

Discipline-specific Writing: An Examination of Japanese Students' Undergraduate Theses

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Abstract

This paper examines disciplinary variations of undergraduate theses written by Japanese university students, and their acquisition of discipline-specific writing, with particular focus on macro-structures. Data was collected from 10 students in the final-year of their Bachelor's programs, and from their supervisors. The students were enrolled in a variety of disciplines at two universities in Japan. Adopting thesis types identified in Paltridge's (2002) study, the current paper found that they were loosely categorised into three types: "traditional-simple", "traditional-complex" and "topic-based". The theses written by the psychology students, which all fell into the traditional type, had similar distinctive features, while the theses written by literature students fell into the topic-based category. The ways in which the psychology students were trained to write their undergraduate theses differed significantly from those of the students in the other disciplines. The findings of this study may have pedagogical implications for supervisors of Japanese postgraduate students who study at overseas universities.

Key words: undergraduate thesis, macro-structure, disciplinary variations, discipline-specific writing

Introduction

Students enrolled in four-year undergraduate programs in the Arts/Humanities at Japanese universities are generally required to write an undergraduate thesis (or known as a graduation thesis or "sotsuron") in their final year. The graduation thesis is likely to be their first encounter with this academic discourse type and thus it can be very challenging for them. Despite the importance of the thesis component in the Bachelor's program in Japan, this genre has hardly been studied to date, either in Japan or in other countries, and thus very little is known about it.

Focusing on the discourse structure of academic genres, many previous studies have investigated research articles and term papers written in English in university settings. Although several studies have examined theses in English (e.g., Bunton, 1999, 2002, 2005; Dong, 1998; Dudley-Evans, 1986, 1994, 1999; Hyland, 2003, 2004; Paltridge, 1997, 2002; Samraj, 2008; Swales, 2004), such research has been confined to Masters or PhD theses, and not undergraduate theses. More importantly, the majority of the research articles and postgraduate theses which have been examined in past genre studies were written in English, and in science disciplines (Parodi, 2009). However, to my knowledge, the undergraduate theses which are written in Japanese have not yet been studied, even though Japanese is the dominant language used for written academic texts, including the graduation theses, in Japan. Furthermore, since writing experience in L1 influences L2 writing (Connor and Mayberry, 1996; Friedlander, 1990; Hyland, 2011; Krapels, 1990), examination of theses written by Japanese undergraduate students in the L1 context is essential and can contribute to some implications for their acquisition of L2 writing at overseas universities (Rinnert & Kobayashi, 2005).

The current study is part of a larger research project, which employed an ethnographic approach to explore the genre of Japanese graduation theses, how they interrelated with other genres, and what exactly occurred in the process of L1 thesis writing in the Japanese undergraduate programs, including the students' interactions with members of the discourse community (cf. Yamada, 2009, 2010).

This paper will specifically address the following two questions:

1. How do macro-structures of undergraduate theses written by Japanese students vary across disciplines?

2. How do students learn the discipline-specific writing, including the macro-structures?

Review of relevant literature

A number of the previous studies on research genres have focussed on the formal organisation of whole research papers. It has been frequently pointed out that the *Introduction, Methods, Results and Discussion* (IMRD) structure is commonly adopted in scientific research articles (Swales, 1990, 2004; Samraj, 2004). Brett (1994), for example, explored the overall organisation of research articles in sociology and confirmed that the IMRD organisation existed in those articles. Likewise, the IMRD structure was employed in medical research articles in Nwogu (1997) and biochemistry research articles in Kanoksilapatham (2005). Posteguillo (1999), however, reported that there was no overall structural pattern common to the majority of 40 computer science research articles investigated in his study. Meanwhile, Holmes' (1997) study revealed that research articles in history do not usually include a methodology section. Yang and Alison (2004) also conducted a genre analysis of the overall structures of 40 research articles from four journals in the area of Applied Linguistics. Their analysis of the macro-structures of the primary research articles often followed the IMRD framework (Yang and Allison, 2004).

