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**TEXTS WRITTEN IN ENGLISH AND CHINESE BY EXPERT
AND NOVICE WRITERS:
A GENRE-BASED STUDY AND ITS IMPLICATIONS FOR
THE TEACHING OF WRITING**

A thesis submitted in fulfilment
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Abstract

This thesis aims to contribute to the design and implementation of genre-based academic writing courses intended for learners of English in Taiwan by (a) examining the ways in which Taiwanese speakers of Chinese as a first language (both experienced and novice writers) typically structure texts, in both Chinese and English, in response to prompts intended to elicit one of four discourse modes (*recount*, *argument*, *explanation* and *classification*) and (b) comparing the structuring of their texts with (i) prototypes relating to each of the four discourse modes that are based on a sample of published academic articles, and (ii) texts written in English by experienced and novice writers who are speakers of English as a first language.

In response to one of four prompts, each intended to elicit a different discourse mode, experienced and novice writers - Taiwanese citizens whose first language is Chinese - were asked to write texts of between 200 and 250 words. They produced 240 texts, of which 120 were written in Chinese and 120 in English. Analysis of these texts indicated that, in terms of both *overall rhetorical structure* (often referred to as 'schematic structure') and *internal discourse structure* (the occurrence and co-occurrence of particular discourse relations), the texts written in both Chinese and English by the experienced writers were (a) very similar to one another, and (b) also very similar to texts written in English by experienced writers for whom English is a first language. Although the structuring of the texts written by the novice writers was less consistent overall, the texts written in Chinese by these writers were structurally closer than were the texts written in English to (a) the texts written in both English and Chinese by the experienced writers, and (b) texts written in English by experienced writers of English for whom English is a first language. Furthermore, analysis of 60 texts (20 written in Chinese and 20 written in English by expert/ experienced Taiwanese writers and 20 written in English by New Zealand teachers for whom English was a first language) revealed a marked tendency, in all cases, towards simple linear or complex linear textual development, with cyclic development being evident in only one of the 60 texts.

There is a widespread belief that experienced writers whose first language is Chinese and experienced writers whose first language is English tend to structure texts in very different ways. So far as the writers involved in this study are concerned, this would appear not to be the case. It may therefore be that the difficulty that learners of English in Taiwan often experience in relation to the structuring of texts in English has less to do with their cultural and linguistic heritage than it has to do with the complexities that are inevitably associated with attempts to structure texts in a language in which one has limited proficiency. If this is the case, it has implications for the ways in which genre-centered writing programs intended for learners of English in Taiwan are organized and implemented.

KEYWORDS: genre; genre-centered writing instruction; discourse mode; rhetorical structure; discourse structure; schematic structure; experienced writers; novice writers; texts in Chinese; texts in English

Dedication

I would like to dedicate this thesis to the Lord in recognition of all of the love and comfort bestowed on me throughout this academic journey.

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I wish to acknowledge and thank all of these who have contributed to the completion of this thesis, including all of those expert and experienced writers and college students who took time out of their busy schedules to write the 240 texts in English and Chinese upon which the research reported here is based.

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Chapter 1

Introduction to the research

1.1 Overview of the research

The research project reported here explores the widely held belief that texts written in Chinese and/or in English by native speakers of Chinese are typically different in a number of important respects from texts written in English by native speakers of English. The particular focus is on four different *discourse modes*,¹ referred to here as *classification*, *explanation*, *argument* and *recount*,² and on two main aspects of texts exhibiting each of these four discourse modes, that is, their *overall rhetorical structuring* (often referred to as ‘schematic structure’) and their *internal discourse patterning* (the occurrence and co-occurrence of particular discourse relations).

1.2 Background to the research: A personal perspective

My interest and involvement in the teaching of English as an additional language spans several decades. During that time, my attitudes and approaches to the teaching of English and, in particular, to the teaching of writing in English have been affected by changing emphases in research on language teaching and learning.

