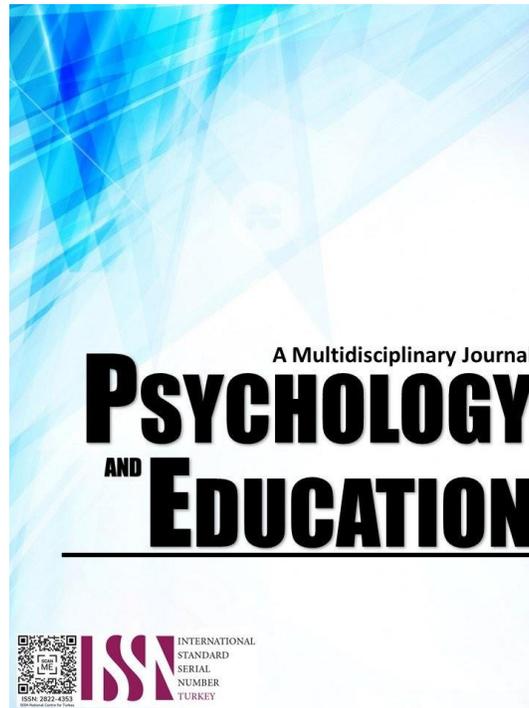


RHETORICAL MOVE ANALYSIS OF REVIEW OF RELATED LITERATURE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 30

Issue 1

Pages: 112-133

Document ID: 2024PEMJ2841

DOI: 10.5281/zenodo.14585784

Manuscript Accepted: 12-02-2024

Rhetorical Move Analysis of Review of Related Literature

Maurene S. Erellana,* Jobell B. Jajalla

For affiliations and correspondence, see the last page.

Abstract

This qualitative-move analysis study determined the moves present in the review of related literature written by the college students at Kapalong College of Agriculture, Sciences, and Technology. This study delves into the intricacies of crafting a comprehensive review of related literature, focusing on the moves employed by college students in their research papers. Drawing from the adapted framework of Hsiao and Yu (2012), the research identifies and elucidates four key moves: conceptualizing themes, integrating previous works, relating to current study, and advancing one's own research. Through an analysis of twelve literature reviews, the study highlights the significance of each move in shaping the discussion and conclusions of research papers. By understanding and implementing these moves, students can enhance the quality and coherence of their literature reviews, thereby contributing to the advancement of knowledge in their respective fields.

Keywords: *qualitative, move-analysis, review of related literature, research papers, college students*

Introduction

The review of related literature in a research paper is an important part as it is a critical examination of existing academic works relevant to the topic under investigation. In recent years, a great deal of research has been done on the rhetorical structures and elements of academic and professional articles. Many studies on rhetorical structures in academic and institutional contexts, particularly research paper writing, have been carried out both domestically and abroad, according to a survey of contrastive rhetoric studies. The introduction, methodology, and discussion parts of research journal articles, theses, and dissertations have all seen a great deal of research on rhetorical devices and linguistic exponents; however, the rhetoric of literature reviews has received less attention. This research component is required, hence it has to be examined in terms of its rhetorical devices and characteristics (Abejuela, 2018).

In global settings, particularly in Pakistan, students have lack of organization skills as making and achieving coherence in such long lengthy chapters like review of related literature. Multiple themes in the LRs are arguably needed to establish complicated conceptual and epistemological contours of the writers' research topics however it has to have some coherence to look like one argument and thereby establish the communicative purpose of the literature review at large (Anjum & Masroor, 2023).

In the Philippines, students have distinctive ways of presenting their review of related literature section. They do not adhere to a tight move structure when they write their review of related literature. While students have established a study manual for researchers to adhere to, most thesis authors appear to follow their own pattern, and their educational background has no bearing on how they write their review related sections. With this, some of the students faced difficulties and confusions in making and organizing their review of related literature on their research papers (Tulud, 2020).

The study needs an urgent research attention because of several reasons. The study underscored by its potential to significantly enhance the quality of academic discourse. This investigation is vital as it delves into the strategic structuring of literature reviews, offering researchers a valuable tool to refine their communication skills. An in-depth understanding of rhetorical moves empowers students to present literature reviews with heightened clarity and persuasiveness, amplifying the impact of their academic contributions. Moreover, as the academic environment grows increasingly competitive, mastering the art of rhetorical move analysis becomes imperative for researchers aiming to stand out. This study not only contributes to improved research synthesis but also provides students with a competitive edge, allowing them to craft literature reviews that captivate readers and distinguish their work in a crowded scholarly landscape. Additionally, this research attention is crucial for researchers aiming to design studies that strategically build upon existing knowledge, fostering a more nuanced and effective approach to academic inquiry.

The study of Robbins, Judge, and Vohra (2011) explored the intricacies of various literature reviews. They found that the common issue of literature reviews was researchers often get out of focus on the subject they tackle. On the other hand, the study of Abdullah (2018) revealed the significance of move-sensitivity in literature reviews. As Shahsavari and Kourepaz (2020) unearthed in a study that 40% of the researchers did not have a clear conception of the literature review organization, which posited a significant fact that literature reviews must be closely studied to understand the moves and common distinctions of literature reviews across various field of study. The abovementioned studies delved on the common misconceptions and issues in writing literature reviews in studies. The research results and findings of these studies conjugate to the research gap of this study – the limited exploration of the cultural nuances and disciplinary variations in the employment of rhetorical moves. While existing literature may emphasize general strategies, there is a gap in understanding how these rhetorical moves vary across different academic disciplines and cultural contexts. This gap is particularly relevant in the context of college students of Kapalong College of Agriculture, Sciences, and Technology who are often learning to navigate the intricacies of research writing. By examining the move patterns within the review of related literature, this research can illuminate how students negotiate the conventions of this genre, thereby contributing to a more comprehensive

understanding of how academic discourse is constructed and providing valuable insights for academic literacy instruction.

In addition, this study aims to provide a more comprehensive and detailed understanding of the nuances and moves of literature reviews. The results and findings of this study will be made available for utilization in future research endeavors. This study will also be accessed by public individuals to allow them to grasp the various rhetorical moves of included reviews of related literature. Above all, this study will serve its utmost value when this will be disseminated not just in the confines of the Kapalong College of Agriculture, Sciences and Technology but also in the wider audience reach.

Research Questions

The study aims to evaluate the review of related literature of college researches. Specifically, this study aims to know:

1. What are the moves found in the review of related literature written by college students?
2. What is the move structure found in the review of related literature written by college students?
3. What is the overall structure of the review of the related literature written by college students?

Methodology

Research Design

This study utilized a qualitative research design employing genre analysis. Genre analysis is a qualitative method of analysis that deals with the study of how language is used within a particular context. Further, genre analysis is an analytical framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of language use (Bhatia, 1993).

In this study, genre analysis is appropriate because it is a component of genre-based approach which emphasizes the writing conventions of a specific genre. Furthermore, it investigates the rhetorical move information and the logical arrangement of each move in every text-type.

Correspondingly, qualitative analysis is heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data is collected. Qualitative research is designed to divulge meaning that tells the exertion or results that are generally measured by quantitative research. Moreover, this approach investigates interpretations, meaning, and the social life's processes (Crossman, 2017).

Moreover, the qualitative approach of this study delved into the intricacies of crafting a comprehensive review of related literature, focusing on the moves employed by college students in their research papers. Focusing on the rhetoric moves, this explores on the distinct writing techniques employed by the researchers of Kapalong College of Agriculture, Sciences and Technology. This also allows the researcher to look closely into the intricacies and the common among the undergraduate student researchers of this institution. This paradigm is a pivotal aid in the systematic study and analysis of the corpora.

Instrument

The qualitative research requires relevant and accurate data from the chosen research samples. Thus, in this study, the researcher gathered important data through determining which sample are to utilize. The research materials for this study are the review of related literature written by college students. The goal is to analyze the moves found in literature review, move structure and overall structure of review of related literature written by college students.

As such, this study utilized twelve (12) review of related literature written by college students, it was gathered from the four (4) different majors under education program in Kapalong, College of Agriculture Sciences and Technology, namely: BSED English, BSED Mathematics, BSED Filipino, and BEED Generalist. Evidently, Clarke and Braun's (2013) recommendations, the current study utilized a corpus-based approach with a target range of 10-100 entries. Hence, a total of 12 review of related literature will be considered adequate for the scope of this study.

In order to guarantee a thorough analysis, the number of pages of each of the review of related literature had a minimum of ten (10) and maximum of (15) pages. The three (3) main questions of this study were used. The three research questions were used to know the moves found in the review of related literature written by college students. Also, this study identified the move structure of the literature review written by college students as well as the overall structure of the review of related literature written by college students. These questions helped the researcher to gather accurate data which provides answers to the study.

The researcher selected and used the research corpora with the following set of criteria: (a) review of related literature sourced exclusively from KCAST Library and Information Resources Center (LIRC), particularly researches from education program, namely: BSED English, BSED Mathematics, BSED Filipino and BEED

Generalist, (b) pages of review of related literature that ranging from minimum of ten (10) pages and maximum of fifteen (15) pages, ensuring a substantial and meaningful analysis and (c) researches spanning from 2020 up to the present. Furthermore, to avoid confusion, each review of related literature labeled with an abbreviation, followed by a number. For instance, the research materials

labeled as Literature Review (LR) along with its corresponding numerical order such as the follows: LR_01, LR_02, LR_03, and so forth. This approach allowed the researcher to keep track of the data and facilitate the analysis process.

Furthermore, it is crucial to stress how important it is to get the right approvals before starting the corpus collection process for this study. The researcher took great care to obtain specific approval from appropriate authorities, guaranteeing adherence to both legal and ethical mandates. This careful approach protects the rights and privacy of the people whose materials are included in the corpus, as well as the integrity of the research process.

Procedure

Step-by-step procedures were followed in any study to ensure accurate results throughout the study as suggested by Creswell (2009). The following steps were taken to successfully carry out productive results.

First, the researcher wrote a letter of approval to Dr. Rodrigo C. Licayan, Jr., the College President of KCAST through the Research Director, to allow the researcher to have copies of the research review of related literature of college researches in the KCAST main library specifically in the above mentioned four (4) different majors under education program. Second, after getting the approval, the researcher sent an informed consent to the researchers of the different research papers that was utilized for this study via Messenger before their research papers were be included in the analysis.

After the analysis, the gathered data helped the researcher to gain clear and relevant results of the genre analysis on research review of related literature of college researches. Lastly, the results of the analysis were carefully presented and discussed. The data was analyzed and explored based on the problem of the study. The results were supported with related studies and literature to specify the idea.

Data Analysis

In this study, the gathered data were presented and analyzed based on Hsiao and Yu's Rhetorical Move Analysis, anchoring on the needs and objectives of this research endeavor. This entails that sufficient analysis of the content of the respective review of related literature were closely studied in order to generate the significant findings of the study. Thereby, the aim of data analysis is to search for common patterns which may reveal and solidify the ideas that may answer the research questions being established in the study.

