



## A Generic Analysis of the conclusion section of Research Articles in the field of sociology: A Comparative study

Sarisa Najar Vazifehdan<sup>1</sup>, Alireza Amjadiparvar<sup>2\*</sup>

<sup>1</sup> Department of English, Kurdistan Science and Research Branch, Islamic Azad University, Sanandaj, Iran

<sup>2</sup> Department of English, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

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### Abstract

This paper reported on a genre-driven comparative study, which aimed to identify the generic moves in the conclusion sections of twenty research articles in the field of sociology written in the two codes of Persian and English. To meet this purpose, the researchers employed Moritz, Meurer, and Dellagnelo's model, which was set within the Swalesian framework of genre analysis. The analysis was conducted in two phases: first, a qualitative research design was employed to analyze type, sequence and frequency of moves in the conclusion sections and then the frequency structure of the moves in the two corpora were compared to highlight the similarities and differences. The study revealed some generic similarities and differences between the two corpora. No constant move pattern was found in the samples analyzed. The complex ordering of moves and steps, however, rendered a variously-patterned cyclical structure in the two corpora. The results of this study contribute to understanding the conclusions of RAs. It can be beneficial to academic writing instructors to help students to enhance their knowledge of generic conventions in writing. Furthermore, based on the findings of the study, two modified models and some stepwise genre-based tasks could be developed and designed to be employed in academic writing courses through which student-writers are guided towards writing effective conclusion sections.

**Keywords:** Academic writing, Conclusion section, Genre analysis, Move analysis, Research article

### INTRODUCTION

One of the main challenges in writing academic papers refers to lack of familiarity with the conventional rhetorical structures confirmed by the expert members of a discourse community (Salmani Nodoushan, 2012). According to Kaplan (1966), paragraph organization of various languages and cultures differ from one another (cited in Martin, 2003, p.26). Motivated by this idea,

a new series of studies began to emerge in which a genre analytic approach to written text was adopted. These studies mainly focused on text structure, aiming to enhance writers' awareness of the nature of different kinds of texts. The term genre, according to Hyland (2007), refers to the conventional way of language use by and among the members of a society. Swales and Feak (1994) view "genre as a product of many considerations, such as audience, purpose, organization, and presentation, with audience as the most im-

\*Corresponding Author's Email:  
aamjadiparvar@gmail.com



portant factor in their list” (as cited in Ding 2007, p. 369). Since text – the product of writing process – is considered as “writer’s portrayal of himself or herself, the reader, their relationship, the writer’s commitment to the ideational content, their assessment of the reader’s knowledge and beliefs” (as cited in Naderi Kalali, & Pishkar, 2015, p. 122). Knowledge of genre awareness can be a requisite for writing a successfully. Bawarshi (2003) believes that genre knowledge can make learners do writing tasks more successfully during a particular writing course and this genre knowledge and success can sail beyond their current language learning courses and transfer to their professional world; as a consequence, a genre-informed pedagogy for the teaching of writing was developed by him (p. 481). Bazerman (1997b) in “The Life of Genre, the Life in the Classroom,” views genres as environments for construction of meaning, learning or even locations for social actions in which our formed thoughts and interacted communications are shaped (Bawarshi, 2003, P. 25). Bawarshi considered genres as facilitators which act as signposts to help us shape our desirable communications. According to Bawarshi (2003) “genres shape us as we give shape to them, which is why they constitute our activities and regulate how and why we perform them” (p. 25). Such a definition is suggestive of the necessity to initiate an extensive series of studies in which all language variations, identities, social actions, and relations can be accounted for. In fact, “as both a cognitive and a cultural concept, genre is often defined as the abstract, goal-oriented, staged, and socially recognized ways of using language delimited by communicative purposes, performed social (inter)actions within rhetorical contexts, and formal properties” (Bahatia, 1993; Bakhtin, 1986; Berkenkotter & Huckin, 1995; Halliday, 1994; Miller, 1984; Swales, 1990, as cited in Cheng, 2006, p. 77). A host of genre studies discussed the importance of genres in socio-cultural and disciplinary contexts, textual regularities, the interpretive process of reading, intertextual linkage through implicit or explicit reference to other

texts and background knowledge, the social roles of readers and writers, and the dynamics and instability of genre (Ding, 2007). In some studies (e.g. Berkenkotter & Huckin, 1993; Bhatia, 1993; Freedman & Medway, 1994; Miller, 1994; Pare´ & Smart, 1994), the educational applications of genre research in writing classes have been discussed. Genre is regarded as a heuristic means for invention, and paying attention to reader expectations and genre analysis is deemed to be a comprehensive method for describing different text types. It is a truly comprehensive model because it takes linguistic, sociocultural, and psychological factors into account.

