

Move Analysis on Argumentative Essay of English for Tourism

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Abstract

This study aims to identify the essential components needed in argumentative essays written by collegiate Thai student writers in an English program and use this information to provide suggestions for development and enhancement of future curriculum and pedagogy in relation to argumentative essay organizational structure. The framework of the study involves the analysis of move structure. The objective of this study is to explore move structures, which students make via cohesive devices within their essays. The data utilized were 100 argumentative essays in response to the essay topic “Ecotourism should be promoted,” written by students enrolled in the English for Tourism course in a Thai private international university in Semesters 1/2011 and 2/2011. The essays chosen were those consisting of at least three paragraphs: an introduction, an argumentative essay body, and a conclusion; those not selected, lacking the aforementioned essential components, were not used in the study.

The findings reveal that most students could effectively write their General Statements in the essay introduction (82 percent), followed by a Generalization (79 percent), and a Hook (60 percent). In the essay body, students produced a Topic Sentence (94 percent), followed by Supports (90 percent), and Concluding Statements (62 percent). In the essay conclusion, the majority of students produced their Restatement (91 percent), Clinchers and Final Closing (69 percent, 39 percent respectively).

Keywords: Move, hook, generalization, thesis statement, topic sentence, support, final closing, restatement, clincher

1. Introduction

The skills for academic writing are a central component of a university education. And not only are they indispensable in the academic world, but they are a key ingredient of success in many fields. The argumentative essay genre, as the focus of this article, measures the ability of students to write by following conventional argumentative moves. Research into this genre facilitates a better approach to educating students in the methodologies involved with producing such essays. A scrutiny of organization is key to the critical assessment of any piece of argumentative writing. Ian Bruce put it succinctly when he said that “[written discourse]...generally involves, if it is to successfully communicate the writer's intended meanings (in the absence of paralinguistic cues and interactional feedback), organizational patterns, which may include a complex series of macro- and micro-level choices” (Bruce, 2008: 81). According to Jacob et al (1981) ESL Composition Profile, quality writing is well-organized, contains logical sequencing, and is cohesive. Sokolik (2003: 95) gives an example of an expansion of rubrics of organization to embrace a clear introduction, separate paragraphs, a conclusion, and transitions between and within paragraphs. Writing with good organization is convincing since its parts are logically cohesive. The argumentative essay is one of the most challenging assignments for student writers as they must present arguments both for and against the issue at hand.

2. Review of Literature

Recently, there has been much research on discourse analysis. For example, regarding

English for specific purposes (ESP), genre analysis describing the discourse structure of written and spoken genre and move analysis was conducted (Paltridge, 2001: 63). In Paltridge's work, generic structure, text type, and schematic structure were analyzed based on the premise that texts should be analyzed in different stages (Paltridge, 2001: 63; Hyland, 2004a: 92). Each stage has its own moves, and each move functions for its own purposes (Swales, 1990: 127). In contrast, Swales applied his own move theory to text genres such as articles, research papers, and abstracts. His work has been patterned by many international writing experts. Ding (2007), for example, adopted Swales's Create A Research Space (CARS) model to work on moves in the personal statement of applicants to medical and dental schools. Ding's research confirms the idea that clearly defined moves enable students to write more effectively. However, his work has some limitations: The data were small (only 30 pieces) and collected from only one source (online). Aviles's (2007) work on genre analysis of students' essay introductions is based on Swales's framework and yields significant findings in the variation among the choices made by students in the introduction (Aviles, 2007: 139-160). Research on genre analysis has contributed to genre knowledge to the extent that these studies have practical pedagogical implications for writing courses across cultures (Ding, 2007: 392, Swales, 1990: 105, Hyland, 2007a: 29, Paltridge, 2001: 79). Paltridge's and Swales's work has been tested and further analyzed by other researchers.

While most researchers occupy common ground on the subject of move placement, there are small differences of emphases between researchers. Halliday, for example, prioritizes the introduction of the concept first; however, Swales prioritizes text sequence, and points out that it is beneficial to L2 students to learn stages of a text as they learn how to write with correct moves of a genre (Martin, 1992: 541).

The work of the aforementioned researchers is a key starting point for further research on moves in the professional and academic discourse communities which have developed particular conventions of communications to achieve their purposes. One of these conventions, for example, is a genre-communication event recognized and attended by members of the discourse community.

Every writing genre usually consists of its own moves, main parts, and smaller steps within those parts. The purpose of an argumentative essay is to persuade the readers of the writer's position by using rhetorical persuasive techniques (Ruiying & Allison, 2003: 379). According to Ruiying & Allison, moves in the analytical discussion of the argumentative essay should consist of a piecemeal approach and specific information so that a solid argument can be built. A writer may support their claims by providing examples, facts, or personal anecdotes. Moreover, moves in an argumentative essay consist of the development of three different chief components in paragraphs: the introduction, the body, and the conclusion. Teaching this structure to students facilitates their ability to organize their writing, resulting in effective argumentation.

Using Swales's CARS model helps clarify an author's statement of purpose and organization. As illustrated in Figure 1 below, Swales's CARS Model in Abstracts outlines three steps for creating a research space, which are all closely related to the concept of niche. In many instances, writers are taught to move from a general to a specific focus in their writing. However, conceptualizing the writing in this manner could be too simplistic. It seems to imply a single step from a general description to a specific description without specifying how or why the move should be made or what the real purpose behind making such a move is. The CARS model provides a clear solution to this predicament.