I completed a degree in English language and literature at Fu-Jen University in Taipei in 1974. During my undergraduate studies, there was much discussion of research that focused on error analysis and what came to be referred to as ‘L1 interference’, research that was underpinned by the hypothesis that a major problem, so far as learners of an additional language are concerned, is interference from their first language. This approach was based largely on a deficit model, the overall aim being to bring the language of speakers of English as an L2

¹ Among the terms used to refer to this type of classification are ‘elemental genres’ (Hyland, 2007); ‘elementary genres’ (Quinn, 1993); ‘text-types’ (Biber, 1989); ‘rhetorical modes’ (Halliday & Hasan, 1976), ‘cognitive genres’ (Bruce, 2003) and ‘macro-functions’ (CoE, 2001).

² I have used the terms ‘classification’, ‘argument’, ‘explanation’ and ‘recount’ although Bruce (2003) uses the terms ‘report’, ‘discussion’, ‘explanation’ and ‘recount’ respectively. An explanation for my choice of terminology is included later in the thesis.

(additional/ second/ foreign language) into line with that of native speakers by eradicating errors that were the result of interference from their first language.

When I began teaching English at a junior high school in 1974, I felt the need to plan my teaching programs in ways that were intended to highlight and counter the impact of interference from Chinese. In line with most language teachers in Taiwan (the Republic of China) at that time, my primary focus, even when teaching writing, was on sentence grammar. However, I became increasingly frustrated by the fact that my students seemed to make much less progress than I believed was possible and increasingly convinced that the primary grammatical focus of my teaching was not necessarily appropriate, particularly where the teaching of writing was concerned.

In 1978, I was appointed to a position as a teacher of English at Wenzao Ursuline College of Languages (Wenzao). Established in Kaohsiung in 1966 by the Sisters of the Roman Union of the Order of St Ursula, Wenzao was then a five year junior college (incorporating the first two years of a BA degree) whose focus was on liberal arts and languages (English, French, German and Spanish). Unlike many other colleges in Taiwan at that time, Wenzao stressed the importance of teaching English as a vocational rather than purely academic subject, recognizing that its students, the majority of whom were from the city of Kaohsiung, the location of one of Taiwan's busiest ports, would benefit from gaining practical language skills.

At the time I was appointed to Wenzao, the impact of a change of emphasis in the area of language education was beginning to be felt. That change of emphasis reflected the waning influence of behaviorism and structuralism generally and, with it, an increasing focus on learner-centered education. Deficit-based models were no longer fashionable. A number of linguists and applied linguists, notably Selinker (1972), had argued that the development of what was referred to as an 'interlanguage' was influenced not only by the learner's first language but also by a range of other factors. It was increasingly emphasized that this was a natural part of the acquisition of an additional language and, as such, something that should be regarded as providing an opportunity for further progress rather than something

that should be stigmatized. The concept of linguistic competence, with its emphasis on native speaker models, was being replaced in the L2 context by more inclusive concepts of communicative competence/ competences (see, for example, Hymes, 1971). So far as first language writing development was concerned, a shift in emphasis from 'product-based' approaches to approaches that focused on compositional processes was under way. This was something that seemed to me to have some potential in the area of second/ foreign language teaching. Influenced by all of these developments, but still frustrated by what I saw as my failure to bring out the best in my students, particularly in the area of writing, I decided, in the late 1980s, to enrol for a Master of Arts degree at Eastern Michigan University in the USA where I would have an opportunity to focus on the teaching of writing. My Master's dissertation, completed in 1991, focused on using collaborative learning strategies to assist Chinese students in the area of writing development.

On my return to Wenzao, I began to experiment with process-centered approaches to the teaching of writing. However, I remained dissatisfied with the achievements of my students. In particular, I began to feel that process-centered approaches, while promoting what Hyland (2003a, p. 20) later referred to as "more equal, respectful and interactive relationships in settings that value reflection and negotiation", did not hold the key to success, particularly in the L2 context and especially when they were associated with what Elbow (1973) referred to as 'free writing'. It seemed to me that to adopt approaches of this type uncritically in the context in which I was teaching could disadvantage my students. This unease was shared by a number of my colleagues who were also experimenting with process-centered approaches and was reflected in some of the criticisms of these approaches that began to emerge in the late 1980s. Thus, for example, Arndt (1987) argued that the processes involved in L2 writing were different from those involved in L1 writing and Horowitz (1986) observed that there were potential dangers involved in failing to make clear to novice writers, particularly those involved in higher education, the expectations that readers were likely to have in relation to the texts that they produced.