Following what preceded, it can aptly be concluded that the focus of genre analysis, in academic and professional settings, is not just the conventionalized aspects of language use. It is rather concerned with explaining how experts employ these conventions to meet their communicative goals. Because of the crucial role writing plays in research and pedagogy, acquiring the ability to write in a second language is vital for those who intend to publish their research findings (Hashemnezhad & Hashemnezhad, 2012); therefore, writing communicatively proper English texts necessitates that students be familiarized with different types of academic discourse genres and subgenres, such as research articles, dissertations, theses, literature review, etc. with different content structures and conventions. To write an effective research paper, writers, therefore, are not only required to be linguistically competent, they are also demanded to develop cognizance of a wide variety of generic conventions ranging from moves and strategies to rhetorical features. In order to examine various genres, a great number of studies have been carried out to explore the rhetorical organization of RAs sections. Pedagogically speaking, genre analysis is an approach to uncover, analyze and interpret texts. The findings of genre-analytic studies can be utilized in writing courses to raise student-writers’ genre awareness so that they can write generically appropriate texts for academic/professional/occupational purposes. Hyon

(1996) identified three distinctive genre approaches/camps: North American New Rhetoric studies, Australian Systemic Functional Linguistics, and English for Specific Purposes (ESP). One of the influential perspective of genre was proposed by new rhetoricians, a group of scholars in North America, whose studies concerned with the rhetorical tradition: teaching rhetoric and university writing courses. They were concerned with professional writing in L1 composition at university level. According to Miller (1884), one of the influential member of new rhetoric group, new rhetoric puts emphasis on the situational context; in other words, new rhetoric points to the importance of rhetorical context rather than analysing text elements. The Sydney School or systemic-functional linguistics was developed by Halliday (1994) at the University of Sydney in Australia with the aim of identifying the relation between text and context, language and its functions in social setting. For English as foreign language (EFL) practitioners, the most critical approach to genre analysis was ESP. The ultimate goal of ESP genre analysis is to enhance learners' cognizance of conventional moves and rhetorical patterns of academic texts so that they can explore and employ genre features in the authentic settings of their use. The founder of ESP genre approach, which was a teaching-led movement, was John Swales. His work mainly focuses on spoken and written language forms in academic settings. He proposed that genre is "a class of communicative events, the members of which serve a set of communicative purposes". Swales (1990) holds that schematic structure of discourse is shaped by the communicative purposes it serves. Discourse, in his view, is created based on the sociocultural and historical factors of a particular context. One of the most widely used techniques of ESP genre analysis is the one proposed by Swales (1990) called structural move analysis. Introduction and discussion sections of research articles comprise the text parts mostly analyzed by Swales. In his analyses, communicative purpose is taken as move determinant and each move corresponds to one communicative

purpose (Flowerdew, 2005, p. 322). Swales first presented his four-move model in 1981. Later, in 1991, he revised the model and proposed the CARS (Create a Research Space) model which consisted of a three-move structure (Dudley-Evans, 2000, p. 6). Nwogu (1997) defines a move as "a text segment made up of a bundle of linguistic features (lexical meaning, propositional meanings, illocutionary force, etc.) which give the segment a uniform orientation and signal the content of discourse in it" (p. 122). Bhatia (1993) proposed that "moves are cognitive structures which serve certain communicative intentions and are subservient to the overall discourse communicative purpose of the genre" (pp. 30 & 31). As Connor & Mauranen, (1999) state, the length of a move varies, but at least embraces a proposition (quoted in Ding, 2007) which is recognizable through linguistic features. According to Labrador et al. (2014) each move consists of subunits or a combination of them which is called steps. The aim of these text segments or sequential moves and sub-moves is to illustrate text regularities; therefore, the whole text indicates "various patterns of similarity in terms of structure, style, content and intended audience" (Swales, 1990, p. 58). Many studies have been done based on Swales' framework in order to analyse the structural organization of different sections of research articles; for instance, Nwogu (1997) in Medicine, Yang & Allison (2004) in applied linguistics, Kanolsilapatham (2005) in biochemistry, etc. One of the studies related to the ESP genre approach is that of Bunton's (2005). In this work, Bunton (2005) analyzed the generic structure of the conclusions chapter of theses in the fields of the humanities and social sciences. The results revealed that they mostly included five moves, namely introductory restatement, consolidation of research space, practical implications and recommendations, future research and concluding restatement (Moritz, Meurer, & DeLagenlo, 2008). Bunton found out that the conclusions chapter reaffirmed purpose, consolidated research space with a variety of moves and steps, proposed future research and dealt with practical

relevance. He also found that some conclusions sections concentrated more on the field than on the thesis itself and also uncovered alternatives in focus and structure of the conclusions chapter across disciplines (also see Hewitt & Lago, 201). Regarding conclusion sections of research articles, Yang and Allison (2003) proposed another model, which consisted of a three move structures; namely, summarizing the study, evaluating the study, and deductions from the research. Some studies have been done in regard to analysis of schematic structure of different sections of RAs in the field of sociology, for instance, some studies concentrated on the Results section (Brett, 1994), some analyzed rhetorical variation between the research article abstracts across English and Spanish (Martin, 2003), and some other analyzed the Results sections of two disciplines: sociology and organic chemistry (Bruce, 2009). As far as conclusion section of the RA is concerned, Swales (1990) refers to the complex relationship which exists between RA function and text sections (Yang & Allison, 2003). Allison and Yang (2003) state that “more specifically, Swales observes that it is not yet clear to what extent the result section simply present result or also includes comments on result, or how these matters tend to be arranged in terms of the section labels result, discussion and conclusion” (p.366). Yang and Allison (2003) declined this issue due to lack of evidence in the literature to confirm this and expressed that there are some cases in which the same RA includes both discussion and conclusion; moreover, there is a distinct boundary between these two sections due to their communicative functions. Apparently, few studies have been done in order to analyse the structure of conclusion sections of RAs in the field of sociology; additionally, there has been little study conducted on how writers produce this genre. In other words, it seems that, no comparative study has been done on generic structure of conclusion sections of research articles in the field of sociology across English and Persian. Therefore, to fill this gap, this research study investigated the way through which the rhetorical patterns are orga-

nized in the conclusion section of English and Persian research articles in the field of sociology and finding the similarities and/or differences between their rhetorical move structures hoping that prospective research article writers find the findings of the current study beneficial and become aware of the schematic move structure of RA conclusions.