In connection to that, Lune and Berg (2017) posited that data analysis in qualitative studies are noteworthy process of systematical search and arrangement of the findings. This process was done to enable the researcher to accumulate and to increase the public's understanding of the research topic.

In the researcher's case, the corpora of the selected research studies of undergraduate education students of Kapalong College of Agriculture, Sciences and Technology have become the main instrument for this study's data analysis. Data had diligently undergone various treatments and processes to extract the sole findings of the study.

The abovementioned twelve (12) researches that used different approaches were selected from KCAST college researches specifically in the chosen field which is education program. After such, the gathered data was analyzed by the researcher using genre-based approach and Hsiao and Yu's Framework for review of related literature analysis to determine the rhetorical structures as well as the move-step structure found in the review of related literature of KCAST college researches.

Furthermore, the researcher then plotted the results of the analysis in a comprehensive tabular representation in order to collate the sample statements that illustrated the various moves and steps according to the adapted framework. This step is crucial in determining the employed moves as well as the steps in the written literature reviews in the review of related literature of education researchers of KCAST. And to strengthen the thorough analysis of the information and data based on the Hsiao and Yu Framework, critical reviewing was subjected to the esteemed researcher adviser, panel of examiners and relevant studies as references. This is to ensure that the findings are congruent to the existing and reliable studies.

Ethical Considerations

To ensure a good practice in research, the ethical codes were given importance wherein it was observed and applied to the confidentiality of the chosen twelve (12) researches as samples for this study, confidentiality was also applied to the researchers of the chosen researches as well.

The main concerns of this study are the research review of related literature of KCAST college researches. This is to preserve the trust that the researchers of these research papers entrusted us. Thus, the researcher followed the ethical standards in conducting this study as enshrined in Belmont Report in 1974. In this study, the research objectives and methodology were explained to the researchers of chosen research papers.

Respect for Persons. The researcher was obligated not to present publicly the weaknesses of the sample data that was gathered along with the conduct of this study. Self-sufficiency was avoided in order to maintain harmonious relationship between the owners of the researches and the researcher of this study. To address this component, the research objectives and methodology were explained to the research committee. The researcher prepared an informed consent where they were given full information about the study, both risks and benefits. As part of the consent, the researcher included the researchers' right to withdraw from the study, the focus of the study

and methods employed, statements surrounding confidentiality, and a signature of both the researcher and the research committee.

Consent providing consent to the owners of the chosen researches is another way of showing respect. By having this, awareness was instilled in the owners as to the objectives and purposes of the research study that the researchers were involved (Creswell, 2012). Written consent was given to get their approval from the presented conditions.

After getting their response and approval, their research reviews of related literature were included and analyzed by the researcher. To address consent, the researcher provided informed consent which was given to the College President of KCAST and to the research committee to ask permission to conduct the study containing the focus of the study and methods which were employed and the statements surrounding confidentiality.

Benevolence refers to making efforts to secure the well-being of the owners of the researches that was utilized in this study or to maximize the possible benefits of the research and minimize its possible harm. The key to this is that, research has both risks and benefits, to make sure they balance. As suggested, the researcher have assured that the sample data that were gathered along with the conduct of this study will be equitably selected (Belmont report). To establish benevolence, the researcher ensured confidentiality when it comes to the personal identity of the researchers of the selected twelve (12) research papers, and this was done through anonymity. The result of this study become the basis for researchers in constructing and organizing their research review of related literature.

Justice as cited by Bloom (2006) requires a reasonable allocation of the risks and benefits as part of the findings of the research. Acknowledging the contributions of all the owners of the chosen researches as they were part of the success of this study. All their endeavors must be given credits. Furthermore, during the conduct of this study, there was no money involved from the owners of the researches. In this study, the researcher assured that the research review of related literature that were used for analysis have been equitably selected. Furthermore, the researcher ensured that all the principles as enshrined in Belmont Report was addressed to protect the right of the owners of the research papers.

Results and Discussion

This section contains the move analysis of the move sequence or structure, the overall organization of the selected review of related literature written by the college students under education program. In turn of the data gathering conducted, the following parts of the paper shows the moves found in the review of related literature, the move structure as well as the overall structure of the review of related literature written by college students.

Moves of the Review of Related of Literature Written by College Students

In my study, I have subjected the review of related literature under scrutiny for move structure or move sequence from the framework of Hsiao and Yu's (2012) which was the effective structure of review of related literature and have yielded the following results as examined from the literature based on my objective review. Additionally, my analysis and objective review were subject to check and reviewed with my peer debriefer to check the consistency and validity of my results.

Move 1: Conceptualizing themes in field

In writing the review of related literature, conceptualizing the themes in the specific field is the first step that a researcher must accomplish its output effectively. This is the part of the review of related literature that encapsulates the central idea, essential concepts and main ideas that are to be tackled in the proceeding articles. To expound further the Move 1, below are the following samples taken from the corpora that show how researchers from Education Program of Kapalong College of Agriculture, Sciences and Technology write their review of related literature.

"An education that is self-directed and focused on personal development is lifelong learning. Lifelong learning occurs both inside and outside of educational institutions, and it can be formal or informal." - LR_02

Table 1. *Moves of Review of Related Literature*

<i>Move</i>	<i>Stages</i>	<i>Review of Related Literature</i>
Conceptualizing themes in field	Presenting field knowledge/ theory/ belief/ practices related to current study	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Identifying subfields in the major field	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Organizing major themes to be reviewed for the current study	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Surveying research activities	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
Integrating previous works on the theme	Grouping and drawing ideas from source materials to gain new a perspective	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Critiquing the quality of the research discussed	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12



Relating the previous works to current study	Claiming the relevancy to the current study	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Indicating a gap	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
Advancing to one's own research	Announcing the aim of the research	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Announcing the research design or research process	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12
	Announcing the theoretical position or theoretical framework	LR_01, LR_02, LR_03, LR_04, LR_05, LR_06, LR_07, LR_08, LR_09, LR_10, LR_11, LR_12

From the corpora taken in LR_02, we can observe that the researcher began by defining self-directed and personal development-anchored education. The definition given drives the theme of the paper which it centers. Also, the researcher was able to given context on which the abovementioned learning can occur.

“Move analysis means a text representing a genre consisting of smaller units (move).” LR_05

On the other hand, from the data taken from LR_05, the researcher conceptualized the theme in the field of the study by accompanying the definition with a specific classification. The researcher utilized a common technique of giving definition with an aid of concrete classifications of contents.

“Sa loob ng aktuwal na karanasan sa pagtuturo, ang pinakakaraniwang alalahanin ng mga kalahok ay ang pagmamaside ng kanilang mga mentor.” LR_12

(The primary concern of those student teachers who are in their practice field, who are in actual experience of teaching is the observation of their mentor teachers.)

Further, from the sample taken from LR_12, the researcher began the conceptualization of theme by presenting the main concern of the participants. This way, the readers are able to grasp the central argument that is present in the paper. The researcher presented the theme to the readers in an approach of giving the root of the discussion, which is the presence of the emerging problem. This was commonly used by researchers to establish the flow of the statements comprehensively.

“ICT integration in the process of teaching and learning may improve the student's capacity to carry out tasks, acquire new abilities, and cultivate interpersonal skills while working anywhere.” LR_06

Lastly, the sample from LR_06 showed that the researcher established the theme in the beginning by giving the readers the definition of the main concept that will be tackled in the entire research paper. The beginning of the review of related literature of LR_06 allow readers to fully comprehend the central idea before giving them the complex idea that supports the theme that are present in the paper.

Consequently, there are many ways to observe in achieving an effective and comprehensible conceptualization of theme in the field of study. However, in my study I have chosen the framework of Hsiao and Yu (2012) of which they elucidated four ways in conceptualizing themes in a field. These were presenting of field knowledge/theory/belief/practices related to current studies, identifying subfields in the major field, organizing major theme(s) to be reviewed for the current study, and surveying of research activities, and what was presented above were the sample conceptualized themes of the review of related literature of education students in this institution. It did not discuss yet individually as to the sub-steps of review of related literatures presented by Hsiao and Yu. Hence, to further explain what were these moves, explanations and samples from the corpora were taken for better explanation.

Presenting Field Knowledge/Theory/Belief/Practices Related to Current Study. The first sub-step of in Move 1 that Hsiao and Yu give in writing comprehensive and effective review of related literature is presenting of field knowledge/theory/belief/practices related to current study. It is a statement that is usually located in the beginning part of the review of which it attempts to give readers initial ideas that are connected to the main concept. There are many ways in presenting field knowledge. It can be done by defining the main concept, citing a statement from a prominent individual, statistics, and sharing of definition or starting it with a scene and thesis statement.

“Online learning is education that takes place over the internet. It is often referred to as “e-learning” among other terms.” LR_01

From the first sample corpora, it is noticeable that one common way of education researchers in presenting field knowledge was by defining it. The researcher presented the general idea of what is online learning in order for readers to grasp the essential definitions before delving into deeper contents later on.

“The institution involved in the preparation of materials for self-learning ensure that they are compatible with the relevant learning process as well as communication theories.” LR_04

Further, in LR_04, the researcher presented field knowledge and practice that were related to the main concept of the study – the emergence of preparing of self- learning materials. The researcher emphasized that in preparing materials for self- learning, involved

institutions must be prepared.

“Ang pagganyak ay isang mahalagang salik ng tagumpay sa akademiko upang aktibong makisali ang mga mag-aaral sa isang mas makabuluhang talakayan.” LR_03

“(Motivation is an essential factor in attaining academic success for this encourages participation of learners in a more interactive and meaningful learning.)”

Moreover, from the sample taken from LR_03, the researcher presented a related knowledge about the study by highlighting the significant contribution of the main theme. The researcher utilized this approach of presenting knowledge in order to establish relevance with the current material to the study being conducted, emphasizing the importance of mentioned theme in

“Public relations are the process of making a heartfelt connection between a person or organization and the people who can truly benefit from and care about their message.” LR_09

Lastly, from the last sample taken from LR_09, the researcher began the review of literature by defining the main concept and related it to the existence of its benefactor. This approach was utilized by the researcher to establish a more comprehensible flow of statements for readers to consume. Readers who were given the definitions first will less likely to not struggle in connecting the concepts encountered when the fundamental information necessary to understand the concept were already discussed in the beginning. In addition to this statement, it is indeed true that public relations are having harmonious connection with people in the circle of influence so that positive outcomes can be harvested in the end.

Identifying Subfields in the Major Fields. The second sub-step in Move 1 that Hsiao and Yu (2012) gives in writing review of related literature’s conceptualizations of themes in a field is identifying subfields in the major fields. The identified subfields will give a more comprehensive and guided approach on how to discuss the salient information which are valued as beneficial in the entirety of the study conduct. Researchers who identify subfields in correspondence to the existing major fields are capable of deepening the discussion in the manner that it generates organized and comprehensive discussion.

“Every learner picks up new skills through formal education, socializing, trial and error, and self- initiated study that is driven by their own natural interests, curiosities, and motivations.” LR_02

From the sample of LR_02, the researcher highlighted the related subfields of factors that influence their learning progression. The identified subfields have significant contributions to the major fields of study as they play an important role in either attaining the goal or repelling it. The researcher in the given sample below enumerated the way of which learners identify learn accordingly.