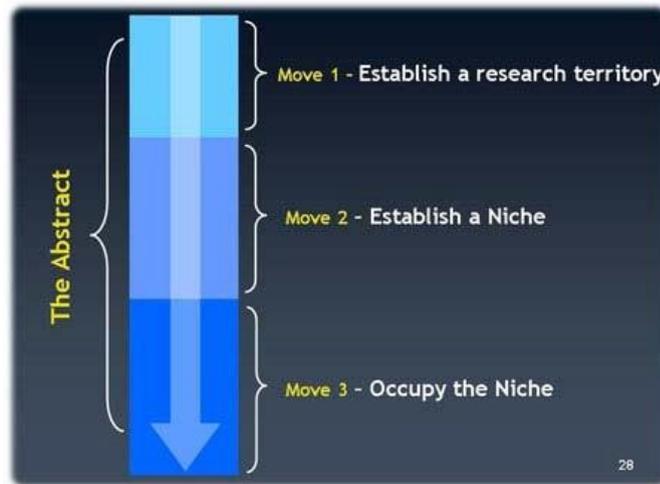


Figure 1: Swales’s CARS Model in Abstracts (Swales, 1990: 156)

Unfortunately, the arrangement of moves exhibited by many Thai student writers is inverted or awkward in their essays. Usually, it is only under the guidance of a skilled writing instructor that an argumentative essay is written in proper organizational fashion.

3. Moves in the Argumentative Essay

The following table illustrates the moves and stages in the argumentative essay:

Table 1: The structure of argumentative essay (adapted from Hyland, 2004b:33 and Swales 1990:143)

Move	Stages
The Introduction	Hook
	Generalization
	Thesis Statement
The Body	Topic Sentence
	Supports
	Concluding Sentence
The Conclusion	Restatement of Proposition
	Clincher
	Final Closing

According to Table 1, the argumentative essay consists of different moves and each move has different steps, as discussed in the following sections:

3.1 Moves in the Introduction of the Argumentative Essay

In the introduction, it is recommended that writers start with a hook (Chin, 2012: 31). A hook is a way of anchoring the readers’ attention to the topic; and a rhetorical statement, question, or personal anecdote can be used for this purpose. The primary function of the

Introduction is twofold: first, to state the main idea which is to be defended in the essay, and second, to provide readers with background knowledge that will serve as a foundation for their understanding of the argument (Henry & Roseberry, 1997: 484). Following the generalization, a thesis sentence—one of the most essential components of an introduction—is used to explicitly define the body of the paragraph as well as to reveal the genre of the essay (Oshima & Hogue, 2006: 62).

3.2 *Moves in the Body of the Argumentative Essay*

The body of the argumentative essay consists of arguments to support a writer's standpoint. Each argument is related to other arguments that are added to support that standpoint. Together, these arguments form a more or less complex argumentative structure. The complexity of the argument depends to a large extent on the reactions that the essay writer expects to encounter (Jenkin et. al, 2006: 23). Such reactions might, for instance, be evidential claims that contradict the writer's argument, or counterarguments from an opposing perspective; the argumentative essay writer aims to prognosticate these oppositions and defeat them beforehand.

The body, or middle paragraph(s), of the argumentative essay consists of three different stages: a topic sentence, stylistic supports, and a closing statement. Although the topic sentence can be written in many ways, it is recommended it states the most important issue and serves as a point of departure for discussion of the subject (Chin, 2012:11). In addition, it is essential that the controlling idea be provided in the theme of the topic sentence. The argumentative topic sentence is different from those of other essay genres as it requires contrastive coordinators and subordinators such as *although*, *while*, *but*, *yet*, *however*, and *nevertheless*. These connectors create the argumentative point of view as pointed out by Oshima & Hogue (2006: 109). For example, a writer wishing to argue in favor of a certain business research methodology α would provide a topic sentence such as “While other business research methods have their strengths, methodology α is the most efficient for a variety of reasons.”

After students have written an effective topic sentence, they proceed to the second stage: the supports of the topic sentence. Returning to the example of business research methodology α , writers would in this stage logically compare and contrast methodology α with other methodologies, breaking down opposing arguments. In such cases, expressions such as *according to* or *referring to* should be employed. Students might also quote an authoritative figure, in which case the student must also provide the person's background and any group affiliations which the person has (for example, Tourism Authority of Thailand). To indicate the probable consequence of a certain action, students may use the prediction method, in which case expressions such as *be likely to*, *be bound to*, *seem*, and *probably* can improve the quality of the body paragraph (Bates, 1998). Each of the supports should be linked with appropriate transitions. After sufficient support, students can proceed to the concluding sentence. Without the concluding sentence, the cohesion of the text might be less convincing, since a text should be tied in or placed cohesively (Halliday & Hasan, 1976: 329). This concluding sentence in the body paragraph can be the paraphrased restatement of their topic sentence. Alternatively, students can include their insight in the last sentence.

3.3 *Moves in the Conclusion of the Argumentative Essay*

The conclusion is the final paragraph of an essay. This is the opportunity for the writer to convey a strong, effective message that readers will remember. The conclusion has three main purposes. First, it signals the end of the essay. Second, it reminds the readers of the

writer's main point. Last, it leaves the readers with final thoughts on the topic. To reinforce the writer's position, the restatement of the proposition is recommended. The imprint can be created through recommendation, prediction, or suggestion. Whatever technique is used, it should be critical enough to convince readers of the writer's position.