### **Research question**

The aim of this study was to tackle the following research questions in relation to the use of moves and sub-moves in the conclusion section of the selected sociological research articles.

1. What are the generic moves and steps in the conclusion section of English RAs in the field of sociology?
2. What are the generic moves and steps in the conclusion section of Persian RAs in the field of sociology?
3. What are the obligatory, conventional, and optional moves in the conclusion section of English RAs in the field of sociology?
4. What are the obligatory, conventional, and optional moves in the conclusion section of Persian RAs in the field of sociology?
5. What are the generic similarities and differences between the conclusion section of RAs across English and Persian?

## **METHODS**

### **Data selection**

The corpus of this study for analysis was all taken from several valid journals; i.e., the selected journals are reputable in the field of sociology. The research articles with the title of conclusion were selected in this discipline, not the other “conclusion” titles such as “concluding remarks” or “concluding thoughts”. The research articles in which the conclusion section was conflated with other sections such as results and discussion were not included. Moreover, Larger samples of conclusion sections were accepted and examined in this study. Finally, twenty research articles, which were published in an inclusive five-year period ranging from 2011 to 2015, for both Eng-

lish and Persian papers, were selected randomly to avoid any predetermined effect on the results of the study. Research articles for analysis were

all taken from high level peer reviewed journals. The list of articles including their sources is given in Table 1 below.

**Table 1**

*The selected journals used in the present study*

International journals	International Journal of Child, Youth and Family Studies Journal of Rural Studies Advances in Life Course Research The British Journal of Sociology Research in Social Stratification and Mobility
Iranian journals	جامعه شناسي کاربردي جامعه شناسي هنر و ادبيات فصلنامه مطالعات جامعه شناختي فصلنامه راهبرد اجتماعي فرهنگي معرفت فرهنگي اجتماعي

**Procedure**

Analytic procedure, in this study, proceeded according to two phases. First, this study employed a qualitative research design to analyze type, sequence and frequency of moves in conclusion sections of RAs in the field of sociology. To identify moves/sub-moves, propositions considered as a unit of analysis since each proposition generally had an independent communicative purpose. The frequency of each move in each RA conclusion recorded to verify the extent to which a particular move is used. The criterion for justifying and classifying the frequency of each move defined according to Kanoksilapatham (2005). A particular move that occurred in every RA (100%) was regarded as "obligatory", when the occurrence of a move was below 60%, was "optional", and when the occurrence ranged from 60 to 99%, the move classified as "conventional". In the second phase of the study, the frequency

structure of the moves compared in the two corpora in order to find both similarities and differences.

**Instruments**

The instrument, which was employed in the analytic approach of scrutinizing two sets of compiled samples of the present study included Moritz, Meurer, and Dellagnelo's (2008) model, which was a combination of Yang and Allison's (2003) framework of genre analysis, and Bunton's (2005) model for conclusions of PhD dissertations in the field of Humanities and Social Sciences. The schema they finally identified comprised six moves together with their sub-moves. Table 2 illustrates the models through six moves in conclusion section of RAs in the field of applied linguistics together with their discourse functions. The following combined model was employed in this study to analyze the conclusion sections.

**Table 2.***Utilized model for the present study***MOVE 1 – RESTATING THE INTRODUCTORY STATEMENT**

STEP A Stating the purpose, research question or hypothesis

STEP B Establishing a territory/niche

STEP C Making reference to previous research

**MOVE 2 – CONSOLIDATING THE RESEARCH SPACE**

STEP A Summarizing findings/results

STEP B Stating method

STEP C Making reference to previous research

STEP D Suggesting future research

STEP E Raising questions

**MOVE 3 – SUMMARIZING THE STUDY****MOVE 4 – COMMENTING ON RESULTS**

STEP A Interpreting results

STEP B Comparing results with literature

STEP C Raising questions

**MOVE 5 – EVALUATING THE STUDY**

STEP A Indicating limitations

STEP B Indicating significance

STEP C Evaluating methodology

STEP D Suggesting future research

**MOVE 6 – MAKING DEDUCTIONS FROM THE RESEARCH**

STEP A Drawing implications/applications

STEP B Recommending/suggesting

STEP C Making reference to previous research

STEP D Suggesting future research

STEP E making overall claim

(Moritz, Meurer, &amp; Dellagnelo, 2008, p.239)

**RESULTS AND DISCUSSIONS****Contrastive findings**

Generic similarities and differences of the conclusion section of the sociology articles across two codes are revealed through the analysis of their macro structure (rhetorical organization). In this study 20 conclusions were analysed, ten in Persian and ten in English. Generally, the number of words in English and Persian corpus ranged from 114-1719, with an average number of 671.65 words per text, while sentences ranged from 4 to 49, with an average number of 20.6 sentences per text. English conclusions word variation that ranged from 114 to 987 coming to an average number of 509.3, sentences varied from 4 to 43 with an average number of 18.6. In Persian texts, word variation ranged from 285 to

1719, corresponding to an average number of 834, sentences varied from 8 to 49 with an average 22.6. According to following tables, word and sentence variation presents a sharp difference in these two datasets; additionally, examination of the intra-relation of these averages (number of words divided by number of sentences) indicates that in Persian texts there are 36.90 words per sentence, while in English there are 27.38. These outcomes reveal that Iranian writers have strong inclination to produce and explain more about their writings, and they focus more on their own rhetorical style in their writings as compared to writers of the English corpus. Moreover, this finding authenticates the literature of contrastive rhetoric. Kaplan (1966 as cited in Martin, 2003, p. 26) stated that paragraph organization of vari-

ous languages and cultures differ from one another and according to Connor (Shamsudin, Singh, & Zaid, 2012) linguistic and rhetorical conventions of the first language interfere with the writing of the second language.