I believed that the emerging area of contrastive rhetoric might have something of importance to offer. Researchers in this area had begun to extend their focus

beyond the sentence, initially concentrating on paragraph construction and increasingly emphasizing the impact of culture-based writing conventions (see, for example, Kaplan, 1987). Even so, I was uneasy about some of the assumptions that seemed to characterize much of the literature in this area in that they seemed to be reminiscent of the deficit-style thinking that had been associated with error analysis research. I also felt that something important was missing. Reflecting on my own experiences as a writer of English, particularly in the context of academic study in the USA, I realized that I had often, before I began to write, sought out and carefully analyzed texts that were similar in type to those I was required to produce. I wondered whether this approach might hold one of the keys to effective writing.

In the early 1990s, I became aware that my own unease about process-centered approaches to the teaching of second/ foreign language writing was shared by some of those involved in teaching writing primarily to native speakers of English. Research in the area of genre was beginning to have an impact on the teaching of writing, representing a challenge to approaches that were largely process-centered. However, much of the research on genre, particularly where it focused on the detailed analysis of texts and text-segments of very specific types (e.g. the methods sections of research articles), seemed to have little to offer to those who were not teaching in the context of specific discipline areas.

Determined to learn more about genre-centered research and its impact on the teaching of writing, I decided to enrol on a part-time basis for a Master of Arts program in which there was a focus on both genre-based research and on writing. In the course of that program (a Master of Arts in Applied Linguistics offered by the University of Waikato in New Zealand), I read a work by Derewianka (1994) who had begun to explore the possibility of developing an approach to teaching writing to young learners in Australian primary schools that was based on discourse modes such as argument and recount, discourse modes that are encountered in a wide range of different text types.³ I believed that this sort of

³ I am using the term 'text type' to refer to socially recognized genres such as fairy stories or academic articles. This term is used in this way by Crombie and Johnson (2004). However, a range of different terms has been used. Thus, for example, the term 'genre' is used Biber (1989) and

approach potentially had something important to offer to older students and to students for whom English was not a first language. However, before attempting to introduce such an approach in the context of my own teaching, I wanted to learn more about the ways in which native speakers of Chinese, particularly those living in Taiwan, typically structured texts of different types. As indicated in *Chapter 2* following, much of the research that was available focused on the construction of individual paragraphs rather than complete texts, generally individual paragraphs written by novice writers. Where it did focus on complete texts, there was a tendency to explore these texts in terms of their overall rhetorical structuring (generic structure) but to pay little or no attention to the internal structuring of texts exhibiting different discourse modes (e.g. argument and recount). Where reference *was* made to discourse modes, the analysis of texts written in English tended to be prioritized over the analysis of texts written in other languages. Thus, for example, although a study that focused on a range of discourse modes conducted by Bruce (2003) included a number of novice writers, only texts written in English were analyzed. Furthermore, texts produced by novice writers from a range of different linguistic and cultural backgrounds were treated as being representative of a single group (L2 writers).

I was interested in texts produced in both English and Chinese by expert/experienced writers as well as by novice writers.⁴ In particular, I was interested in the structuring of texts produced by speakers of Chinese as a first language who were resident in Taiwan. Underlying that interest was a desire to help my own students to develop the ability to write texts in English that would be appropriate in a range of different contexts, particularly academic contexts. It was these things that provided the motivation for the study reported in this thesis.

Hyland (2007), the term ‘text genre’ is used by Pilegaard and Frandsen (1996), and the term ‘social genre’ is used by Bruce (2003).

⁴ The term ‘expert writer’ is used throughout to refer to those who have acknowledged expertise in writing in their first language. This term is used with reference to those research participants who are specialists in various aspects of Chinese rhetoric. The term ‘experienced writer’ is used throughout to refer to those who have experience of writing at graduate level or above in a first or second language.