4. Methodology

This study employed a research design involving the analysis of macro structure and moves within argumentative essays using different frameworks: namely, those by Swales (1990), and Halliday and Matthiessen (2004).

4.1 Research Methodology

The study attempted to identify the characteristics of unity and coherence in argumentative essays composed by Thai tertiary students in a private international university. In so doing, the students' essays were analyzed using different yet complementary frameworks, as discussed later in this article. Examples of each linguistic component were then provided with descriptions and explanations.

4.2 Data Collection

The data in this study consisted of both secondary and primary data. The secondary data were collected from scholarly literature on the topics related to the study, which were acquired from both printed and online sources. The primary data were 100 essays composed on the writing prompt "Ecotourism should be promoted" by Thai tertiary students from a Thai private international university in Bangkok (see Appendix for an example essay in response to this prompt). These two main sources of data are described as follows:

4.2.1 Secondary Data Collection

4.2.1.1 Website search

To obtain the most recent status of research on academic writing in Thailand and worldwide, studies conducted on academic writing, argumentative writing, analysis of academic writing based on move structures, textual metafunction, and cohesion were searched.

4.2.1.2 Literature search

Printed sources including textbooks, journals, and theses on the topics that provide the theoretical foundations, up-to-date situations of Thai academic writing, and foundation on English for Tourism were consulted. Works that provide theoretical frameworks on move structure analysis, Systemic Functional Linguistics (SFL), textual metafunction, Theme system, and cohesion by leading scholars such as Swales, Halliday and Matthiessen, and Paltridge, as discussed further in this article. Review of textbooks on English for Tourism provided insight into the feasibility of data and data processing.

4.2.2 Primary Data Collection

Subjects, data collection, and method are the main concern in this section, as described below:

4.2.2.1 Subjects

The subjects in this research were 100 second-year Bachelor degree English major students taking English for Tourism as one of their free elective courses in the 1/2011 semester, whose final exam essays were selected for the analysis. Students enrolled in the five groups (20 students in each group) were assigned to write an argumentative essay in the first semester as part of the final exam. The students composed a 250-word argumentative essay

on the writing prompt “Ecotourism should be promoted.” The first twenty essays of each section were randomly drawn for this study by the course coordinator; however, only 10 out of 20 essays were usable. This resulted in another round of data collection in the following semester. Only essays with an argumentative approach were selected. Certain essays were discarded due to their lack of argumentative structure (not to say that these were not of value—they could potentially be used in further study to determine the effectiveness of teaching methodology in writing classes and to help clarify the effects of instruction). In sum, 100 argumentative essays were successfully selected.

Because the focus of the research was argumentative structure and move analysis, organization was allotted 40 percent of the total score. As shown in the table below, the remaining marks were assigned 20 percent to content, 20 percent to vocabulary, and 20 percent to grammar:

Table 2: Mark Allocation

Organization	Content	Vocabulary	Grammar
40	20	20	20

4.2.2.2 Essay Collection

Essays collected for this research were expected to have argumentative features as these students had completed four English courses as prerequisites for English for Tourism. Hence, most of the students made few or no errors in grammar. Moreover, students had been trained how to write argumentative essays in the English for Tourism course; specifically, they had been taught to write in essay format, which consists of introduction, body, and conclusion. As aforementioned, 10 out of 20 essays from 5 sections were unusable since they appeared in a non-essay format or were merely not classified as argumentative. These unusable essays were written in one paragraph, and some were expository or narrative in nature. The completeness and naturalness of the essay data were necessary for the analysis of move structure and textual metafunction analysis. Under these criteria, only the works that appeared in an essay format, numbering 50 in total, were selected. However, this number being insufficient, another 50 essays were collected the following semester (2/2011). In the second round, using the same data collection criteria, and on the same essay prompt (“Ecotourism should be promoted”), another 50 essays were obtained. The essay source is displayed below in Table 3:

Table 3: Essay Source

Semester	Section 1	Section 2	Section 3	Section 4	Section 5
1/2011	E 1.1-E1.10	E 2.1-E 2.10	E 3.1-3.10	E4.1-4.10	E5.1-5.10
2/2011	E 1.11-E1.20	E 2.11-E 2.20	E 3.11-3.20	E4.11-4.20	E5.11-5.20

Note: “E” stands for Essay, numerical number stands for the ordinal number of essay.

4.2.2.3 Criteria for Selection

After the desirable number of essays was obtained, the content of each essay was scanned for the three essential components of an essay format: introduction, body, and conclusion. A text analysis on all of the stages produced in these components was conducted.

4.3 Data Preparation

After 100 essays were successfully collected, they were analyzed for move structure. The essays were divided into three main parts: the introduction, the body, and the conclusion. The preparation of the data for each analysis framework is discussed as follows.

According to Hyland (2007b: 53), the most useful method of argumentative essay analysis is by breaking the text into main stages. Accordingly, the essays were divided into the introduction, the body, and the conclusion. The works of Hyland (2007b) on argumentative essay analysis and Swales's (1990) move analysis were integrated, as illustrated later in this article.

The framework for text analysis provides a model for students to write their own argumentative essays. Students need to incorporate the three main stages illustrated in order to make an effective essay. In each stage, they should be able to strengthen their discussion through the careful use of supports. The more claims students make in their body paragraph, the more development their essay will demonstrate.