**Table 3**  
*Statistical description of the study corpus*

Corpus	Per article, mean (range)		
		English	Persian
Words	13433	114-987 (509.3)	285-1719 (834)
Sentences	412	4-43	8-49
Authors	50	1-7	1-4

### Number of occurrences of rhetorical moves in conclusion section

Move analysis along with numerical representation could best elucidate, facilitate, and recognize

**Table 6**  
*Move structures in this study*

Persian	English
1. [M.3, M.6]	1. [M.6]
2. [M.2, M.4, M.6]	2.[M.6]
3. [M.3, M.4, M.1, M.4, M.6]	3.[M.3, M.2, M.3, M.6]
4. [M.1, M.2, M.6, M.5, M.6]	4.[M.3, M.5, M.6]
5. [M.1, M.6, M.5, M.4, M.2, M.4]	5.[M.1, M.6, M.2, M.6]
6. [M.1, M.3, M.6]	6.[M.1, M.3, M.4, M.6]
7. [M.1, M.2]	7.[M.1, M.2, M.4, M.2, M.6, M.4, M.6]
8. [M.4, M.6]	8.[M.2, M.4, M.3, M.6, M.5, M.6]
9. [M.1, M.2, M.4, M.2, M.4, M.2, M.5, M.2, M.4, M.2, M.6, M.2, M.4, M.6]	9.[M.1, M.3, M.1, M.2, M.1, M.2, M.1, M.2, M.6]
10. [M.3, M.2, M.4, M.6]	10.[M.1, M.6, M.2, M.6, M.4, M.2, M.4, M.6, M.5, M.6]

**Table 7**  
*Identified Moves and Steps' frequency and density in conclusion sections of the two corpora*

Moves(M)	Steps(S)	English Corpus		Persian Corpus					
		Move and steps frequency	%	Move and steps density	%	Move and steps frequency	%	Move and steps density	%
<b>M-1. RESTATING THE INTRODUCTORY STATEMENT</b>		5	50	8	16.32	6	60	6	13.04
S-A. Stating the purpose, research question or hypothesis		4	40	6	8.57	3	30	3	3.40
S-B. Establishing a territory/niche		5	50	6	8.57	4	40	4	4.54

the parallels and variances in comparative studies. The following tables could best illustrate the proportion of move structures in both codes.

**Table 4**  
*word and sentence variation across language version*

Language version	Average number of words	Average number of sentences
English	509.3	18.6
Persian	834	22.6
Average	671.65	20.6

**Table 5**  
*Average number of words per sentence across language version*

Language version	Average of words per sentence
English	27.38
Persian	36.90

S-C. Making reference to previous re- search	0	0	0	0	2	20	2	2.27
<b>M-2. CONSOLIDATING THE RESEARCH SPACE</b>	6	60	10	20.40	6	60	11	23.91
S-A. Summarizing findings/results	6	60	9	12.85	6	60	12	13.63
S-B. Stating method	2	20	2	2.85	3	30	3	3.40
S-C. Making reference to previous re- search	1	10	1	1.42	2	20	6	6.81
S-D. Suggesting future research	1	10	1	1.42	0	0	0	0
S-E. Raising questions	1	10	1	1.42	0	0	0	0
<b>M-3. SUMMARIZING THE STUDY</b>	5	50	6	12.24	4	40	4	8.69
<b>M-4. COMMENTING ON RESULTS</b>	4	40	6	12.24	6	60	11	23.91
S-A. Interpreting results	4	40	6	8.57	6	60	19	21.59
S-B. Comparing results with literature	1	10	2	2.85	3	30	12	13.63
S-C. Raising questions	0	0	0	0	0	0	0	0
<b>M-5. EVALUATING THE STUDY</b>	3	30	3	6.12	3	30	3	6.52
S-A. Indicating limitations	1	10	1	1.42	3	30	3	3.40
S-B. Indicating significance	1	10	1	1.42	0	0	0	0
S-C. Evaluating methodology	1	10	1	1.42	1	10	1	1.13
S-D. Suggesting future research	0	0	0	0	0	0	0	0
<b>M-6. MAKING DEDUCTIONS FROM THE RESEARCH</b>	10	100	16	32.65	9	90	11	23.91
S-A. Drawing implications/applications	8	80	11	15.71	4	40	7	7.95
S-B. Recommending/suggesting	1	10	2	2.85	4	40	6	6.81
S-C. Making reference to previous re- search	1	10	1	1.42	1	10	2	2.27
S-D. Suggesting future research	5	50	6	8.57	1	10	1	1.13
S-E. making overall claim	6	60	7	10	4	40	5	5.68

In general, the corpus presents a total of 6 moves with different patterns of distribution. As in Table 6, ten move patterns have been identified in Persian conclusion sections, and nine in English. Although the structure of the proposed model [M1- M2- M3- M4- M5- M6] has not been found in any of the sociology conclusion sections, lots of intervening moves have been discovered; therefore, it could be concluded that the move structures found in this study did not conform to the proposed model. As can be seen, half of the RAs in both datasets start with Move 1, this implies that Move 1 is the common head initiator of move structures in both corpora. The recurrence of the cyclical moves was solely or they coexisted in both corpora. Table 7 reveals that the number of occurrences of the moves across the datasets is more than the number of conclusions in which the moves occur; conse-

quently, it strengthens the cyclical structure of moves. Moreover, the Moritz, Meurer, and Dellagnelo's (2008) model contains some recurrent sub-moves, namely future research, making reference to previous research, and raising questions which are used in different moves based on their different purposes and the roles they have.