Other genre analyses have focused on postgraduate theses or dissertations. Dudley-Evans (1999) identified two PhD dissertation types commonly employed at British universities: the *traditional* type thesis, which contains the *Introduction, Methods, Results and Discussion* (IMRD) structure, and the *topic-based* thesis, which consists of *Introduction* and some topic-based chapters followed by *General Discussion* and *Conclusions*. Another earlier study was conducted on macro-structures of PhD theses in Agricultural Botany and Agricultural Economics written by English-speaking students at a British university by Thompson (1999). Based on interviews with the students' supervisors, the researcher reported two subclasses of the *traditional* theses: *simple pattern*, which is based on the IMRD structure, and *complex pattern*, which consists of *Introduction, Literature Review, General Methods* (Optional), followed by plural chapters of reports on experiments with the IMRD structure and *Conclusion* (Thompson, 1999).

Dong (1998), however, reported in her study, that PhD theses contained chapters, each of which is based on a publishable research article. The chapters in this *compilation of research article* type are more concise in comparison with those of the other types of theses and look as if they were written by experts for other expert readers (Dong, 1998).

Paltridge (2002) compared the contents of published guides and handbooks on thesis writing for postgraduate research using Masters and PhD theses written by students from a wide variety of disciplines in social, natural and applied sciences at a major Australian university. Based on previous studies (i.e., Dong, 1998; Dudley-Evans, 1999; Thompson, 1999), the collected theses were categorised into four types of thesis structure, that is, *traditional-simple*; *traditional-complex*; *topic-based*; and *compilation of research articles* (Paltridge, 2002). Of the 30 theses investigated, more than half of them were categorised as the *traditional-simple* type, one fifth as *traditional-complex*, another one fifth as *topic-based* and one thesis as *compilation of research articles*. The theses in Linguistics and Applied Linguistics fell into either the *traditional-simple* or *topic-based* categories (Paltridge, 2002).

Samraj (2008), who examined Master's theses in three disciplines (Biology, Philosophy and Linguistics) discovered that those in Biology fell into the *traditional* type, which follows the IMRD format, and Philosophy theses were *topic-based*. The sample theses in Linguistics fell loosely into the *traditional* or *topic-based* types (Samraj, 2008). All the Philosophy theses and most of the Linguistics theses did not have independent literature review sections/chapters (Samraj, 2008).

It has been pointed out that thesis structures vary across institutions, disciplines, degrees, and supervisors (Dong, 1998; Dudley-Evans, 1999; Mauranen, 1994; Paltridge, 2002, 2004; Thompson, 1999). In terms of disciplinary variations in academic texts, Hyland (2000) points out that disciplines differ by their writing or, more specifically, how texts are written. One of the examples of discipline-specific writing has been introduced in Bazerman's (1988) study. The researcher points out that the writing style of the natural sciences is highly rhetorical and persuasive to win arguments (Bazerman, 1988). Experimental psychology developed detailed prescriptions for the content and structure of experimental reports in the form of *The American Psychological Association (APA) Publication Manual* (Bazerman, 1988). Thus, writing in that discipline seems to be distinctive, in that it is highly prescribed and regulated (Bazerman, 1988). Discipline-specific writing can only be learned by writers when they actually par-

ticipate in a discipline (Spack, 1988) and when they are guided by the expectations specific to that discipline (Tardy, 2009).

Difficulty in determining the boundaries of the IMRD structure due to variations of the titles of the sections and chapters has also been reported in the past studies (e.g., Brett, 1994; Swales, 2004; Yang and Allison, 2004). In this regard, Paltridge (1994) examined some previous genre studies on the identification of textual boundaries which had been overlooked and concluded that the textual boundaries should be determined as a search for the cognitive boundaries rather than linguistically defined boundaries.

Methodology

Conceptual framework

The current study adopts the four thesis types reported in Paltridge's (2002) study (*traditional-simple*, *traditional-complex*, *topic-based*, and *compilation of research articles*), which were mentioned earlier, in order to identify the organisation of a sample of Japanese undergraduate theses at a macro level. A thesis with a *simple traditional* pattern consists of *Introduction*, *Literature Review*, *Materials and Methods*, *Results*, *Discussion* and *Conclusions* (Paltridge, 2002). On the other hand, the *traditional-complex* type includes *Introduction*, *Background to the study and review of the literature*, *Background theory* (optional), *General methods* (optional), and reports on two or more studies, each of which contains the IMRD structure (Paltridge, 2002). This is then followed by *Discussion* and *Conclusions* (Paltridge, 2002).