5. Analysis

5.1 Theoretical Framework

Once the genre is defined, written work can be examined for move structure using frameworks such as those provided by Swales and others. This research on textual structure analysis of English argumentative essay adapts Swales's (1990) Create A Research Space (CARS) model to examine moves and use of stages in students' essays. The researcher based her analysis of the moves and stages of the text on conventional argumentative essay moves and stages. In Swales's work, moves within research articles' introductions are revealed by dividing each move into different stages. Likewise, the moves in this study are identified in different stages. The similar frameworks are productive in move analysis as it reveals the needed moves and stages in two kinds of texts: research abstract and argumentative essay.

5.2 Scope and Limitation

Since this research is conducted on move analysis of argumentative essays of English for Tourism, the content of the essay is limited to the tourism discourse community, and the English to academic purposes. Although students apply tourism concepts such as perspectives in tourism (among them business suppliers, the government, tourists, and local people), English for Tourism students still need to follow the stages of writing argumentative essays by using terminology discussed in writing classes. However, there are some limitations to be discussed.

5.3 Research Generalization

Since this research was conducted at a Thai private international university, the results cannot be generalized for all writers in that they possess different writing proficiencies found in academic writing. However, this research paves the way for further text analysis of other, more general groups of writers taking academic English in public universities.

5.4 Score Allocation and Frameworks

Organization is so important that it demands a large allocation of the score percentage. In the English for Tourism course that the re-researcher was responsible for, organization receives the highest weight. The score allocation is displayed below:

Table 4: Score Allocation for Final Exam Essay in the English for Tourism Course

Score Allocation	Percent
Organization	40
Clarity	20
Argumentative Support	20
Grammar	20
Total	100

On a scale of 100 percent, 40 percent is allocated to organization. To gain high scores on organization, students' essays must contain the parts or moves that are appropriate to the genre of writing and are organized in the structure conventional to that genre.

The argumentative essay contains three major conventional moves: the introduction, the body, and the conclusion, organized as shown in Figure 2:

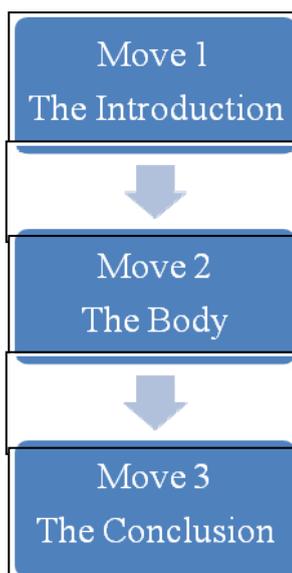


Figure 2: Moves in the Argumentative Essay

Each move of the argumentative essay is subdivided into stages, the small components within a move.

Move 1, introduction, contains three stages: Hook, General Statements, and Thesis Statement. Following the hook, which grabs the reader's attention, general statements are given to provide background info concerning the essay topic and often include the use of quantitative words such as *all*, *many*, *some*, *others*, or *the majority*. These sub-moves, if identified, serve as a pattern for students, especially those who study English as a second language, to help improve their writing with sequence and foster the production of an effective paragraph. Similarly, the introduction ends with a Thesis Statement—a proposition that states the writer's point of view about the issue (Black, 2006: 105).

Move 2, the essay body, contains the Topic Sentence, Supports, and the Concluding Sentence. The topic sentence addresses each point outlined in the thesis statement. The point expressed in the topic sentence is elaborated and supported by the supporting sentences (Savage & Shafiei, 2007: 104). The information in the body paragraphs should also be organized in order of importance, chronology, or terms of effects (Lyons & Heasley, 2006: 104).

Move 3, the conclusion, is composed of Restatement, Clincher, and a Final Statement (Hopper et.al, 2000: 179). The functions of the conclusion are to restate, evaluate or reflect, and give advice.

These sequences, as explained in Swales's framework, improve characterization of text in a given discourse community (Swales, 1990: 68-69).

The stages in each move are illustrated in Figure 3 below:

