

A MOVE-ANALYTIC CONTRASTIVE STUDY ON THE INTRODUCTIONS OF AMERICAN AND PHILIPPINE MASTER'S THESES IN ARCHITECTURE

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ABSTRACT

This study aims to foster the understanding of profession-based academic writing in two different cultural conventions by examining the rhetorical moves employed in American and Philippine thesis introductions in Architecture using Swales' 2004 Revised CARS move-analytic model as framework. Twenty (20) Master's thesis introductions in Architecture published from 2003-2010 were culled randomly. Results show apparent differences between the two corpora. The Philippine corpus comprises a structured pattern that includes the following elements in order: background of the project, statement of the problem, significance of the study, scope and delimitation and definition of terms. Meanwhile, the American corpus follows a free-flowing structure with varied elements. Two predominant conclusions may be drawn from this study. Firstly, each profession operates within a context that has its own dynamics and constraints. Secondly, the role of culture in terms of following writing conventions is very much emphasized. Americans, having individualistic culture, tend to be more free-flowing in terms of their introduction structure. Filipinos, on the other hand, having collectivist orientation, follow certain formats and structure in their introductions.

Keywords: Profession-Based Writing, Contrastive Rhetorics, Move-Analytic Model, Master's Thesis Introductions, CARS Model.

INTRODUCTION

The pioneering work of Kaplan in 1966 started the discipline of Contrastive Rhetorics (CR) in the field of applied linguistics. He analyzed the organization of paragraphs in ESL student essays and came up with five steps of paragraph development for five cultures as presented in his well-known work which suggested that Anglo-American essays follow a linear development, the Semitic works do a series of parallel coordinate clauses, oriental works in a circular manner and have their main idea at the end and in romance languages and in Russian, written works have a degree of digressiveness and extraneous material. Kaplan's article in 1972 focused on the rhetoric of writing which extended beyond the sentence level and analyzed writings on a discourse level. At that time, language specialists' focus was still on linguistics.

Kaplan's (1987) assertion was that each language or culture has specific rhetorical conventions and that these rhetorical norms of students' L1 interfered with their ESL

writing.

Early studies on CR during the 1960s, 1970s and early 1980s were empirical or experimental, done by linguists who focused on error and contrastive analysis of languages and were based on student essays. In the 1980s, student essays written for other aims were analyzed cross-culturally. Examples of these were the studies of Hinds (1983) and Eggington (1987). In the recent years though, CR research has diversified its methods and included professional, genre-oriented and academic writing such as newspaper editorials, letters of complaint to editors, research articles in dissertation introductions.

Recent studies in CR have centered on texts for specific genres such as research articles, editorials, grant proposals, texts for professional purposes and theses. These works have explored the discourse structure of various sections of genres, such as the discussion section (Hopkins & Dudley-Evans, 1988; Hyland, 2000; Yang & Allison, 2003), patterns of use of linguistic features, disciplinary and cross-linguistic

variations within this genre (e.g., Ahmad, 1997; Mauranen, 1993; Samraj, 2002).

In his book, *Research Genres: Explorations and Applications*, Swales (2004) purports that genre studies have had remarkable modifications since the release of the early volume of his series on the subject. Among these developments include the advancement in genre-based approach to academic writing.

Swales (1990) presents the following definition of a genre in the context of English for specific purposes:

A genre consists of a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as a prototypical by the parent discourse community. The genre names inherited and produced by discourse communities are imported by other constitute valuable ethnographic communication, but typically need further validation. (p.58)

Bathia (1993) asserts that a particular genre has distinct purposes and patterns of discourse which are then determined by the discourse community to which the genres belong.

Richards and Schmidt (2010) define genre as a type of discourse that occurs in a particular setting, characterized by distinctive and recognizable patterns and norms of organizations and structure having specific communicative functions.

Moves are regarded as functional units in a text which contribute to the overall communicative purpose of a genre and contain linguistic features that can be analyzed objectively (Connor, Davis and De Rycker, 1995). In analyzing moves, the general structural patterns of texts

typically determine the series of moves made. Connor and Mauranen (1999) assert that normally, moves contain at least one proposition and they differ in length. Move types that manifest more constantly than others are considered to be obligatory while moves that appear not so frequently are regarded optional.

