study since it determined the assessment of respondents on the level of practices of school administrators in the implementation of School Improvement Plan. This method was found appropriate because it is a fact –finding scheme designed to enable a researchers to adequately and accurately interpret data collected, as well as the result or finding.

(47) The researchers used descriptive method coupled with documentary analysis. Descriptive design was utilized to describe, analyze and interpret data on prevailing

conditions of the subjects. It described the burnout phenomenon encountered by the teachers of public elementary schools of fourth congressional district of Laguna.

It is evident in the examples that the research design is presented. Based from the analysis, the pattern M1-M2-M1 is drawn. After presentation of the research design, the move gets back to move 1, utilizing the step 1a describing the size of the sample. It is followed by another step in move 1, which describes the sampling technique / criterion.

Examples:
(48-a) The population was composed of 137teachers from four secondary schools in Lucena City and one in Tayabas City.

(48-b) They were chosen through random sampling employing fishbowl technique.

(49-a) This study focused on the ALS-BPOSA program coordinator, 10 instructional managers, 20 teachers, and 120 adult learners. Hence are 150 persons were involved as the main respondents of the study.

(50-b) They were purposively selected by the researchers from the four (4) selected secondary schools in the division of Quezon which are the only schools actively implementing the ALS-BPOSA program.

The final move as appears in the table, includes the method in measuring the variables. It is not parallel with the finding of Pramoolsoo *et al.,* (2015), the study found out that the moves of method sections of the RAs understudied jumped from move to move 3. As a result, the following pattern is drawn.

Move 1: Describing data collection procedure/s	Step 1: a. Describing the location of the sample.
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
Move 1: Describing data collection procedure/s	Step 1b.Describing the size of the sample/population Step 1d.Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	Step 2c Describing methods of measuring variables

Figure 11. Proposed Model for Research Method Section in Master of Arts in Education with Specialization in Administration and Supervision (MAADS)

Table 12. Move-Step Analysis of the Method Section of the SLSU Graduate Theses in Master of Arts in Educational Management (MEM)

Move-Step	Par	S	Exemplar
1-1a	2	1	The study was conducted at three higher educational institutions in Lucena City namely Sacred Heart College (SHC), Manuel S. Enverga University Foundation (MSEUF), and St. Anne College Lucena Inc. (SACLI)
2-1	3	1-2	The descriptive method through survey approach was observed in this research study.

1-1b	4	1	The population of this study was consisted of faculty members from three higher educational institutions in Lucena City.
1-1d	4	5	The purposive random sampling was used in selecting the study sample.
2-2c	5	1-5	To collect the essential data needed in the study and for the handiness of the respondents, the researchers used the primary data gathering instrument in this study. This is the device that used by the researchers based on her readings and studies. The instrument was composed of three (3) parts. Part 1 of the questionnaire determined the demographic profile of the respondents. Part two (2) contained questions that assessed the motivation techniques used by the dean/ heads affecting the motivation of the respondents. Part three (3) contained questions that assessed the job satisfaction of the teachers.

Legend: Par- Paragraph   S- Sentence

M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.

2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1 (Presenting an overview of the design)

1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population

1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion

2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables

Table 12 presents the move-step analysis of the graduate theses in Master of Educational Management. Based from the analysis of the corpus, there is 100% frequency of occurrence of the moves presented in the table above. It is according to Nyogu (1997) as mentioned by Pramoolsook *et al.,* (2015) that it is a universalpractice to start the method section with move 1 which is apparently observed in the corpus. In this case, move 1 step 1 introduces the method section. The place or location is located as seen in the example:

(50) The study was conducted at three higher educational institutions in Lucena City namely Sacred Heart College (SHC), Manuel S. Enverga University Foundation (MSEUF), and St. Anne College Lucena Inc. (SACLI)'

(51)The study was conducted in secondary schools in the 4th Congressional District of Quezon.

Moreover, the presentation is found to proceed immediately with the move 2 which explains the research design. This observes the M1-M2-M1 pattern. After giving an overview of the design, the authors go on back to move 1 step 1b and 1dwhich present the sample size and sampling technique respectively. Among these, the size of the population according to Pramoolsook *et al.,* (2015) is considered most important due to the reason that it determines both the reliability and validity of a study.

Examples:

(52) There are a total of 60 respondents comprising of 20 principals and 40 department heads. They were purposively chosen since the researchers selected only the school which have been existing for more than five years and have been complying to the annual requirements of the Department of Education in the division of Lucena City as confirmed by the Supervisor of Private Schools.

Lastly, the method section of this field closes with the method used to measure variables which is located at the last step of the move 2 step 2. The quoted example considers this:

(53) To collect the essential data needed in the study and for the handiness of the respondents, the researchers used the primary data gathering instrument in this study. This is the device that used by the researchers based on her readings and studies. The instrument was composed of three(3) parts. Part 1 of the questionnaire determined the demographic profile of the respondents. Part two(2)contained questions that assessed the motivation techniques used by the dean/ heads affecting the motivation of the respondents. Part three (3) contained questions that assessed the job satisfaction of the teachers.

Considering that there is a least occurrence in terms of move 3, Pramoolsook, Li and Wang (2015) also noted that not all papers from marketing and management observed this move. They then explained that the steps in move 3 can be incorporated to the result section. By this, the following pattern is hereby proposed.

Move 1: Describing data collection procedure/s	Step 1: a. Describing the location of the sample.
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
Move 1: Describing data collection procedure/s	Step 1b.Describing the size of the sample/population Step 1d.Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	Step 2c Describing methods of measuring variables

Figure 12. Proposed Model for Research Method Section in Master in Educational Management (MEM)

Table 13. Move-Step Analysis of the Method Section of the SLSU Graduate Theses in Master in Elementary Education (MAED-ELEM)

Move-Step	Par	S	Exemplar
1-1a	2	1	The study was conducted at three higher educational institutions in Lucena City namely Sacred Heart College (SHC), Manuel S. Enverga University Foundation (MSEUF), and St. Anne College LucenaInc. (SACLI)
2-1	3	1	The descriptive method through survey approach was observed in this research study.
1-1b	4	1	The population of this study was consisted of faculty members from three higher educational institutions in Lucena City.

1-1d	4	5	The purposive random sampling was used in selecting the study sample.
2-2c	5	1-5	To collect the essential data needed in the study and for the handinessof the respondents, the researchers used the primary data gathering instrument in this study. This is the device that used by the researchers based on her readings and studies. The instrument was composed of three (3) parts. Part 1 of the questionnaire determined the demographic profile of the respondents. Part two (2) contained questions that assessed the motivation techniques used by the dean/ heads affecting the motivation of the respondents. Part three (3) contained questions that assessed the job satisfaction of the teachers.

Legend: Par- Paragraph   S-Sentence

M1-1a (Move1 Describing data collection procedure/s) Step 1a Describing the location of the sample.