1.3 Aims, research questions and overview of the research methods employed

1.3.1 Aims

The overall aims of the research project reported here were to:

- identify text types and discourse modes that are typically associated with academic writing in English;
- identify prototypical realizations of these text types and discourse modes based on texts written by expert writers of English;
- identify characteristic features of these prototypical realizations in terms of overall rhetorical structuring (generic structure) and internal discourse patterning;
- determine, based on texts produced in response to a number of writing tasks (for which prompts would be presented in English or Chinese), to what extent a sample of experienced and novice writers (all of whom were resident in Taiwan and were speakers of Mandarin Chinese as a first language) conformed to these prototypes (in terms of overall rhetorical structuring and internal discourse patterning) when writing texts in English and Chinese;
- determine, in terms of overall rhetorical structuring and internal discourse patterning, the similarities and/or differences between the texts written in English and the texts written in Chinese by the experienced and novice writers who participated in the study;
- determine the similarities and/or differences between the texts written in English and Chinese by the experienced and novice writers of English and Chinese who participated in the study and texts written in English on the basis of very similar prompts by participants in an earlier study (Bruce, 2003) which involved native speakers of English resident in New Zealand and native and non-native speakers of English studying in New Zealand.

1.3.2 Research questions

The questions that underpin the research reported here are:

1. In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do *samples of texts written in Chinese in a range of discourse modes* (e.g. explanation) by *expert/experienced writers of Chinese who are native speakers of Chinese* resident in Taiwan differ from text prototypes derived from the analysis of a sample of texts written in English (exhibiting the same discourse modes) and published in a range of academic journals?
2. In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do samples of *texts written in English* in a range of discourse modes (e.g. explanation) by *teachers of English who are native speakers of Chinese* resident in Taiwan differ from the text prototypes referred to in *Question 1* above?
3. In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do samples of *texts written in English or Chinese* in a range of discourse modes (e.g. explanation) by *students of English at tertiary level* (second year students resident in Taiwan) differ from the text prototypes referred to in *Question 1* above?
4. In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do the text samples referred to above differ from text samples collected by Bruce (2003) that were written in English by **(a)** teachers of English resident in New Zealand who are native speakers of English, **(b)** senior secondary and tertiary level students resident in New Zealand who are native speakers of English, and **(c)** students at tertiary level from a range of linguistic and cultural backgrounds who are non-native speakers of English and are resident in New Zealand?
5. To what extent, if at all, do texts written by members of each of the groups referred to above differ in terms of cyclic versus linear text structuring, where linear structuring includes chained, progressive and spiral multilayering?

1.3.3 An overview of the research methods employed

In response to *Questions 1 – 3* above, a study was conducted involving 240 participants, all of whom were Taiwanese citizens and speakers of Chinese as a first language. Twenty (20) of the participants were expert/ highly experienced

writers of Chinese; twenty (20) were teachers of English, two hundred (200) were students of English in their second year of tertiary level education. In response to one of four different text prompts (adapted from Bruce, 2003), each of which was designed to elicit a text exhibiting a different discourse mode (*recount*; *argument*; *explanation*; *classification*), each of the research participants was asked to write one text (of between 200 and 250 words). The expert/highly experienced writers of Chinese were provided with text prompts in Chinese and were asked to write in Chinese; the teachers of English were provided with text prompts in English and were asked to write in English; half of the students of English (those majoring in Chinese-related subjects) were provided with text prompts in Chinese and asked to write in Chinese; the other half (those majoring in English) were provided with text prompts in English and asked to write in English. Of the 240 texts produced, 120 in English and 120 in Chinese, 60 were written in response to a text prompt intended to elicit a response in which the primary focus was *recount*; 60 in response to a text prompt designed to elicit a text in which the primary focus was *argument*; 60 in response to a text prompt designed to elicit a text in which the primary focus was *explanation*; and 60 in response to a text prompt designed to elicit a text in which the primary focus was *classification*. Each of the texts was then analyzed in terms of overall rhetorical structure and internal discourse structure and the findings for each group were compared with prototypes for each discourse mode that were based on a sample of texts written in English exhibiting the same discourse modes that were published in a range of academic journals.

