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## MOVE ANALYSIS OF THESIS AND DISSERTATION ABSTRACTS IN ONE PHILIPPINE GRADUATE INSTITUTE

by

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### Abstract:

*In the Philippines, move-analytic investigations have been carried out; however, these have yet to examine the genre of thesis and dissertation abstracts. Cognizant of this gap, this study examined a corpus of 100 research abstracts written by Filipino graduate students in one private university in Western Metro Manila. In order to identify the moves, rhetorical organization, linguistic features, and deviations in the corpus, the mixed-method research design was employed. Data analyses revealed that all the moves in Hyland's model are present in the corpus. Such moves are linguistically realized through the use of present tense, present perfect tense, attitudinal stance words, deictic item+ inquiry type noun+ reporting verb formulaic pattern, past-passive constructions, opening subject+ reporting verb+ that-complement clause formulaic pattern, modals, and nominal phrases. As to rhetorical organization, a non-linear organization is the most preferred, while a linear organization is the least. Concerning deviations, word count, format, level of usage, syntactic structure, mechanics, grammar, and lexis are uncovered. Based on the results obtained, it is deduced that thesis and dissertation abstracts as corpus can provide meaningful insights as regards the exploration of moves vis-à-vis their linguistic realizations and sequences, academic writing, and Philippine English.*

**Keywords:** *move analysis, thesis and dissertation abstracts, academic writing, Filipino graduate students*

## INTRODUCTION

Abstracts preface theses and dissertations. To bring the former to completion, the latter must be produced. However, most graduate students are too engrossed with developing the sections of their theses or dissertations which they deem of utmost importance, such as introduction, review of related literature and studies, methodology, results and discussion, conclusion, and recommendations. Thus, they have become oblivious to the abstract section. Analogous to such a claim is Rungnaphawet's (2016) assertion that most researchers mistakenly believe everything has been accomplished after completing many painstaking steps in producing a piece of

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academic work. They are unmindful that another critical stage in the process lies ahead—writing the abstract.

Like any other scholarly output, writing the abstract requires specific skills. Every research writer has to master the art of concise writing, develop the ability to decipher salient information for content inclusion, acquire knowledge of the seamless organization as well as determine efficient ways of making language clear and accessible (Tippett, 2005; Wallwork, 2011; Ozmen, 2016). If written effectively, abstracts can enable graduate students to increase the readership of their theses and dissertations and boost the citation of their academic works (Hyland, 2002; Lores, 2004; Swales & Feak, 2004).

True enough, writing effective thesis and dissertation abstracts must be given special attention in graduate schools (Kamler & Thomson, 2004; Pho, 2008). However, the present academic scenarios reveal conspicuous negligence concerning abstract writing (Kamler & Thomson, 2004). Such disregard has brought to the fore abstracts of poor quality. If not devoid of brevity and clarity, the abstracts could be more complete and cohesive. De-emphasis on how to write a good abstract in graduate institutes, the absence of institutionalized or standardized abstract writing protocols, and graduate students' lack of abstract writing practice support the emergence of this undesirable trend.

The preceding points propelled this researcher to problematize the nature and the writing of thesis and dissertation abstracts in the Philippine context; thus, the present study.

Due to their unique characteristics, abstracts of theses and dissertations have been subjected to move analysis. Internationally, move-analytic investigations focusing on the said genre have been carried out. These include the studies conducted by Al-Zubaidi (2013); Nasseri & Nematollahi (2014); Krajnakova (2015); Ozmen (2016); Zand-Moghadam & Meihami (2016); Kosasih (2018); Putri, Kurniawan, Gunawan, & Lubis (2021); and Pratiwi & Kurniawan (2021). Though they differed in the use of analytical frameworks as lenses, the studies share a commonality in highlighting a move-analytic process that includes, but is not limited to, identifying and classifying moves, determining linguistic realization of moves, and noting and describing move patterns or sequences. They may be scarce as to number, but these foreign investigations must be credited for their attempts and insights that shed light on the nature of thesis and dissertation abstracts.

