CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the first section provides some conclusion points of the study based on the findings and Discussion. The second section presents recommendations for future researchers interested in analyzing the realm of rhetorical moves in the conclusion section.

5.1 Conclusion

This study explored the rhetorical differences in crafting research article conclusions between novice and experienced student writers, employing Yang and Allison's (2003) move-based model as the analytical framework. The findings highlighted significant distinctions in the utilization of moves and their associated steps, particularly in Moves 2 and 3, which involve evaluating the study and making deductions from the research.

Move 1 (Summarizing the Study) was consistently present in all conclusions, highlighting its essential role in academic writing. However, novice writers tended to provide basic restatements without broader contextual engagement, while experienced writers synthesized key findings with existing literature, demonstrating scholarly maturity. In Move 2 (Evaluating the Study), both groups frequently indicated significance, but novice writers rarely addressed limitations or methodology, whereas experienced writers critically evaluated their studies with detailed reflections. Move 3 (Deductions from the Research) also showed disparities, as experienced writers provided well-grounded recommendations and pedagogic implications, while novice writers offered vague suggestions, limiting their research's impact.

These findings reflect the influence of disciplinary enculturation and experience on academic writing proficiency. Experienced writers, through prolonged engagement with academic communities, have internalized the rhetorical strategies and conventions necessary for effective scholarly communication. In contrast, novice writers are still developing these skills, which points to the need for targeted instructional interventions to bridge this gap.

While this study provides valuable insights into the rhetorical strategies employed by novice and experienced student writers in crafting research article conclusions, several limitations should be acknowledged. First, the sample size, consisting of 40 research articles, may limit the generalizability of the findings to broader academic contexts. Future research could benefit from analyzing large datasets across multiple disciplines to enhance the representativeness of the results. Second, the study focused exclusively on English as a Foreign Language (EFL) students' writing in applied linguistics and English education, which may not capture variations present in other fields or among native English-speaking writers. Third, the reliance on Yang and Allison's (2003) move model, while well-established, may not account for alternative rhetorical strategies used in conclusion sections outside the applied linguistics domain. Expanding the framework or incorporating hybrid models could provide a more comprehensive understanding of rhetorical practices. Acknowledging these limitations offers an opportunity for future studies to address these gaps and further refine the understanding of academic writing across diverse contexts.

This study utilized Yang and Allison's (2003) move-based model to analyze the rhetorical strategies employed in research article conclusions, offering a structured framework for identifying distinct moves and steps. While the model proved effective in categorizing rhetorical patterns, it may not fully account for

variations in methodological or cultural approaches to academic writing, particularly those outside the applied linguistics domain. Additionally, the study's qualitative and quantitative methodologies provided valuable insights into the frequency and distribution of moves; however, the reliance on manual coding introduces the potential for subjective interpretations. Employing automated text analysis tools or triangulating with alternative coding frameworks could enhance the reliability and reproducibility of such studies. Despite these considerations, the methodology employed in this research serves as a robust starting point for examining rhetorical practices, offering a foundation for future investigations into academic writing across disciplines.

Building on the findings of this study, future research could explore the rhetorical patterns of research article conclusions across a broader range of disciplines and cultural contexts. Expanding the dataset to include articles from diverse academic fields, such as natural sciences, social sciences, and humanities, would provide insights into disciplinary-specific variations in move structures. Additionally, longitudinal studies tracking the development of novice writers as they gain more academic writing experience could shed light on the evolution of their rhetorical strategies. Further research might also consider the impact of targeted writing interventions or training programs on improving novice writers' ability to craft effective conclusions. Such investigations would enhance our understanding of how to support academic writing development across different levels of expertise and cultural backgrounds.

The findings of this study have significant pedagogic implications for academic writing instruction, particularly in guiding novice writers to develop effective research article conclusions. Educators and writing instructors can utilize the identified rhetorical patterns, such as the consistent use of Move 1

(Summarizing the Study) and the varying emphasis on Move 2 (Evaluating the Study), as a foundation for teaching conclusion-writing strategies. By highlighting the gaps in novice writers' use of Steps like "Indicating Limitations" and "Drawing Pedagogic Implications," targeted instructional interventions can be designed to address these areas. Moreover, incorporating explicit training on recognizing and applying rhetorical moves, as outlined in Yang and Allison's (2003) framework, can help students achieve greater coherence and impact in their academic writing. These pedagogical strategies will not only improve students' writing proficiency but also empower them to engage more effectively in scholarly discourse.

5.2 Recommendations

Based on the findings of this study, several recommendations are proposed to enhance academic writing instruction and support novice writers in their development. First, educators should adopt **genre-based teaching approaches** that emphasize the rhetorical functions of moves and steps in research article conclusions. Teaching the structure and purpose of Moves 2 (Evaluating the Study) and 3 (Deductions from the Research) in an explicit, detailed manner is crucial. For instance, instructors can use annotated examples from experienced writers to illustrate how these moves are effectively implemented, highlighting their importance in providing depth and scholarly value to a conclusion. This method will not only help students recognize the significance of these moves but also enable them to emulate similar structures in their own writing, ensuring coherence and rhetorical impact.