2-1 Move 2 (Delineating procedure/s for measuring variables) Step 1(Presenting an overview of the design)

1-1b (Move1 Describing data collection procedure/s) Step 1bDescribing the size of the sample/population

1-1d (Move1 Describing data collection procedure/s) Step 1d Describing the sampling technique or criterion

2-2c Move 2 (Delineating procedure/s for measuring variables) Step 2c Describing methods of measuring variables

Table 13 displays the move–step analysis of the method sections of graduate theses in Master of Arts in Education major in Elementary Education (MAED-ELEM). Apparently, it starts with move 1, step 1a basically known as describing the location of the sample. This reveals that it conforms with the writing practices observed even by any other discourse community. The 100% frequency of occurrence of this move simple means that this move is definitely obligatory.

Another move noted in the analysis is the move 2 step 1, it aims to give an overview of the research design which is evident in the examples:

(54) A descriptive design using one group pre-test/posttest was used in this study since it described the respondents' pretest and post test results on the English vocabulary proficiency level in terms of breath and depth dimensions.

(55) This study used the descriptive type of research since it dealt on determining pupil-related factors and English speaking competence.

The move however reverts to move 1 after move 2-1. The steps 1b and 1d appears respectively. The sample size and sampling technique are hereby introduced in these moves. As expected, these observe high frequency of occurrence considering the fact that these are obligatory moves.

Examples: *(56) The respondents of this study comprised (19) pupils from Grade Five– Prosperity and twenty-six (26) from Grade Six–Victory of Christ the Lord Institute*

Foundation, Lucena City, nc. They were chosen purposively since these were the pupils of the researchers.

(57) The respondents of this study were chosen purposively from the grade six pupils from a central, non-central and a multigrade school and Grade Six Mathematics Teachers in the Tayabas East District. Ninety-one (91) pupils were used as respondents of the study: 46 pupils from Tayabas East Central School I, 34 from South Palale Elementary School, and 11 from Masin Elementary School.

To end the method section, authors are found to use   move 2- step 2c which apparently pictures out how variables are measured.

Example:
(58) An English speaking competency test was drafted. It was based fro the study by Bagaric (2007), books, journals, and online sources pertaining to Englisg speaking competence skills.

The forgoing conforms to the findings of Pho (2008), which declared that both move1and move 2 as obligatory moves of the Method section. Move 3 however is optional due to low frequency of occurrence. The pattern meanwhile is drawn as follows:

Move 1: Describing data collection procedure/s	Step 1: a. Describing the location of the sample.
Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
Move 1: Describing data collection procedure/s	Step 1b.Describing the size of the sample/population Step 1d.Describing the sampling technique or criterion
Move 2: Delineating procedure/s for measuring variables	Step 2c Describing methods of measuring variables

Figure 13. Proposed Model for Research Method Section in Master of Arts in Education major in Elementary Education (MAED-ELEM)

Table 14. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master of Arts in Teaching English (MATE)

Move-Step	Par	S	Exemplar
1	1	1	This chapter presents the gender based analysis of the grade 8 English learning module and the interpretation of the computed data for the acceptability of the modified parts of the module.
2	2	1	Table 1 shows that the average weighted mean of 3.29 described as highly acceptable is computed for the distribution of responses on the level of acceptability of the modified parts of grade 8 module as to content.
3-1	3	1-3	It further reveals that the modified part of module are highly acceptable as these are up to date (3.55),include adequate development of concepts (3.43) , and have clear, concise, readable and easy to follow directions (3.30). On the other hand, the modified parts of the module are just

			acceptable in being appropriate or the grade 8 students (3.15) and presenting topics in logical and orderly arrangement (3.05). The result implies that the modified parts of the module are suitable enough to be used as supplementary activities in the learning package for grade eight.
3-2	4	1-2	As posited by Corley (2005), content of the activities should allow for students' demonstration for skills. It must be ensured that the language proficiency standards devotail academic content standards to create continuous pathway to academic success for English language learners.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results) – (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 14 exhibits the move –step analysis of the results and discussion section of the SLSU graduate theses in Master of Arts in Teaching English. Move 1, 2 and 3 appeared to be the most frequently appearing moves in the corpus. 100% of the samples used the first move which gives preparatory information about the section.

Likewise, the results are reported on the next move, (move 2- reporting results). Generally, the authors begin reporting the result by providing a numerical figure of the treated data. According to Yang and Allison (2003), Move 2 - 'Reporting results'- is the Move in which the results of a study are presented, normally with relevant evidence such as statistics and examples. However, authors do not restate the data collection and analysis which is contrasted with the statement of Pho (2008).

The illustrated examples meanwhile, explain this move preference which likewise conforms with the findings of Pho (2008) :

(59) Table 1 shows that the average weighted mean of 3.29 described as highly acceptable is computed for the distribution of responses on the level of acceptability of the modified parts of grade 8 module as to content.

(60)Table 12 shows the summary of values for testing the significant difference in pretest and posttest scores of the students before and after exposure to the e-Grammar instructional material.

Moreover, results are commented along the move 3. Basically, results are interpreted based from the numerical figure attained after data analysis procedure. In the following examples, the authors apparently frame the significance of the result:

(61)The result implies that the modified parts of the module are suitable enough to be used as supplementary activities in the learning package for grade eight. ''

(62) The data implies that the respondents deem it practical to have the drill as a learning tool in the conduct of Communication Arts 2.

Lastly, the analysis shows that the authors used the end move which compares the result with literature. In this step, citations of the previous works/ studies are presented as connected with the findings of the present one.

Examples:
(63) Godenschweger's (2009) observations were positively taken into account. He stated that the placement of objects in the multimedia environment must be taken into consideration not just for aesthetic principles but also with special appreciation of the audience for whom the application is intended for.

(64) The study supported Bautista (2012) in concluding that the importance of instructional technology in the learning process was to encourage students to pay attention to their lessons.

This move, based from the findings of the study of Amnuai (2012) was one of the preferred options to comment on results. Its frequency was relatively high in sets of data in the corpus understudied, thereby considered as an obligatory steps.

In view of the preceding, the following pattern is hereby suggested. It only includes the first three moves whereby the last three were eliminated. This is in congruence with the findings of Yang and Allison (2003) who noted that Move 4, 'Summarizing results', is an optional element. Move 5 and Move 6 (where authors extend beyond the results, for example by pointing out a line of further study or offering pedagogic implications) are occasional elements in the Results sections.