Move analysis studies have been initiated as well in the Philippines. Nevertheless, such research was only limited to these sections and genres: the acknowledgment section of

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dissertations, the introduction section of research articles, the introduction section of master's theses, the introduction section of conference papers, Introduction and Conclusion sections of graduate research papers as well as the abstract section of research manuscripts written by secondary and college students. Other genres were also explored, such as homilies, letters of complaint to editors, and job application letters. To the best knowledge of this researcher, he has yet to attempt to look into the abstract section of theses and dissertations penned by graduate students majoring in education.

Given the previous, it can be stated that there need to be more explorations central to thesis and dissertation abstracts in international and local contexts. This further implies that much remains to be discovered about the seemingly taken-for-granted genre--- making it a fertile area for research. Cognizant of this gap, this study was pursued. To chart its overall trajectory, these research questions were formulated:

- (1) What moves are present in the thesis and dissertation abstracts?
- (2) How are the moves linguistically realized?
- (3) What can linearity descriptions be ascribed to the sequences of the moves?
- (4) What deviations in abstract writing can be seen in the corpus?

## **METHOD**

### *Design*

The study employed a mixed methods research design since a fusion of quantitative (descriptive statistics via frequency count and percentage), and qualitative approaches (move analysis) was deemed necessary to answer the four research problems. According to Creswell & Plano Clark (2007), mixed methods research design is a procedure for collecting, analyzing, and mixing quantitative and qualitative research and methods in a single study to understand a research problem. The basic assumption here is that the use of both quantitative and qualitative methods, in combination, provides a better understanding of the research problem and questions than either Method by itself (Creswell & Plano Clark, 2007).

### *Corpus of the Study and Its Construction*

100 thesis and dissertation abstracts, selected through stratified random sampling from a pool of 192 abstracts written from 2001 to 2020, served as the corpus of the present study. Filipino graduate students produced these in one private University in Western Metro Manila,

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Philippines, as partial requirements for their masteral and doctoral degrees from eight different programs: Master of Arts in Curriculum and Instruction, Master of Arts in Special Education, Master of Arts in Physical Education, Master of Arts in Educational Administration, Master of Arts in English Language Teaching, Doctor of Education in Educational Administration, Doctor of Education in Curriculum and Instruction, and Doctor of Education in Language and Literature Education.

Moreover, these criteria were taken into account in selecting the abstracts for the corpus of the study: firstly, the abstract should be accessible; secondly, its language should be English; thirdly, it should be written by non-native speakers of English (Filipino graduate students); fourthly, it should be part of an education thesis or dissertation; and lastly, it should be written within the time frame covered in the present study, that is, from 2001 to 2020.

### *Data Analysis*

In analyzing the thesis and dissertation abstracts, the following frameworks were considered:

#### *Framework 1*

A move is a discursal or rhetorical unit that performs a coherent communicative function in a spoken or written discourse (Swales, 2004). Hyland's five-move model was used to identify the moves present in the corpus. Hyland (2000) has identified five moves to describe the structure of research abstracts:

The first move is the Introduction, which establishes the paper's context and motivates the research. Within this move are these subsequent steps: arguing for topic prominence (step 1), making topic generalizations (step 2), defining terms, objects, or processes (step 3), and identifying a gap in current knowledge (step 4).

The second move is Purpose. It indicates Purpose, thesis, or hypothesis and outlines the intention behind the paper. The step included here is stating the Purpose directly (step 1).

The third move is Method. Providing information on design, procedures, assumptions, approach, and data is the function of this move. The steps included here are as follows: describing the participants (step 1), describing the instruments or equipment (step 2), and describing the procedure and conditions (step 3).

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The fourth move is Product. It is concerned with stating the main findings or results, the argument, or what was accomplished. A key step here is describing the solution's or product's main features or properties (step 1).

The fifth and last move is the Conclusion. It is responsible for interpreting or extending results beyond the scope of the paper, drawing inferences, and pointing to applications or broader applications. The steps included in this move are deducing conclusions from results (step 1), evaluating the value of the research (step 2), and presenting recommendations (step 3).

The unit of analysis in the present undertaking was sentenced. Also, a coding protocol was developed to guide the process of move identification. After the percentage computation, the identified moves were classified based on the conventional-optional classification scheme developed by Kanoksilapatham (2005). Moves whose percentage was above 60% were classified as conventional, while those below 60% were considered optional.