The *topic-based* type incorporates some chapters of sub-topics based on the main topic between *Introduction* and *Conclusions* (Dudley-Evans, 1999; Paltridge, 2002). The last type, the *compilation of research articles* type thesis, contains *Introduction*, *Background to the Study*, some chapters of compact publishable research articles (consisting of *Introduction*, *Literature review*, *Materials and methods*, *Results*, *Discussion* and *Conclusions*), which is then followed by overall *Discussion* and *Conclusions* (Dong, 1998; Paltridge, 2002).

Participants

As shown in Table 1 below, the number of respondents who participated in this study was 17 in total, including 10 students and their seven supervisors at two universities in Japan—M University (MU), a regional national university, and K University (KU), a private university. The students were enrolled in disciplines within the Faculties of Humanities. In order to protect the privacy of the participants, students will be referred to by pseudonyms and their teachers will be mentioned with their titles and the initials of their family names in the sections below.

The students at both MU and KU were required to submit their graduation theses on topics of their interests in their final year. The students selected their supervisors specialising in relevant study areas as their graduation thesis supervisors. During their third and fourth years, each student (except Eri) attended "zemi", which are weekly or fortnightly 90-minute seminars for receiving supervision from their supervisors for thesis writing. Ryuji and Taro also received irregular individual supervision in their fourth year. Eri weekly met her supervisor only in their 90-minute individual supervisory conferences during her final year.

¹ All the students except Akito and Eri delivered oral presentations that reported their thesis drafts, and received feedback from their supervisors, seniors and peers during the zemi. (Akito's supervisor held individual consultation with his two students during his zemi.) The students who had individual supervisory consultation with their supervisors discussed contents of their thesis drafts. The main focus of both group and individual supervision was, however, subject-matter related to their thesis topics.

Table 1: *Participants*

Student	Univer- sity	Sex	Age	Year level	Areas of students' thesis topics	Supervisor	Total no. of 4th year students supervised
Satoshi	MU	M	23	4th	Social Psychology	Assoc. Prof. T	5
Iyo	MU	F	22	4th	Social Psychology		
Taro	MU	M	22	4th	Japanese History	Assoc. Prof. H	6
Eri	MU	F	21	4th	German Literature	Prof. I	1
Naoki	KU	M	23	4th	Cognitive Psychology	Assoc. Prof. S	8
Kazuya	KU	M	22	4th	Cognitive Psychology		
Ryuji	KU	M	22	4th	English Applied Lin- guistics	Prof. Z	18
Akito	KU	M	23	4th	Cultural Studies	Prof. Y	2
Yukio	KU	M	22	4th	English Literature	Prof. K	17
Miyoki	KU	F	22	4th	English Literature		

Key: MU = M University, KU = K University, M = Male, F = Female, Assoc.= Associate, Prof .= Profes-
 sor

Data collection and procedure

Copies of the graduation theses of the 10 Japanese undergraduate students were collected, as well as copies of handouts, handbooks and study materials provided and delivered to the students by the supervisors and syllabuses of their Bachelor's programs. The students' theses ranged from 20,000 to 31,000 characters (approximately 12.5 to 20 A4 pages) and were within the required character limits.

Semi-structured interviews were also administered twice to the students, and once to their supervisors over a three-and-a-half month period. The language of communication was Japanese, the first language of the participants. The first and second interviews occurred three to four weeks prior to the thesis submission dates, and immediately after the submission dates respectively. The first interview with the students took an average of 90 minutes, and covered the period from the commencement of their research for the graduation theses until the day when the interview was conducted. The second interview with the students took an average of approximately 60 minutes, and focused on the period between the first interview and the participant's thesis submission date. (The second interviews with the MU students were conducted by telephone.) The students were also asked to validate the researcher's findings and interpretations of other data collected in this study in the follow-up interviews (cf. Ball, 1988; Flowerdew, 2002).

All the supervisors were interviewed once for 45 to 60 minutes during the final stages of the students' programs. Information was collected regarding the students whom they supervised, the process the students undertook in order to complete the research projects and graduation theses, their study activities and other relevant events. All interviews were tape-recorded and transcribed.