In response to *Question 4* above, the findings relating to the participants in this study were compared with those of an earlier study (Bruce, 2003) in which the participants, all of whom wrote texts in English in response to similar text prompts, were teachers of English who were native speakers of English resident in New Zealand and senior students of English from a range of different linguistic and cultural backgrounds who were resident in New Zealand. In response to *Question 5* above, 60 texts were analyzed in terms of the extent to which they displayed cyclic development or linear development (simple linear development or complex linear development of one of three types – chained multilayering; spiral multilayering or progressive multilayering). One third of the texts were written in English and one third in Chinese by the expert/ experienced writers who

participated in this study. The remaining one third were written in English by New Zealand teachers (native speakers of English) who participated in Bruce's (2003) study.

Further details of the research and research methods are provided throughout the remainder of this thesis.

Chapter 2

Critical review of selected literature on genre, genre-based writing instruction and contrastive rhetoric

2.1 Introduction

In this chapter, selected literature of relevance to the research project reported in this thesis is critically reviewed. The chapter begins by discussing literature on *genre* (section 2), *cross-generic analysis* (section 3) *contrastive rhetoric* (section 4), *the Chinese rhetorical tradition* (section 5) and *genre-centered approaches to writing instruction* (section 6). It ends by identifying some *common strands* that link each of these areas (section 7) and providing some general conclusions (section 8). Although the focus is primarily on studies conducted in the 20th and 21st centuries, these are contextualized with reference to earlier work.

2.2 Research on genre

The terms ‘genre’ (type or kind), ‘text type’, and ‘rhetoric’ are used in a variety of different ways in the context of discourse studies. Some writers have attempted to resolve problems associated with differing uses of the same terms by introducing modifiers (e.g. ‘social genre’, ‘elemental genre’, ‘elementary genre’, ‘cognitive genre’, ‘text genre’). These modified terms are not, however, used universally or consistently. For this reason, the terms that will be used throughout the remainder of this thesis are introduced and explained in this chapter. Although attention has tended to be focused increasingly in recent years on multi-media discourses, more traditional written and spoken discourses, and the circumstances in which these discourses are produced, reproduced, altered and interpreted, still continue to be studied intensively. Some of these studies have focused largely on types of text (e.g. novels; academic articles), while others have focused largely on discourse modes (e.g. argument; recount), which generally, but not exclusively, characterize text segments rather than complete texts. This tendency to focus primarily on text types or primarily on discourse modes reflects a tradition that can be traced back to the Classical Period in Europe and, in particular, to Aristotle’s *Rhetoric* and

Poetics, the first of these being concerned primarily with overall purposes (e.g. persuasion) and the means of achieving them (e.g. through reasoned argument), the second with the classification and description of literary texts. The differences between these approaches and the interaction, and potential interaction between them are discussed here.

2.2.1 Focusing on types of text and the contexts in which they are produced, reproduced, altered and interpreted

Much of the research that focuses on text types was originally associated in the Western context largely with literary texts. Early research in this area was strongly influenced by that essentialism (Theory of Forms) that characterizes Plato's *Dialogues* (Cooper & Hutchinson, 1997), that is, by the belief that what we perceive is a reflection of universal, absolute or archetypal forms. This type of essentialism began to be questioned in the eighteenth century in Europe. However, although there were periods, particularly the Romantic Era in Europe, during which the concept of genre was itself questioned, a new type of essentialism, one that prioritized rules and necessary conditions, largely prevailed at least until the middle of the 20th century.

In the early 20th century, some of the most influential research involving genre focused on folk tales. It included research by Olrik (1921), who analyzed folk tales in terms of plot, episodes and character types, and Propp (1928), for whom the identifying characteristics of what he referred to as a 'grammar' of folk tales included, as identifying features, event sequences and character types. Much of the research on literary genres that was conducted in the early to middle decades of the 20th century was influenced by the development of linguistic structuralism (with its emphasis on rules) and what came to be known as 'practical criticism' (Richards, 1929) and, related to it, 'new criticism' (Empson, 1930; Ransom, 1941) (with their focus on texts themselves rather than on authorship, readership and historical and cultural context). From the late 1960s onwards, attention was increasingly directed towards the fact that texts that could be said to participate in the same genre often varied significantly (Croce, 1968) and the fact that a single text could participate in several genres (Derrida, 1980, pp. 64-65). Also in focus was the way in which genre communicates culture, providing a bridge between

the present and the past (Lotman, 1977) and is shaped by a range of extra-textual factors (Oring, 1986).

