Move analysis of the discussion section in Arabic and English Research Articles
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Abstract

The purpose of this study is to explore the rhetorical organization of the Discussion section written in two different languages, Arabic and English. For this purpose, 40 Arabic and English research article Discussions in the field of education were examined using Yang and Allison's (2003) framework for genre analysis. The results showed that the move structure in Arabic texts was simple as it mostly employed the M2-M4 (Reporting Results-Commenting on Results) sequence, while it was complex in the English group, where the M1-M2-M4-M6 (Background Information-Reporting Results-Commenting on Results-Evaluating Results) schema was predominant. The two sets of texts also varied at the sub-move or step level. In the Commenting on Results move, for instance, authors of Arabic articles preferred comparing results with those in previous literature and also favoured accounting for the results and interpreting them, while their English counterparts focused on interpreting the obtained findings and less frequently comparing them to previous literature as a process of evaluating and consolidating the results. The findings have pedagogical implications that can be incorporated into academic writing instructions.