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results
	Step 2: Comparing results with literature

Figure 14. Proposed Model for Research Results and Discussion Section in Master of Arts in Teaching English (MATE)

Table 15. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master of Arts in Science Education (MASED)

Move-Step	Par	S	Exemplar
1	1	1	This chapter presents the analysis and interpretation of data gathered through the research instrument provided for the study WebQuest Integrated Lessons for Learners of Grade 7 in Biology. Data were reflected in the form of tables and were organized according to the research problem.
2	2	1-2	The table above shows the level of performance of students before and after the use of WebQuest Integrated Lessons for Learners of Grade 7 in Biology. The data reveal that there is an increase in respondents' performance. The pretest mean is 20.48 while the posttest is 32.52.
3-1	3	1-4	The significant difference of the pretest and posttest can be attributed to the learning they have attained after using

			the said material. This implies that students had improved their knowledge in Biology after using WILL G7
3-2	4	1-2	The result of this study is similar to the previous studies conducted by Pabellano (2011), Talaga(2010), Vargas (2009), Regio (2007), Villaverde(2003) and Quesea (2008). These studies also obtained a significant difference between the pretest and posttest scores of the students after using their constructed instructional material.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results) – (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 15 exposes the move-step analysis of the results and discussion section of the graduate theses in Master of Arts in Science Education. It has three moves which are considered obligatory. These are Move 1 (preparatory information), Move 2 (reporting results), and Move 3 (commenting on results). Move 3 includes two steps which are interpreting the results and comparing results with literature.

The authors were able to use move 1 in order to present what the section contains. This might restate the research problems and it can also mention the aims and the purpose of the study.

Meanwhile, the next move creates a presentation of the key results of the study. Mostly, it is offered through the use of numbers and relevant examples preferably supported with evidence. Table 15 apparently reveals that Move 2 occurred in all Results sections in the corpus, which was consistent with Yang and Allison's (2003) study. The lexical indicators used to identify this move were some inanimate nouns (tables, figures, paragraphs) or some reporting verbs such observe, report, show, reveal, etc. To realize Move 2, the past simple tense and the passive voice were commonly used. The realizations of Move 8 are demonstrated in the example below.

Examples:
(65) The table above shows the level of performance of students before   and after the use of WebQuest Integrated Lessons for Learners of Grade 7 in Biology. The data reveal that there is an increase in respondents' performance. The pretest mean is 20.48 while the posttest is 32.52.

(66) The table above shows the level of performance of the students before and after the use of WebQuest Integrated Lessons for Learners of Grade 7 in Biology.

Two steps moreover are found obligatory in move 3; interpreting the results and comparing results with literature. These two steps draw 100% frequency of occurrence in the set of samples understudied which means they are obligatory. This third move generally aims to establish the meaning and significance of the research results in relation to the relevant field. This move allows the authors to express subjectively their ideas regarding their results. In view of the steps meanwhile, the step 1 allows authors to make claims or generalizations based on the results of a study. It appears relatively high based from the analysis. This is similar to that found in Yang and Allison's (2003) study in which Move 3 Step 1 occurred

extensively. This step was observed by verbs such as 'suggest, indicate, and implies'. In addition, this step was usually signaled by the present simple form as shown in the following examples.

(67) The significant difference of the pretest and posttest can be attributed to the learning they have attained after using the said material. This implies that students had improved their knowledge in Biology after using WILL G7.

(68) This suggests that the concepts and ideas presented in the WerbQuest are easy to understand and it contains enough and clear instructions , thus, the students work with less supervision .

Finally, to make the result more reliable, authors make use of literature to either compare or contrast the result drawn. This generally observed in move 3-step 2 (comparing results with literature.) This step is denoted by the words, in contrast with, similar to, agree with, support, confirm, affirm, conform, and congruent. This usually use the present tense.

Examples:
(69)The result of this study is similar to the previous studies conducted by Pabellano (2011), Talaga (2010), Vargas (2009),Regio (2007), Villaverde (2003) and Quesea (2008). These studies also obtained a significant difference between the pretest and posttest scores of the students after using their constructed instructional material.

(70) The result is similar to that of Dhairiwal's (2010) findings who examined the traditional method and the e-learning approach in two subjects comparatively.

Based from the above analysis, the following pattern is hereby drawn.

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results
	Step 2: Comparing results with literature

Figure 15. Proposed Model for Research Results and Discussion Section in Master of Arts in Science Education (MASED)

Table 16. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master of Arts in Mathematics Education (MAMATHED)

Move-Step	Par	S	Exemplar
1	1	1	This chapter includes the developed and validated learning guide using flowcharts and findings of the study in tabular form. The data were analyzed and interpreted so as to draw relevant conclusions and recommendations.
2	2	1-3	Table 1 shows the means of Math 1 grade and pre-test of the two groups of students: the experimental group of students exposed to flowchart diagraming method and control group of students subjected to traditional method. The mean grade of experimental and the control groups are both 87.58. The standard deviation of their grades are 2.36 and 2.84

			respectively.
3-1	3	1-4	The data clearly indicate that both groups have nearly the same level of performance prior to the conduct of the study. This result also tells that the two groups consisted of students with varying level of performance.
3-2	4	1-2	This result is similar to the outcome of the study conducted by Dimaunahan (2010) where she cited that the men pre-test scores of the experimental group and control group of pupils who were matched on the basis of their academic performance in Science and pre-test scores are the same. Indicating that before the conduct of the study the two groups of pupils have the same level of performance.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results) – (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 16 shows the move-step analysis of the graduate theses in Master of Arts in Mathematics Education. There are three basic moves found in the corpus under analyzed. In the combine results and discussion section, the authors used these obligatory moves, however other 3 moves from the employed models were found in low occurrence.

In the move 1 (preparatory information), the authors present of what must be found under the section. Most especially, it emphasizes that the section includes analyzed and interpreted data. It is congruent to Cotos and Huffman (2015) who mentioned that results section delves into the niche, reminding the readers of how it was approached methodologically to ensure a more meaningful demonstration of how the study occupies the niche. In cases when authors choose to embed discussive elements in the Results section, their discourse contains elements of construing and perhaps even expanding the niche. Likewise, it was also mentioned that these elements are similar to the functional realizations of the Discussion/Conclusion communicative goals, which canvass the findings from a broader 'beyond the study' perspective, as opposed to the Results, where authors tend to accord their findings meaning that is within the internal scope of the study. The Discussion/Conclusion, overall, re-establishes the territory in the targeted research space to ground the discussion, comments on the principal findings to frame the newly reported knowledge, references the literature to re-shape the previously covered knowledge territory, and establishes additional territory considering future prospects in view of the new findings.

As the section succeeds, the authors present the data achieved through analysis. These data are in numerical forms which serve as supporting evidence to strengthen the validity of the results. The analysis reveals that this is stated by means of using the verbs; show, indicate, and present.

Examples:
(71) Table 1 shows the means of Math 1 grade and pre-test of the two groups of students: the experimental group of students exposed to flowchart diagraming method and control group of students subjected to traditional method. The mean grade of experimental and the control groups are both 87.58. The standard deviation of their grades are 2.36 and 2.84 respectively.

(72) Table 3.2 exhibits that the average weighted mean for the frequency and weighted mean distribution on level of acceptability of the mathematics journal writing as to its content is 3.55 generally described as highly acceptable.

