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Decoding Communicative Intent: Rhetoric Moves and Metadiscourse in DepEd Funded Research Papers

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Abstract

This study sought to decode the communicative intent of the analyzed rhetoric moves and metadiscourse markers of basic and action research funded under the Department of Education's Basic Education Research Fund (BERF). Genre Analysis was used to analyze the corpora of the 30 BERF papers completed from 2016-2022. With the aid of coding sheets, the following structures were used: combination of Hardjanto's (1997; 2017) and Kosasih's (2018) Abstract; Swales and Feak's (2012) Introduction, Mc Combes' (2019; 2021) Research Questions; Kwan's (2006) Literature Review; DepEd's Innovation, Intervention, and Strategy; combination of Lim (2006), Peacock (2011), Kanoksilapatham (2012) and Huang's (2014) Methodology; Swales and Feak's (2012) Results and Discussion, and Yang & Allison's (2003) Conclusion and Recommendation moves and steps framework. Using Krippendorff alpha coefficient, inter-rater reliability of the coders was set at almost perfect agreement (0, 838 or 84%). Generally, 26 obligatory, 31 optional, and 25 non-obligatory moves and steps were identified per research section. Metadiscourse markers were determined utilizing AntConc 4.0.10 Concordance Tool and were ranked as follow: (1) Evidentials, (2) Transition, (2) Self-mentions, (4) Code glosses, (5) Frame Markers, (6) Attitude Markers, (7) Hedges, (8) Engagement Markers, (9) Boosters, and (10) Endophoric Markers. Integrating the rhetoric moves, steps and markers, the researcher came up with the six communicative intents (Inform, Outline, Convince, Explain, Present, Integrate) in writing research. A structure for writing BERF research proposal and completed papers were crafted in response to the findings. This study shall promote the culture of research, contribute to the growing literature, address gaps, and open opportunities for follow-up study.

Keywords: Communicative intent, genre analysis, meta discourse, rhetoric moves, research papers