### *Framework 2*

After identifying the moves in the corpus, their linguistic realizations were determined, guided by the studies of Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). In the present exploration, this was accomplished through a linguistic analysis that looks into the lexical and grammatical features that characterize each of the five moves, as seen in every abstract. In subsequence are the discussions centering on the focus of linguistic analysis for every move:

The Introduction move is usually expressed through present simple tense to create the current state of problems or research topics and through present perfect tense when emphasizing the weakness of prior research (Orasan, 2001 as cited in Saeew & Tangkiengsirisin, 2014). Other than these tenses, attitudinal stance words (i.e., *important/importance; significant/significance*) are also used to highlight the value of the research topic in this move (Saeew & Tangkiengsirisin, 2014).

According to Suntara & Usaha (2013), the Purpose move can be explicitly signaled by the formulaic patterns of reporting verbs (i.e., *investigate, aim to, examine, was conducted to, address, focus on*) preceded by deictic items or determiners (i.e., *this, the*) and nouns indicating inquiry type (i.e., *study, paper, work, research, article, investigation, project*).

As for the Method move, it can be marked overtly through the utilization of past-passive constructions (Santos, 1996 and Kanoksilapatham, 2013, as cited in Saeew & Tangkiengsirisin

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(2014). To illustrate, the sentence: *A language test was administered to 300 senior high school students to assess their language proficiency...* uses a past passive construction.

Suntara & Usaha (2013) posited that formulaic lexical patterns and that-complement clause constructions could signify the onset of the product move. The former includes opening subjects (i.e., *result, finding, analysis, data, study, it, there*) and reporting verbs (i.e., *show, indicate, demonstrate, reveal, illustrate*). A sample for the latter is: *...that the respondents' performance differed significantly...*

The Conclusion move is linguistically realized through modal auxiliaries and nominal phrases (Suntara & Usaha, 2013) and Saeew & Tangkiengsirisin, 2014). Modal auxiliaries (i.e., *should need*) are used to offer recommendations, and nominal phrases (i.e., *application of the results...*) are used to promote individual contributions and to suggest a possible application of research findings.

The previous points were used as a reference for the linguistic analyses of all five moves identified in the study.

### *Framework 3*

Move sequence is the order or the pattern in which the five moves are structured (Rungnaphawet, 2016). The organization of moves in each text was looked into to note the sequence of moves. Then the noted movement sequence was described in terms of linearity using the cognitive frame of Can, Karabacack & Qin (2016).

In their framework, the sequence is linear if the abstract contains all five moves ordered in the expected sequence. An example of this is the *Introduction-Purpose-Method-Product-Conclusion (I-P-M-PR-C)* sequence.

Semi-linear is an abstract description containing fewer than five moves yet adhering to the expected linearity. To illustrate this sequence, the *Introduction-Purpose-Method-Product (I-P-M-PR)* sequence may be considered. In this sample, the sequence lacks the Conclusion move, but the remaining moves still follow the anticipated linear flow; hence, semi-linear.

The sequence of moves becomes non-linear if the abstract is composed of moves that do not follow the expected order in the five-move model. The *Purpose-Introduction-Method-Product-Conclusion (P-I-M-PR-C)* sequence is a case in point. In this example, Introduction and Purpose moves are interchanged. It must be emphasized that in Hyland's model, the Purpose move is preceded by the Introduction move.

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The preceding details offered by Can, Karaback & Qin (2016) facilitated the process of noting and describing move sequences found in the study.

### *Framework 4*

As defined by Kachru (1997), a deviation has a comparative and a contrastive implication and is generally explained regarding another variety of English. Further, in the case of Outer Circle varieties (i.e., Philippine English), the point of reference is generally Inner Circle English (i.e., American English). This view on grammatical deviation was taken into account. Aside from grammar, other forms of deviation analyzed were related to format/layout, word count, lexis, mechanics, syntax, and level of usage. The present study underscored all usages different from Standard American English and standard abstract writing.

### *Inter-Coder Reliability*

According to Nunan & Bailey (2009), the inter-coder agreement is an index of consistency with which different people categorize data. In view thereof, two other coders were asked to examine the corpus in terms of moves and deviations. These were language professors with doctorate degrees in Applied Linguistics and Language Education, and 90% was the computed inter-coder agreement. The general rule of thumb is that inter-coder agreement should be at least 85% for readers to have confidence in the reported findings (Nunan & Bailey, 2009). Finally, the three coders discussed the problematic areas and resolved disagreements.