In addition, certain elements make up a move. Appearing in combination or in series, these elements fulfill the goal of the move to which they belong. Swales (1990) termed these elements as steps and Bathia (1993) as strategies.

Unlike the research articles and dissertations which are common areas of research in the academic writing genre, the master's thesis has not received so much attention considering its significance in a Master's program. Samraj (2008) observes that the "master's thesis has not been in researchers' attention as much as a Ph D. dissertation" although a significant increase in academic writing studies has been noted.

Objectives of the Paper

This paper then aimed to give attention to Master's theses by comparing the introduction section between American and Philippine Architecture introductions in terms of rhetorical moves based on Swale's 2004 Revised CARS move-analytic model. Specifically, it attempted to answer the following questions:

- What are the rhetorical moves found in the introduction section of the American and Philippine Architecture theses?
- What are the significant similarities and differences in terms of rhetorical moves used in the American and Philippine thesis introductions in the field of Architecture?

On Introduction Sections

A large number of studies have been conducted on the organizational structure of introduction section of research articles (RAs) (Swales 1990; Duszak, 1997; Ahmad, 1997; Golebiowski, 1998 in Safnil, 2000).

Golebiowski (1998 in Safnil, 2000) points out two reasons that account for the popularity of introduction section among genre analysts: first, introductions are the most challenging and difficult part to write, partly because of its

target of capturing readers' attention to the article and secondly, introduction sections contain a more specified and predictable schema and have been better analyzed by applied linguists.

Swales (1990) stresses that introductions serve to create a research space. A researcher's success in achieving such goal is attributed on a number of factors such as the nature of competition for the research project and publication in a particular area of discipline and region, the size and importance of the research issue and the writer's reputation (Swales, 1990). These factors also contribute to the organizational structure as well as the length of the introduction section. Swales (1990) contends that the main communicative purpose of an introduction section can be broken into three different sub-purposes: establish the research field, establish the research space and occupy the space established.

In analyzing moves in a particular genre, it presupposes that the rhetorical organization of a genre is already inherent in itself and is controlled by the communicative purpose of the text (Bathia 1993a in Biber et al, 2007) The moves in a genre are "definable and predictable" components, not something the readers construct.

Swales' CARS Model

Swales' 1981 groundbreaking work on describing the rhetorical moves of research articles originally had the objective of helping non-native English speakers (NNSs) learn to understand, produce and publish research articles in English. From analyzing 48 introduction sections in research articles from a variety of disciplines like Social Sciences, Physics and Medicine, written in English, Swales proposed a series of moves that characterized the rhetorical structure of research article introductions. These moves identify specific communicative functions which are realized by the different parts or sections of the introductions.

Swale's Create a Research Space (CARS) model, presents his three-move structure for introductions that shows the relationship between the moves and steps in realizing communicative functions.

CARS model for introductions, adapted from Swales (1990, p. 141)

Move 1: Establishing a territory

Step 1 Claiming centrality and/or

Step 2 Making topic generalization (s) and/or

Step 3 Reviewing items of previous research

Move 2: Establishing a niche

Step 1A Counter-claiming or

Step 1B Indicating a gap or

Step 1C Question raising or

Step 1D Continuing a tradition

Move 3: Occupying the niche

Step 1A Outlining purposes

Step 1B Announcing present research

Step 2 Announcing principal findings

Step 3 Indicating RA structure

Swales' model presents three basic moves in introductions. Move 1- Establishing a territory - puts forward the overall topic of research. Move 2- Establishing a niche- Deals with presenting more particular areas of research that require further investigation. And Move 3- Occupying a niche- presents the study at hand in light of the presentations done in Moves 1 and 2.

In Move 1- Establishing a territory- the researcher persuades the readers about the significance of the area of study by making relevant propositions with reference to previously published works, which can be done in three steps: (Step 1, Step 2 and Step 3), the first two are optional and Step 3, obligatory.

In Move 1, Step 1- Claiming centrality- the researcher can achieve this step by addressing the discourse community that what the researcher conducted is part of a lively, significant or well- established area (Swales, 1990 in Safnil, 2000). The following are examples of statements that distinctively demonstrate a centrality claim in introductions:

1. Knowledge of ... has a great importance for...
2. Recently, there has been a spate of interest in how to... (Swales, 1990).

The statements above signify writers' assertion that their research is interesting, valid, relevant, classic and has gotten the attention of many other researchers.