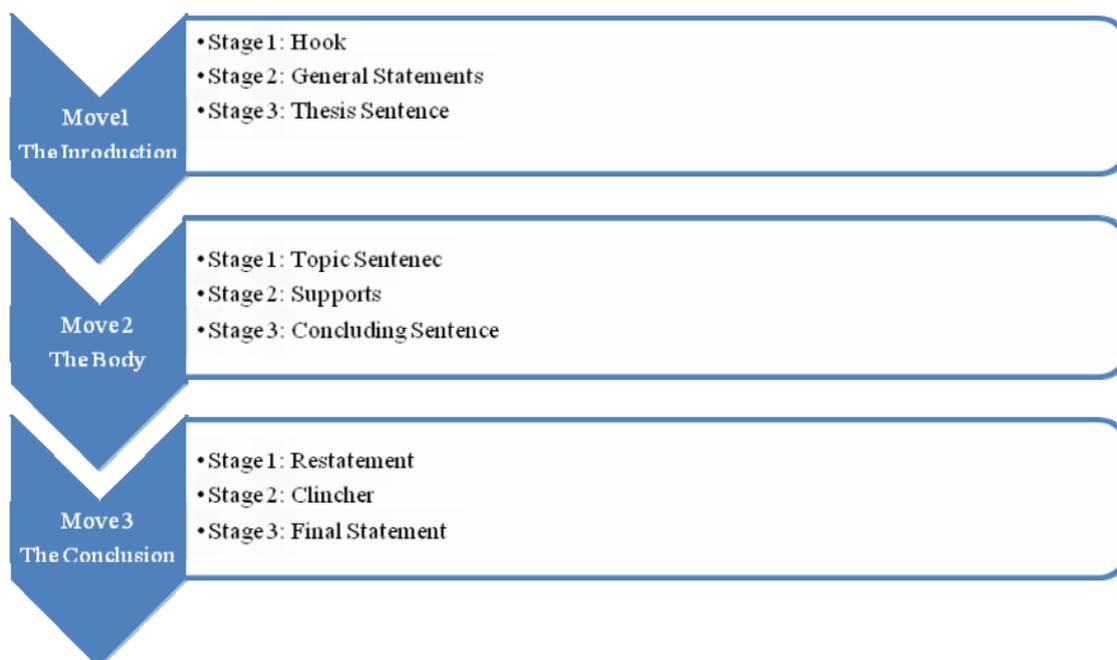


Figure 3: Stages in the Argumentative Essay Moves

5.5 Text Illustrating Move Analysis

The moves and stages of an argumentative essay are illustrated in the example text on a tourism-related topic below.

Table 5: Example Argumentative Essay with Conventional Moves (adapted from James Cook University Sample Essay on Travel: www.jcu.edu.au/tldinfo/writingskills/essay/sample.html)

Should Ecotourism Be Promoted?		
Move	Stage	Example Essay
Move 1 The Introduction	Stage 1 Hook	Tourism can make or break humankind.
	Stage 2 General Statements	Different people prefer different kinds of tourism. Many tourists cling to natural sport tourism as they fall in love with athletic endeavors. Some enjoy independent tourism, for this kind of tour is inexpensive and there is flexibility on itinerary, travel period, and number of travelers. Others believe in adventurous tourism as they are young tourists who pursue excitement and danger.
	Stage 3 Thesis Sentence	Although there are numerous types of tourism, ecotourism should be promoted as it fosters economic, cultural, and social development.
Move 2 The Body	Stage 1 Topic Sentence	To begin with, sustainable tourism is advantageous as it improves a national economic.
	Stage 2 Supports	According to National Statistic, tourist destination countries tend to have more than ten percent economic growth in a regular political condition. In addition, many people are employed. The destination country cultures are promoted because of tourism. This can promote a national cultures and tradition to tourists; however, tourists may degrade the destination cultures if improper approaches are impose. Next ecotourism promotes social development. When tourists visit a destination, they make comments on local people and other stakeholders. Such comments are in the forms of questionnaires and interviews. The host nation can make use of comments to develop social perspectives at tourist destinations.
	Stage 3 Closing	To sum up, sustainable tourism improves a destination country.
Move 3 The	Stage 1 Restatement	In conclusion, ecotourism should be promoted for improved economics and culture.

Conclusion	Stage 2 Clincher Selected	There should be balance between the host countries and tourists to optimize tourism revenues. The government of the host nations should enact travel policies and economic, cultural, and social settings. In the same way, the tourists should be educated before they make a visit to destination countries. There should also be international cooperation among tourism stakeholders.
	Stage 3 Concluding Sentence	Then tourist destination can be explored and conserved at the same time.

In the above example text, the essay is divided into three main moves: the introduction, the body, and the conclusion. In addition, each move is subdivided into three main stages. In Move 1, the introduction, the writer exhibits a rhetorical statement in Stage 1, Hook, to grasp the attention of the readers. Then, she (note: edited for uniformity) proceeds to generalize the issue in Stage 2. At the end of the introduction, in Stage 3, the writer states the Thesis Sentence. In Move 2, the essay body, three main stages are initiated. These stages include the Topic Sentence, Supports, and Closing. In this example text, the writer successfully proceeds to Move 2, and the paragraph looks organized. The writer then proceeds to Move 3, the conclusion. She includes the Restatement, Clincher selected, and the Final Statement.

The argumentative essay model relates to Swales's Create A Research Space (CARS) model (1990) (as shown previously in Figure 1) in that the moves are identified by comparing the conventional essay taken from James Cook University sample essays and those produced by Thai student writers. In further detail, the CARS Model and its series of sub-steps are shown in Table 6 below:

Table 6: Swale’s CARS Model for Article Introductions (Swales, 1990: 141)

<p>Move 1: Establishing a research territory</p> <p>Step 1: Claiming centrality, and/or</p> <p>Step 2: Making topic generalization(s) and/or</p> <p>Step 3: Reviewing items of previous research</p>	<p>Declining rhetorical effort</p>	<p>↓</p>
<p>Move 2: Establishing a niche</p> <p>Step 1A: Counter-claiming, or</p> <p>Step 1B: Indicating a gap, or</p> <p>Step 1C: Question raising, or</p> <p>Step 1D: Continuing a tradition</p>	<p>Weakening knowledge claims</p>	<p>↓</p>
<p>Move 3: Occupying the niche</p> <p>Step 1A: Outlining purposes, or</p> <p>Step 1B: Announcing present research</p> <p>Step 2: Announcing principal findings</p> <p>Step 3: Indicating research article structure</p>	<p>Increasing explicitness</p>	<p>↓</p>

In Swales’s (1990: 141) model, he contends that individual moves imply different purposes. In the same way, although there are three main stages in this model argumentative essay, each step functions differently and construes a different purpose. Swales’s framework is patterned to identify generic structures of text type categorized by Paltridge (2001: 63). In his work, Paltridge claims that moves may occur in a cycling pattern. This means that the combinations of moves may repeat themselves within the text.