In the present study meanwhile, it was observed that most importance is given towards move 3. It contains two major steps which aim to interpret the results and to compare it with literature. In this portion, the researchers are able to create interpretations based from the gathered data.

The authors manage to present move 3-step 1 by using verbs such as indicate, suggest, and interpret. Meanwhile, move 3-step 2 is realized by getting back to the related literature. The authors either compare or contrast the findings with of the past ones.

Examples:
(73-a) The data clearly indicate that both groups have nearly the same level of performance prior to the conduct of the study. This result also tells that the two groups consisted of students with varying level of performance. ''

(73-b) This result is similar to the outcome of the study conducted by Dimaunahan (2010) where she cited that the men pre-test scores of the experimental group and control group of pupils who were matched on the basis of their academic performance in Science and pre-test scores are the same. Indicating that before the conduct of the study the two groups of pupils have the same level of performance.

(74-a) Since the t-value of Mathematics 8, English 8 and pretest is less than the tabular value (2.001717), it can be inferred that there is no signioficant difference between two groups since they have more or less the same level of knowledge in the two subjects and in their pretest. It indicates that two groupos are equivalent in their previous grade in Mathematics 8 and English 8 and pretest scores.

(74-b) This result is similar in the study of Remojo (2013) about effectiveness of performance –based module pocket on selected topics in Advanced Algebra. She used English III, Math III and pretest scores to match the experimental and control groups.

Generally, the results of the forgoing analysis conform with the findings of Pho (2008), he noted that the three frequent moves of the Results section were also found in the Results-Discussion section of all the research articles understudied, namely Preparing for the presentation of the Results/Discussion section, Reporting specific results, and Commenting on specific results. Thus, at the move level, the structure of the Results-Discussion section seems to be similar to that of the Results section.

The proposed model for this discipline is therefore presented below.

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results Step 2: Comparing results with literature

Figure 16. Proposed Model for Research Results and Discussion Section in Master of Arts in Mathematics Education (MAMATHED)

Table 17. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master of Arts in Administration and Supervision (MAADS)

Move-Step	Par	S	Exemplar
1	1	1	This chapter deals with the presentation, analysis and interpretation of the data gathered concerning the values orientation and work ethics practices of elementary school teachers which serve as a basic for the proposed enhancement training program.
2	2	1-3	The table shows the demographic profile of the respondents in terms of their ages. It was indicated that most of the teacher-respondents belong to 31-35 years of age with 28.125 %(9); next are those who belong in the middle age of36 to 40years of age with21. 125% (7) ; followed by the young generation of teachers having the age of 26 to 30with 18.75% (6); the experienced teachers in the age of 46 to 50have 15.625%(5); teachers in the middle ages have 9.38% (3) and the youngest age of 21 to 25 has the least frequency with 3.125% as well as the ages 51to 55.
3-1	3	2	The difference among their age gap are not that far from each other which means that the teacher-respondents' values orientation and work ethics are not affected with their ages. .
3-2	4	1-2	This was also proven by Villaruz (2001) that age normally indicates the individual maturity of behavior and judgment.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results)– (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 17 displays the move- step analysis of the graduate theses in Master of Arts in Administration and Supervision. Basically, this section observes move 1 by which preparatory information about the section is briefly discussed. This starting move garnered 100% frequency of occurrence whereby interpreted as an obligatory move. Moreover, the next move is clearly seen in these examples:

(75) The table shows the demographic profile of the respondents in terms of their ages. It was indicated that most of the teacher-respondents belong to 31-35 years of age with28.125% (9); next are those who belong in the middle age of36 to 40years of age with21. 125% (7) ; followed by the young generation of teachers having the age of 26 to 30with 18.75% (6); the experienced teachers in the age of 46 to 50have 15.625%(5); teachers in the middle ages have 9.38% (3) and the youngest age of 21 to 25 has the least frequency with 3.125% as well as the ages 51to 55.

(76) The above table shows the correlation of causes of burnout with teaching performance of the respondents. The obtained r in job condition, structural organization, human relations and physical facilities were-0.11, 0.06, 0.15 and 0.08 respectively which mean very weak.

The author presented the results through the discussion of the attained statistical data. This kind of result is mostly likely observed particularly in kind of quantitative research. The idea

of Yang and Allison (2003) also reflects in the finding of the present study. They claimed that the Results chapters do not only report on the research results but comment on them as well, this study identified few instances of commenting on research results (Move 3) as compared with the instances of results reported in Move 2. The authors are found to use signals mean, indicate, suggest and prove to realize this step.

Examples:
(77) The difference among their age gap are not that far from each other which means that the teacher-respondents' values orientation and work ethics are not affected with their ages
.
(78) This implies that there is a negligible correlation between the causes of burnout and teaching performance. It may be interpreted that even a teacher has a high or low level of burnout, it doesn't reflect on his or her teaching performance.

Finally, with regards to move 3 step 2 ,Dobakhti (2016), noted that the writers relate their findings to previous works. They either compare their findings with the findings from other studies or indicated the consistency and/or inconsistency of their findings with a claim, contention or theory in the literature. The same thing as shown in the following example appears in the corpus understudied in the present study.

Examples:
(79-a) This was also proven by Villaruz (2001) that age normally indicates the individual maturity of behavior and judgment.''

(79-b) The result is fitted to the explanation of Wright (2005) that if the organizational structure is not clear, stressor can be present and will lead to lack of vigor and energy in teaching as well as in the view of the chosen profession and eventually it will lead to burnout but if it has a well-defined and well-managed organizational structure, burnout will not be experienced.

In view of the presented analysis, the following pattern is hereby drawn.

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results
	Step 2: Comparing results with literature

Figure 17. Proposed Model for Research Results and Discussion Section in Master of Arts in Administration and Supervision (MAADS)

Table 18. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master in Educational Management (MEM)

Move-Step	Par	S	Exemplar
1	1	1	This chapter presents the analysis of the gathered data which is further interpreted to reveal the teachers' competencies and skills in Special Program in Sports in Quezon Province with an endview of developing an enhancement training program for the academic year2015-2016.
2	2	1	Table 1 discloses on succeeding page that the total weighted mean of3.20 described as competent is constructed based on the frequency and weighted mean distribution of teachers

			competencies in terms of scientific and theoretical knowledge on Special Program.
3-1	3	1	The data connotes that SPS teachers need to enhance their knowledge on principles of the physical movement activities and fitness and integrate it with other aspects of physical education, warm up and cool down exercises, tenets of physiology and biomechanics in PE, at its legal and socio-philosophical issues.
3-2	5	1	The result is supported by several researchers (Brain and Poindexter, 02011; Loughery, 2005; Ross, 2011; Robertson and Hyden, 2005) who revealed that the perceived lack of values and utility when the specific and theoretical knowledge was actually applied in real world setting is questioned by teachers.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results) – (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 18 displays the move-step analysis of the SLSU graduate theses in Master in Educational Management (MEM). There are three moves that appeared 10/10, 100% in the corpus which are considered obligatory. The move starts by giving a preparatory information. It simply gives an information about the content of the section and the main purpose of the study. This reflects the description of Khansari (2017) stated that move 1 presents pertinent information for the statement of the result.