“Theories of communication, as beneficial to education, direct students in the presentation or discussion of information through modes and methods of interaction between learners and teachers. Attracting and regulating attention, stimulating recall, promoting learning, providing input, recalling, and reviewing performance are all aspects of instruction.” LR_04

Moreover, taken from the sample of LR_04, it was observable that the researcher identified the related subfields above. The enumerated identification of subfields made the grouping of ideas easier. The reader will be given a congested presentation of concepts before delving into their classifications. The identified subfields also emphasized the correlativeness of the major field in the presence of existing supporting fields, and of how these subfields impact each other in the long run.

“Ang kakayahan ay hindi lang tumatalakay sa pagkakaroon g kaalaman sa gramatika, bagkus naglalaman din ng mga konseptong kaangkupan, pagtanggap, kultura, sitwasyon at di-berbal na pakikipagtalastasan.” LR_07

“(Skill does not only limits to the ability of acquiring knowledge in grammar, yet it also encompasses other conceptual appropriateness, understanding, cultural, situational and non-verbal communication.)”

Further, the sample from LR_07 demonstrated the identification of subfields that are relevant with skill in language learning. The researcher enlisted conceptual appropriateness, understanding, cultural, situational and non-verbal communication as subfields in language learning as these elements play vital role distinctly, Hence, the identified concepts also have unique roles in language learning. It is absolutely true that in learning, skill does not comprise it all. It takes other fields/factors in order to succeed the goal.

“Organizational communication as an academic discipline embraces the study of symbol, messages, media interaction, relationship, networks, persuasive campaign and broader discourse within an organization.” LR_08

Additionally, from the sample taken in LR_08, the researcher explored the subfields of organizational communication which includes study of symbol, messages, media interaction, relationship, networks, persuasive campaign and broader discourse. These enumerated fields were beyond the mere organization discourse that occurs within the circle. These also entail the significant contribution it can impart in the organization and the distinct parts these fields have to play. Through these identified subfields, the readers will be given hint what are the other concepts that are related in the further discussion. Readers were actually guided with what data they encounter by giving them the identified subfields.

“Problem solving helps students practice and integrate concepts, theorems, and skills, develop good, meticulous, high-desire, and

confident thinking, and improve their math skills.” LR_10

Lastly, the sample drawn from LR_10 emphasized the subfields that are correlated with the outcomes of learning mathematics. The researcher enumerated the aftermath of mathematics learning as it encourages problem solving, thus developing practice and integration of concepts, theorems and skills in real-life scale, foster good and meticulous thinking. Additionally, this type of subfield identification is effective and beneficial in establishing coherent and comprehensive presentation of statements in the discussion.

Organizing Major Theme(s) to be Reviewed in the Current Study. The third sub-step in Move 1 that Hsiao and Yu (2012) gives in conceptualizing themes in a field of study is organizing major theme(s) to be reviewed in the current study. It tells the readers the sequencing of how the identified fields in the study are presented in the discussion proper.

To further discuss organizing major theme(s) to be reviewed in the current study, samples were taken from the corpora of the study.

“Online learning also has its own collection of positives and negatives, as in most teaching methods.” LR_01

From the first sample taken from LR_01, the researcher elucidated the major themes that emerge in the study: the negatives and positives of online learning in the context of the teaching and learning process. The statement pointed out that the abovementioned review of related literature will center in tackling the positive and negative of online learning in the teaching end of teachers. This only organized the opposing idea that is prevalent in the context of the study.

“Ang pagganyak sa pagkamit ay hindi isang solong konstruksyon, ngunit kabilang ang iba’t-ibang mga konstruksyon tulad ng konsepto sa sarili ng kakayahan, halaga ng gawain, mga layunin at pagganyak sa tagumpay.” LR_03

(“Motivation in achieving success is not the sole construct but part of the different constructs such as personal belief in one’s abilities, importance of the task and motivation of succeeding.”)

On the other hand, in the sample presented in LR_03, the researcher organized the relative themes that are contributing in the development of motivation in learning. The researcher made mentioned the pivoting themes such as personal belief on one’s abilities, putting significance on the task and motivation. These themes all narrows down in delving with how motivation can affect the learning progress of an individual.

“A variety of factors, such as shifts, novelty, and material attractiveness, can attract students’ interest in what they’re learning.” LR_04

Meanwhile, the sample statement from LR_04 depicts the organization of themes that are further discussed in the study. This highlighted the essential concepts that contribute in the interest of learning. This include factors such as shifts, novelty, and material attractiveness. In entirety, the organized themes constituted the essential concepts in which the discussion revolves.

“Ito ay tumutukot sa dalawang dimensyon, ang motibasyong instrumental at integratibo.” LR_07

(“Motivation has two dimensions: the instrumental motivation and integrative motivation.”)

Additionally, the sample taken from LR_07 illustrates the organization of relevant themes. The researcher then stipulates the two dimensions of motivation after the identified subfields as this will help readers be guided by the sequence and flow of the discussion later on. This approach is also beneficial on the end of the researcher. From the organized major themes, the researcher can generate a more cohesive and comprehensive presentation of ideas.

“Scholars presented the principle of politeness, which includes a collection of politeness maxims, as types of behavior that develop and maintain respect and friendship.” LR_11

Lastly, the sample derived from LR_11 denoted the organization of major themes that are related to politeness. The researcher in the abovementioned study organized the major themes of the study by its corresponding principles, such as politeness maxims, and types of behaviors. With the aid of the organized themes, the researcher will be guided with the concepts to present in the paper. The readers as well, will benefit from this part of the review of related literature. With the lengthy pages of review of related literature, having a section of statement that distinguishes and organizes themes to be discussed is a great aid.

Surveying Research Activities. The fourth sub-step in Move 1 that Hsiao and Yu (2012) elucidate in writing comprehensive and cohesive review of related literature is surveying research activities. It tells the readers the relative studies and research exploration conducted in connection with the theme discussed to provide factual evidences of the claims and statistics mentioned. Further, the researchers can cite a new perspective from the research outputs they survey. Thus, this is a crucial part that should not be skipped in writing for a comprehensive review of related literature.

To further elaborate the concept of surveying research activities, samples were taken from the corpora of the study.

“Kaya’t, ang mga mananaliksik na pang-edukasyon ay gumugol ng mga dekada sa pag-aaral ng pagganyak ng mag-aaral at pagtukoy ng pinakamahusay na mga diskarte sa silid-aralan para sa pagpapaunlad ng intrinsic na motibasyon upang matuto.” LR_03

(“The educational researchers spent decades in intricately studying motivation in learning and in determining the most efficient

strategies in classrooms that will foster development of intrinsic motivation in learning.”)

From the sample taken in LR_03, the research activity was exemplified by how the writer of the review of related literature mentioned the conducted research done by researchers in the education field. This statement solidifies the accuracy of the data mentioned with the aid of the findings of the study conducted. Moreover, the research activity that was cited in the review of related literature strengthens the validity of the data presented in the paper.

“Originally, move analysis was intended as a tool that would assist novices in developing an understanding of scientific writing conventions. Due to its investigative potential for identifying subtle textual characteristics, it has been applied to a wide range of social genres including grant proposals, legal documents, philanthropic discourse, etc.” LR_05

Meanwhile, the sample taken from LR_05 mentioned the research activities that were done. Not only that, there is an intricate survey of relative studies, the researcher was able of discovering the original intent of move analysis. This statement testified the evident survey of research activities. What was also remarkable in surveying research activities that were prevalent in the references was the discovery of relative contribution the concept you are studying can contribute or have contributed in the other fields. The abovementioned surveyed research activity above revealed that move analysis was originally utilized by novices in scientific writing in understanding the complex ideas that are presented.

“It was shown in the study that most of the staff likes to remain doing things they are used to and refuse to accept any changes. The findings of the study demonstrated that using ICT in the classroom produces educational and pedagogical results that are beneficial to facilitators, teachers, and students alike.” LR_06

Moreover, the sample from LR_06 enunciated the significant impact of the reference study. Through surveying the research activities of the reference materials the writer of the review of related literature can draw relevant findings that support the hypothesis of the current study. Surveying research activities also implies assessing the references and its findings to determine if it can relatively contribute something in the accomplishment of the study.

“A study in Texas was conducted wherein through a rhetorical analysis of texts, the writers view writing as a complex structure that is fully conscious as a rhetorical agent and actively chooses linguistic representations and maintains self-concepts.” LR_08

In addition, the sample from LR_08 emphasized the research activity conducted in Texas. The research activity surveyed above explored the rhetoric analysis of texts. The researcher was able to solicit the perception of writers in terms of utilizing rhetoric analysis. Surveying the research activity in a study paves way to scrutinizing the significant details such as the relevance of the study in the current context. In the given sample above, the writer of the review of related literature surveyed the research activities executed and it added the weight of the findings.

“Ang pag-aaral na ito ay naglalabas sa mga hindi pantay-pantay na aspeto ng isang pamamaraan ng pagsasanay sa Ingles na pangunahing ginagamit sa mga estudyante na hindi mayorya sa Ingles na galing sa mga rural na lugar sa Tsina.” LR_12

(“This study found the ununiformed impact of different strategies of practicing the use of English as primary communication medium for learners who are not major in English from the rural places of China.”)

Lastly, from the sample taken in LR_12, it pictured the research activity based in China. The survey of this research activity paved way to delving in the intricacies of English language learning to non-English speakers. Through this approach, the researcher preparing the review of related literature can establish a well-supported related literature. This was a fundamental part of the study as research activities validates the conduct of researches as source of reliable information and data to support claims and arguments.

Move 2: Integrating Previous Works on the Theme

In writing the review of related literature, integrating the previous works on the themes is the second move. It is a significant move for it encompasses the grouping and drawing ideas from source materials to gain a new perspective and critiquing the quality of research discussed. This move contributes a significant impact to the overall validity and reliability of the study. The integrated works on the identified themes solidifies the factuality and foundation of the study. As elucidated by Hsiao and Yu (2012), integrated works help in establishing what are already known and facilitate deeper understanding of the idea at hand.

To expound further the Move 2, below are the following samples taken from the corpora that show how researchers from education students of Kapalong College of Agriculture, Sciences and Technology write their review of related literature.

“Thus, the development of self-help material that will enable the student to improve previously recalled capacity acquired knowledge is essential.” LR_04

First, the sample from LR_04 demonstrated the integration of the previous finding in the theme of the study. Even though the statement did not explicitly cite the reference of the material, the context of the statement vividly described the generalization of the finding and came up suggesting that self-help materials enables improvement of previously acquired knowledge. This statement also implied that findings from the previous works, serving as reference, can contribute to arrive at a sound and implementable approaches to resolve the concern in the study.

“In 1981, the term move analysis was first developed by John Swales, it is to investigate the underlying generic structure of research articles (RAs) in terms of moves-and-steps for pedagogical purposes.” LR_05

From the corpora taken in LR_05, we can observe that the researcher integrated result of the previous works on the identified themes. The sample emphasized the work of John Swales on 1981, centered on the terminology “move analysis”. Through this move, the readers and the researchers were given opportunity to link the findings of the previous research works on the recent findings.