Based on the information resulting from the analysis, the moves which have been identified in both selected corpora have some differences and similarities in terms of frequency and density. Move 6 is the last move which is located at the end of most of the conclusion sections in both corpora with the aim of reviewing the study and its achievements, restating the role of the current research in providing practical guidelines for further studies, and suggesting solutions to certain problems. This move is a dominant move in both corpora, but its frequency in English corpus is



higher than that of the Persian one, i.e. it is found in all the conclusion sections of the English corpus, representing a percentage of 100% with move density of 32.65%; consequently, it is labelled as an obligatory move according to Kanoksilapatham's (2005) criterion and it was also considered as a cyclical move due to its cyclical characteristic in some of the RAs. Besides, this move has occurred in most of the RAs in the Persian corpus, i.e. having 9 (90%) occurrences across Persian RAs with move density of 23.91%. Therefore, it is recognized as a conventional move since is frequent used in most of the articles. In addition, it enjoys a higher range of frequency compared with the other moves, i.e. in comparison with other moves, move 6 has occurred 16 times across 10 English articles. The comparison of Step A between the two corpora reveals higher frequency and density of this step in the English corpus; it means that Step A occupied the maximum space in the English corpus. Its frequency in the English corpus is approximately two times more than the Persian one, i.e. of 10 English RAs, 8 (80%) RAs included this step with the total occurrences of 11(15.71%), while this step has occurred in only 4 RAs in the Persian corpus with the move density of 7 (7.95%). An example of this step is provided below.

#### EX.1: En. RA 2[M6/SA]

The study provides some evidence that perceptions of the social changes associated with land use change sometimes differ from independently observed social change, and that these perceptions influence how a person then experiences that change e in other words, how that person is impacted by the change. This has practical implications for policy and for social impact assessment, highlighting that effective response to impacts of land use change requires understanding both perceived and actual social change.

#### Pr. RA 5 [M6/SA]

این سه فیلم ساز علاوه بر اینکه بر اساس اجماع منتقدین دارای توانایی های بالا در سطح فیلم سازی هستند و گذشت زمان این امر را اثبات کرده است ما حاصل نقد های درونگر و نشانه شناسی مقاله هم نشان می دهد که این افراد به ابزار مقتضی

برای نمایش نماد و نشانه های فراوان مورد استفاده در بازنمایی مرگ ناشی از تلاش برای تحریک طبقاتی مسلط هستند. رمزگان فنی و رمزگان فرمدر این فیلمها در جهت درک بازنمایی مرگ به عنوان امری روزمره و بی اهمیت از دید جامعه بوده است. نشانه های مرگ در فیلم همه دلالت بر تنهایی قهرمان و سیاهی محیط زندگی او دارند. بی اعتنایی اجتماع به همراه عدم همراهی نیروهای حاکم با قهرمان همه در نشانه شناسی فیلم ها مشاهده می گردد

The instances above indicate how well RA writers address the implications of their studies. The use of prominent vocabulary items such as (provide, contribution, implication, help, دلالت, ما, حاصل, and modal verbs...) illustrate the rhetorical function of this step in both corpora. The results suggest that RA writers of the English corpus point out the implications of their studies more directly and clearly than the Iranian RA writers.

Results displayed numerous occurrences of move 2 "Consolidating the research space" across both datasets with a slight difference in the distribution of steps. Writers use Move 2 to highlight the significance and effectiveness of their research. The frequency of this move in both corpora is the same; i.e., of 10 RAs of each corpus, 6 RAs had this move which is equal to 60% of RAs. Therefore, this move is labelled as conventional according to Kanoksilapatham's (2005) criterion. It is hypothesised that having the same occurrences across articles indicates a larger proximity between them. Although both corpora occurred at the same frequency range, the results indicate that the total number of occurrences of this move in the Persian articles to a small extent is higher than English RAs, each consecutively with 23.91% and 20.40%. The nomenclature of Move 2 in this model is borrowed from Bunton (2005). Authentication of research through Move 2 led to five rhetorical functions: summarizing findings/results, stating method, making reference to previous research, suggesting future research, and raising questions. Step A is the most frequent one in this move, it has occurred in 60% of RAS in which Move 2 appeared. The objective of this step is to highlight the findings; i.e., here writers summa-

rize the results/findings not the whole study. The rhetorical function of this step is for writers to demonstrate the value of their work by providing evidence which has been discovered and gathered through the study in order to answer research questions. In this study, both writers of both datasets favored this step by having consecutively 9 and 12 instances. This step enjoys an equal range of frequency across the articles in both codes. It is noteworthy that in some conclusion sections of both corpora, this step is recognized as a recurrent step which is repeated in the move patterns not only solely but also coexisted. The two examples below display this step:

#### En. RA 8 [M2/SA]

Our results showed that both skin color and census ethno racial identification are important predictors of education in Latin America, even when controlling for social class origins and other variables thought to affect SES. Nevertheless, even though census ethno racial identification has become the standard measure of race and ethnicity, we find that educational inequality estimates based on skin color tended to be more consistent and robust compared to those based on ethno racial identification.