In the first half of the twentieth century, the Russian Formalists, a school of literary critics whose adherents were strongly influenced by structural linguistics, directed attention to what they saw as the formal or systematic aspects of genres. At the same time, they recognized and accepted that genres were subject to change, arguing that new genres emerged when existing genres had become automatized (Tynyanov, 1924; Brown, 1974). In the second half of the 20th century, the work of what came to be known as 'the Bakhtin Circle', a group of Russian academics with a particular interest in social, philosophical and artistic issues, became extremely influential. For them, genres were not sets of rules and conventions but ways of representing reality, the 'moulds' that shaped communication. In *The Dialogic Imagination*, a collection of essays on language and the novel first published in complete form in 1975, Bakhtin highlights the significance of context and of intertextuality. In another work (Bakhtin, 1986), he draws a distinction between primary genres (directly related to verbal communication) and secondary genres, the latter (mainly written) being described as absorbing various primary genres and emerging in the context of complex cultural settings.

Between these two perspectives (that of the Russian Formalists and that of the Bakhtin Circle), it is possible to locate the work of the North American tagmemic school of linguists who considered genres to be made up of a combination of obligatory and optional elements. Thus, for example, in a study of genres in a range of Philippine languages, Longacre (1968) listed, in addition to a dialogue genre, six different genres (*narrative, procedural, hortatory, dramatic, activity* and *epistolary*) which he identified in terms of function, the presence or absence of explicit temporal and/or spatial settings, chronological orientation, and tense and aspect. In the epistolary genre, for example, formulaic opening and closure (*Salutation; Fins*) were regarded as obligatory, with farewell remarks, instructions and summary (*Closure*) being regarded as optional. Of the remaining elements, (*Report, Enquiry, Petition* and *Counsel*), each of which could be recursive, the selection of at least one was regarded as obligatory.

Since the closing decades of the 20th century, many of those who have focused largely on text-types have been associated, directly or indirectly, with one of two main groups. One of these has emerged out of the systemic-functional ‘school’ of linguistics founded by Michael Halliday and mainly located in Australia; the other has grown out of the North American tradition of educating students in academic and professional literacy, particularly academic writing. These two ‘schools’ have much in common. Both treat discourse as a type of social action that evolves in response to rhetorical needs and that is associated with the achievement of communicative goals. In both cases, the influence of the semiotic notion of intertextuality (Kristeva, 1980) is evident. However, researchers associated with the systemic-functional school generally place considerable emphasis on the concept of register and its impact on linguistic selection.

Although a primary focus on discourse modes (argument, etc.), often associated with a single text-type (the academic essay), was characteristic of North American academic writing studies until the 1960s, this began to change when ‘composition studies’ was recognized as an academic discipline in its own right. By the 1980s, the focus was more broadly based, with texts being seen as situated responses to a range of socio-culturally embedded purposes. Texts associated with academic and professional settings were increasingly seen in terms of their function as responses to the rhetorical goals of discourse communities. Thus, for Miller (1984), “a genre becomes a complex of formal and substantive features that creates a particular effect in a given situation” (p. 153) and “genres . . . serve . . . as keys to understanding how to participate in the actions of a community” (Miller, 1984, p.165). Although some attention continues to be directed towards discourse modes, with, for example, Miller (1994, p. 75) noting “the conventionalized and highly intricate ways” in which “rhetorical resources, such as narration” are used, there has been an increasing focus on the exhaustive analysis of texts that participate in text-types associated with academic discourse (e.g. research articles; literature reviews), particularly in the research of Swales and his colleagues (see, for example, Swales, 1981; 1990; Swales & Najjar, 1987).⁵ This group is often

⁵ Note that although the research of John Swales is associated with the North American rhetorical tradition, he was born in the UK in 1938, educated at the Universities of Cambridge Leeds and

referred as a specializing in the area of English for specific purposes (ESP) or English for academic purposes (EAP), although the attention of its members is often also directed towards discourses associated with a wider range of professional settings.