Going further, next move observed among these understudied is move 2–reporting the results. Definitely, it offers the findings of the study which is presented in numbers. This move occurred in context of making reference to graphs or the tables in the study or clarifying the results of the study by examples. This kind is shown in the following

Examples:
(50) Table 1 discloses on succeeding page that the total weighted mean of3.20 described as competent is constructed based on the frequency and weighted mean distribution of teachers competencies in terms of scientific and theoretical knowledge on Special Program.

(51) Table 2.1 reveals thatan average weighted mean for frequency and mean distribution of responses on private schools ' performance in terms of curriculum planning is 3.14 described as agree.

Finally, the last move contains four steps; interpreting results and comparing with literature, accounting for the results and evaluating the results. In the present study however, the first two steps are only found to occur frequently. The latter two steps are found in least occurrence. This move according to Yang and Allison (2003) draws on one or combination of these four steps. This was considered in the following examples:

(52-a) The data connotes that SPS teachers need to enhance their knowledge on principles of the physical movement activities and fitness and integrate it with other aspects of physical

education, warm up and cool down exercises, tenets of physiology and biomechanics in PE, at its legal and socio-philosophical issues.

(52-b) The result is supported by several researchers (Brain and Poindexter 2011; Loughery, 2005; Ross, 2011; Robertson and Hyden, 2005) who revealed that the perceived lack of values and utility when the specific and theoretical knowledge was actually applied in real world setting is questioned by teachers.

(53-a) The results connote that when it comes to specifying what should happen during shorter period of time, such as a year, quarter, or a month in schools the private schools still needed to make dicisions about what is most important to teach and learn with the standards in mind.

(53-b) In conformity with the views of Tomelden (2013), good curriculum planning documents alignment process and balances the curriculum in reference to the standards.

Based from the foregoing, the following pattern is hereby proposed:

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results
	Step 2: Comparing results with literature

Figure 18. Proposed Model for Research Results and Discussion Section in Master of in Educational Management (MEM)

Table 19. Move-Step Analysis of the Results and Discussion Section of the SLSU Graduate Theses in Master of Arts in Education Major in Elementary Education (MAEDELEM)

Move-Step	Par	S	Exemplar
1	1	1	This chapter presents the data gathered in tabular form. Furthermore, analysis and interpretation of data are also presented.
2	2	1	Table 1 shows the weighted mean distribution of the SGTs activities in kindergarten in terms of gross motor skills development.
3-1	3	2	This may resulted from the limited space allotted for the activities for kindergarten students. It was evident from the researcher's observation that the play area is as haredsopace for all the students in the institution.
3-2	3	5	This is supported by Logsdon (2014) who stressed that gross motorability is a critical life skill.

Legend: Par- Paragraph   S-Sentence
1-(Move 1 Preparatory information)
2-(Move 2 Reporting results)
3-1 (Move 3 Commenting on results)– (Step 1 Interpreting results)
3-2 (Move 3 Commenting on results) – (Step 2 Comparing results with literature)

Table 19 displays the rhetorical structure observed among the graduate theses in Master of Arts in Education major in Elementary Education (MAED-ELEM). Although, considered as

conventional move by Amnuai (2012). The present study reveals that it appeared frequently in the corpus thereby considered as a obligatory move. It is usually presented to restate research question, and the aims and purpose as well. In the following example , however, it generally mentions what the section contain.

Examples:
(54) This chapter presents the data gathered in tabular form. Furthermore, analysis and interpretation of data are also presented.

(55) This chapter presents the analysis and interpretation of the data gathered by the researchers. The tabular presentations and discussions are organized in this section.

The next move meanwhile, (move 2), displays the result of the study conducted. The analysis revealed that the results and discussion of the theses normally presented with relevant evidence, in either numerical data or examples. In the present study, this move occurred in all results and discussion sections of the corpus which is also consistent with Yang and Allison (2003). This move is basically signaled by the word table and latter by verbs such as show, present, and reveal. It is indeed observed in the following examples:

(56) Table 1 shows the weighted mean distribution of the SGTs activities in kindergarten in terms of gross motor skills development.

(57) Table 1 reveals the frequency and weighted mean distribution of motivation as a pupil-related factor affecting English speaking competence.

Finally, the analysis revealed another obligatory move practiced by the writers. The move 3, (commenting on the results) which includes 2 consequent steps; interpreting results and comparing results with literature. Writers comment on the results to make meaning and relevance of the research results as related to the area of discipline. The very significant steps in this move are the first two moves while the latter two were not found in the analysis.

This findings is similar to Amnuai (2012) who declared that this step allows authors to make claims or generalization and was proven by the result he obtained in the study. Moreover, according to Allison (2003), the move is realized by the verbs such as *suggest, indicate, interpret, appear, might, may and would* which was also observed in the present study, for example, the verb *may* is used in the following excepts:

(58) This may resulted from the limited space allotted for the activities for kindergarten students. It was evident from the researcher's observation that the play area is as haredsopace for all the students in the institution.

(59) This proves that pupil will speak in English when they are properly motivated.

Finally, it was generally observed in the corpus that the results and discussion section ends with comparing results with literature. This finds either similarity or difference with findings of other studies relevant to the study conducted. Mostly, this is signaled by the words, similar, congruent, conform, support, same, like, contrary oppose, different, unlike and opposite.

Examples*: (60) This is supported by Logsdon (2014) who stressed that gross motorability is a critical life skill.*

(61) The results agree with the observation of Lambert and Balderstone (2000), in terms of effectiveness, appropriate use of instructional media could increase some significant contribution to teaching and learning. Such media could help effectively develop students' knowledge, vocabulary,   awareness and interpretation skill.