Swales’s model can be applied to the use of moves. For example, Move 1 in argumentative essay can be patterned from Move 1 of CARS model proposed by Swales. In writing the argumentative essay, an introduction is produced. Similarly, establishing a research territory is the equivalent move in writing the argumentative essay.

6. Results

The results of the move analysis are displayed in Table 7. The overall results are displayed for comparison in Table 7:

Table 7: Move Analysis in 100 Argumentative Essays of Tourism Students

Essay No.	Move 1: The Introduction			Move 2: The Body			Move 3: The Conclusion			Total 100%
	Stage1 Hook	Stage 2 General Statements	Stage 3 Thesis	Stage 1 Topic Sentence	Stage 2 Support	Stage 3 Closing	Stage 1 Restatement	Stage 2 Clincher	Stage 3 Final Statement	
Total	60%	82%	79%	90%	94%	62%	91%	69%	39%	

Table 7 shows the percentage of occurrence of different moves and stages in 100 essays, which can be compared as illustrated in Figure 4.

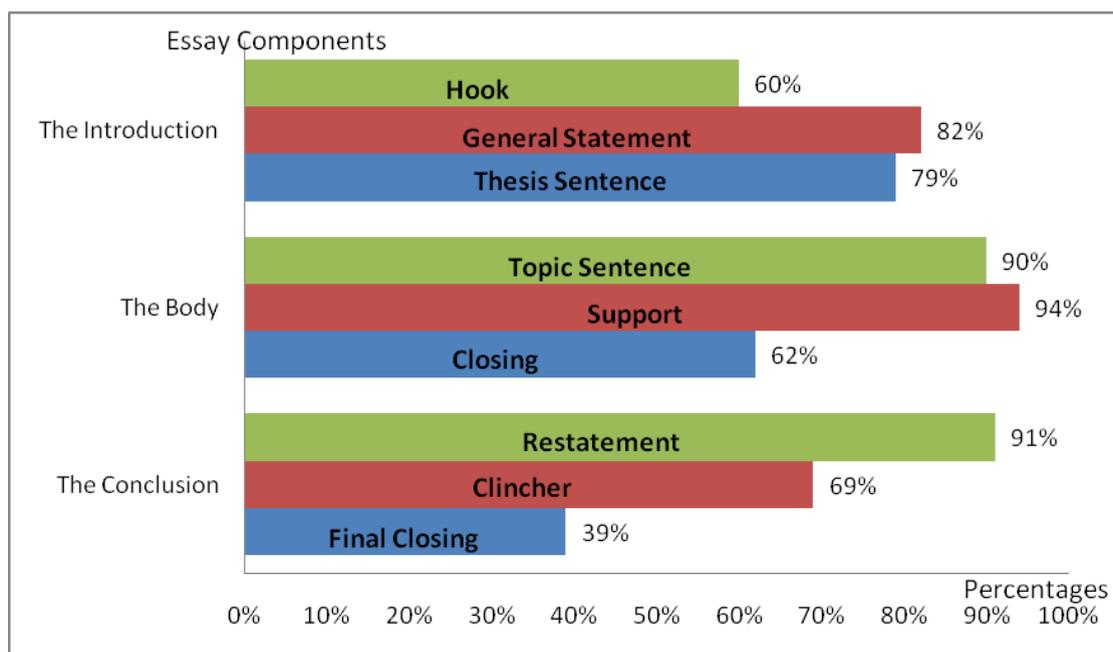


Figure 4: Moves in 100 Argumentative Essays of Tourism Students

According to Figure 4, it can be concluded that students employ different percentages of moves in different parts of essays. Of all one hundred essays, 67 percent are rated to the completeness of essay composition. In other words, the graded essays contain three main moves, the introduction, the body, and the conclusion. 60 percent of students write hooks in their essay introduction, and 82 percent are able to generalize their work per a conventional basis. 79 percent present their essay Thesis in the introduction. Once students develop their thesis, they recognize that their Topic Sentence comes first at 90 percent, followed by their Supports at 94 percent, and Closing at 62 percent, respectively. In the essay conclusion, 91 percent of students restate their own proposition, and 69 percent select the Clincher guided in their class. Unfortunately, the majority of writers fail to include their Final Closing in their essay conclusion at 39 percent. As will be discussed in the Discussion and Conclusion sections of this article, this indicates a need for further development of English essay-writing curriculum and pedagogy.

In sum, some stages were produced by a lower percentage of students than other stages. These were: the Hook (60 percent), the Concluding Sentence of the essay body (62 percent), and the Final Closing of the conclusion (39 percent). To put it in other words, the beginning and closing sections of the essay are difficult for some students. This implies

that many students need to further develop their skills at writing effective hooks and presenting cogent summarizing statements.

7. Discussion

The research applying move analysis reveals distinctive phenomena and serves as pathway to pedagogical development. In particular, certain aspects of essay composition are noted to be lesser developed by Thai students than others. Instructors and educators can therefore apply this knowledge to their approach when instructing students on argumentative essay composition. An analysis, along with related approaches, is presented as follows:

7.1 *The Essay Introduction*

The research indicates that Move 1: Stage 1, or Hook, is rarely found in the essay introduction. The Hook, which captures the reader's attention, is one of the most important stages. Without a strong hook, it is difficult to maintain reader interest. The importance of a hook is reflected in the fact that if students fail to compose an effective Hook, their argumentative essays are bound to be poorly graded by a critical writing instructor. The teaching methodology in writing class should focus more on Hook-writing activities. For instance, instructors might supplement handouts on Hook composition after a lecture. However, these exercises should be hands-on and task-based, focusing on the sequence of placing a Hook in the essay introduction. An example is given below.