“The results of the study concluded that problem solving methods were more effective than scientific approaches to students' abilities in communication, creativity, problem solving, and mathematical reasoning.” LR_10

From the sample in LR_10, this part exemplified the integration of previous materials to the themes in the study. This move paved way to generate new concepts and unveil the impact of the findings to the current themes of the study. Additionally, the sample above elucidated that problem-solving methods were more effective than scientific approaches. In the pursuit of determining what method is more applicable for students when the goal is to enhance the capabilities of the learners in communication, creativity, and mathematical reasoning, the researcher drew relative information from previous work and utilize it as guide to spearhead the discussion.

Grouping and Drawing Ideas from the Source Materials to Gain New Perceptive. This is the first sub-step in Move 2 according to the framework of Hsiao and Yu (2012). It gets excerpts from source materials and incorporate it in the group of gathered ideas to obtain new perspectives and of how it can be utilized in the current study. This part of a review of related literature is significant. This part influences the factuality and reliability of the integrated data and statistics in the study. To construct a comprehensive, cohesive and reliable data presentation in the study, growing ideas from source materials available is the solution.

For better understanding and illustration about grouping and drawing ideas from the source materials to gain new perspective, samples were give below from the corpora of the study.

“Procter described blended learning as 'an effective combination of different modes of delivery, teaching models and learning styles in which a student learns at least in part by providing content and instruction online with some element of student control over time, venue, direction, and/or speed and at least in part at a supervised brick-and-mortar location away from home.” LR_01

From the first sample corpora in LR_01, it is noticeable that the researcher derived additional information about blended learning from knowledgeable others. The description of Procter gave to the researcher additional inputs that are crucial to the shaping of factual and reliable contents of the study. One thing that was remarkable in this part was the strengthening of claims and arguments with the support of information from source materials selected.

“Ipinapakita ng mga pag-aaral na ang intrinsic motivation ng mga mag-aaral ay maaaring bumaba habang sila ay umuunlad, na humahantong sa mas mababang pagganap sa akademiko.” LR_03

(“Studies suggest that intrinsic motivation of students may decline as they age, resulting to lower academic performance.”)

Additionally, the sample from LR_03 suggested that the integrated source materials gives additional information of what the study tries to delve in. Referring to source materials to strengthen the dispositions at hold, will lead to enforcement of concept. LR_03 demonstrated how source materials present various context of arguments in the statement – and of how it can holistically change the course of the discussion. The researcher when writing review of related literature had to consider the contrasting claims from source materials existing in the initial lay in order to arrange them accordingly.

“The study focused on the use of GeoGebra tools and applications by mathematics teacher education students during their formative process. Through the integration of ICT, the students were able to rediscover school mathematical content and introduce a more exploratory methodology into their teaching practice.” LR_06

Moreover, from the sample taken from LR_06, highlighted the focus of the source material study. It was prevalent that the researcher included this study to emphasize the outcome of integrating ICT in learning mathematics. In this sense, the source materials were utilized as supporting statements to the themes and concepts that were emerging in the study. To provide a more comprehensive and reliable input to the themes and concepts, studies that were related and conducted in alliance to the field concerned were employed.

“Other researchers on problem-solving methods emphasized the role of the method in developing students reasoning skills, both quantitative reasoning, innovative and critical thinking among others.” LR_10

Lastly, the sample from LR_10 illustrated the imperative implication of source materials in generating new perspectives in the study. The phrase “other researchers” denoted the wide resource appraisal conducted which leads to grouping and drawing of relevant source materials. This approach was utilized to establish an effective deliberation of the existing concepts that need supporting statements in order to appear more comprehensive on the end of the readers.

Critiquing the Quality of Research Discussed. This is the second sub-step of Move 2 according to the framework of Hsiao and Yu (2012). It encompasses statements that critiques and determine the quality of research discussed. This step is crucial in justifying the overall contribution of the research discussed to the need of the study. Critiquing the quality of research discussed give avenue to assess if the source material can deepen and extend support to the argument and themes in the paper. In writing for review of related literature,

the researcher should be well-verse with scrutinizing and critiquing of the source materials of the researches discussed. Through that, the justification of its relevance and additional input for new perspective generation comes hand in hand.

To further explain and illustrate the critiquing of the quality of research materials discussed, below are the samples taken from the corpora of the study.

“Ang mga pag-aaral na sumusuri sa kaugnayan sa pagitan ng intrinsic na pagganyak at mga resulta ng pag-aaral ay nagbigay ng mga kapaki-pakinabang na pananaw sa mga epektibong istilo ng pagtuturo at matagumpay na mga resulta ng pag-aaral.” LR_03

(“Those studies that assessed and determined the relationship of intrinsic motivation and the result of studying contributed beneficial perspectives on how can effective teaching styles and successful teaching results be attained.”)

From the sample in LR_03, it explicitly critiqued the quality and the contribution of the study to the themes and concepts present in the paper. The phrase “contributed beneficial perspectives” elicit a connotative implication that the researcher delved with through critiquing of each source materials that were integrated in the study. Determining the contributed benefits on the held perspectives of a researcher boiled down on how the researcher perceived and critiqued the intricacies of that research paper discussed. For a researcher to declare the contribution of it to the themes suggest that active criticism on the materials was prevalent.

“The above-mentioned readings pointed out the insights of some people regarding the teaching and learning process in conflict areas as well as the effects brought by these issues and conflicts top teachers and students.” LR_04

Moreover, the sample taken from LR_04 illustrated the criticism on the research paper discussed and integrated in the study. The statement connotatively implied the significance of the study on influence of people’s insights concerning the teaching and learning process. This step is beneficial in delving with how the research paper integrated and discussed in a study influenced and contributed in the central idea and theme of the paper. In order to arrive at a comprehensive and cohesive presentation of information, the source materials also should uphold to the fundamental principle of the study for the two of the align with each other. And that is observable in the sample taken from LR_04.

“Based on preliminary research, the researcher only focused on two strategies, namely positive and negative politeness.” LR_11

Additionally, the sample in LR_11 elucidated the critique of how the preliminary research conducted impart a contributory knowledge in the study. From the statement above, it suggested that the act of only focusing in the two strategies, resulted to summoning limited information and data potential to be included in the paper. Also, the statement above claimed that since it is still preliminary, the following conducts should delve deeper and source for more.

“Ang pag-aaral na ito ay epektibong natukoy ang pagpapakita ng isang malakas na katangian ng pag- aaral sa loob ng isang programa.”

(“This study effectively determines the demonstration of excellent qualities of a research under in one of the programs.”) LR_12

Lastly, the sample from LR_12 demonstrated the criticism from the research material. The phrase “effectively determine the demonstration” implied that the source material integrated in the study had the potential to contribute a sound conclusion. It is undeniable how a source material can impact the overall quality of the study it was being integrated. Thus, the effectiveness of the source material can positively impact the contents of the review of related literature. The principle remains firm, what is being integrated can either improve or ruin the collective theme of the study.

Move 3: Relating the Previous Works to Current Study

In writing the review of related literature, the key technique to tailor for a comprehensive and informational presentation of related studies is through relating the previous works of researchers, either locally or internationally, to the current study. It was a significant move for it corresponds to drawing of relationship between source materials and the current to gain a new perspective. This move implied a significant role in creating a coordinated outline of presentation. The integrated works on the identified themes accentuate the factuality of the study. As elucidated by Hsiao and Yu, relating the previous works to current study enables an in-depth inquiry and justification of the themes. Also, relating previous works vouchsafes an unambiguous comparison of the findings from the previous studies and findings recently.

To expound further the Move 3, below are the following samples taken from the corpora that show how researchers from education students of Kapalong College of Agriculture, Sciences and Technology write their review of related literature.

“Kumar (2015) stated that the versatility of the time and place of online learning brings more and more students into online education. Online learning, being the newest wave of education, while presenting challenges for both instructors and students, is already having a fair display” LR_01

From the sample taken in LR_01, the researcher related the work of Kumar (2015) to the present state of distance learning. This is an explicit demonstration of relating the previous works to the current study. The presence of the internet posits the availability of references that can be integrated with the study. The step of drawing the relativity of the materials in the paper equates to coming up with a cohesive and comprehensive discussion in the paper.

“Kinumpirma ng pag-aaral na ito ang mahalagang impluwensya ng self-regulation at social presence sa pakikipag-ugnayan ng mag-aaral sa pag-aaral sa malalaking klase sa kolehiyo.” LR_03

(“This study confirmed the important influence of self-regulation and social presence on student engagement in learning in large college classes.”)

Additionally, the sample from LR_03 demonstrated the relativity of the previous study to the current study. The confirmed influence of self-regulation implied how that finding impacted the overall perspective of the paper. It was also prevalent that the conducted study served as additional input to the content of the new study. This illustrated integration and establishing of relativity in the current paper being worked out.

Claiming the Relevancy in the Current Study. This is the first sub-step of Move 3 according to the framework of Hsiao and Yu (2012). It referred to the process of establishing a clear connection between the sources cited and the research being conducted. It involved demonstrating how each source contributes to the understanding of the topic at hand and informs the current study.

“All of the concepts are relevant to the researcher's research because they acted as a springboard for the study's conceptualization, including the formulation of research questions and anchored hypotheses.” LR_04

The sample taken from LR_04 emphasized the relevancy of the research studies and concepts that were being integrated into the recent study. The statement also prevails in how relevant studies influence the conceptualization and formulation of significant parts of the study. The researcher was able to draw inspiration from the load of references that were integrated in the study.

“The research findings emphasize the positive impact of integrating ICT into the classroom, leading to improved self-directed learning and overall learning outcomes.” LR_06

Additionally, the researcher in LR_06 emphasized the findings of the research findings and it suggested that an established relevancy anchors on how source materials in the study presented and deliberated the information, making it beneficial on the end of the readers. When writing a review of related literature, it is an imperative move to select relevant and implemented research findings in the discussion proper to establish a well-structured content of the discussion.

“The results indicated strong genre differences in the area of linguistic complexity.” LR_08

Moreover, the sample in LR_06 highlighted the result of the previous research material and what it suggests in the area of linguistic competence. On the other side, crafting a comprehensive review of related literature required drawing reference from the indicated and proven research. Through that, the identified issues in the paper will be given a different scope of perspective, thus, giving the indication of an intent to foster relevancy in the materials used.

“Penelope Brown and Stephen C. Levinson's (1978) politeness theory dominates and is widely accepted in the field of linguistic politeness.” LR_11

Further, the sample from LR_11 showcased establishing relevancy between the previous works and the current study at work. The study of Penelope Brown and Stephen C. Levinson (1978) centered on politeness theory dominating the vast field of linguistic politeness. This indicated the wide relevance of the selected research material in the theme and concept being stipulated.