The following therefore draws the following pattern:

Move 1: Preparatory information	
Move 2: Reporting results	
Move 3: Commenting on results	Step 1: Interpreting results
	Step 2: Comparing results with literature

Figure 19. Proposed Model for Research Results and Discussion Section in Master of Arts in Education major in Elementary Education (MAED-ELEM)

Table 20. Comparative Summary of Tense-Aspect per Section in SLSU Graduate Theses

MATE THESES	I	M	RD
	%	%	%
Simple Present	75.56	33.96	86.96
Simple Past	6.67	62.26	8.7
Present Perfect	17.78	3.77	4.35
Past Perfect	0	0	0
TOTAL	100	100	100
MASED THESES	I	M	RD
	%	%	%
Simple Present	63.75	29.17	69.89
Simple Past	11.25	67.71	24.49
Present Perfect	25	2.08	16.13
Past Perfect	0	0	0
TOTAL	100	100	100
MATHED THESES	I	M	RD
	%	%	%
Simple Present	76.34	25.96	54.53
Simple Past	23.66	70.51	31.68
Present Perfect	0	1.4	13.79
Past Perfect	0	2.1	0
TOTAL	100	100	100
MAADS THESES	I	M	RD
	%	%	%
Simple Present	77.45	22.46	60.2
Simple Past	6.86	75.54	39.8
Present Perfect	15.69	0	0
Past Perfect	0	0	0
TOTAL	100	100	100
MEM THESES	I	M	RD
	%	%	%

Simple Present	93.33	23.4	28.57
Simple Past	6.67	53.32	71.43
Present Perfect	0	21.28	0
Past Perfect	0	0	0
TOTAL	100	100	100
MAED ELEM THESES	I	M	RD
	%	%	%
Simple Present	71.43	25.88	34.96
Simple Past	8.79	70	63.01
Present Perfect	19.78	4.12	2.03
Past Perfect	0	0	0
TOTAL	**100**	**100**	**100**

Table 20 presents the summary of the tense-aspect system per section in the SLSU graduate theses. It reveals the verb tense–aspect frequently used by the authors of the six discourse communities. Based from the analysis, the simple present tense is generally observed in writing the research introduction section. The introduction section of MATE, MASED, MATHED, MAADS, MEM and MAED-ELEM gained 75.56%, 63.75%, 76.34%, 77.45%, 93.33% and 71.43% respectively. Meanwhile, past perfect tense has recorded zero occurrence at all.

Furthermore, the method section of Master of Arts in Teaching English (MATE) (62.26%), Master of Arts in Science Education (MASED)(67.71%) ,Master of Arts in Mathematics Education (MATHED) (70.51), Master of arts in Administration and Supervision (MAADS) (75.54%), Master in Educational Management (MEM) (53.32%) and Master of Arts in Education–Elementary (MAED-ELEM) (70.00%) observed the use of simple past tense. Surprisingly, the method section of the MAADS garnered the highest percentage distribution in the occurrence of simple past tense. This means that authors in this discourse community mostly observed the use of simple past tense in writing the theses method section.

In the case of the combined sections of the results and discussion (RD) however, the simple present tense was found dominant across the six discourse community. It was noted that the authors used simple present tense in making the introductory statement of the results. This is observed through the use of the words reveals, shows, and presents. Likewise, simple present tense is also observed if the author makes an interpretation of the result. In most discussions on the other hand, the past tense is generally used. Specifically, if the authors cite literature to compare and/ or to contrast the result. The common words used in this segment are stated, found, believed and explained.

The forgoing is supported by the study of Aceron (2015) that his analysis revealed a balanced or proportionate use of present tense in theses introduction sections of the corpus he understudied. He also noted that in the method section, the use of present tense is seldom used. Likewise, an average use of present tense was also noted in the results and discussion section.

Table 21. Comparative Summary of the voice of the verb per sections of SLSU Graduate Theses

Slsu Graduate Programs	Theses Sections	Voice of the Verb		Total
		Active %	Passive %	%
MASTER OF ARTS IN TEACHING ENGLISH (MATE)	Introduction	25	75	100
	Method	27.27	72.73	100
	Results and Discussion	12.5	87.5	100
MASTER OF ARTS IN SCIENCE EDUCATION (MASED)	Introduction	46.46	53.54	100
	Method	30.48	69.52	100
	Results and Discussion	17.1	82.9	100
MASTER OF ARTS IN MATHEMARTICS EDUCATION (MATHED)	Introduction	15.48	84.52	100
	Method	43.48	56.52	100
	Results and Discussion	27.03	72.97	100
MASTER OF ARTS IN ADMINISTRATION AND SUPERVISION(MAADS)	Introduction	10.81	89.19	100
	Method	37.7	62.3	100
	Results and Discussion	48.96	51.04	100
MASTER IN EDUCATIONAL MANAGEMENT (MEM)	Introduction	28.57	71.43	100
	Method	5.56	94.44	100
	Results and Discussion	28.57	71.43	100
MASTER OF ARTS IN EDUCATION MAJOR IN ELEMENTARY EDUCATION (MAED-ELEM)	Introduction	30	70	100
	Method	38.89	61.11	100
	Results and Discussion	33.45	66.55	100

Table 21 displays the most and least frequently used voice of the verbs per sections in Master of Arts in Teaching English (MATE), Master of Arts in Science Education (MASED), Master of Arts in Mathematics Education (MATHED),   Master of Arts in Administration and Supervision (MAADS), Master in Educational Management (MEM), and Master of Arts in Education (MAED-ELEM). It is apparent that the research writers generally prefer to use passive voice rather than the active voice of the verb. The most observed passive voice is recorded in the Method section of the theses in Educational management which garnered 94.44%. The writers are found to use passive voice if the agent is unknown, predictable or stereotypical based on the information given in the sentence. Likewise, if the authors want to protect themselves from taking the blame for something.

The same result was obtained in the study of Uzun (2016). In terms of voice, the results of the frequency analyses reveals that 180 of the 272 sentences within the corpus are written in the passive voice.

Likewise, Aceron (2015) mentioned that the use of passive voice may be reflected to the style and form indicated in the Batangas State University" s Research Manual and that, undergraduate theses are really advised to use passive voice as per reliability of data is concerned.

It is however contrast with Abuel (2015), her analysis reported that the authors of the RAs in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) prefer using the active rather than the passive voice.

Table 22. Comparative Summary of the Dependent Clause across Sections of SLSU Graduate Theses

| Program | SLSU Theses Section | Dependent Clause | | | TOTAL (F) % |
		ADVERBIAL	RELATIVE	NOMINAL	
MATE	I	4	9	2	15
	%	26.67	60.00	13.33	100
	M	7	12	0	19
	%	36.84	63.16	0	100
	RD	11	15	5	31
	%	25.71	42.86	31.43	100
	TOTAL	22(33.85)	36(55.38)	7(10.77)	65
MASED	I	14	35	4	53
	%	26.42	66.04	7.55	100
	M	23	40	2	65
	%	35.38	61.54	3.08	100
	RD	30	50	5	85
	%	35.29	58.82	5.88	100
	TOTAL	67(33.00)	125(61.58)	11(5.42)	203
MATHED	I	11	29	3	43
	%	22.92	60.42	6.25	100
	M	19	31	0	50
	%	36.84	63.16	0	100
	RD	29	42	4	75
	%	38.16	55.26	5.26	100
	TOTAL (f)	59(35.12)	102(60.71)	7(4.17)	168
MAADS	I	12	33	2	47
	%	7.14	68.75	4.17	100
	M	24	42	1	67
	%	35.82	62.69	1.49	100
	RD	31	47	3	81
	%	40.79	61.84	3.95	100
	TOTAL (f)	67(34.36)	122(62.56)	6(3.08)	195
MEM	I	13	32	2	51
	%	24.75	63.37	3.96	100
	M	21	36	1	58
	%	36.52	61.74	1.74	100
	RD	29	49	1	79