To complement this approach, **practical writing workshops** should be incorporated into academic programs to provide students with opportunities to apply their knowledge in a supportive environment. These workshops can be designed to focus specifically on crafting evaluative statements, such as discussing

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the strengths and weaknesses of their research findings, addressing study limitations, and proposing actionable recommendations for future research. By engaging in these activities, students can practice articulating their thoughts clearly and effectively, gradually improving their academic writing proficiency. Furthermore, incorporating iterative feedback sessions into these workshops, where students receive constructive criticism from peers and instructors, would help them refine their work and build confidence in their ability to produce well-structured conclusions.

Another key recommendation is the establishment of **mentorship programs** that pair novice writers with experienced peers or faculty mentors. This collaborative model would enable novice writers to gain valuable insights into academic writing conventions that may not be readily apparent in instructional materials. Mentors can guide novice writers through various aspects of conclusion writing, such as structuring ideas logically, engaging with theoretical frameworks, and articulating the broader implications of their research. By fostering personalized guidance, mentorship programs can bridge the gap between novice and experienced academic writing practices, helping students develop both the technical and critical thinking skills needed to write impactful conclusions. Additionally, these programs can create a sense of community among writers, where knowledge and experience are shared, encouraging continuous learning and development.

By integrating genre-based teaching, practical workshops, and mentorship programs, educators and institutions can provide novice writers with a robust framework for mastering the complexities of academic writing. These strategies will empower students to construct more effective research article conclusions, preparing them for future contributions to scholarly discourse.

In addition to pedagogical strategies, institutions must prioritize the development of comprehensive academic writing curricula that integrate **modules on move-based analysis**. These modules should emphasize the importance of rhetorical strategies in conclusion writing, equipping students with a clear understanding of how to structure and articulate key moves, such as evaluating the study and drawing deductions. By incorporating detailed instruction on these moves into the curriculum, institutions can help students recognize the communicative purpose of each move, fostering their ability to produce conclusions that are not only coherent but also academically impactful. Furthermore, targeted assessments should be included as part of these modules to ensure students demonstrate their proficiency in crafting well-structured and rhetorically effective conclusions. Assessments could involve practical tasks, such as analyzing sample conclusions or writing their own, which would allow educators to provide focused feedback and identify areas where students need additional support.

To complement these curricular efforts, **resource development** should be a key institutional priority. Institutions should invest in creating and disseminating high-quality materials, such as writing guides, templates, annotated examples, and video tutorials, tailored specifically to the needs of novice writers. These resources should provide clear, accessible explanations of academic writing conventions, including the purpose and structure of moves in research article conclusions. For instance, annotated examples of conclusions from experienced writers could help students see how rhetorical strategies are applied in practice, offering valuable insights that can be adapted to their own writing. By making these resources widely available through online platforms, libraries, or course materials institutions can ensure that students have access to ongoing support as they navigate the complexities of academic writing.

Moreover, institutions should establish **research support programs** that create collaborative environments for students to refine their writing skills. Writing centers, peer-review groups, and mentorship initiatives can serve as vital platforms where novice writers receive constructive feedback and learn from the experiences of others. Writing centers, staffed by skilled tutors, can offer personalized consultations to address specific writing challenges, while peer-review groups encourage collaborative learning and provide opportunities for students to engage critically with each other's work. Mentorship initiatives, where novice writers are paired with experienced peers or faculty members, can further enhance this support by fostering one-on-one guidance tailored to individual needs. Beyond improving writing skills, these programs also play a crucial role in building a sense of community among students and fostering a culture of mutual support and collaboration.

By integrating move-based analysis into the curriculum, investing in resource development, and establishing research support programs, institutions can create a robust framework for supporting academic writing development. These initiatives will not only enhance students' proficiency in crafting impactful research article conclusions but also empower them to engage confidently in scholarly discourse and contribute meaningfully to their academic fields.

Future research should expand the scope of move-based analysis by exploring how rhetorical strategies in research article conclusions vary across different academic disciplines. Such studies would provide insights into the alignment of rhetorical moves with disciplinary conventions and inform tailored instructional approaches. Longitudinal studies tracking the development of novice writers' academic writing skills over time could offer deeper insights into the effectiveness of instructional interventions and identify key factors that contribute

to their growth. Additionally, cross-cultural comparisons investigating how cultural factors influence rhetorical strategies in research article conclusions could enhance our understanding of academic writing practices in diverse contexts, enabling the design of culturally sensitive teaching methodologies.

By implementing these recommendations, educators and institutions can better support novice writers in developing the rhetorical skills necessary for effective academic communication. These efforts will empower students to become confident and competent contributors to scholarly discourse while addressing the diverse needs of learners across disciplines and cultural contexts.