## RESULT AND DISCUSSION

### *Moves presented in the thesis and dissertation abstracts*

**Table 1: Occurrence of Moves in the Corpus**

<b>Move Type</b>	<b>f</b>	<b>%</b>	<b>Move Status</b>
Method (M)	91	91	conventional
Product (PR)	84	84	conventional
Conclusion (C)	81	81	conventional
Purpose (P)	66	66	conventional
Introduction (I)	35	35	optional

As can be gleaned from the foregoing table, all five moves in Hyland's (2000) model are present in the thesis and dissertation abstracts examined. This finding is likewise noted in

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the study of Zand-Moghadam & Meihami (2016). Method (91%) is the most predominant of the five moves. In decreasing percentage, this is followed by Product (84%), Conclusion (81%), and Purpose (66%). The least predominant, on the other hand, is Introduction (35%).

Four of the identified moves are found to be conventional since their percentage of occurrence is above 60%. These are Method, Product, Conclusion, and Purpose. Under their conventional nature, such moves are deemed crucial in writing thesis and dissertation abstracts by Filipino graduate student writers. The only optional move is Introduction as its percentage of occurrence is below 60%. Optional as it is, the low percentage ascribed to the Introduction move might imply that most Filipino graduate student writers do not see the need to acquaint their readers with background information about their studies; thus, it is disregarded in more than half of the abstracts in the corpus.

### *Moves and their linguistic realizations*

**Table 2: Linguistic Features Used in Realizing the Moves**

Move	Linguistic Features
Introduction	use of present tense, present perfect tense, and attitudinal stance words
Purpose	use of the <i>deictic item</i> + <i>inquiry type noun</i> + <i>reporting verb</i> formulaic pattern
Method	use of past tense and passive voice
Product	use of <i>opening subject</i> + <i>reporting verb</i> + <i>that-complement clause</i> formulaic pattern
Conclusion	use of modals and nominal phrases

The corpus's linguistic realization of the five moves is presented in the preceding table. The Introduction move is linguistically realized through present tense (33%) and present perfect tense (8%). This particular result is analogous to the studies of Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). In addition, the use of attitudinal stance words (8%) is present in the corpus. Such words are also singled out by Saeew & Tangkiengsirisin (2014). The excerpts in subsequence highlight some of the linguistic features of the Introduction move.

- (1) *Teaching styles and strategies* <present tense> **are** valued for what they claim they can achieve. [A-45]
- (2) *There* <present perfect tense> **have been** local studies done before on academic performance and diversity, but most of these studies focused only on the economic diversity of students. [A-70]

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- (3) *There is an increasing demand for literacy skills brought by economic globalization, migration, changes in technology, and knowledge-based societal changes with particular emphasis on the <attitudinal stance word> **importance** of reading as one of the prime markers of effective literacy level.* [A-55]

Concerning the Purpose move, the formulaic pattern *deictic item+ inquiry type noun+ reporting verb* is found to be true in realizing this move linguistically. The said pattern is accentuated in the explorations of Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). For the deictic item, *the* (52%) is more extensively employed than *this* (48%). About the inquiry type nouns, the ones used were *studied* (80%); *research* (6%); *paper* (3%); *dissertation* (3%); and *thesis* (1%). In terms of the reporting verb, the five most commonly used are *aimed to* (12%), *aims to* (10%), *was conducted to* (7%), *sought to* (6%), as well as *focuses on* and *focused on* (6%). Below is an excerpt that illustrates the formulaic pattern used in developing the Purpose move.

- (4) <deictic item> **This** <inquiry type noun> **study** <reporting verb> **aimed to find out the theoretical and practical preparations as correlates to the instructional competence of tertiary educators.** [A-79]

Regarding the Method Move, both past tense and passive voice are extensively utilized (90%). It runs parallel to the investigations of Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). One instance of past-passive construction is mirrored in this excerpt.