Findings

The macro-structures of the graduation theses collected from the 10 informant students at MU and KU were examined by adapting the four thesis types from Paltridge's (2002) study as noted above. The textual boundaries were determined by the cognitive boundaries as suggested in Paltridge (1994). All

of the 10 theses were loosely classified into one of the three types: *traditional-simple*, *traditional-complex* or *topic-based*. However, none of the theses were of the *compilation of research articles* type.

“Traditional-simple” and “traditional-complex”

The most common thesis type was the *traditional* type, which contains reports of one or more studies and the IMRD type structure. All theses written by the four psychology students at the two universities and the two non-psychology students were found to be of this *traditional* type. More precisely, the theses of Satoshi and Iyo in Psychology at MU and Ryuji in English Applied Linguistics at KU belonged to the *traditional-simple* type, which reported on only a single conducted study, and included the IMRD type format (see Appendix A). Satoshi and Iyo incorporated the literature review section in their introductory chapters, and *Methods*, *Results* and *Discussion* in the second chapters following the *Introduction*. Satoshi presented a *Summary* as a separate final section, while Iyo's thesis contained three independent final sections, namely, *Conclusions*, *Closing Remarks* and *Summary*.² These features contrast with Paltridge's (2002) *traditional-simple* type which consists of independent chapters for *Literature Review*, *Methods*, *Results*, *Discussion* and *Conclusions*.

Ryuji's thesis appears at a glance to be *topic-based*; however, it contained all of the six sections for the *simple-traditional* type, as with the postgraduate theses in Applied Linguistics in Paltridge's (2002) study. I identified the sub-section headed “Regarding the questionnaire” in Section III, in which he described questions in the questionnaire and his informants as *Methods*. Similar to Satoshi and Iyo, Ryuji presented this *Methods* section in the same large section which also contained the other four sub-sections of results. In Section V following the *Discussion* Section (i.e. Section IV), he made suggestions for KU's application of public speaking to the existing curriculum for English language units before presenting a brief concluding section entitled *Postscript* in the last section. Following the introductory section and the literature review section (Section I), Ryuji also presented an extra section of further background to his study, which is similar to the *traditional-complex* type and *compilation of research articles* type thesis structures. Despite these variations, I categorised his thesis as the *traditional-simple* type.

Another three out of the 10 theses in this study were categorised as the *traditional-complex* type (see Appendix B). The theses of Naoki and Kazuya in Psychology at KU were this type in that they reported on more than one single study. The model of this type of postgraduate thesis begins with *Introduction* and *Background to the study and review of the literature* as two independent chapters/sections (Paltridge, 2002). However, Naoki and Kazuya combined these two into one in their theses. This was then followed by two major sections, each devoted to one individual study, both of which consisted of modified IMRD structures. Naoki and Kazuya thus provided a methodology section for each study they examined rather than combining them into one general *Methods* section for both studies. Kazuya's thesis concluded with a *Summary* after the main body. However, this *Summary* was a sub-section of the second major section describing only Study 2. Naoki, on the other hand, provided an independent concluding section entitled *Overall Discussion*, which covers the two studies he conducted.

Akito's thesis in Cultural Studies, like Ryuji's, was seemingly *topic-based*. However, on closer inspection I identified it as *traditional-complex* type as it contains sections of more than one report on examination of data, each of which had a modified IMRD structure. That is, it begins with an introductory chapter and a second chapter with further background to the study, followed by a third chapter which contained both a literature review and methodology sections (*Previous studies related to the identity of “people in Hong Kong”*). The methodology section functioned as a *General Methods* section and included data from a published book, which he had adopted for examination in his study. In Chapter 4, the student presented an introductory section, three sections, each of which contains *Results* and *Discussion*, and a summary section. The following chapter consisted of three *Results-Discussion* sections

² Various Japanese terms which refer to the introductory and concluding sections/chapters were used in the theses of the participant students. The term “Introduction” is an English translation for “*Joron*” that can be used in any discipline as well as the two Japanese terms specifically used in Psychology, “*Mondai*” and “*Mondai to mokuteki*”. “Opening remarks” corresponds with “*Hajime ni*”. Whilst, the following English words were used for the concluding sections: “Summary” for “*Yooyaku*” or “*Matome*”, “Conclusions” for “*Ketsuron*”, “Closing remarks” for “*Owari ni*”, “Overall summary” for “*Sookatsu*”, “Overall discussion” for “*Soogoo koosatsu*” and “Postscript” for “*Atogaki*”.

and a summary section. Akito summarised what had been discussed at the end of each chapter and then presented *Conclusions* as his final independent chapter.