	%	36.77	43.50	2.00	77
	TOTAL (f)	**48(25.67)**	**57(30.48)**	**3(1.60)**	**187**
MAED-ELEM	I	13	31	0	45
	%	28.89	68.89	0.00	100
	M	18	30	1	48
	%	36.36	61.56	2.08	100
	RD	32	51	1	84
	%	38.10	60.71	1.19	100
	TOTAL (f)	**63(35.59)**	**112(63.28)**	**2(1.13)**	**177**

Table 22 exhibits the frequency count of the dependent clause across sections of SLSU graduate theses. The number of dependent clauses found in each are as follow: MATE 65, MASED 203, MATHED 168, MAADS 195, MEM 187, and 177 for MAED-ELEM. The highest number of dependent clause is recorded in the theses from Master of Arts in Science Education which draws a total of 203 clauses. Out of theses 203 dependent clauses, 61.58 percent composes the relative clause which figures a total of 125 independent clauses. Meanwhile, the highest occurrence of the adjectival clause is found in the introduction section of the theses in Master of Arts in Education Major in Elementary Education. This includes a total of 68. 89% which means that the writers are known to use dependent clause particularly the adjectival clause in writing the introduction section of the research paper. Moreover, adverbial clause moderately occur making the nominal clause to occur in sometimes. Furthermore, the writers are found to use words such as, that, which and where in the adjectival clause. This result is parallel with Uzun (2016), his study revealed that relative clause appeared mostly in the in the research article in Medical-surgical nursing.

Table 23. Comparative Summary of the Position of Relative Clause Across Sections of SLSU Graduate Theses

Program	Theses Section	Position of Relative Clause			
		Subject Position		**Object Position**	
MATE	I	8	(80.00)	2	(20.00)
	M	11	(91.67)	1	(8.33)
	RD	11	(73.33)	4	(26.67)
MASED	I	29	(82.86)	6	(17.14)
	M	30	(75.00)	10	(25.00)
	RD	38	(76.00)	12	(24.00)
MATHED	I	19	(65.52)	10	(34.48)
	M	23	(74.19)	8	(25.81)
	RD	34	(80.95)	8	(19.05)
MAADS	I	30	(88.24)	4	(11.76)
	M	35	(83.33)	7	(16.67)
	RD	41	(87.23)	6	(12.77)
MEM	I	29	(82.86)	6	(17.14)
	M	31	(79.49)	8	(20.51)
	RD	39	(81.25)	9	(18.75)
MAED-ELEM	I	30	(85.71)	5	(14.29)
	M	33	(82.50)	7	(17.50)

Program	Theses Section	Position of Relative Clause			
		Subject Position		Object Position	
	RD	40	(83.33)	8	(16.67)
MATE	I	8	(80.00)	2	(20.00)
	M	11	(91.67)	1	(8.33)
	RD	11	(73.33)	4	(26.67)
MASED	I	29	(82.86)	6	(17.14)
	M	30	(75.00)	10	(25.00)
	RD	38	(76.00)	12	(24.00)
MATHED	I	19	(65.52)	10	(34.48)
	M	23	(74.19)	8	(25.81)
	RD	34	(80.95)	8	(19.05)
MAADS	I	30	(88.24)	4	(11.76)
	M	35	(83.33)	7	(16.67)
	RD	41	(87.23)	6	(12.77)
MEM	I	29	(82.86)	6	(17.14)
	M	31	(79.49)	8	(20.51)
	RD	39	(81.25)	9	(18.75)
MAED-ELEM	I	30	(85.71)	5	(14.29)
	M	33	(82.50)	7	(17.50)
	RD	40	(83.33)	8	(16.67)

Table 23 displays the comparative summary of the position of relative clause across sections of SLSU graduate theses. It clearly shows that the authors from the six discourse community generally put the relative clause in the subject position. The highest percentage on the use of subject position is recorded in the method section of the MATE theses. This implies that the research writers opt to elaborate sentence through much attention in the use of the relative clause, particularly in the subject position.

Relative clause formation according to Cadavido (2017) is an aspect of language structure of a generally agreed typological framework for research and discussion. He further noted that these relative clauses are subordinate sentence structure which postmodify the preceding noun phrase and are introduced by relative markers.

In connection, Cadavido (2017) in his study, The Grammar and Semantics of Relativization, Quantification and Complementation in Philippine English, found out that relativization in Philippine English occurred in embedded sentences in the subject position which may either be subject-subject or subject –object relativizers.

Student-writers' identity construction
a. Introduction Section
Research genre writers from Master of Arts in Teaching English are found to have a highly structured research sections across theses sections. In the introduction section, the writers established a territory by making a claim of centrality which immediately strengthen the research paper. Meanwhile, the problem is presented by indicating a gap. The writers are characterized by using the negation signals such as however, despite, but, although and not. Finally, the writers identity in ending up the introduction section of MATE research paper is

by providing the purpose of the study. The writers are generally known for using the signal words aimed and purpose.

On the other hand, writers from Master of Arts in Science Education are craft the introduction section by starting with the step 2 of move 1, it makes a topic generalization whereas unlike MATE research genre writers, MASED writers avoid the step 1. They present a claim of centrality no more. Moreover, as parallel with MATE, MASED genre writers also considers move 2 step 1b, it establishes a gap and/ or the problem which serve as the main concern of the study. In contrast again with MATE, MASED theses end with move3 step 1b wherein it announces the research rather than giving an outline of the purpose.

Of all the introduction sections, the introduction section of the Master of Arts in Mathematics Education (MATHED), was observed to have a very limited move-step structure. Only two obligatory were found present in the corpus. These are the Move1 step2 and Move 2 step 1b. This indicates that the writers in this program do not use elaboration in presenting the introduction section. The research genre writers of this program prefer a short yet precise structure.

As to the group of the writers from MAADS and MAED-ELEM, these two programs have definitely the same structure in crafting the introduction section. This similarity is perhaps due to the combination of the members from different fields of specialization. Students enrolled in these two programs may come from various area of disciplines. The writers begin with claiming a centrality, followed by making a topic generalization and immediately end with indicating a gap. Compared to other group of writers, the writers from this program don't really announce or even outline the purpose of the study.

Another, distinct rhetorical structure of research introduction section is from the Master in Educational Management. Particular group of writers from this program likewise practiced a different structure since it skips Move2, though considered as an obligatory element by other groups, this move is not observed by the research genre writers. The writers in this program follow the first two consecutive steps of move 1 and eventually end with move 3 step 1b which announces the study.