Move 1, Step 2- Making topic generalization- characterizes the "current state of the art of knowledge, of technique or requirement for further progress" (Swales 1990 in Safnil 2000) presented in a more general and neutral statements. Swales (1990) asserts that this step can either be statement about practice or statement about phenomena. Biber et al (2007) present that this Step 2's goal is to establish territory or knowledge by emphasizing the frequency and complexity of data. Examples of Move 2, Step 2 are the following:

Practice

- There is now much evidence to support the hypothesis that...
- A standard procedure for assessing has been...

Phenomena

- An elaborate system of ... is found in the ...
- English is rich in related words... (Swales, 1990)

Move 1 , Step 3- Reviewing items of previous research, is where the section where the researchers review significant previous research and situate them in the current study. Swales (1990) stresses that in this particular step, writers need to provide 'specification' (in varying degrees of detail) of previous findings, an "attribution to the research workers who published the results and a stance towards the findings themselves" to be able to establish a research territory.

1. X was found by Sang et al (1972) to be impaired.
2. Chomskyan grammarians have recently... (Swales, 1990)

In Move 2-Establishing a niche, is a key move in introductions because it connects Move 1 to Move 3, by linking the need to conduct the current research. (Biber et al. 2007). In this move, writers specify a gap in the previous research or in the current knowledge about a particular research topic and use this gap or shortcoming to create a space for the present research (Swales 1990 in Safnil 2000). Swales (1990) mentions that pointing to a gap may be done by negatively evaluating or criticizing items from previous research. This then draws a very close relationship between Step 3 of Move 1 and Move 2 as for every review of an item in the previous research is subsequently followed by a statement indicating a gap in the previous research or

raising a question.

There are four ways by which writers can establish a niche: (i) when they disagree in some way with the results of previous research and want to dispute or challenge it (Step 1A - Counter claiming); (ii) When they find the results of the previous research lacking in validity and reliability (Step 2A- Indicating a gap); (iii) when they want to answer a particular question arising from the previous research (Step 3A- Question raising); and (iv) when they want to look further at the development of a particular case (Step 4A- Continuing a tradition) (Safnil, 2000). Swales (1990) indicates the following specific features of Move 2: the use of negative or quasi negative quantifiers, the use of lexical negation, and the use of negation in the verb phrase. The following statements signal Move 2:

1. The first group...cannot treat... and is limited to...
2. The method (upon which the present study is based) eliminates many of these limitations by... but it treats only (Swales, 1990).

On the other hand, Move 3- Occupying the niche, has the purpose of turning "the niche established in Move 2 into a research space that justifies the present study." (Swales, 1990). In this particular move, researchers submit to validate or substantiate the gap that has been pointed out, fill the gap, answer specific questions or continue the established the tradition (all part of Move 2). Swales (1990) stresses obligatory Step 1 of Move 3 which can take one or both of the following:

Step 1A: The writers present an outline of their purpose/s and Step 1B: the writers describe what they consider to be the main features of their research. The other two optional steps of Move 3 are the announcement of summary of findings (Step 2) and description of the structure of the present study (Step 3).

Examples of statements depicting Move 3 are as follows:

1. This paper reports on the results obtained...
2. The present works extends the use of the last model (Swales, 1990)

In 2004, Swales came up with a modified CARS model in response to the different researches done with regard to his model. His improved version reflected the variability in how

the three move types are realized in different sub-genres of introductions (Biber et al, 2007). The following Swales' 2004 Revised CARS Model is employed as conceptual framework for this particular study.

Swales' revised model for Introductions (2004, pp. 230, 232)

Move 1: Establishing a territory (citations required) via Topic generalizations of increasing specificity

Move 2: Establishing a niche (citations possible) via: Step 1A: Indicating a gap, or

Step 1B: Adding to what is known

Step 2: Presenting positive justification (optional)

Move 3: Presenting the present work via:

Step 1: Announcing present research descriptively and/or purposively (obligatory)

Step 2: Presenting research questions or hypotheses* (optional)

Step 3: Definitional clarifications* (optional)

Step 4: Summarizing methods* (optional)

Step 5: Announcing principal outcomes (optional)**

Step 6: Stating the value of the present research (optional)**

Step 7: Outlining the structure of the paper (optional)**

* Steps 2-4 are less fixed in their order of occurrence than the others.