All the four psychology students at both KU and MU incorporated a literature review in their introductory chapters/sections rather than presenting it as an independent chapter/section, which is consistent with the structure of the philosophy and linguistics theses reported in Samraj (2008). It should also be noted that Ryuji and Akito at KU presented their personal reasons why they had initially become interested in the topics of their theses in their Japanese abstract and introductory sections respectively.

“Topics-based”

The theses of Eri in German Literature, Taro in Japanese History, and Yukio and Miyoki in English Literature can be classified as *topic-based* (see Appendix C). This type of thesis usually has an *Introduction* and sections with titles based on sub-topics of the main topic under investigation, followed by a *Conclusion*. Similar to the history research articles in Holmes' (1997) study, the *Methods* section did not exist in the sample texts of these four students.

The theses of both Eri and Taro contained independent introductory and concluding sections plus other sections in the main body titled by sub-topics. Notably, the two theses written by Yukio and Miyoki differed significantly from the rest in that they did not contain chapters titled *Introduction* or the equivalent. Nevertheless, the Japanese abstracts at the very beginning of each of the theses consisted of brief background information regarding the novels under examination, personal stories of why they chose the thesis topics and the thesis outlines, which functioned as *Introductions*. Accordingly, the first chapters of these two students' theses started with a literature review without introductory comments.

Contexts of learning the discipline-specific writing

During the first and second years of their Bachelor's programs, the Japanese psychology students were formally taught the detailed rules for writing experimental reports, which are similar to graduation theses, in methodology/practicum units via textbooks. For thesis writing in particular, Naoki and Kazuya at KU principally followed the textbook used in their methodology/practicum units in their first and second years. However, they also referred to the *Publication Manual for Japanese Psychological Research (Nihon shinri-gakkai shippitsu tookoo no tebiki)* produced and published by the Japanese Psychological Association as advised by their supervisor. Satoshi and Iyo at MU followed the instructions in the *Manual for Writing Undergraduate and Master's Theses (Sotsugyoo ronbun shuushi ronbun shippitsu no tebiki)* which was produced by the Psychology Department. Through textbooks and manuals the psychology students at both KU and MU in this study were introduced to the discipline-specific macro-structure of the reports/theses and Japanese headings such as *Mondai* (Introduction), *Mokuteki* (Aim), *Hoohoo* (Methods), *Kekka* (Results), *Koosatsu* (Discussion) and *Ketsuron* (Conclusion)/*Yooyaku* (Summary), and some alternative variations for these headings. In addition to learning such rules, the students actually practised writing experimental reports, and in the case of Iyo and Satoshi, preliminary graduation theses³ before they finally started to write their graduation theses.

In contrast, opportunities for the non-psychology students in this study to be systematically trained and practise the techniques for writing graduation theses were absent during the first two years of their Bachelor's programs. Nevertheless, they were introduced to thesis writing by their supervisors. The thesis structures recommended to the non-psychology students were chosen by their supervisors and thus varied. Yukio and Miyoki in English Literature were taught how to write theses by their supervisor through a commercially available textbook for the first 20 minutes in each weekly *zemi* during the second semester in their third year. Ryuji learned the rules of writing a graduation thesis in the area of Applied Linguistics through the handout written and delivered by his supervisor. On the other hand, Akito (Cultural Studies), Taro (Japanese History), Eri (German Literature), Ryuji, Yukio and Miyoki consulted published journal articles written by scholars in the same areas and/or the graduation theses written by past fourth-year students supervised by their supervisors to obtain models of structural organisation. The students who referred to their seniors' theses (Taro, Eri, Yukio and Miyoki) found that they were very useful.

³ Third-year students in Psychology at MU, including Satoshi and Iyo, were required to independently conduct further research and write a report on the research, which was referred to as “*pure sotsuron*” (a preliminary graduation thesis). The structure of this long report also resembled that of a graduation thesis (and an experimental report) written in the discipline.

