

## Resources with academic phrases that signal moves

### 1. Adrian Wallwork, English for writing research papers

See page vii; Useful phrases, free download. I have also posted the pdf in ANNOUNCEMENTS.

This pdf contains a vast collection of 'useful phrases'. Note that the phrases are categorized by the type of move.

Examples of typical discussion moves:

- 33. Stating what you found
- 34. Stating what you did not find
- 35. Highlighting significant results and achievements
- 36. Stating that your results confirm previous evidence
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- 42. Explaining and justifying undesired or unexpected results
- 43. Minimizing undesired or unexpected results
- 44. Expressing opinions and probabilities

For every move, Wallwork gives many possible sentences or sentence starters that articulate that particular move.

For example, consider move nr. 42, *Explaining and justifying undesired or unexpected results*:

- It is very likely / probable / possible that participants may have erroneously ... and this may have led to / brought about changes in ...
- The prime / primary / foremost cause of the discrepancy is due to / a result of / a consequence of X.
- This apparent lack of correlation can be attributed to / explained by / justified by ...
- The reason for this rather contradictory result is still not entirely / completely clear, but ...
- There are several possible explanations for this result / finding / outcome.
- These differences can be explained / justified / accounted for in part by ...

..... and fifteen more for this single step within a discussion move .....

### 2. The Academic Phrasebank of the University of Manchester

The website <http://www.phrasebank.manchester.ac.uk/> offers many phrases, categorized by their use in Methods, Results, Discussion and Conclusion sections. The top menu offers choices of sections. For Discussing Findings, for example, lists like these appear with moves as headings:

#### Comparing the result: supporting previous findings (= a move)

This study confirms that X is associated with ...  
This finding was also reported by Smith *et al.* (1989).  
This finding is consistent with that of Smith (2000) who ...  
Comparison of the findings with those of other studies confirms ...  
This also accords with our earlier observations, which showed that ...  
These results reflect those of Smith *et al.* (1992) who also found that ...  
Increased activation in the X in this study corroborates these earlier findings.  
These results corroborate the findings of a great deal of the previous work in ...  
This finding broadly supports the work of other studies in this area linking X with Y.  
In accordance with the present results, previous studies have demonstrated that ...  
It is encouraging to compare this figure with that found by Jones (1993) who found that ...  
Consistent with the literature, this research found that participants who reported using X also ...  
This study supports evidence from previous observations (e.g. Smith, 2006; Jones *et al.*, 2011).  
There are similarities between the attitudes expressed by X in this study and those described by ...

These results	<p>further support the idea of ...</p> <p>confirm the association between ...</p> <p>are consistent with data obtained in ...</p> <p>match those observed in earlier studies.</p> <p>are in line with those of previous studies.</p> <p>are in agreement with those obtained by ...</p> <p>are in accord with recent studies indicating that ...</p> <p>seem to be consistent with other research which found ...</p> <p>are consistent with those of Smith and Jones (2015) who ...</p> <p>are in agreement with Smith's (1999) findings which showed ...</p> <p>support previous research into this brain area which links X and Y.</p> <p>corroborate the ideas of Smith and Jones (2008), who suggested that ...</p>
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There is also an overview for general language functions in the menu on the left:

- Being Critical
- Being Cautious
- Classifying and Listing
- Compare and Contrast
- Defining Terms
- Describing Trends
- Describing Quantities
- Explaining Causality
- Giving Examples
- Signalling Transition
- Writing about the Past

This website offers a free download providing you with an extensive manual.

### 3. Swales' website

Also – if you cannot get enough of it – check out Swales' website. Swales concentrates mostly on the introduction, showing a detailed choice of different steps to actually make the moves.

<http://sana.aalto.fi/awe/style/reporting/sections/intros/cars/cars.html>

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<b>MOVE 1: Establishing a Territory</b>	<b>MOVE 2: Establishing a Niche</b>	<b>MOVE 3: Occupying the Niche</b>
<b>STEP 1:</b> Claiming Centrality <b>STEP 2:</b> Making Topic Generalizations <b>STEP 3:</b> Reviewing Previous Research	<b>STEP 1A:</b> Counter-Claiming <b>STEP 1B:</b> Indicating a Gap <b>STEP 1C:</b> Question-Raising <b>STEP 1D:</b> Continuing a Tradition	<b>STEP 1A:</b> Outlining Purposes <b>STEP 1B:</b> Announcing Present Research <b>STEP 2:</b> Announcing Main Findings <b>STEP 3:</b> Indicating Structure of the Article <b>STEP 4:</b> Evaluation of Findings* <small>* not originally included in Swales's analysis</small>

### **CARS ("Creating A Research Space") Model for Article Introductions**

From Swales, J. (1990) "Genre Analysis". Cambridge University Press.

The CARS Model consists of three moves that describe how article introductions are structured by Anglo-American writers. This three-move structure closely reflects a "situation-problem-solution" structure in which features of the present situation are first presented, followed by a negative evaluation of this situation, and then a solution, the present research, is introduced to overcome the problem.

To view examples of these steps, click on the links given in the boxes above.

Inspired by Swales' grouping of discussion moves (see the Swales website), I have prepared the Question and Moves Tool for the discussion. With this template for creating the story line of your discussion, you first focus on the choice of the moves you need to make. Note that not all moves may be necessary, that some moves may require several paragraphs (and, accordingly, several smaller questions), and that some moves may be made together in one paragraph.

You can find the Question and Moves Tool for the discussion in the list of resources.

The Swales Moves for the discussion section are the following:

1. Where do we come from? Information move: background about theory/research aims/methodology.
2. What are the results of our study? Statement of result (either a numerical value or reference to a graph or table).
3. What is the general answer to the research question? Same as statement of result, but without a reference to a graph or table.
4. What was an unexpected outcome? Comment on whether the result is expected or not.
5. How do our findings relate to what we already know? Refer to previous research.
6. How can we explain our findings? Give reasons for unexpected results.
7. What is our claim? A generalization arising from the results: contribution to research.
8. What are limitations / strengths? Hedge or boost the claim.
9. What are our recommendations? Suggestions for future research.