

Macrostructural Moves and Metadiscourse in Research Genres

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ABSTRACT

Title of Research: **Macrostructural Moves and Metadiscourse in Research Genres**
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This study entitled “Macrostructural Moves and Metadiscourse in Research Genres” aims to describe the macrostructural moves of the Introduction section and metadiscourse in the Results and Discussion sections of dissertations and theses in five leading universities in the National Capital Region notably: University of the Philippines-Diliman, Ateneo de Manila University, De La Salle University-Manila, University of Santo Tomas and Philippine Normal University. This exploratory study also investigates whether or not the dissertations and theses in the five universities maintain credibility and objectivity in the presentation of results and discussion based on the metadiscourse strategies employed.

The study used Swales’ CARS model (2004) in analyzing macrostructural moves and Hinkel’s framework (1999) for metadiscourse.

The findings of this study showed that in the macrostructural level, majority of the dissertations and theses are not reflective of the CARS model. The three-move pattern M1-M2-M3 is present. Cyclical patterns such as M1-M2-M1-M2 and M2-M3 were identified in most of the texts. M2, establishing a niche, was the most frequent move used. Providing background information

or an overview was common in the Introduction. Findings also showed that the dissertations and theses employed rhetorical devices and syntactic and referential markers to maintain credibility and objectivity in the Results and Discussion section through the use of contradictions and general rules. Amplifiers and emphatics were the most frequently employed syntactic and referential markers although in minimal usage.

The study concludes that different cultures have different writing conventions reflective not only in academic writing but also in research genres where no specific format could be prescribed universally. Thus, Filipino researchers have their own writing convention unique of their own culture rooted in their philosophy. The use of rhetorical devices and syntactic and referential markers of maintaining credibility and objectivity in writing the Results and Discussion sections does not seem to be a practice among the dissertations and theses as seen in the minimal usage.

Since the CARS model seems to be the most universally accepted format in research journals, the inclusion of the model in the curriculum of the graduate program is recommended. This would enhance the knowledge of the learners about the different moves and steps in writing their introduction, guide the researchers in the use of obligatory and optional moves and also make their papers ready for publication. In addition, knowledge of the role of rhetorical devices and syntactical and referential markers should also be a part of the graduate lessons particularly those who are conducting research

to make them write more objectively in interpreting and discussing their results or findings.



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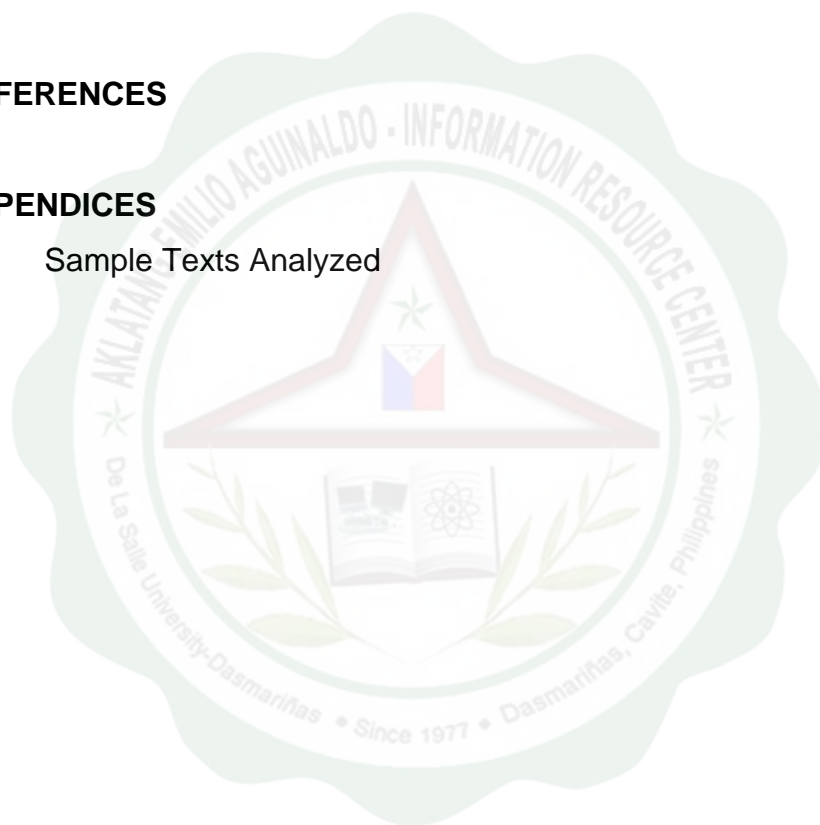
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