#### Pr. RA 10 [M2/SA]

مطالعه تطبیقی گذران فراغت زنان در ایران نسبت به سایر کشور ها نشان می دهد : درحالی که در انگلستان و آمریکا مردان بیش از زنان به تماشای تلویزیون می نشینند، در ایران این نسبت معکوس است و تماشای تلویزیون برنامه فراغتی اصلی همه گروه های سنی زنان محسوب می شود . مطالعه در نقطه مقابل در انگلستان و آمریکا از جمله فراغت هایی است که زنان را بیش از مردان مجذوب خود ساخته، درحالی که در ایران برعکس، زنان به مراتب کمتر از مردان به مطالعه می پردازند . در آمریکا تأهل باعث کاهش گرایش زنان به مطالعه نشده و گروه میانسالان از جمله طرفداران اصلی این فراغت هستند . حال آنکه در ایران مطالعه کتاب، به ویژه در میان جمعیت در حال آموزش رسمی ( نوجوانان و جوانان ) رواج بیشتری دارد . با افزایش سن و ورود به دوران میانسالی ، شاهد حضور زنان در سازمان های مدنی و مذهبی در آمریکا هستیم . این مشارکت به اندازه ای است که نه تنها تأهل از میزان آن نکاسته، بلکه موجب افزایش آن شده، درحال یکه در

ایران نرخ مشارکت مدنی و فعالیت در سازمان های خیریه مذهبی آنچنان که دیدیم اساساً پایین است . سفر و کار تفریحی با رایانه در ایران نیز مانند آمریکا البته احتمالاً به میزان به شدت پایین تری در برنامه فراغتی زنان مجرد جای می گیرد تا زنان متأهل . درحالیکه در کشورهای عضو سازمان همکاری اقتصادی و توسعه، خرید فعالیتی زنانه است که زنان بخشی از فراغت خود را بدان اختصاص می دهند، باید گفت : در ایران نیز زنان اقبال زیادی به گشت و گذار در بازار و خیابان دارند . البته سهم خرید و گشت تزنی در این فراغت مبهم است . یافته های حاصل از مطالعه وضعیت کشورهای عضو سازمان هم کاری اقتصادی و توسعه گویای واقعیت مهم دیگری است . کاهش سن بازنشستگی زنان موجب شده آنان سال های بازنشستگی بیشتری را در مقایسه با مردان در پیش رو داشته باشند . با توجه به وضعیت هرم جمعیتی در ایران در سه دهه آینده ، این امر شکل جدی تری به خود خواهد گرفت . چالش زایی این وضعیت با توجه به عدم برنامه هریزی، ضعف در سیاست گذاری هم هجانبه و نیز ایجاد و ارائه امکانات فراغتی به تفکیک جنس و بر حسب دوره زندگی، بحران هایی را در سطوح فردی و اجتماعی به دنبال خواهد داشت.

The examples suggest that these writers meet the rhetorical function of this step which is summarizing the results of their study in similar ways but with some slight differences. Both texts have "Our results showed that ...", "we find that," ... مطالعه تطبیقی نشان می دهد...""، "یافته های حاصل از ...to show the way in which they are summarizing the results, but this text here reveals Persian writer's more tendency in elaborating the results because of their inclination to state more details about the results attained. Therefore, it can be hypothesised that the variation observed here may be the result of the authors' cultural differences that influenced their writing.

Move 1 was used as a common head initiator of move structures in half of the sections of both corpora. The aim of this Move is reiterating the field of study and the researched general topic; i.e., writers highlight the purpose of their studies, and even they are given opportunity to depict their research practice. Regarding move frequency and move density, a remarkable variance was found between the two corpora of this study. The use of move 1 shows that although the occurrence of this move which is considered as conventional in Persian corpus is higher in English

which is labelled as optional, the total occurrences of this move in the Persian articles is less than that in the English corpus. This implies that English writers put more focus on restating their purpose, orientation, and general territory instead of making reference to previous research; i.e., restating previous research which has been pointed to in the introduction section is not compulsory for English writers. Restating the general orientation of the study engendered three rhetorical functions: restating purpose, research question or hypothesis, establishing territory/niche, and making reference to previous research. Step A “stating the purpose, research question or hypothesis” often opens the conclusion section by restating established methodology in RAs introduction sections. This step includes different categories such as purpose, research question, and hypothesis that enable writers to represent the aim of their study. As can be noticed according to rhetorical function of this step, English writers’ tendency for employing this step is two times more than Persian writers. In RA 9 the writer combined two categories (purpose and research question) of this step and used it three times in order to validate the framework, therefore cyclicity of Move 1 step A has been found in the move pattern of this article. The examples below indicate how writers highlight the purpose of their studies similarly.

#### En. RA 10 [M1/SA]

This study has focused on the different fertility responses to unemployment.

#### Pr. RA 6 [M1/SA]

هدف از این مطالعه بررسی تأثیرات جهانی شدن فرهنگی در اصفهان و مناطق روستایی اطراف و در بین گروه های مختلفی که به طور متفاوت در برابر این روند ها قرار گرفته اند بوده است.