- (5) <passive voice> *The descriptive research method* <past tense> **was employed in this study to identify and investigate how English teachers from selected secondary public schools in District II-B Quezon City** <past tense> **perceived the new curriculum.** [A-9]

For the Product move, the formulaic pattern *opening subject+ reporting verb+ that-complement clause* in the present study is likewise noted by Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). There are 23 types of opening subjects used, and the most typical among these are *there* (28%), *it* (20%), *study* (16%), *findings* (13%), and *results* (11%). Among the reporting verbs, the most evident is *revealed* at 19%. This is followed by *showed* and *is* (16%), *found out* and *was* (9%), *shows* (6%), as well as *was found out* and *show* (5%). At 49%, that-complement clauses are also utilized to complete the formulaic pattern in this move. A sample excerpt underscoring the formulaic pattern for the Product move is as a result of this presented.

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(6) <opening subject> **It** <reporting verb> **was revealed** <that-complement clause> **that there was a moderate correlation between the NCM 103-B RLE Evaluation Tool and the NCM 103-B RLE Performance Grades of Level 4 Nursing students based on Pearson’s r result of 0.48.** [A-82]

The last move, the Conclusion move, is linguistically realized in the corpus using modals. The modals singled out are as follows: *should* (29%); *can* (22%); *must* (21%); *will* (17%); *may* (11%); *would* (10%); *could* (8%); *shall* (2%); and *might* (1%). The use of nominal phrases is pointed out as well. These include *Practical insights* (1%); *Practical preparation* (1%); *The implications* (1%); *The findings, conclusions, and recommendations* (1%); *The results and discussion* (1%); *The need* (1%); and *This endeavor* (1%). The preceding research outcomes are consistent with the studies of Suntara & Usaha (2013) and Saeew & Tangkiengsirisin (2014). The succeeding excerpts reflect the modal and nominal phrases, respectively.

(7) *Providing a Foreign Student Support (FoSS) program with activities like peer support groups, guidance modules, diversity services, and an association for international students* <modal> **will** *help them overcome issues on culture, language, and social interaction.* [A- 69]

(8) <nominal phrase> **The implications** *of these findings are discussed, especially in the light of school science and research in science education.* [A-10]

**Moves and their linearity descriptions**

**Table 3: Move Sequences in the Corpus**

Move Sequence	f	%
Non-linear	85	85
Semi-linear	11	11
Linear	4	4

Of all the noted move sequences in the study, the non-linear move sequence is the most preferred, at 85%. This salient finding-- the strong preference for non-linear move sequence and the notable deviation from linear move sequence—concur with the research of Rungnaphawet (2016). The non-linear sequences identified are simple (2%) and complex (83%). The former highlights a change to move order and does not contain move embedding or move cycling. Sample sequences include *P-I* and *P-I-M-PR-C*. The latter, alternatively, underscores the change in move order and contains move embedding and/or move cycling.

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Sample sequences are  $[P+M+C]-PR-C-[C+P]$  and  $P-M-P-M-P-R-C$ . In the first sample, the non-linear sequence has three-move embedding ( $P+M+C$ ) and two-move embedding  $[C+P]$ . The second sample emphasizes move cycling-- a textual feature characterized by the reiteration of a single move or more (Rungnaphawet, 2016). In the second sample, move cycling is seen in  $(P-M-P-M)$ . Two reasons might have caused these unconventional forms of move sequences. First, most of the abstracts examined in the corpus are very long. The lengthy abstracts could have paved the way for the emergence of the idiosyncratic move sequences. Second, the graduate student writers' tendency to pattern their abstracts with the organization of the accompanying thesis or dissertation could also be contributory factors.

The second sequence singled out is semi-linear, and such sequence accounts for 11% of abstracts in the corpus. The semi-linear move sequences identified in the study can be classified into three: two-unit semi-linear move sequence ( $I-P$ ), three-unit semi-linear move sequence ( $P-PR-C$ ;  $I-M-C$ ;  $P-M-PR$ ), and four-unit semi-linear move sequence ( $P-M-PR-C$ ;  $I-P-M-PR$ ;  $I-P-M-C$ ). Moreover, the omission of one or more moves is also apparent in the semi-linear move sequences identified here. In brief, the present study's use of semi-linear move sequences can be ascribed to the condensed nature of abstracts. Since the graduate student writers are working within minimal space, the chance of move omission is more remarkable.