In terms of linguistic features, the research genre writers' identity in crafting the introduction sections across six programs is characterized by generally using the simple present tense, passive voice of the verb and the relative clause mainly placed in the subject position.

b. Method Section

The rhetorical structure that reveals the identity construction of the research genre writers from the six programs are all the same except only for the MATE program. Research genre writers from MATE observed all three moves of the Lim's (2005) model. The writers begin with move 1 step 1a by describing the location of the sample. Another move observed is presenting an overview of the design in move 2. Moves however shifts back again to move 1 by exhibiting step 1b- describing the size of the sample/ population followed by the sampling technique which is characterized by move1 step 1d. This moves are signaled by the words utilize, use, and made use. The move2 again is observed after the two steps of move 1 in the first cycle. This time, the methods in measuring variable is described. Lastly, the concluding step is move 3, step 1, relating / recounting data analysis procedure. This is the detailed discussion of the steps underwent to collect data.

Meanwhile, the remaining five programs: Master of Arts in Science Education (MASED), Master of Arts in Mathematics Education (MATHED), Master of Arts in Education–Administration and Supervision (MAADS), Master in Educational Management (MEM),and Master of Arts in Education–Elementary (MAED-ELEM) shared the same identity construction in crafting the method section. M1-step2 (describing the location of the sample, M2-step 1 presenting an overview of the design, M1-step 1b- describing the size of the sample, M1-step 1d–describing the sampling technique, and M2-step 2c- Describing methods of measuring variables.

Research genre writers of the method sections across six programs are characterized by using the simple past tense, passive voice and relative clause on the subject position of the sentence.

c. Results and Discussion
The writers' identity in crafting the results and discussion section across the six programs are surprisingly all the same. Three obligatory moves are observed by the writers. The first move is generally serve to present the general information about the section. Meanwhile, Results are commented in move 3. Interpreting the results and comparing the results are the two steps that arise respectively. In terms however of the linguistic features, writers are known to use generally the simple present tense, passive voice of the verb and the relative clause placed mostly in the subject position.

Generally, the identified rhetorical structures and linguistic features per sections across the six programs reveal the distinct own identity of the research genre writers.

Proposed Writing Models per Program
Based from the results discussed above, the following models in crafting the IMRD section of research papers across six programs are hereby proposed:

a. Master of Arts in Teaching English (MATE)

MATE		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 1: Claiming centrality and/or	Step 1a Describing the location of the sample.	**Move 2: Reporting results**
Step 2: Making topic generalization (s) and/or	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Move 2: Establishing a niche	Step 1: Presenting an overview of the design	Step 1: Interpreting results
Step 1B: Indicating a gap	**Move 1: Describing data collection procedure/s**	Step 2: Comparing results with literature
Move 3: Occupying the niche	Step1 b. Describing the size of the sample/population	
Step 1A: Outlining purposes	Step1d.Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	2c Describing methods of measuring variables	
	Move 3: Elucidating data analysis procedure/s	
	Step 1: Relating (or recounting) data analysis procedure/s	

b. Master of Arts in Science Education (MASED)

MASED		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 2: Making topic generalization	Step 1: a. Describing the location of the sample.	**Move 2: Reporting results**
Move 2: Establishing a niche	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Step 1B: Indicating a gap or	Step 1: Presenting an overview of the design	Step 1: Interpreting results
Move 3: Occupying the niche	**Move 1: Describing data collection procedure/s**	Step 2: Comparing results with literature
Step 1C: Question-raising or	Step 1b.Describing the size of the sample/populatio n	
Step 1B: Announcing present research	Step 1d.Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	2cDescribing methods of measuring variables	

c. Master of Arts in Mathematics Education (MATHED)

MATHED		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 2: Making topic generalization (s) and/or	Step 1a Describing the location of the sample.	**Move 2: Reporting results**
Move 2: Establishing a niche	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Step 1B: Indicating a gap	Step 1: Presenting an overview of the design	Step 1: Interpreting results
	Move 1: Describing data collection procedure/s	Step 2: Comparing results with literature
	Step 1b Describing the size of the sample/population	
	Step 1d Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	Step 2c Describing methods of measuring variables	

d. Master of Arts in Education–Administration and Supervision (MAADS)

MAADS		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 1: Claiming centrality and/or	Step 1a Describing the location of the sample.	**Move 2: Reporting results**
Step 2: Making topic generalization (s) and/or	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Move 2: Establishing a niche	Step 1: Presenting an overview of the design	Step 1: Interpreting results
Step 1B: Indicating a gap or	**Move 1: Describing data collection procedure/s**	Step 2: Comparing results with literature
	Step 1b Describing the size of the sample/populatio n	
	Step 1d Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	Step 2c Describing methods of measuring variables	

e. Master in Educational Management (MEM)

MEM		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 1: Claiming centrality and/or	Step 1a Describing the location of the sample.	**Move 2: Reporting results**
Step 2: Making topic generalization	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Move 3 Occupying a niche	Step 1: Presenting an overview of the design	Step 1: Interpreting results
Step1b Announcing present research	**Move 1: Describing data collection procedure/s**	Step 2: Comparing results with literature
	Step 1b Describing the size of the sample/population	
	Step 1d Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	Step 2c Describing methods of measuring variables	

f. Master of Arts in Education –Elementary (MAED-ELEM)

MAED-ELEM		
I	**M**	**RD**
Move 1: Establishing a territory	**Move 1: Describing data collection procedure/s**	**Move 1: Preparatory information**
Step 1: Claiming centrality and/or	Step 1a Describing the location of the sample.	**Move 2: Reporting results**
Step 2: Making topic generalization	**Move 2: Delineating procedure/s for measuring variables**	**Move 3: Commenting on results**
Move 2: Establishing a niche	Step 1: Presenting an overview of the design	Step 1: Interpreting results
Step 1B: Indicating a gap	**Move 1: Describing data collection procedure/s**	Step 2: Comparing results with literature
	Step 1b Describing the size of the sample/populatio n	
	Step 1d Describing the sampling technique or criterion	
	Move 2: Delineating procedure/s for measuring variables	
	Step 2c Describing methods of measuring variables	

Conclusion and Recommendation

From the results of the study, the following conclusions are drawn: Research writers from the different programs follow a distinctive rhetorical moves in writing the IMRD structure of the theses. Present tense is generally used in the introduction section so as with the results and discussion section, otherwise, the simple past tense is observed in the method section. Genre-writers prefer to use passive voice in constructing the sentence across the theses sections. The occurrence of relative clause across research sections is prevalent and is generally placed in the subject position of the sentence. The identity of the writers reflect the way how they use rhetorical moves and use linguistics components in writing the research paper. Existing genre-analysis models serve as bases to generate writing models. In light of the results and conclusions, another set of corpus from the various academic fields may be subjected to genre analysis focusing on other linguistic components. Follow-up investigation on linguistic features based on the findings may be conducted for further study; a primer or writing manual may be developed to further guide the student-writers in formulating the IMRD structure of the research paper; the proposed models in crafting the IMRD structure of research paper maybe utilized to guide the student-researchers in writing proper.

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