The two examples by using “this study هدف/... in first position shows how writers give prominence to their studies and indicate the specific purpose of their study.

Writers of the Persian texts used fewer occurrences of move 3 whose main purpose is highlighting the summary of the whole study

than writers of the English corpus; therefore, they indicated a weaker line of textual organization in comparison with English. It occurred in 50% of RAs with the density of 12.24% in English corpus and of 40% in RAs in the Persian corpus with total frequency of 4 (8.69%) moves across Persian corpus; accordingly, it seems to be more frequent in English than Persian. The following example elucidates Move 3 in both sets of data :

#### En. RA 4 [M3]

Our study has illustrated, based on three key sources of data, how farmland control in Norway has shifted within a period of 50 years from a situation where 87% of farms were owner occupied to one where the renting of land is increasingly the dominant arrangement. Compared to the complicated process of purchasing land with its legal requirements, family involvement and high economic costs, renting farmland to many seems like a far more attractive option (also see Dramstad and Sang (2010)). In addition, for those farmers stuck in a situation where they are required by law to have the land farmed but the rural population is declining, succession is uncertain and social and moral connections to the land and local community are still strong, renting out land offers perhaps the only alternative to abandonment if not of the land itself, at least to the hope of a farming future.

#### Pr. RA 3 [M3]

پژوهش حاضر با هدف بررسی رابطه فضاهای شهری مردم گرا و مؤلفه های رفتار شهروندی بر روی دانشجویان دانشگاه هنر انجام گرفت . یافته ها نشان داد بین مؤلفه های فضاهای مردم گرا و رفتار شهروندی رابطه وجود دارد یعنی با افزایش و ایجاد فضاهای مردم گرا، رفتار شهروندی را افزایش داد و از رفتارهای ضد شهروندی جلوگیری کرد . اگر چه این رابطه در بعضی از ابعاد کم رنگ تر می باشد ولیکن در ابعاد اجتماع محوری و مشارکت جویی این رابطه قابل بررسی است علاوه بر این نتایج نشان داد که فضاهای مردم گرا می تواند گرایش به عزت مندی احساس جوانمردی و تعاملات اجتماعی را افزایش دهد و این نتایج ملاک خوبی برای ایجاد فضاهای شهری مردم گرا می باشد

Analysis of this move revealed that Persian

writers have a tendency to start the conclusion sections by restating purpose and reviewing research results in detail, and overall claim broadly; besides, the writers of English corpus focused on method, reviewing research results, overall claim, and making reference to previous research broadly .

Writers employ Move 4 to endorse the significance of the results which are pertinent to the study. In fact, the validity of research results is endorsed by commenting on them according to the purpose of this move. In other words, making interpretation and comments on results is a kind of support offered by this move in order to authenticate the research results. This move appears in both corpora, but with a higher frequency and density in the Persian dataset than the English. this means that this move has more popularity among Persian writers. The validation of research results through Move 4 created three realizations: interpreting results, comparing results with literature, and raising questions. The frequency of the third step (raising question) is zero. This indicates a degree of affinity between writers of both codes. They downplayed this rhetorical feature perhaps they assume that readers have knowledge about this step because of its appearance in previous rhetorical moves. The results have shown that in English texts, authors give less preference to Step A "Interpreting results" and Step B "Comparing results with literature". The total number of occurrences of Step A and Step B in Persian corpus is respectively three times and six times more than that of English corpus.

The usage of move 5 showed the same frequency of occurrences across both corpora; in fact, they were used only in few cases. the objective of this move is justifying the study by identifying limitations, delimitations, strengths, and weaknesses. These results present a closer relation between English and Persian writers. In fact, both writers give less preferences to this move. Nomenclature of this move is based on Yang and Allison's (2003) model of conclusion sections. Both groups of writers ignored Step D "suggesting future research" because the frequency of this step was zero in both corpora. Omission of this step in

both corpora suggests that step D was identified unnecessary in texts' rhetorical organisation due to the rhetorical function of this move which is making prospective researchers aware of the advantages and shortcomings of the present research.

Although the analysis revealed some dissimilarities in sequential order of moves which were discussed in previous sections, it also revealed some extra functional element of texts which were not accounted in this model. These new steps were identified in both corpora but the number of these steps is higher in English corpus than in Persian (RA 10/M2/SF, RA 7/M4/SE, RA 6/M4/SD, and RA 6M6/SF in English corpus and RA 7/RA9/M1/SD in Persian corpus). All the features occurred once in the existing RAs, except M1/SD which occurred two times in two different articles. Although the additional steps are not significant in number, they need to be mentioned:

RA 10 [M2/SF] "Restating hypothesis", RA 7 [M4/SE] "Making overt deductions", RA 6 [M4/SD] "Exemplifying", RA 6 [M6/SF] "Restating the purpose of the study", RA 7 [M1/SD] "stating general orientation", RA 9 [M1/SD] "stating general orientation."