“Ang mga natuklasan ng aming pagsasaliksik ay nagbibigay-liwanag sa mga praktika sa pagtuturo ng mga guro na nakalahok, at nagpapakita ng malinaw na pagkiling tungo sa isang oryentasyon na mas tumututok sa produkto sa kanilang integrasyon ng MoMo (Modeling at Modeling-based Inquiry) sa kanilang pagtuturo.” LR_12

(“The findings of our research shed light on the teaching practices of the participating teachers, and show a clear bias towards a more product-focused orientation in their integration of MoMo (Modeling and Modeling-based Inquiry) in their teaching.”)

Lastly, the sample taken from LR_12 boded relevancies in the integrated material. The researcher was able to generate sound and relatable discussions that held pertinence with the source materials and current study. Even though it was not directly mentioned, the statement suggests the incriminating involvement of findings in the generation of deepened discussions.

Indicating a gap. This is the second sub-step of Move 3 according to the framework of Hsiao and Yu (2012). It referred to process of identifying and discussing an area that has not been sufficiently explored or addressed by previous research. This step is crucial. It does not only help in highlighting the significance and originality of a research but also provided a justification for the study. It showed that the research was not merely a repetition of what has been done before, but was a valuable addition to the existing body of knowledge.

For better understanding and illustration of indicating a gap in the study, samples were given below from the corpora of the study.

“Boon (2015) said that with little or no training or guidance about how to teach effectively, many instructors enter the online teaching environment. In the online classroom, techniques that work well in the face-to-face setting can fall flat, and often excellent teachers find themselves struggling to connect with their online students.” LR_01

From the corpora taken in LR_01, the researcher was able to integrate source materials in the study and at the identified the gap. The

insufficiency of technological knowledge and training on the end of the teachers in online teaching environment posited a gap. This gap served as a drive for another resource appraisal to resolve the gap.

“Returning students often face unique hurdles when it comes to being academically prepared for their educational journey. One of the central challenges returning students encounter is bridging the gap in academic knowledge and skills.” LR_02

In addition, the sample from LR_02 indicated the academic preparedness of the returning students. The researcher mentioned the core issue that was prevalent in the study – bridging the gap in academic knowledge and skills of returning students. This step was crucial when writing a cohesive and comprehensive review of related literature.

“On the other hand, many learning theories are in use today, but they do not cover all aspects of how we learn.” LR_04

Furthermore, the sample derived from LR_04 tackled the gap in learning theories that were mentioned that it does not cover all learning aspect. This statement implied how indicating of gap impacts the overall theme of the study. In writing cohesive and comprehensive review of related literature, it is significant that gap is indicated. That indicated gap serves as drive for further research, to provide resolution to the existing gaps.

“The use of social media for assisting learners and creating an online community, however, revealed considerable discrepancies between teachers and students.” LR_06

On the other hand, the statement from sample LR_06 indicated discrepancies between learning and teaching in the community. This gap enclosed the challenges that have yet found answers and were still waiting for a bridge to resurrect the gap.

“There were limited changes over time on most measures and a notable lack of development in the area of accuracy.” LR_08

Additionally, the sample from LR_08 claimed the lack of development in the area of accuracy as the gap arising in the study being integrated. The researcher considered indicating the existing gap in the resource material and the current study in order to establish an avenue for scrutiny of possible solutions.

“Malaking hamon ang kakulangan ng pinansyal na mapagkukunan, na kinakailangan para sa pagbili ng mga napapanahong kagamitan, aparato, edukasyonal na software, at pagbibigay ng propesyonal na pag-unlad at pagsasanay para sa mga guro.” LR_12

(“A major challenge is the lack of financial resources, which are necessary for purchasing up-to-date equipment, devices, educational software, and providing professional development and training for teachers.”)

Lastly, the sample from LR_12 highlighted the gap by enumerating the factors affecting the learning. The statement above did not only identify the gap, but also presented the context where the gap occurs. This step is necessary to produce a comprehensive and cohesive review of related literature. The gap is the key to indicate which aspect of the study needs further research and additional information to the existing body of knowledge.

Move 4: Advancing to One’s Own Research

The move four of writing a comprehensive review of related literature is advancing to one’s own research. It pertains to the step where the researcher transition from the general survey of scholarly sources on a specific topic to applying the gathered knowledge to one’s own research. This move includes identifying of relevant theories, methods, and gaps in the existing research that can be applied to the paper. This move is crucial for it gives avenue for establishing the relevance, significance, and originality of the research within the broader academic landscape.

To expound further the Move 4, below are the following samples taken from the corpora that show how researchers from education students of Kapalong College of Agriculture, Sciences and Technology write and structure their review of related literature.

“Extensive research articles and conferences elevated the profile of transformative learning (TL), drawing attention from scholars and practitioners. TL was seen as a theoretical framework that addressed shortcomings observed in self-directed learning and andragogy, positioning itself as a more comprehensive model for comprehending how adults learn.” LR_02

Initially, the sample in LR_02 implied how research articles and conferences impacted the image of transformative learning. Thus, the conduct of this study drew the attention of researching, making this a drive to advance the study towards pursuit.

“Ang mga natuklasang ito ay nagpapahiwatig ng pangangailangan para sa mga programang pang- edukasyon ng guro na magpataas ng kamalayan ng mga student-teacher hinggil sa mga potensyal na hamon na kanilang mararanasan sa kanilang practicum, at magbigay sa kanila ng epektibong mga mekanismo ng pangangatwiran.” - LR_12

(“These findings indicate the need for teacher education programs to increase student-teachers' awareness of the potential challenges they will encounter in their practicum, and to provide them with effective reasoning mechanisms.”)

Lastly, the sample from LR_12 highlighted the root of advancing one’s research rather than mere focusing on source materials and relevant research papers. LR_12 emphasized increase of student-teacher awareness to the potential challenges, which denotes the

ultimate cause why the researcher should advance the research into pursuit.

Announcing the Aim of the Research. This is the first sub-step of Move 4 according to the framework of Hsiao and Yu (2012). It refers to stating the specific goal or objective of one's research study. This step is crucial. It does not only help in highlighting the significance and originality of a research but also justifies the study. It showed that the research was not merely a repetition of what has been done before, but was a valuable addition to the existing body of knowledge.

For a better understanding and illustration of announcing the aim of the research, samples were given below from the corpora of the study.

“These educators aim to create a nurturing and secure learning space for adult students, especially those re-entering the educational sphere after an extended absence.” LR_02

From the sample taken in LR_02, the study exemplified its aim of creating a nurturing and secure learning space for learners, especially those returning. It implied that through the conduct of this research, the institution would be able to arrive at strategies and mechanism to foster a conducive environment for learning.

“Ang layunin ng pag-aaral na ito ay upang matukoy ang kaugnayan sa pagitan ng pagganyak ng mag-aaral na matuto sa pagpasok sa isang undergraduate na programa ng physical therapy at unang taon na pagganap.” LR_03

(“The purpose of this study was to determine the relationship between student motivation to learn upon entering an undergraduate physical therapy program and first-year performance.”)

In addition, the sample from LR_03 described the aim of the research as a deterrent act of determining the relationship of student motivation. In advancing a research conduct, the aim of the research serves as a guide to what to achieve in the long run.

“Ito ay nagsilbing batayan sa pagbuo ng suliranin at ang mga tulong-pananaw ang nangangailangan ng malawakang pagpapaliwanag upang lubusang maintindihan.” LR_02

(“This served as the basis for the development of the problem and the help perspectives that require extensive explanation to be fully understood.”)

Moreover, the sample from LR_07 posited the intent of providing a reference for problem development and perspective shaping to simplify the complex concepts that must be understood.

“Polya's heuristics for problem-solving provides a useful framework to examine Mathematical Problem-Solving processes that are utilized by students as individuals and/or in a small group setting.” LR_10

Lastly, the sample from LR_10 declared the aim of the study as an avenue to provide a framework to evaluate problem-solving processes utilized by students. This aim accentuates the holistic goal of conducting research, which is to provide additional input to the existing body of knowledge for a deeper and more meaningful learning experience.

Announcing the Research Design or Research Process. This is the second sub-step of Move 4 according to the framework of Hsiao and Yu (2012). It refers to the clear outline of a specific research design or methodology that will be used in the study. This step is significant as this serves as the backbone of research.

For a better understanding and illustration of announcing the research design or research process, samples were given below from the corpora of the study.

“The study utilized a descriptive-correlational engaging quantitative approach to evaluate the effectiveness of using ICT in the teaching-learning process and the level of attitude towards ICT among secondary school students.” LR_06

From the sample statement in LR_06, the research design utilized was descriptive-correlational, quantitative approach. This expounded what methodology the researcher employed in generating for findings of the study.

“A study wherein it uses a genre-based approach was conducted in Thailand to teach writing to Thai students as a case study.” LR_08

Lastly, the sample from LR_08 announced a genre-based approach as the research design employed in the study. The methodology involved in this research was intertwined with the case study conducted.

Announcing the Theoretical Position or Theoretical Framework. This is the last sub-step of Move 4 according to the framework of Hsiao and Yu (2012). It encompasses the theories that these studies were anchored. This step explores the related theories and frameworks that were employed in the study. On the other hand, this step establishes the theoretical context, justifies the significance of the research, guides the research questions and hypotheses, informs the research design, and facilitates the interpretation of the findings.

For a rich illustration of announcing the theoretical position or the framework, samples were given below from the corpora of the study.



“Bandura's theory of self-efficacy suggests that these students' future actions are more guided by their cumulative academic experiences than by the immediate outcomes, offering them the opportunity to adapt their response mechanisms to effectively navigate the demands of returning to education.” LR_02

From the sample in LR_02, the statement mentioned of Bandura’s self-efficacy theory. This theory has been utilized widely and was employed in the study of the returning students’ academic experience.

“Learning theory is concerned with the way of acquiring information, abilities, and actions. Theories of communication, as beneficial to education, direct students in the presentation or discussion of information through modes and methods of interaction between learners and teachers.” LR_04

“Maging sina Crice-Murcia, Dornye at Thurell (2015) ay luminang din ng detalyadong balangkas g kakayahang pangkomunikatibo. Sa nabuong balangkas, binubuo ito ng limang kakayahan kasama ang kakayahang pandiskurso, linggwistikong pandiskurso, aksyonal na kakayahan, sosyo-kultural na kakayahan, at estratehikal na kakayahan.” LR_07

(“Even Crice-Murcia, Dornye and Thurell (2015) also developed a detailed framework of communicative competence. In the developed framework, it consists of five competencies including discourse competence, linguistic discourse, action competence, socio-cultural competence, and strategic competence.”)

“Without a doubt, Brown and Levinson's politeness theory, proposed in 1978, is the most effective and productive theory to date, emphasizing the concepts of face, mitigation, and face-threatening acts.” LR_11

Meanwhile, the above samples from LR_04, LR_07, and LR_11 all mentioned the theoretical positions and frameworks that supported the study. These theories and frameworks provide a rationale for the importance of the research. It demonstrates that the study contributes to the advancement of theory, fills gaps in existing knowledge, or challenges existing assumptions.