Concluding remarks

The overall structures of the Japanese undergraduate students' theses varied between individual students and supervisors and between/within disciplines and institutions. It was discovered that the boundaries of the sections/chapters were not precisely congruent with the macro-structures of the postgraduate theses introduced in Paltridge (2002). One of the reasons may be related to the shorter length of the Japanese students' graduation theses and also due to the different degree level.

The current study also revealed some interesting features of the sample theses such as the use of *Abstract* as *Introduction* and inclusion of the students' personal stories to claim the significance of their thesis topics. Nevertheless, the six theses written by the students in Psychology, English Applied Linguistics and Cultural Studies loosely fell into the traditional type, either traditional-simple or traditional-complex, which is based on the IMRD-type format. On the other hand, the theses of the four students in Literature (German and English) and Japanese History were found to be topic-based.

The findings also revealed that the four psychology students used discipline-specific headings in their theses. The similarities in the macro-structures and the headings may result from a tendency of the systematic training of the prescribed detailed rules of the genre which are commonly used in that particular area, and their actual practice of producing it throughout most of their four-year Bachelor's courses. This highly prescribed and regulated approach is consistent with Bazerman's (1988) study noted earlier. Prior to writing their graduation theses, the non-psychology students did not have experiences such as those of the psychology students. Nevertheless, all the students learned discipline-specific writing by being guided by their supervisors and by actually participating in the practice of their disciplines.

The sample size of the current study was small, and thus the findings should not be over-generalized. However, some distinctive features discovered in the examination of the macro-structures of the Japanese students' theses might be found in L2 writing of Japanese postgraduate students who study at overseas universities. Therefore, this study may provide pedagogical implications for their supervisors.

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APPENDIX A: Traditional-simple theses (English translation of the Japanese)

Satoshi (MU - Psychology)

Topic: An exploration of appropriateness of the giving and receipt of a benefit in communal and exchange relationships with students

[Table of contents]

1. Introduction
 - 1.1 Aim of the study
 - 1.2 Types of personal relations and differences of the giving and receipt of a benefit
 - 1.3 Types of benefits
 - 1.4 Outline of the study
2. Survey
 - 2.1 Methods
 - 2.2 Results
 - 2.3 Discussion
3. Summary

Iyo (MU - Psychology)

Topic: Dealing with disagreement among the members of a team and leading to an agreement - with focus on discussions for achieving simulation tasks

[Table of contents]

1. Introduction
 - 1.1 Opening remarks
 - 1.2 Literature Review
 - 1.3 Aim of the study-research questions
2. Experiment
 - 2.1 Aim
 - 2.2 Methods
 - 2.3 Results
 - 2.4 Discussion
3. Conclusions
4. Closing remarks
5. Summary

Ryuji (KU - English Applied Linguistics)

Topic: An encouragement of public speaking - a study of the advantages of "learning to speak English" with reference to the *Speech Communication* classes offered at X University

Abstract (Japanese)

Abstract (English)

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Opening remarks

I. Learning English through speaking tasks

A. Public speaking

B. Advantages of speaking tasks

II. Speech Communications classes at X University

III. Questionnaire regarding Public Speaking classes at X University

A. Regarding the questionnaire

B. Results from Parts 1-4 of the questionnaire

C. Results from Part 5 of the questionnaire

D. Results from Part 6 of the questionnaire: Can it be applied in Japan?

E. Summary of results from the questionnaire

IV. Discussion of results from the questionnaire on the Public Speaking classes

A. Discussion 1: Considering English as a means of communication

B. Discussion 2: Being able to teach classes for the benefit of students

C. Discussion 3: The importance of giving lectures on public speaking and practising it

D. Advantages of "learning to speak English"

V. Learning to speak English' suggested by the researcher

A. Requirements for "learning to speak English"

B. Syllabus of a model class for "learning to speak English"

C. Importing the idea of "learning to speak English" into classes

D. Summary of the researcher's suggestions for "learning to speak English"

Postscript

APPENDIX B: *Traditional-complex* theses (English translation of the Japanese)

Naoki (KU - Psychology)

Topic: Influence of the attachment style of an adolescent on his behaviour while experiencing a romantic disappointment

Abstract

Introduction

Study 1

Aim

Methods

Results

Discussion

Study 2

Aim

Methods

Results and discussion

Overall discussion

Kazuya (KU - Psychology)