According to Hyland (2007) genre pedagogies assist teachers to help learners to be able to write in academic, professional or social context by providing them with targeted, relevant, and supportive instruction. Luu (2011) point to some characteristic of the genre-based approach. It highlights the social and cultural context of language use on a piece of writing, considers writing as a social activity, emphasizes the important role of writer-reader interaction, and views teacher's role as authoritative, and emphasizes the explicit teaching of the linguistic conventions of the genre. "Genre pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate" (Hyland, 2007, p.150). therefore, the findings of this study are beneficial for both educators and researchers in theoretical and practical perspectives. With respect to the

pedagogic aim of genre analysis, the results from the present study highlight the importance of genre-based approach in language education by providing useful resources for classroom practices. Providing learners with the following encouraging tasks plays a significant role in writing courses, since it raises learners' awareness of the key features of the organizational structure of the conclusion section of research article. Firstly, the titles of different sections of research articles are deleted by the teacher, then students are asked to guess which section is the conclusion section. Secondly, students are given some articles to read; in fact, the conclusion section was deleted by the teacher, next they are asked to write the conclusion section for the particular RA, then teacher show them the accurate conclusion and ask them to compare it with their conclusions, and finally, revise their conclusions according to the correct one. Thirdly, the teacher omits conclusion sections of some RAs, then provide students with both RAs and conclusion sections and then ask them to match the RAs with correct conclusion section, or students can be provided with some conclusion sections and then ask them to select the appropriate one. Fourthly, students are provided with both a modified model and conclusion section, then they are asked to find and match the moves and sub-moves of the model with conclusion section. Lastly, learners are provided with a conclusion section in which mistakes were included and they are asked to correct them, and finally match it with the correct conclusion. In fact, the findings of this paper is in line with many studies which have investigated the rhetorical moves of different sections of RAs and even conclusion sections in various disciplines, and is in line with the studies which have proved that genre analysis is successful in understanding the text structure ( e.g. Bunton, 2005; Yang & Allison, 2003), and also these findings authenticate the literature of contrastive rhetoric, according to Kaplan (1966 as cited in Martin, 2003, p. 26) the paragraph organization of various languages and cultures differ from one another.

## CONCLUSION

This research study investigated the generic moves and sub-moves of conclusion section of research articles in the field of sociology written by English and Persian RA writers. One of the aims of the study was to identify the generic similarities and differences between the conclusion section of RAs across English and Persian. The other aim of the study was to propose a modified model based on the results of this study in order to provide a more suitable model for the RA writers of this discipline. Based on the information resulting from the analysis, the moves, which had been identified in both selected corpora, had some differences and similarities in their moves frequency and moves density. This study identified the overall rhetorical pattern of the conclusion sections of RAs written by Persian and English RA writers in the field of sociology. Although the findings of this study revealed that the writers of both corpora followed their own patterns according to the aim of their study, the rhetorical organization of the conclusion sections in terms of their move and sub-move analytical structure indicated unbalanced patterns of distribution. Nine move patterns were found in English texts and ten in Persian. The move structure of the proposed model was not used in two datasets, but lots of intervening moves were discovered. This implies that, lots of cyclical moves were found solely or they coexisted in both corpora. The exploration of the rhetorical moves of the conclusion section indicated that Move 1 was used as a common head initiator of move structures in half of the sections of both corpora. The results displayed numerous occurrences of move 2 across both datasets with a slight difference in the distribution of steps. Writers of the Persian texts used fewer occurrences of move 3 than writers of the English corpus; therefore, they indicated a weaker line of textual organization in comparison with English. The high occurrence of move 4 among the Persian texts proved that their writers have strong inclination toward explaining their proposition in detail compared to the writers of the English corpus. The usage of move 5 showed

the same frequency of occurrences across both corpora; in fact, they were used only in few cases. The high incidence of move 6 in both corpora confirmed the view that move 6 was the heart of the conclusion sections and was considered as obligatory move in English corpus and conventional in Persian. Writers of Persian corpus used smaller number of occurrences of the main moves than writers of English which envisaged that they reduced the complexity of this section. The findings of this study are beneficial for both educators and writing students in theoretical and practical perspectives. Two modified models from Moritz, Meurer, & Dellagnelo's (2008) model which was a combination of Yang and Allison's (2003) framework of genre analysis, and Bunton's (2005) model were proposed based on the results from analysing 20 RAs across English and Persian. The modified model of English corpus is recommended to be used for teaching and guiding the EFL learners and researchers in order to raise their awareness of rhetorical forms and conventions of communicative purposes of conclusion sections of RAs. In addition to the proposed modified model, some genre awareness tasks were proposed to raise the learners' awareness of the key features of the organizational structure of the conclusion section of research article. The present study outlines the rhetorical organization of a single discipline and exploring only conclusion sections of sociology RAs; therefore, there are possibilities for future replications to examine whole sections of RAs and include other disciplines to show that how the different sections of RAs are related to each other.

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### Biodata

**Sarisa Najar Vazifehdan** graduated with a master's degree in the field of Teaching English as a Foreign Language (TEFL) from the Islamic Azad University, Kurdistan Science and Research Branch in 2016. She also received her bachelor's degree in the field of English Translation Studies from the Islamic Azad University of Hamedan in 2008. She is currently an English teacher at English language centres in Sanandaj, Iran. Her main area of interest is in the field of genre analysis.  
Email: sarisa\_nv@yahoo.com

**Alireza Amjadiparvar** is a PhD candidate in the field of Teaching English as a Foreign Language (TEFL) at the Islamic Azad University, Science and Research Branch, Tehran in Iran. He is currently a lecturer at the Islamic Azad University, Sanandaj Branch. His research interests are in the areas of discourse analysis, genre analysis, and academic writing research.  
Email: aamjadiparvar@gmail.com