Table 2 shows the different moves of literature reviews written by education students of this institution. Primarily, the main purpose of the table is to analyze and identify as to what moves were present in the review of related literature. Further, for better understanding of the table, the capital “M” symbolizes the Move and the numbers 1, 2, and 3 are the move numbers correspondingly which made it M1 for conceptualizing themes in a field, M2 for integrating previous works on the themes, M3 for relating the previous works to current study, and M4 for advancing to one’s own research. Further, the number every after the dot (.) represents the stages under each corresponding moves.

To easily identify the most common and prevalent moves present in the conceptualizing of themes part, I personally identified and analyzed the content and the structure of the review of related literature as a whole as to what stage did dominantly represent according to the meaning and purpose of the researcher.

In conceptualizing themes in a field, there were different moves present. These were presenting field knowledge/theory/belief/practices related to current study, identifying subfields, organizing major themes, surveying research activities, grouping and drawing ideas from source materials, and indicating gap. Thus, in this case, the presentation of field knowledge and grouping and drawing ideas from source materials are the most common stage in Move 1 of the review of related literature written by college students.

Table 2. Move Structure of Review of Related Literature of Education Students

Review of Related Literature	Move Structure			
	Conceptualizing Themes in a Field	Integrating Previous Works on the Themes	Relating the Previous Works to the Current Study	Advancing One’s Own Research
LR_01	M1.1 – M2.1	M1.2 – M1.3 – M2.2 – M2.1 - M4.2 – M1.1	M1.4 – M4.1 – M3.2 – M4.3	M3.1 – M4.1 – M4.2
LR_02	M1.1 – M1.2 – M1.4 – M2.1	M2.2 – M4.2 – M2.2 – M2.1	M3.1 – M3.2 – M4.1 – M2.1 – M2.2	M4.3 – M1.3 – M4.2
LR_03	M1.3 – M1,1 – M1.2 –	M1.4- M4.1 – M2.2 – M2.1 – M2.2	M4.2 – M2.1 – M4.3 – M3.2 - M4.1	M4.2 – M3.2 – M3.1
LR_04	M1.1 – M1.2 — M1.3	M2.2 M4.1 – M2.1 – M3.2 – M3.2 – M1.1	M1.1 – M4.1 – M4.3 – M2.1 – M1.1	M4.2 – M1.4 – M1.2 – M3 -1- M4.3
LR_05	M1.1 – M1.2 – M1.3 – M1.4	M2.1 – M2.2 – M1.1 – M3.1	M2.1 – M3.1 – M2.1 – M3.2	M3.2 – M2.1 – M4.1 – M2.1 – M4.3
LR_06	M1.1 – M1.2 –	M2.1 – M4.1 –	M3.1 – M2.1 –	M3.2 – M2.2



	M1.3 – M1.4	M4.2 – M4.3 – M3.1	M2.1 – M3.1	– M3.2
LR_07	M1.1 – M3.2 – M2.1 – M1.3	M2.1 – M1.2 – M1.3 – M1.4	M2.2 – M2.2 – M4.3	M2.2 – M4.1
LR_08	M1.1 – M1.2 – M1.3 – M2.2	M3.1 – M3.2 – M2.1	M1.1 – M1.4 – M2.1	M2.1 – M4.2 – M4.1
LR_09	M1.2 – M2.1	M1.3 – M1.1	M4.1 – M2.2	M3.2
LR_10	M1.1 – M1.3 – M2.1	M1.2 – M1.4 – M2.1	M4.1 – M3.1	M3.2

Further, another move that was present in the introduction of the literature review was the identifying of subfields. Normally, the style of writing of the college students in establishing the concept in the field was by drawing reference on the subfields which can potentially contribute meaningful information in the conceptualization.

Lastly, the last move which was present in the conceptualization was indicating of gap. In this move, the researcher looks for a specific area that needs to be worked out. The researcher would bring the gap in the conceptualization and gain significant insight from the areas for improvement.

On the other hand, in the move of integrating and relating of previous work on the themes and current study, there were numerous moves present. This includes presenting of field knowledge, identifying of subfields, organizing major themes, drawing ideas from source materials and critiquing the quality of the research, indicating a gap, and announcing the aim of the research. Frequently, it was in Move 2: Integrating previous works on the themes and Move 3: Relating the previous works to the current study that the researcher would venture on the wide availability of resources in the internet – making integration and relation of previous works possible. The researcher would include in their literature review the relevance of the materials utilized.

Finally, in the advancing to one’s own research, which happened to be the last move, there were eight moves present. These were identifying of subfields in the major fields, surveying of research activities, indicating gaps, announcing the research design or process, organizing major themes, announcing research aim and claiming the relevancy of the previous work of the current study. Usually, the researcher would advance on own research by integrating the other stages of the moves. The most common technique utilized by researchers is presenting field knowledge about the theme and then the other stages will aid in advancing the research.

Table 3. *Over-all Organization of the Review of Related Literature Written by College Students*

<i>Move</i>	<i>Stages</i>	<i>Frequency Occurred</i>
Conceptualizing themes in a field	Presenting field knowledge/theory/beliefs/practices related to current study	19
	Identifying subfields in a major field	13
	Organizing major theme(s) to be reviewed	12
	Surveying research activities	10
	Integrating previous works to the themes	30
Relating the previous work to current study	Grouping and drawing ideas from source materials to gain new perspectives	16
	Critiquing the quality of research discussed	14
	Claiming the relevancy to the current study	16
Advancing to one’s own research	Indicating a gap	14
	Announcing the aim of the research	10
	Announcing the research design or research process	11
	Announcing the theoretical position or the framework	11
Conceptualizing themes in a field	Presenting field knowledge/theory/beliefs/practices related to current study	M1.1
	Identifying subfields in a major field	M1.2
	Organizing major theme(s) to be reviewed	M1.3
	Surveying research activities	M1.4
	Integrating previous works to the themes	30
Relating the previous work to current study	Grouping and drawing ideas from source materials to gain new perspectives	M2.1
	Critiquing the quality of research discussed	M2.2
	Claiming the relevancy to the current study	M3.1

Over-all Organization of the Review of Related Literature Written by College Students

Table 3 showed the overall organization of the review of related literature written by college students. The table highlights that in the conceptualizing, the moves present were presenting of fields knowledge, grouping of ideas form resource materials, identifying of subfields, organizing major theme and indicating of gap. These moves in the conceptualizing, integrating, and relating were identified



in the move as shown in table 2.

Similarly, the frequency occurred in the third column in Table 3, its data were taken in the moves occurrence in each review of related literature as shown in Table 2. The occurrence of each move was counted and that represents the frequency occurred in each move. The total moves in the conceptualizing themes in a field was 38 of which 11 were presenting of field of knowledge, 9 were identifying subfields, 8 were organizing major themes, 3 were surveying research activities. Additionally, 5 were grouping and drawing ideas from source materials, 1 each was critiquing the quality of the research and indicating a gap.

In relation to that, the total moves of Move 2: Integrating previous works on the themes has a total move of 48 which 11 of it were grouping and drawing ideas from source materials, 8 of it were critiquing the quality of the research, 4 of it were presenting field knowledge, surveying of research activities and the rest were scattered for the other stages respectively.

Moreover, the total moves accumulated by Move 3: Relating the previous works to current study was 45. Critiquing the quality of research discussed has the highest frequency, garnering 11 points, followed by claiming of relevancy with 8 and announcing of the aim of research 7 points, and the rest was assigned to the rest stages.

Lastly, Move 4: Advancing to one’s own research had a total of 34 times, it arrived at this frequency with announcing the research design and indicating a gap as the highest, 5 of it were announcing theoretical position, 4 of it were grouping and drawing ideas from source materials, 2 of it were critiquing research quality and claiming relevancy to the current study.

Comparative Analysis of the Review of Related Literature Move Structure between Hsiao and Yu’s framework and the College Student Output

Table 3.1. Comparative Table of Review of Related Literature in Conceptualizing Themes in a Field

<i>Hsiao and Yu’s Framework</i>	<i>College Student’s Output</i>
Conceptualizing Themes In A Field	
Presenting field knowledge/cultures/belief practices related to study	Presenting field knowledge/cultures/belief practices related to study
Identifying subfields	Identifying subfields
Organizing major themes to be reviewed	Organizing major themes to be reviewed
Surveying research activities	Grouping and drawing of ideas from source materials
	Surveying research activities
	Critiquing the quality of the search.

After the analysis of the move structure of each review of related literature, I counted the frequency of each move and have it tallied through the table to see the significant result of the data and corpora. These results have been obtained in every move of the review of related literature. There has been major modification in the adapted framework of Hsiao and Yu (2012) which was the effective structure of review of related literature when it is compared to the review of related literature written by the college students of this institution.

The third research question is the overall structure of the review of related literature written by college students. To illustrate the move structure and move organization between the framework of Hsiao and Yu, and the output of the college student, in this part the salient points and structural changes will be discussed. This part will unveil whether the college students followed the sequence of the framework of Hsiao and Yu or not. On the other hand, it was to determine as to how college students wrote their review of related literature for researches.

In the move 1 or conceptualizing themes in a field, from the adapted framework of Hsiao and Yu, the sequence of the stages is from presenting field knowledge, identifying subfields, followed by organizing major theme(s) to be reviewed, and surveying research activities. However, in the review of related literature written by college students, presenting field knowledge and identifying subfields is then followed by grouping and drawing ideas from the source materials to gain new perspectives, surveying research activities then followed, then additional stages included was critiquing the quality of research and indicating a gap.

This result implied that the college students when writing review of related literatures tend to give first a presentation of basic knowledge and belief before identifying the subfields and organizing the themes accordingly. Grouping and drawing of ideas from source material is then added, implying that after surveying the researcher, college students draw ideas and generate new perspectives through integration of other studies. After getting ideas from resource materials, that is when surveying of research activities happened. Surveying process was then followed by critiquing the quality of the research and pointing out the gap.

As shown in Table 3.1, the college students began the Move 1 with presentation of field knowledge/cultures/belief practices related to study. Most common approach utilized in this step is giving definitions to the concepts, illustrating situations where the principle is prevalent, or mentioning a statistical data to place the concept in highlight.

As observed, identifying of subfield in the major field follows. College researchers usually back-up their presentation of field knowledge with enumeration of subfields that are relevant and has a connection with the principle. Organization of major themes to be

reviewed then followed the identification of subfields. In this stage, college researchers usually presents the themes that are present in the discussion, such as factors of academic progression and impacts of academic progression.

Table 3.2. *Comparative Table of Review of Related Literature in Integrating Previous Works on the Themes*

<i>Hsiao and Yu's Framework</i>	<i>College Student's Output</i>
Integrating Previous Works On The Themes	
Grouping and drawing ideas from source materials to gain new perspectives	Grouping and drawing of ideas from source materials Critiquing the quality of the search Presenting field knowledge/theory/beliefs related to current study
Critiquing the quality of the researched discussed	Surveying research activities Indicating a gap Identifying subfields in the major field Organizing major themes to be reviewed Announcing the aim of research

The last three stages were grouping and drawing of ideas from source materials, surveying research activities, and critiquing the quality of the research – and they all got least in the rank, however they exist along with the three. College researchers provide source materials as support of the previous statements, while research activities and qualities of researches upheld.