7.1.2 Hook Exercise

Instructions: Fill out the missing Hook in the essay introduction:

..... Many students prefer agrotourism as this type of tourism focuses on the preservation of nature. However, some students, being adventurous, opt for tourism to increase excitement. Others choose leisure tourism since they can take a trip when they are free. Although tourism takes many forms, ecotourism might be one of the most productive types, as these trips improve culture, economy, and society.

Based on exercises such as the one above, it is possible for students to develop their proficiency of writing Hooks. At the very least, ten such Hook exercises should be taught to improve the ability of the writers.

In addition, more internet research on Hooks from reliable websites is recommended. Since writing Hooks is mostly found in a more advanced level of writing which is not commonly found in writing textbooks in Thai libraries, student writers should find alternatives to locate resources on Hook writing, and the internet—the information super-highway—is an inexpensive, accessible, and reliable source for Thai student writers. This is one way of applying information technology to enhance the writing experience.

7.2 *The Essay Body*

The results of this study reveal that a Concluding Sentence is the constraint in writing as the degree is lowest among the Topic Sentence, Supports, and a Concluding Sentence. This writing constraint is probably triggered by a lack of creative and critical thinking skills, insufficient guidance from instructors, and word limitations imposed in the examination. All of these would force student writers to skip a concluding sentence in their body paragraph. Implications on teaching methodology should put more emphasis on two main areas.

- 1) Critical thinking skill training should be more often conducted both in class and at

home. Students may be required to group themselves and brainstorm on the essay outline in class. Then they should be separated to produce their individual outline at the first stage of writing sessions. When they are capable of grouping their ideas, they are to make their own outline without the assistance of peers in the later sessions. This method of training would prepare them to work on critical skills at home. Moreover, writing students should be assigned to write a critique on different perspectives on tourism to train them to analytically respond to the cases.

2) It is imperative to include a concluding sentence in the essay body. To elaborate, an essay is a set of paragraphs containing quality prose. The organization of an essay is expressed through its different moves, which are needed to form an argumentative essay. Without the three body components, it is not considered a paragraph. Therefore, a concluding sentence is beneficial as it does not leave the paragraph hanging. Consequently, students should be encouraged to fill in the missing concluding sentence at the beginning. Then they will be able to produce their own concluding sentence after they have seen a proper pattern.

7.3 The Essay Conclusion

The research confirms that only a small percentage of students correctly placed Move 3: Stage 3 in their essay conclusion. The final closing finishes the conclusion; however, the degree of occurrence is very low. Final closings are important because they leave the reader with a provocative thought, so students should sequence their discussion and leave the reader with such statements, which aim to teach lessons relating to the essay topics.

In a similar manner to the aforementioned Hook exercise, Final Closing exercises should be introduced into argumentative essay pedagogy. A variety of task-based examples which require students to practice composing final closings would increase the effectiveness of students by teaching them how to leave their argument within readers' memories by way of provocative endings to their essays. An example of such an exercise is provided below:

7.3.1 Final Closing Exercise

Instructions: Fill out the missing Final Closing in the essay conclusion: Because Ecotourism is an industry which puts society, culture and environment at the forefront of concern, while additionally providing entertainment and education to foreign travelers, it is considered to be a very positive type of tourism. Ecotourism therefore should be further promoted as a major by Thai colleges and universities

In the above exercise, students are given the chance to put their deductive and emotional skills to use in combination in their search for an effective Final Closing that would leave their readers with a powerful emotion by way of a provocative thought.

An effective example response from a student to the above exercise (or a response offered by the teacher as an example which students could follow) might be as follows:

“Without the promotion of ecotourism, what can be expected to come of Thailand’s white sands, pristine beaches, and untouched forests as the tourist industry grows? While Thailand continues to benefit from its prosperous tourist industry, these beautiful environments must continue to thrive.”

8. Conclusion and Recommendations

The aim of this study was to investigate argumentative essays written by Thai students in the English program at a Thai private international university in Thailand. The intention was to use analysis of move structure and investigation and application of the results to the general development of future writing curriculum.

As revealed in the Discussion section of this article, the research showed that students made an encouraging percentage of effective general statement placements in essay introductions. The move with the second greatest percentage of correct placement was the Thesis statement. Hook placement came in third, and while a majority of students did produce a Hook, this percentage needs to be improved. Also revealed in the research was that students were generally capable of presenting their supports in the essay body, but in other areas struggled to produce effective moves. A concluding sentence seems to be most difficult move for student writers as the percentage of correct usage is low. In summation, then, the three moves that students struggle with most are the Hook, the Concluding Sentence and the Final Closing. Each of these moves has its own primary semantic features. The Hook involves thoughtful introductory statements which “hook” the readers’ attention, the Concluding Sentence involves the generation of summarized information from preceding points, and the Final Closing aims to teach a lesson relating to the essay topic. These traits all call for effective thinking processes from students. A more involved focus on creating and integrating focus on these three areas in English writing curriculum and pedagogy for Thai students is advised.