Topic: Pre-schoolers' development of conditional reasoning abilities - with a focus on interpretation of biconditional reasoning

- Abstract
- Introduction
- Pilot study
 - Aim
 - Methods
 - Results and discussion
- The study
 - Aim
 - Methods
 - Results
 - Discussion
 - Summary

Akito (KU - Cultural Studies)

Topic: History of the identity of "people in Hong Kong"

- Abstract (English)
- Abstract (Japanese)
- [Table of contents]
- Chapter 1 Opening remarks
- Chapter 2 History of Hong Kong and the identity of "people in Hong Kong"
- Chapter 3 Previous studies related to the identity of "people in Hong Kong"
 - Formation and establishment of the identity of "people in Hong Kong"
 - Previous studies on the identity of "people in Hong Kong"
- Chapter 4 The identity of "people in Hong Kong" prior to the Hand-over
 - Socio-economic background and the identity
 - Five socio-economic factors
 - The identities of "people in Hong Kong" vs "people in China"
 - Coexistence of the identities of people in Hong Kong and China
 - Summary of this chapter
- Chapter 5 The identity of "people in Hong Kong" after the Hand-over
 - Choice of the self-identity
 - Being a citizen of Hong Kong (or China)
 - The identity of "people in Hong Kong" who currently live in Hong Kong
 - Summary of this chapter
- Conclusions

APPENDIX C: Topic-based theses (English translation of the Japanese)

Eri (German Literature - MU)

Topic: Regarding E.T.A. Hoffmann's *Märchen*

- [Table of contents]
- 1. Opening remarks
- 2. Regarding *Märchen*
 - 2.1 Categories for *Märchen*

- 2.2 *Märchen* of German Romanticism – Hoffman of the late Romantic School
3. E.T.A. Hoffman's *Märchen*
 - 3.1 “*Nutcracker and Mouse King*” as a folk tale for children
 - 3.2 “*The Golden Pot*” as a folk tale for adults
 - 3.3 “*Master Flea*” as a *Märchen*-style story
4. Overall summary

Taro (MU - Japanese History)

Topic: Operations of Lord *Gohojo*'s armed sea force and their features

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Opening remarks

- | | |
|-----------|--|
| Chapter 1 | Lord <i>Kajiwara</i> , the head of an armed sea force |
| Section 1 | The period of his going-away |
| Section 2 | Lord <i>Kajiwara</i> 's operations |
| Section 3 | Lord <i>Kajiwara</i> 's personal attributes |
| Chapter 2 | Lord <i>Yamamoto</i> , the head of a local armed sea force |
| Section 1 | His fief and base |
| Section 2 | Lord <i>Yamamoto</i> 's operations |
| Section 3 | <i>Hante</i> -fief and Lord <i>Yamamoto</i> 's moves |
| Chapter 3 | Structure of Lord <i>Gohojo</i> 's armed sea force |
| | Closing remarks |

Yukio (KU - English Literature)

Topic: Regarding “*A Study in Scarlet*” written by Arthur Conan Doyle – Reasons why the detective, Sherlock Holmes, was created

Abstract (Japanese)

Abstract (English)

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- | | |
|-----------|---|
| Chapter 1 | Birth of Sherlock Holmes |
| Chapter 2 | Homes in relation to the other characters |
| | 1. Dr Watson |
| | 2. Inspector Gregson and Inspector Lestrade |
| Chapter 3 | The Victorian Dynasty depicted in the stories |
| Chapter 4 | Arthur Conan Doyle's view of a new religion |
| | Conclusions |

Miyoki (KU - English Literature)

Topic: Regarding Alan Garner's “*The Owl Service*” - The story of a destiny of Wales

Abstract (Japanese)

Abstract (English)

[Table of contents]

- | | |
|-----------|--|
| Chapter 1 | What is the theme of “ <i>The Owl Service</i> ”? |
| Chapter 2 | What is mythology to Garner? |
| | (1) Garner and his family |
| | (2) Garner and education |
| | (3) Garner and mythology |
| Chapter 3 | “ <i>The Owl Service</i> ” via the characters |
| | (1) English and Welsh people |



- (2) The history and the "destiny"
- (3) What Alison describes
- (4) What Roger describes
- (5) Gwyn and Garner

Chapter 4 Conclusions from the criticism
Conclusion