** Steps 5-7 are probable in some fields, but unlikely in others

The above model for introduction shows a broader description of the communicative purposes of Move 1 and Move 2; it also presents the variation that applies in introduction in the different research fields and acknowledges the possibility of recurring cyclical patterns of the move types within the introduction section (Biber et al, 2007).

Methodology

The corpora consisting of twenty (20) Master's thesis introductions in Architecture were culled randomly. The ten introductions were produced by the graduate students of the University of Santo Tomas in the Philippines and were obtained from the library of the University. The other ten

samples, written by the graduate students of the University of Cincinnati in the United States, were taken online from the OhioLINK Electronic Theses database. The texts found were published from 2003-2010. The difference in the submission years of the theses in the two corpora was not assumed to have any relevant impact on the results as similar patterns were observed in terms of elements present and organization of the two sets of the corpora.

The introduction sections selected from the Philippines and the United States represent Y. Kachru's (1997) Circles, the World Englishes or the varieties of English across the globe. The United States belongs to the English variety in the inner circle, with English used as a first language while the Philippines is part of the outer circle as English is employed as a second language.

Swales' Revised CARS Model (2004) has been applied to the thesis introductions to describe their rhetorical organization. In line with the idea that a move has a local purpose that and that a move also contributes to the overall rhetorical purpose of the text (Biber et al, 2007), Kwan (2006 in Biber et al. 2007) suggests that a cognitive judgment which is a functional approach to text analysis can be employed in determining the overall purpose of a text and the textual boundaries. A cognitive judgment in identifying the moves and steps are realized by utilizing the following steps:

- Identifying the big picture or understanding of the overall rhetorical purpose of the texts in the genre to determine the move categories for a genre;
- Looking at the function of each text section and evaluate what its local purpose is. As this is the most difficult step, multiple readings and reflections of the texts are needed; and
- Looking for any common functional and/or semantic themes represented by the various text segments that have been identified, especially those that are in relative proximity to each other or often occur in approximately the same location in various texts representing the genre. (Biber et al, 2007).

To ensure reliability, the help of an inter-rater has been sought. Both the researcher and the inter-rater thoroughly discussed the individual codings made and came to an

agreement in case when the markings differed.

In this study, moves and steps are considered obligatory when the percentage of occurrences is 60% above. In other words, such particular move or step appeared at least once in six out of the ten introductions being analyzed. On the other hand, moves and steps are considered optional when they have 50% below appearances (0-5 out of 10 occurrences).

Results and Discussion

Apparent differences between the two corpora are observed at short notice. The Philippine corpus comprises a structured pattern that includes the following elements in order: background of the project, statement of the problem, significance of the study, scope and delimitation and definition of terms. Meanwhile, the American corpus follows a free-flowing structure with varied elements.

For the Philippine corpus, the following moves and steps are obligatory as shown in Table 1: Move 1 Establishing a territory (10), Move 2 Step 1A Indicating a gap (10), Move 2 Step 2 Presenting positive justification (7), Move 3 Step 1 Announcing present research descriptively and or purposively (10), Move 3 Step 2 Presenting research questions or hypothesis (10), Move 3 Step 3 Definitional Clarifications (9), and Move 3 Step 6 Stating the value of the present research (10). Of the eleven (11) elements that constitute the CARS model, seven are found to be obligatory.

Sample Obligatory Moves and/or Steps Identified

Ph-3 – Move 1, Establishing a territory

CARS	Ph-1	Ph-2	Ph-3	Ph-4	Ph-5	Ph-6	Ph-7	Ph-8	Ph-9	Ph-10	Total
M1	2	2	4	3	4	2	3	2	1	2	10
M2	S1A	1	3	2	2	1	2	4	1	1	3
	S1B										0
	S2		1	1	1	1		1		1	7
M3	S1	2	3	4	3	3	5	2	1	2	3
	S2	1	1	1	2	2	3	1	1	2	2
	S3	1	1		1	1	1	1		1	9
	S4		1	1		2	1				4
	S5										0
	S6	1	2	3	1	4	2	2	1	1	10
	S7										0

Table 1. Frequency of Occurrences of the CARS Model Moves and Steps in the Philippine (Ph) Master's Thesis Introductions in Architecture

"Land development planning involves the modification of the general contours of the area, with the hope of improving the land. As such, it can also be defined as Site or Land Planning."