The least preferred move sequence is linear ( $I-P-M-PR-C$ ), at 4%. Conformity to such sequence is expected as it is believed that a well-constructed abstract has five moves that are presented linearly. This echoes a similar finding from the study of Rungnaphawet (2016).

### *Deviations in the thesis and dissertation abstracts*

**Table 4: Abstract Writing Deviations in the Corpus**

<b>Deviation</b>	<b>f</b>	<b>%</b>
format/layout	90	90
mechanics	88	88
lexis	84	84
word count	80	80
syntax	36	36
grammar	21	21
level of usage	5	5

As specified in the table above, the deviations singled out in the corpus are format/layout (90%); mechanics (88%); lexis (84%); word count (80%); syntax (36); grammar (21%); and level of usage (5%).

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Regarding format/layout, 90% of the abstracts examined deviate from the prescribed one-paragraph layout. These abstracts are presented in paragraphs with indentions, breaks, and spaces.

In terms of mechanics, the deviations identified are missing/omission of punctuation marks (35%); capitalization (28%); inappropriate use of punctuation marks (20%); and insertion of punctuation mark [when no punctuation mark is required] (5%). The subsequent excerpt presents a sample of deviation as to missing or omission of punctuation marks. In the sample, the missing punctuation mark [,] is represented [\*].

(9) *At present [\*], there is an imbalance between manpower supply and demand. [A-60]*

For lexis, the deviations are wrong word choice/form/use (50%), missing words (30%), and insertion of the unnecessary word (4%). The excerpt below indicates the most apparent lexical deviation—wrong word choice, form, or use.

(10) *Teachers **searched** for ways to teach Mother Tongue as a subject. [A-11]*

Another deviation noted has something to do with word count. The more significant majority of abstracts (80%) are found to be deviant with the prescribed 200-300 word range. Of the 80%, 63% of abstracts are more than 300 words, and 17% are less than 200 words.

Concerning syntax, the deviations include lack of parallelism (10%); excessive coordination/subordination (9%); comma splice (9%); and fragment (8%). The following excerpt stresses the most prominent syntactic deviation—lack of parallelism.

(11) *Such key informants are selected through purposive sampling considering the following inclusion criteria: **must be a school head of a college with 20 subordinates; recipient of the outstanding award in school leadership; and have been in the administrative post for at least five years.** [A 93]*

Grammatical deviations are also singled out: subject-verb agreement (17%) and shifts in tense (4%). The succeeding excerpt emphasizes subject-verb incongruence.

(12) ***The study focus on the status of implementation of the field study courses as part of the curriculum of the new teacher education programs—the BSED and BEED.** [A-94]*

The last set of deviations is central to the level of usage. Informal features are observed, such as split infinitives (3%), contraction (1%), and first-person pronouns (1%). The use of split infinitives, as the most dominant deviation, is articulated in the excerpt below.

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(13) *The top management needs to continually conduct documented audits to ensure actions to eliminate detected lapses and/or nonconformities and their causes.* [A-20]

### CONCLUSION AND IMPLICATION

To give relevance to the findings gleaned, an act of contextualization is necessary; thus, the ensuing discussions situate the results of the present investigation to academic writing and Philippine English:

Hyland's model provides a framework for abstract writing; however, the present study uncovered move sequences that differ from what Hyland has proposed. The move patterns may be idiosyncratic, but they assume their individualities that could be reflective of their authors. Two pedagogical points are to be emphasized here. Firstly, the reconstruction of established frameworks or textual practices may be allowed by teachers in academic writing classrooms, especially if such act allows students to achieve their intended communicative purposes or express their unique identities. Secondly, frameworks and models are usually employed in teaching academic writing, but these should only be used as guides; strict imposition of such on student writers can dampen their creative minds and innovative spirits.

Deviations of various forms are uncovered as well. Such deviations from the norms of Standard American English and standard abstract writing practices do not suggest lousy writing or low proficiency level among graduate student-writers. It implies that English teachers should treat deviations with leniency. After all, the deviations could be creative innovations that mirror features of a local variety of English.