It is important to help students that are passive learners transform into active learners. The best way to do this is to teach students how to be more critical of their output. This involves various strategies, including opportunities for practicing move placement, as outlined in the examples in the Discussion section of this article. Additionally, existing teaching methodology should be reviewed in the following ways:

- 1) In order to encourage students to become active learners, it crucial to ask questions that students are excited to answer, that will hold their interest, and that provoke them to respond critically. Additionally, the ability to write from the heart is especially necessary for argumentative essays. This is exhibited most distinctly in hooks, which require emotional impact for their functionality; and final closings, which, similarly, rely on emotional techniques. Rote, fact-based reading quizzes—although their use is nearly ubiquitous throughout the teaching world—do not promote student interest in connectedness; rather, they distance students from the subject at hand, making them feel disconnected from what they are studying. In contrast, methods that encourage students to express their own opinions via presentation and impromptu discourse should be adopted for use in the classroom. Such methodologies, which invite students to compose their own, personal reflections regarding the reading assignments, are more likely to spur authentic discussion.

- 2) Online assignments should be integrated into writing courses. Since students are already familiar with computer-assisted classrooms in the age of the Internet, it is important to make these online assignments authentic and interesting, as described above. In other words, it is important to provide well-designed questions for the discussion that help students stay focused and interested. Furthermore, an interactive platform for students to share in their answers and to collaboratively engage with each other (such as Edmodo) could be adopted so as to encourage students to arrive at more powerful argumentative

essay moves via immersive discourse with their fellow students.

3) Brainstorming sessions should be held since such sessions promote critical thinking skills. It is important to give students a moment to write down their ideas and then record them on the board. For example, *What, in your opinion, are possible safety (environmental, quality control) problems we might encounter with the increase in tourism?* could be a brainstorming topic in writing class. Once students encounter such a topics, their individual responses should be shared with the class and an atmosphere of positive, encouraging class discussion should be adopted to promote the development of even more effective ideas. The same technique could be applied to specific moves of the argumentative essay, such as Hooks and Final Closings. Students could anonymously write their own hooks, and the teacher could translate these onto the whiteboard. Later, students could vote on which hook is most effective. This spirit of friendly competition would lead to greater inspiration for students to be active learners and become more self-motivated.

4) Case Studies should be promoted as they use real-life stories that describe what happened to a community, family, school, industry, or individual. This would prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences. Case studies can be found for whatever topic is currently being addressed by turning to Internet research, online journals provided by the educational institution, or personal anecdotes.

5) Cooperative groups in class are recommended. Ideally, writing instructors should ask a ponderable question or suggest a thought-provoking idea for each small group to answer or investigate. By breaking the students into smaller groups of three to five students, the pressure is taken off each of the students by giving them a smaller group with which to engage in discussion. The teacher should then proceed to move from group to group, giving individualized attention, provoking further discussion, and keeping the groups on task. After an appropriate time for group discussion, teachers should ask representatives from each group to share their discussion points with the rest of the class. Since the aim of this method is for each group to have arrived at some sort of conclusion regarding the topic, it would then be easier for each of these representatives to present their conclusion before the rest of the class. As with point 2 (Brainstorming) above, this method of teaching could also be applied to the development of moves of the argumentative essay by having each group come up with their own specific move and then sharing them with the class (for example, arriving at a logically sound and emotionally gripping Hook or Final Closing).

In closing, it must be emphasized that it is in the best interest of every Thai university student engaged in an English program that the current teaching methods of argumentative essays be revised. Without considering the aforementioned revisions to teaching methodology, student progress will remain at its current rate rather than increasing in the long run. The research expounded in this article provides an evaluation—both verbal and visual—of students' current abilities in essay writing via means of move analysis. Therefore, it serves as a basis on which to hone English argumentative essay teaching methodologies for Thai university students. This will benefit not only the individuals engaged in such studies, but also the efficacy and efficiency of future English programs within the Thai education system as we move further into the 21st century.

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APPENDIX Move Analysis

(E 5.1)

Ecotourism should be promoted

Nowadays, “Ecotourism” is not would known, so we should promoted its. Let’s know 3 topics about ecotourism.

**MOVE 1
INTRODUCTION**

Stage 1
Thesis Statement

Begin with Economic, tourism can increase the employment vats. For example, today, at Samui Island has a lot of the hotel because the increasing tourists that go to Samui Island and have not the room. The increasing hotel results in employment such as maid, chief and guard. The more tourism will increase the national revenue because there is a lot of selling product or service.

Stage 1
Topic Sentence

Stage 2
Supports

Stage 3
Concluding Sentence

In addition to cultural, the tourism will know more culture at tourism attraction. That is the way goo can maintain the culture for example, Chak Pra tradition at Suratthani that will begin of tour out of the Buddhist Lent. If the tourism never go to tour this tradition, it will lost and become just the story in the culture book or history.

**MOVE 2
BODY**

Stage 1
Topic Sentence

Stage 2
Supports

Stage 3
Concluding Sentence

The last one is Environment, tourism should avoid release the pollution for instance, burning the garbage or smoking, this will destroy the air. Don’t drop or leave garbage everywhere you go, you should leave them in the suitable place. Don’t pick the flower, broke the tree even when feed the animal because some animal cannot eat the food that you feed such as dog cannot eat chocolate. The important thing is don’t leave the waste to the sea because it is very hand to maintain.

Stage 1
Topic Sentence

Stage 2
Supports

Stage 3
Concluding Sentence

**MOVE 3
CONCLUSION**

To sum up these a topic can give the knowledge to you about ecotourism (economic, culture, environment) more or less.

Stage 1
Re-statement