Ph -6 – Move 3 Step 2 Presenting research questions or hypothesis

"How can the Second Monastery of San Agustin be reconstructed today, it being a part of the Buffer Zone of the UNESCO declared World Heritage San Agustin Church and at the same time satisfy the needs of the Augustinian Community, the users?"

Ph-2- Move 3 Step 6, Stating the value of the present research

"Furthermore, the study will lead the trend in the protection and preservation of other significant edifices against demolition as exemplified by the Jai-alai Building in Taft Avenue."

On the other hand, four elements are regarded as optional: four introductions have Move 3 Step 4, Summarizing methods (4). No occurrence was noted in the remaining elements Move 2 Step 1 B, Adding to what is known(0); Move 3 Step 5, Announcing principal outcomes (0) and Move 3 Step 7, Outlining the structure of the paper (0).

Sample Optional Move and/or Step Identified

Ph-5- Move 3 Step 4, Summarizing methods

"The study will use two types of survey: The Reconnaissance Level and the Intensive Level. The Reconnaissance Level type will cover fieldwork and documentation of the history and architectural evolution of the buildings."

Meanwhile, three obligatory moves and steps are found to be evident in American master's thesis in Architecture as presented in Table 2: Move 1, Establishing a territory (9), Move 3 Step 1, Announcing present research descriptively and/or purposively (10) and Move 3 Step 7, Outlining the structure of the paper (10).

Sample Obligatory Moves and/or Steps Identified

US-7 Move 1, Establishing a territory

"Before the Presidential Records act of 1978, presidential records were considered the private property of the

CARS	US-1	US-2	US-3	US-4	US-5	US-6	US-7	US-8	US-9	US-10	Total
M1	1	1	1	1		1	4	5	4	1	9
M2 S1A		1				1		5	6	2	5
S1B		1	1								2
S2		1			1			1	2	1	5
M3 S1	2	4	2	1	1	3	1	1	3	2	10
S2		3				3	1		3	1	5
S3							1	1	1	1	4
S4		2									1
S5	1			1					2	1	4
S6	1					1	2		1	2	5
S7	2	1	1	1	2	1	1	1	3	3	10

Table 2. Frequency of Occurrences of the CARS Model Moves and Steps in the American (US) Master's Thesis Introductions in Architecture

President and many early Presidential administrations' records were preserved, dispersed, or destroyed by the President or his heirs at the end of the administration. Many of these records are now housed in the Library of Congress but many others are either lost or held by private collectors."

US-9- Move 3 Step 1, Announcing present research descriptively and/or purposively

"This thesis will attempt to examine several issues in the educational system of interior designs at institutions of higher learning, including the historical development and evolution of the educational system itself. The focus will be on interior design, but it is likely that similar issues may be relevant to a number of other fields."

US-5- Move 3 Step 7, Outlining the structure of the paper

"In Chapter 2, the difference between accessibility and universal design is explored."

The rest of the moves and steps, eight out of the total 11 elements, having five or less occurrences in the introductions are optional: Move 2 Step 1A Indicating a gap (5); Move 2 Step 1B Adding to what is known (2); Move 2 Step 2, Presenting positive justification (5); Move 3 Step 2, Presenting research questions or hypotheses (5); Move 3 Step 3 Definitional clarifications (4); Move 3 Step 4, Summarizing Methods (1); Move 3 Step 5, Announcing Principal Outcomes (4) and Move 3 Step 6, Stating the value of the present research (5).

Sample Optional Move and/or Step Identified

US-8- Move 3 Step 3, Definitional clarifications

"As new concepts, such as cohousing, gain popularity and emerge in Western society, it seems appropriate to discuss

the terminology which will be utilized when discussing cohousing and the supporting topics which this thesis covers."

This move-analytic study as shown Table 3 has yielded two similar obligatory moves for the two cultures: namely, Move 1, Establishing a territory (US-9 and Ph-10) and Move 3 Step 1, Announcing Present research descriptively or purposively which are present in all introductions for both (US-10 and Ph-10). Cited by Swales as expected or obligatory in introductions, these two moves appear necessary or obligatory in the studies of Safnil (2000), Monreal et al. (2010), and Samraj (2008).