With the significant spread of English worldwide, students should also be made aware that new World Englishes have emerged, and one of its legitimate varieties is Philippine English. It means that teaching academic writing across levels should adhere to the World Englishes paradigm with particular emphasis on Philippine English. However, it must be stressed that this does not indicate veering away from the weakening of Standard American English in academic writing classrooms but suggests openness or provision of spaces for Philippine English in teaching and learning academic writing.

Furthermore, some of the linguistic features and deviations underscored in the corpus of the present study can be considered features of Standard Philippine English concerning Bautista's (2000) seminal work. They include subject-verb incongruence that involves clausal

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subjects and intervening prepositional phrases; utilization of *majority* without an article; use of phrasal verbs *resulting to* and *based from*; and preference for modals in their past forms such as *could, would, and might*.

Other features (deviations) likewise surfaced in the present study. However, considering them as possible features of Philippine English need further investigation. The conduct of an acceptability judgment test with native speakers and other educated Filipinos could help determine whether the identified features here are acceptable. Such features include the use of split infinitive, contraction, and first-person pronouns in formal written discourse; fragment and syntactic structures characterized by lack of parallelism, excessive coordination/subordination, and a comma splice. It includes missing commas between two simple sentences or independent clauses, hyphens in compound nouns, adjective-noun compounds, and in writing out numbers.

It also includes missing apostrophes in plural nouns ending in "s" when indicating ownership; unnecessary/wrong capitalization; hyphenating phrasal verbs; misplaced apostrophes; insertion of punctuation mark [when no punctuation mark is required]; subject-verb incongruence involving *the number-a number rule*; the shift from present to past, and from past to present at the sentential level; unusual word forms (use of *differently* instead of *different*; use of *with regard* "instead of" *with regards*). Finally, it includes missing be-copulas and nouns; and the insertion of unnecessary function words.

Since there are features of Standard Philippine English present in the study, Philippine English does thrive in the written compositions produced by educated Filipinos. The presence of such features in the study, together with those yet to be identified as possible features of Philippine English, could suggest that the local English variety continues to develop. Taking these things into account, teachers of English must realize that they have a crucial role to play in demonstrating and supporting the use of Philippine English in ESL classrooms. Their emphasis on the fact that Philippine English is an appropriate and legitimate variety that is not inferior to American English or British English can help students accept and appreciate the local English variety.

Given the previous discussions, it is deduced that thesis and dissertation abstracts written by Filipino graduate student writers as corpus can provide meaningful insights into investigating moves, sequences, linguistic realizations, deviations, academic writing, and Philippine English. Furthermore, it must be stressed that much remains to be accomplished to

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extend the findings that have been realized so far in this research endeavor; thus, the following points are advanced for further inquiry:

- (1) Thesis and dissertation abstracts written by Chinese authors are excluded from the corpus of the present study as the exploration is centered on Filipino authors and Philippine English. The inclusion of Chinese writings in the corpus is strongly recommended for contrastive rhetorical move analysis of thesis and dissertation abstracts written by both Chinese and Filipino authors that aims to generate implications central to academic writing vis-à-vis World Englishes.
- (2) Some moves in the study are found to be obligatory, whereas others are optional. Examining why a certain move is favorable or unfavorable to graduate-student writers is endorsed.
- (3) An in-depth analysis of non-linear or idiosyncratic move sequences underscored in the corpus and how they reflect the identities and voices of graduate-student writers also offers a fascinating area for scrutiny.
- (4) As to linguistic realizations of moves, other features such as past tense in the Introduction move, infinitive in the Purpose move, active voice in the Method move, chronological sequencing in the Product move, and metadiscourse markers in the Conclusion move may be looked into as well.
- (5) The study has focused on deviations. Innovations should be investigated using a similar corpus, as this could yield more exciting research findings.
- (6) Subjecting the deviations and linguistic features identified in the study that is yet to be regarded as features of Philippine English to judgment acceptability test by native speakers and educated Filipinos may be accomplished to determine if they could be considered possible aspects of the local English variety.
- (7) More thesis and dissertation abstracts from other universities in Western Metro Manila (and other parts of Metro Manila) are recommended to be subjected to move analysis in order to produce more conclusive results on moves, sequences, linguistic realizations, as well as deviations of thesis and dissertation abstracts.
- (8) Most of the analyses in the present study are carried out manually. Using concordances could greatly facilitate the conduct of corpus-based analysis such as this.

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