As shown in Table 3.2, the college students started Move 2 by grouping and drawing ideas from source materials to gain new perspectives. This includes citing studies in the discussion, mentioning conducted experiments, and observations from researchers. The most common strategy utilized by college students in this stage is referring to a recent discovery and findings of researchers by mentioning it and integrating it into the discussion flow. As formatted by the framework, most of the students critique the quality of the study integrated, the process of deriving data, and even the findings. In continuation, after critiquing the study, another presentation of field knowledge took place. Most college students would either give a deepening of the discussion by providing another theory or practices related to the theme being tackled, or they would draw connection with the result of the critiquing and provide another field knowledge to initiate an in-depth discussion. As a result, to support the newly presented knowledge and theories, research activities that were conducted and initiated that resulted in such findings would be mentioned in order to survey research activities done to come up with such findings.

On the other hand, surveying research activities was not enough. Identification of gaps would happen right after surveying research activities relevant to the theme. In this stage, college students usually mention the areas that were not given adequate scrutiny and study. Thus, a recommendation for another round or a heightened route of research is prevalent. To seal this part's discussion, college students usually reiterate the significant points by identifying the subfields being tackled and organizing them accordingly for greater emphasis. In the later part of the paragraph, a sentence pronouncing the aim of the research is written to bind the concepts and theories and how their integration impacts the quality of the literature review.

Table 3.3. *Comparative Table of Review of Related Literature in Relating Previous Works to Current Study*

<i>Hsiao and Yu's Framework</i>	<i>College Student's Output</i>
Relating The Previous Works To Current Study	
Claiming the relevancy to the current study	Grouping and drawing ideas from source materials Claiming the relevancy to the current study Announcing the aim of the research Indicating a gap
Indicating a gap	Critiquing the quality of research discussed Announcing the theoretical position or framework Presenting field knowledge related to study Announcing the research design or process

The written outputs of the college students do differ from the established framework of Hsiao and Yu. Even though the significant contents are present, still the following statements are integrated.

As illustrated in Table 3.3, college students relate previous works to current studies by grouping ideas from source materials to gain new perspectives. In establishing a relationship, this step played a vital role. College students usually wrote in this part the recent findings of the field, mentioning research initiatives and even citing relevant statements that suggest the same concept as what is being tackled. After such, college students formulated statements that expounded the relevance of the integrated information to the current study. This usually explains how the integrated data supported the study, leading to the pursuit of a wide range of relevant findings, or how the material repelled the theme of the study, resulting in a presentation of different and fresh perspectives of the concept/theme.

In relation to that, the output of college students then illustrated that after claiming relevance, proceeding statements expounded the aim of the research. This is when the relevant data presented and the findings of the study were conditioned. To establish a clearer relationship between the previous works and current studies, college students usually indicate the gap in the previous work and relate it to how it inspired the current study to resolve and seek solutions to that.

In the intent of providing greater relevance, college students then supported the statements above with theoretical positions or frameworks. This way, college students were assured that it was not their idea to come up with that action, but the suggested inputs from the theories and based frameworks. To expound the relevance, their outputs illustrated that the presentation of field knowledge anchored on the above- made statements was initiated. Through this, the readers of the review of related literature can grasp the contents effectively. The last part of this move, as shown in the output of the college students, is the announcement of what research design was integrated and utilized to create relevance and come up with a comprehensible review of related literature.

As illustrated in Table 3.4, the college students in advancing their own research drawing began by identifying the gaps present from the review of related literature and select the best one to accompany the existing gaps identified in the current study. This stage is significant as they result to comprehensive literature review output – leading to an excellent research study. College students presented research design, theoretical positions, framework. Created paragraph to showcase progress, incorporate ideas.

Table 3.4. *Comparative Table of Review of Related Literature in Advancing to one's Own Research*

<i>Hsiao and Yu's Framework</i>	<i>College Student's Output</i>
Advancing To One's Own Research	
Announcing the aim of the research	Indicating a gap Announcing the research design/process Announcing the theoretical position or framework
Announcing the research design or research process	Grouping and drawing ideas from source materials Critiquing the quality of research discussed Claiming the relevancy to the current study Presenting field knowledge related to study Identifying subfields in the major field Organizing major theme(s) to be reviewed
Announcing the theoretical position or the framework	Surveying research activities Announcing the aim of research

In connection, to assess the effectiveness and relevance the integrated materials can impart to the study, college students then critiqued the quality of the research discussed. This step is necessary for selecting the most suitable materials and concepts that must be integrated and applied in the advancement of their own study. After critiquing, the outputs of college students' review of related literature showed that there was included relevance with the materials utilized and the study conducted. The presentation of field knowledge was written to emphasize the aim of the stud

Lastly, college students employed the organization of major themes in the latter part the discussion to reiterate the matters that need to be emphasized and instill a summarization of the concepts. And the last step in the move is surveying of research activities and announcing of research aims. This part is significant to emphasize the aims of the study and also to ensure that everything scribbled in the review of related literature were referred to how research activities suggested it.

Conclusions

This discourse analysis study is intended to aid English teachers in helping students understand and engage them in writing a comprehensive review of related literature. Particularly, this study will help not just the English teachers, but all research- handling teachers to develop strategies and techniques for conceptualizing and writing of review of related literature. Teachers may utilize the framework of Hsiao and Yu (2012) as the structure of writing literature reviews related to the study. With this, the learners are no longer confused about how they will going to arrange their literature reviews. They are now capable of writing an organized and comprehensive literature review, instead of merely copying, pasting, and paraphrasing statements.

In addition, since the result of the study unveiled that there are changes in the move structure from the framework, it is an indication that research teachers must constantly expose themselves to varied research contexts. Consequently, college students who write the literature review must also receive an opportunity to check and hear feedback regarding their output in order to reflect and be aware of their performance,

Since the very nature of the study is about the move analysis of the review of related literature of the college students from the framework of Hsiao and Yu (2012), I would suggest conducting further research about move analysis which will employ a different framework to establish further comparison of the corpora from different settings. I would also suggest having other reviews of related literature from other programs as a subject of an in-depth analysis.

On the other hand, since move analysis is going through concerned with the exploration and investigation of the different constructs present in a certain output, I would suggest that the research about move analysis in a literature review will be furthered, that it is the researcher to create a framework based on the output of the writer of the review of related literature. There are other merging concerns about the utilized framework of Hsiao and Yu, such as the context, the geographical and social factors, and even the cultural and environmental influence. Then, it would be best if the researcher would be the one to establish a move structure and sequence the moves found in the materials.

References

- Abejuela, H. (2018, June). Rhetorical Structures and Features of Literature Review in Graduate Theses across Disciplines. Gale Academic Onefile. <https://go.gale.com/ps/i.do?p=AONE&u=googlescholar&id=GALE%7CA677656953&v=2.1&it=r&sid=googleScholar&asid=d974f705>
- Alase, A. (2017, March 30). The Interpretative Phenomenological Analysis (IPA): A. International Journal of Education & Literacy Studies. <https://files.eric.ed.gov/fulltext/EJ1149107.pdf>
- Alchemer. (2021, May 20). Purposive Sampling 101. Alchemer. <https://www.alchemer.com/resources/blog/purposive-sampling-101/>
- Alsharari, A. F. (2019). Psychosocial Impact of Night Shift Work among Nurses in Saudi Arabia. American Journal of Nursing Research. <http://pubs.sciepub.com/ajnr/7/3/2/index.html>
- Ambassador, E. (2021, October 18). Effects of Shifting Classes to the Academic Performance of Senior High School Students. CourseHero. <https://www.coursehero.com/file/109883718/Effects-of-Shifting-Classes-to-the-Academic-Performance-of-Senior-High-School-Students-of-Academic-T/>
- Andreoli, C., & De Martino, M. F. (2018, January 12). Academic performance of night-shift students and its relationship with the sleep-wake cycle. ResearchGate. https://www.researchgate.net/publication/283141862_Academic_performance_of_night-shift_students_and_its_relationship_with_the_sleep-wake_cycle
- Anjum, M. & Masroor, F. (2023). Generic Moves in The Literature Review Section of PhD Dissertations. Pakistan Journal of Humanities and Social Sciences, Volume 11, Number 02, 2023, Pages 2266-2279. <https://journals.internationalrasd.org/index.php/pjhss>
- Antiojo, L. (2020). Global Research & Development Services. Research Gate.
- AVAC. (2023). Principles of Research Ethics. AVAC. <https://avac.org/principles-research>.
- Bahramirad, F., Heshmatifar, N., & Rad, M. (2020). Students' perception of problems and benefits of night shift nursing internship: A qualitative study. Journal of Education and Health Promotion. <https://www.jehp.net/article.asp?issn=22779531;year=2020;volume=9;issue=1;spage=287;epage=287;aulast=Bahramirad>
- Bandari, P. (2020, June 19). What Is Qualitative Research? | Methods & Examples. Scribbr. <https://www.scribbr.com/methodology/qualitative-research/>
- Barbour, M. K. (2018). K-12 Learning in Canada: Effects for Teachers. iNacol.
- Barrow, J. M., Brannan, G. D., & Khandhar, P. B. (2022, September 18). Research Ethics. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/books/NBK459281/>
- Bhandari, P. (2022, June 22). Ethical Considerations in Research | Types & Examples. Scribbr. Retrieved from <https://www.scribbr.com/methodology/research-ethics/>
- Bloom, B. (2006). The qualitative research interview. [researchgate.net/publication/7205220_The_qualitative_research_interview](https://www.researchgate.net/publication/7205220_The_qualitative_research_interview)
- Brandalize, M., Leite, N., Pereira, R. F., & Geraldo, L. F. (2019, August). Effect of Morning School Schedule on Sleep and Anthropometric Variables in Adolescents: A Follow-Up Study. Research Gate. Retrieved from Effect of Morning School Schedule on Sleep and Anthropometric Variables in Adolescents: A Follow-Up Study
- Brannan, J. (2020, June 06). NCBI. National Library of Medicine.
- Brown, P., & Levinson, S. (1987). Politeness: Some Universals in Language Usage, Cambridge: Cambridge University Press.

- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., . . . Walker, K. (2020, June 18). Purposive sampling: complex or simple? Research case examples. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7932468/>
- Carton, G. (2023, March 22). What Are Night Classes? 6 Tips to Help You Succeed. BestColleges. Retrieved from <https://www.bestcolleges.com/blog>
- Cevik, A., Shaban, S., Zubeir, M., & Abu-Zidan, F. M. (2021). The role of emergency medicine clerkship e-Portfolio to monitor the learning experience of students in different settings: a prospective cohort study. *International Journal of Emergency Medicine*. <https://intjem.biomedcentral.com/articles/10.1186/s12245-018-0184-9>
- Chang, W.-P., & Peng, Y.-X. (2021, August 15). Meta-analysis of differences in sleep quality based on actigraphs between day and night shift workers and the moderating effect of age. *Journal of Occupational Health*. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/1348-9585.12262>
- Chau, Y., West, S., & Mapedzahama, V. (2019). Night work and the reproductive health of women: an integrated literature review. National Library of Medicine. <https://pubmed.ncbi.nlm.nih.gov/24134398/>
- Childers, E. (2018, October). Effects of Class Scheduling and Student Scholar Works. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7119&context=dissertations>
- Clark, A. F., Wilk, P., & Gilliland, J. A. (2018, April 11). Comparing Physical Activity Behavior of. *Journal of School Health*. http://theheal.ca/wp-content/uploads/2019/02/Clark_et_al-2019-Journal_of_School_Health.pdf
- Corpuz, R. (2018). An Overview of the K-12 Curriculum in the Philippines. Octagon Works, 2.
- Creswell, J. (2013). Woffman. Retrieved from Wordpress: <https://granolagradschool.com>
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education.
- Cronin, B. (1995). The Scholar's Courtesy: The Role of Acknowledgement in the Primary Communication Process. London: Taylor Graham.
- Crossman, A. (2017). An Overview of Qualitative Research Methods. <https://www.thoughtco.com/qualitative-research-methods-3026555>
- Definitions of Curriculum. (2018). www1.udel.edu
- DeVault, G. (2019, August 20). Establishing Trustworthiness in Qualitative Research. Live About Dotcom. <https://www.liveabout.com/establishing-trustworthiness-in-qualitative-research-2297042>
- Donald. (2023). Effect of "Night Class" on Academic Performance of Students In the Faculty of Engineering, University of Uyo. Academia. https://www.academia.edu/31923419/Effect_of_Night_Class_on_Academic_Performance_of_Students_In_the_Faculty_of_Engineering_University_of_Uyo
- Donald. (n.d.). Effect of "Night Class" on Academic Performance of Students In the Faculty of Engineering, University of Uyo. Academia.
- Eckel, J. (2023, May 9). Phenomenological Research: Full Guide, Design and Questions. Study Crumb. <https://studycrumb.com/phenomenological-research>
- Fendler, R. J., & Ruff, C. (2020, September). Advising Sleep Deprived Students to Take Online Classes. Online Learning Consortium. <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/2797/1196>
- Feng, H.-l., Xiang-xiu, Xia, C.-L., Xiao, S.-q., & Fan, L. (2021, April 18). Association between night shift and sleep quality and health among Chinese nurses: A cross-sectional study. *Journal of Nursing Management*. <https://onlinelibrary.wiley.com/doi/10.1111/jonm.13351>
- Fleetwood, D. (2023). What is Research: Definition, Methods, Types & Examples. QuestionPro. <https://www.questionpro.com/blog/what-is-research/>
- Garde, Nabe-Nielsen, Jensen, Kristiansen, Sørensen, & Hansen. (2020, January 30). The effects of the number of consecutive night shifts on sleep duration and quality. Scandinavian: *Journal of Work, Environment and Health*. https://www.sjweh.fi/show_abstract.php?abstract_id=3885
- Gelling, L. (2018, February 27). Justice – being fair to research participants. Clinfield. <https://clinfield.com/justice/>
- Good, H. (2023, February 3). What is phenomenology in qualitative research? Dovetail. <https://dovetail.com/research/phenomenology->

qualitativeresearch/

Guba, L. & Guba, (1985). Establishing Trustworthiness. m <https://ethnographyworkshop.files.wordpress.com/2014/11/lincoln-guba-1985-establishing-trustworthiness-naturalistic-inquiry.pdf>

Guinayen, V. K. (2019). Relationship Of The Academic Performance To The Licensure Examination For Teachers Performance Of Mpspc Graduates. MPSPC EDU.

Guru, L. (2019). Ludwig. Guru. Retrieved from <https://ludwig.guru>.

Harve, A. (2023, July 10). 5 Benefits of K-12 Education in the 21st Century. Hurix. Retrieved from <https://hurix.com/5-benefits-of-K-12-Education-in-the-21st-Century>.

Hassan, M. (2023, September 23). Purpose of Research – Objectives and Applications. Retrieved from <https://researchmethod.net/purpose-of-research>.

Hobloff, S. E. (1989). Conservation of Resources Theory. *The Handbook of Stress and Health: A Guide to Research and Practice*. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/9781118993811.ch27>.

Hunziker, S. (2021). Springer. Retrieved from <https://springer.com>.

Kang, H., Lee, M., & Jang, S. (2020, December 22). The Impact of Social Jetlag on Sleep Quality among Nurses: A Cross-Sectional Survey. *International Journal of Environmental Research and Public Health*. Retrieved from <https://www.mdpi.com/1660-4601/18/1/47>.

Kelly, K. (2023, August 4). What is Data Analysis?: Process, Types, Methods, and Techniques. Simple Learn. Retrieved from <https://www.simplilearn.com/data-analysis-methods-process-types-article>.

Kirk, J. (2020). *Reliability And Validity In Qualitative Research*. Sage University.

Lazarus, R., & Folkman, S. (1984). Transactional Model of Stress and Coping. Wikiversity. Retrieved from https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2013/Transactional_model_of_stress_and_coping.

Libman, A. (2018). MPSPC EDU. Retrieved from mpspc.edu.ph.

Lim, Y., Hoe, V. C., Darus, A., & Bhoo-Pathy, N. (2019). Association between Night-Shift Work, Sleep Quality, and Health-Related Quality of Life: A Cross-Sectional Study among Manufacturing Workers in a Middle-Income Setting. *BMJ Journal*. Retrieved from <https://bmjopen.bmj.com/content/10/9/e034455>.

Lohan, A. (2018). Official Gazette. Retrieved from <https://officialgazette.gov.ph>.

Lowry, M., Dean, K., & Manders, K. (2018). The Link Between Sleep Quantity and Academic Performance. *The University of Minnesota Undergraduate Journal of Philosophy*. Retrieved from <https://neuroptimal.com/wp-content/uploads/2019/05/TheLinkBetweenSleepQuantityandAcademic.pdf>.

Manabat, D. C. (2022). K to 12: Advantages and Disadvantages It Has Created. *BusinessMirror*, 2–5.

Maślak, I. (2023, March 20). Functions of Research. CEOpedia Management. Retrieved from https://ceopedia.org/index.php/Functions_of_research.

Mezmir, E. (2020, November 21). Qualitative Data Analysis: An Overview of Data Reduction. *Research on Humanities and Social Sciences*. Retrieved from <https://www.iiste.org/Journals/index.php/RHSS/article/viewFile/54898/56707>.

Michell, J. (2023). How to Achieve Trustworthiness in Qualitative Research. The Farnsworth Group.

Mortensen, D. H. (2023). How to Do a Thematic Analysis of User Interviews. Interaction Design Foundation. Retrieved from <https://www.interaction-design.org/literature/article/how-to-do-a-thematic-analysis-of-user-interviews>.

Nordquist, R. (2019). Rhetorical Move: Glossary of Grammatical and Rhetorical Terms – Definition and Examples. ThoughtCo. Retrieved from <https://www.thoughtco.com/rhetorical-move-1691917>.

Nucum, K. (2022, June 20). Senior High School and College Life: What's the Difference? Bukas Blog. Retrieved from <https://bukas.ph/blog/senior-high-school-and-college-life-whats-the-difference/>.

Okechukwu, C., Colaprico, C., Mario, S., Oko-oboh, A., Shaholli, D., Manai, M. V., & La Torre, G. (2023, April 21). The Relationship Between Working Night Shifts and Depression Among Nurses: A Systematic Review and Meta-Analysis. *PubMed Central*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10094007/>.

Qomariyah, S. (2019, April 1). Effect of Problem-Based Learning Model to Improve Student Learning Outcomes. *International Journal of Educational Research Review*. Retrieved from <https://www.ijere.com/frontend/articles/pdf/v4i2/13pdf.pdf>.

Quantilope. (2022, May 20). Dependability and Trustworthiness in Qualitative Research. MRX Glossary. Retrieved from <https://www.quantilope.com/resources/glossary-trustworthiness-in-qualitative-research>.

Research Integrity. (2021, July 13). Maintaining Data Confidentiality. Research Integrity. Retrieved from <https://www.unr.edu/research-integrity/human-research/human-research-protection-policy-manual/410-maintaining-data-confidentiality>.

Riggs, R. A., White, C. J., Kuenzi, T., Sifuentes, M., Garner, S. R., Gleason, R. A., & Evans, T. M. (2022, February 23). Engaging the Community Through Science Nights: An Elementary School Case Study. National Library of Medicine. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7036285/>.

Rivera, T. (2018, April 26). The Summit Express. Retrieved from <https://thesummitexpress.com>.

Ruiz, J. (2022). Board Performance and Preparation Interventions Among Teachers Education Graduates in Eastern Rizal. PalArch's Journal, 17.

Rutledge, P. (2019). International Encyclopedia of Media Psychology. Retrieved from <https://onlinelibrary.wiley.com>.

Shenton, A. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research. Projects Research.

Siegle, D. (2023, January 16). Educational Research Basics. University of Connecticut. Retrieved from <https://researchbasics.education.uconn.edu/ethics-and-informed-consent/>.

Silva, D. S., & Petroski, E. L. (2021). The Simultaneous Presence of Health Risk Behaviors in Freshman College Students in Brazil. National Library of Medicine. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/21979565/>.

Stahl, N. A. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. Journal of Developmental Education. Retrieved from <https://eric.ed.gov/?id=EJ1320570>.

StudyCorgi. (2021, October 8). Morning and Evening Classes' Effects on Students. StudyCorgi. Retrieved from <https://studycorgi.com/morning-and-evening-classes-effects-on-students/>.

Swales, J. M. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge University Press.

Tegan, G. (2022). Thesis & Dissertation Acknowledgements: Tips & Examples. Scribbr. Retrieved from <https://www.scribbr.com/dissertation/acknowledgements/>.

Tenny, S., Brannan, J. M., & Brannan, G. D. (2022, September 18). Qualitative Study. National Library of Medicine. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK470395/>.

Torres, J. (2020). Quantilope. Retrieved from <https://quantilope.com/resources>.

Ulz, J. (2022). How to Write Review of Related Literature (RRL) in Research. R Discovery. Retrieved from <https://researcher.life/blog/article/how-to-write-review-of-related-literature-rrl-in-research/>.

Ulz, J. (2022, July 6). Roles and Responsibilities of a Researcher. Researcher.Life. Retrieved from <https://researcher.life/blog/article/roles-and-responsibilities-of-a-researcher/>.

Vaida, D. (2020). Wallstreetmojo Team. Retrieved from <https://wallstreetmojo.com>.

Walker, W. H., Walton, J. C., DeVries, C. A., & Nelson, R. J. (2020, January 23). Circadian Rhythm Disruption and Mental Health. Translational Psychiatry. Retrieved from <https://www.nature.com/articles/s41398-020-0694-0>.

Wells, J. (2023). Importance of Establishing Credibility in Qualitative Research.

Affiliations and Corresponding Information

Maurene S. Erellana

Kapalong College of Agriculture Sciences and Technology – Philippines

Jobell B. Jajalla

Kapalong College of Agriculture Sciences and Technology – Philippines