In the same way, the American and Philippine cultures are identical in having three optional moves; specifically for Move 2 Step 1B Adding to what is known in which such step is present in only one American introduction and none for the Philippines (US-1 and Ph-0); Move 3 Step 4 Summarizing Methods (US-1 and Ph-4) and Move 3 Step 5, Announcing principal outcomes, four for the US and none for the Philippines (US-4 and Ph-0).

As this paper examines academic writing in a specific professional genre, the model of professional communication presented from the research of Swedish linguist Britt-Louise Gunnarson (1993 in Connor 2008) may be used in accounting for the aforementioned phenomena. Her model identifies the three layers in the development or construction of professional discourse or writing: cognitive, social and societal. The cognitive stratum stresses knowledge or consciousness in a particular specialization dealing with language, discourse, attitudes and conventions distinct to the field. The social and societal layers pertain to the "role of group identity and the roles of

CARS Elements	(Frequency) American Introductions	(Frequency) Philippine Introductions	Remarks
M 1	(9) Obligatory	(10) Obligatory	Same
M2 1A	(5) Optional	(10) Obligatory	Diff
1B	(2) Optional	(0) Optional	Same
S2	(5) Optional	(7) Obligatory	Diff
M3 S1	(10) Obligatory	(10) Obligatory	Same
S2	(5) Optional	(10) Obligatory	Diff
S3	(4) Optional	(9) Obligatory	Diff
S4	(1) Optional	(4) Optional	Same
S5	(4) Optional	(0) Optional	Same
S6	(5) Optional	(10) Obligatory	Diff
S7	(10) Obligatory	(0) Optional	Diff

Table 3. Obligatory and Optional Moves and Steps in American and Philippine Master's Thesis Introductions in Architecture

professionals within society" (Gunnarson 1993 in Connor 2008).

Thus, the cognitive layer in Gunnarson's model relates to the way architects are wired, the way they think, how they do things and what their perspectives are and the conventions they employ. Such cognitive layer may account for the following same optional moves employed in the American and Philippine introductions:

Move 2 Step 1B, Adding to what is known

Birkhauser (2007) stresses that an architect doing a research in design is not so much into analyzing already available objects or repeatable phenomena for detailed study. To a certain extent, the researcher focuses on the relationship between the thoughts and actions of design and the future and in distinctive result of what has been designed. Unwin further asserts that "the activity of design is characterized by the problem that the designer is expected to devise acceptable solutions despite obvious contradictions" (p.18). In other words, the architect researcher is not inclined into adding to the already existing knowledge. Instead, the architect's mind is into giving a new perspective or redefining a problem to be solved and by searching for other means, solutions or another level of meaning.

Move 3 Step 4 – Summarizing methods

Kucker (1998 in Birkhauser 2007), denounces the idea of scientific approach to design. He contends that "cutting the dimensions of design down to something comprehensible on the basis of a rational planning process is bound to fail, as designing is an artistic art" (p.29).

Birkhauser (2007) affirms that architects and designers are incredulous when examining basic systematic questions relating to design. He further claims that "since many of the mental processes involved in design (or any creative activity) happen subconsciously and can only be practiced indirectly and in complex contexts, any research activity can only indirectly extend the skills needed for design" (p.10).

These experts in the field of architecture and design describe the complex processes in conceptualizing solutions, too elaborate to even explicate the methodology involved. Even Neufert (1992 in Birkhauser,

2007) portrays that the design process is rendered somewhat "mystically as something in the mind, experienced almost passively" (p.30).

These remarks may explain the way the architects or the designers think. That they may be too concerned with very complex and abstract ideas running in their mind, summarizing the method on how they would go about a particular project would not be a priority.

Move 3 Step 5, Announcing principal outcomes

Architecture is said to be bent on seeing concrete reality than to any theory. While performing to see concrete results in the future, they are checking at the connection of what they are designing at the present time and at the same time, the product's complete realization. It is basically a design process translating theory into practice. "But the relationship between the original design and its future realization cannot be grasped with the same analytical rigor as problems in the natural or even the social sciences." (Birkhauser, 2007). As such, architects do not tend to be announcing principal outcomes as they focus on realizing solutions.

Concurrently, the American and Philippine cultures show contrast in six steps: there is only one step that is obligatory to the American introductions while optional to the Philippine setting; that is, Move 3 Step 7 Outlining the structure of the paper. This specific step appears in all American introductions while non-existent for the Philippine corpora. Swales (2004) regards this particular element as optional (US-10 and Ph-0).

On the other hand, there are five steps that are considered obligatory for the Philippine introductions while they are regarded as optional for those of the American setting. These are Move 2 Step 1 A, Indicating a gap (Ph-10, US-5), Move 2 Step 2, Presenting positive justification (Ph-7, US-5), Move 3 Step 2, Presenting research questions or hypotheses (Ph-10, US-5), Move 3 Step 3, Definitional clarifications (Ph-9, US-4) and Move 3 Step 6, Stating the value of the present research (Ph -10, US-5). Of these five elements, Swales (2004) suggests in his revised CARS model that only Move 2 Step 1A is obligatory while the rest are considered optional.

What could account for these disparities may be Gunnarson's (1993 in Connor 2008) social and societal

layers in her comprehensive model of professional communication focusing on the role of group identity or cultural pattern that characterizes a particular culture. In other words, this particular stratum zeroes in on a value system that the groups have in common.

Of the eleven (11) elements in the CARS model, only three are obligatory in the American introductions. This finding indicates the free-flowing nature of the American thesis introductions observed. What can explain this phenomenon is a cultural pattern distinct to the Americans called individualism.

Individualism is regarded as the cornerstone of American culture. Samovar et al. (2010) regards this value as the foremost cultural pattern in the United States, Ryan and Twibell (2000 in Samovar, 2010) identify the components of this paramount characteristic: (a) the individual is the single most important member in any social setting; (b) the individual achievement is rewarded and (c) the distinctiveness of each individual is greatly esteemed.

The value of individualism in the American culture is so significant that many other American values burgeon from individualism. Individual achievement, self-identity, self-reliance, freedom are the ideals most glorified. As Kim (2008 in Samovar, 2010) stresses, "In America, what counts is who you are, not who others around you are. A person tends to be judged on his or her own merit" (p.141).

In the case of the Philippine introductions, seven out of 11 elements in the CARS model are obligatory. Another notable occurrence is the similarity of elements found in the Philippine introductions containing these headings: background of the study, statement of the problem, objectives, significance of the study, scope and limitation and definition of terms. This discovery may be attributed to the cultural identity that the Filipinos share termed as collectivism.

As most Asians are, Filipinos are regarded to have a collectivist orientation. Triandis (1994 in Samovar 2010) suggests, "Collectivism means greater emphasis on (a) the views, needs and goals of the in-group than oneself; (b) social norms and duty defined by the in-group rather than behavior to get pleasure; (c) beliefs shared with the in-group rather than beliefs that distinguish the self from in-

group; and (d) great readiness to cooperate with the in-group members" (p.143).

As a collectivist culture, Filipinos place value more on cooperation rather than competition and on group-defined social conventions rather than self-expression or opinion. In the case of the introductions, a format is prescribed and followed by the graduate students.

Conclusion

This paper has explored examining the rhetorical moves employed in the American and Philippine thesis introductions in Architecture using Swales' 2004 Revised CARS Model as framework. Two predominant conclusions may be drawn from this study.

Firstly, each profession operates within a context that has its own dynamics and constraints. It has been previously discussed how architects conceptualize, that they are not inclined into isolating and analyzing existing or repeatable phenomena for detailed study. Focused on the belief that designing is an art, they tend not to adhere much to scaling down the dimensions of design down to something comprehensible on the basis of a rational planning process. Lastly, they are not bent on announcing outcomes as they are into in translating outcomes-the process between conceiving the problem and realizing the product cannot be grasped with the same analytical rigor as in the other fields.

Moreover, the role of culture in terms of following writing conventions reflects its influence on the practices of the two groups as evidenced in their introductions. Americans, having individualistic culture, tend to be more free-flowing in terms of their introduction structure. The Filipinos, on the other hand, having collectivist orientation, follow certain formats and structure in their introductions.

This study has attempted to foster the understanding of profession-based academic writing in two different cultural conventions and thus, to CR studies. The relatively limited number of corpora employed in this modest analysis of two comparable corpora in the field of Architecture though, may not be enough to account conclusively for the findings. The use of a larger corpus in future research agenda may corroborate with the findings in this particular study.

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