Swales (1990) observes that individuals have genre repertoires and that instances of a genre may vary in terms of their prototypicality (pp. 45-57). He associates genres with discourse communities (pp. 24-27), regarding “shared communicative purpose” as the primary determinant of genre (p. 46) but noting that discourse communities also share patterns of communication. Thus, goals shape schematic structure and influence and constrain content and style (p. 26) and “language plays a significant and indispensable role” (p. 45).

In common with a number of other researchers (e.g. Bhatia, 1993; Connor & Mauranen, 1999; Crookes, 1986; Dudley-Evans, 1994; Hopkins & Dudley-Evans, 1988), Swales refers to ‘rhetorical moves’ and ‘steps’. Thus, for example, he identifies the moves typically involved in the introductory section of a research article as *establishing territory*, *establishing a niche* and *occupying the niche*, and associates these moves, in turn, with certain linguistic elements (Swales, 1990, p. 141).

A number of researchers have focused on the association between a particular aspect of linguistic content and a particular type of text. Thus, for example, Salager-Meyer (1994) associates hedging with research papers and medical case reports, Gunawardena (1989) associates the present perfect construction with biology and biochemistry articles and Thomas and Hawes (1994) associate report verbs with medical journal articles. However, as Biber (1988) observes, corpus studies reveal considerable variation in relation to linguistic selection. It is within the context of a consideration of this variation that the importance of the concept of prototypicality referred to by Swales (1990, p. 52) can most readily be appreciated.

For Swales (1990, p. 58), genre may be defined as “a class of communicative events . . . [that share] some set of communicative purposes. . . . [which] are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre”. He adds:

This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized the exemplar will be viewed as *prototypical* by a parent discourse community [emphasis added].

In the research of Swales, the concept of texts as being more or less prototypical exemplars of a genre is of fundamental importance. The influence of prototype theory (see, for example, Rosch, 1975a, b & c) is unavoidable in references to ‘family resemblances’ and ‘fuzzy categories’ (Swales, 1990, pp. 49-52). So too is the influence of schema theory (Anderson, 1977; Bartlett, 1932). Thus, Swales (1990, pp. 83 – 89) notes that in exercising genre skills, people make reference both to ‘content schemata’ and ‘formal schemata’ (the formal patterning that relates to knowledge of prior texts).

Research conducted within the context of the systemic-functional approach draws upon the concepts of ‘context of situation’ and ‘context of culture’ introduced into anthropology by Malinowski ([1923]/1994, p. 6) and developed within the context of linguistics by Firth ([1957]/1968, p. 177), for whom context of situation included both verbal and non-verbal actions and effects. Also central is the concept of ‘register’ that was introduced into linguistics by Reid (1956) and has been expanded on by Halliday and his colleagues (see, for example, Halliday & Hasan, 1976, p.22):

These [field; mode; tenor] are highly general concepts for describing how the context of situation *determines* the kinds of meaning that are expressed. The FIELD is the total event, in which the text is functioning, together with the purposive activity of the speaker or writer; it thus

includes the subject-matter as one element. . . . The MODE is the function of the text in the event, including therefore both the channel taken by the language – spoken or written, extempore or prepared – and its genre, or rhetorical mode, as narrative, didactic, persuasive, ‘phatic communion’ and so on. The TENOR refers to the type of role interaction, the set of relevant social relations, permanent and temporary, among the participants involved. Field, mode and tenor collectively define the context of situation of a text. . . .

The linguistic features which are *typically associated with* a configuration of situational features – with particular values of the field, mode and tenor – constitute a REGISTER [emphasis added].

From this perspective, discourse mode (e.g. narrative), as one aspect of a more general category of mode, is seen to impact on textual features. Although field, mode and tenor are said to *determine* content, their association with linguistic features is described in terms of *typicality*.

Egins (2004) associates different genres with different steps or stages which constitute a text’s overall ‘schematic structure’ (pp. 58-65). A critical distinction is, however, made by Hasan (1985/1989a, pp. 64-65), who differentiates between the ‘generic structure potential’ of texts belonging to a particular genre, that is, the range of possible structures available to them, and the actual generic structure of any particular text, that is, the subset of potential structural components that it exhibits. In an approach that is reminiscent of that of Longacre (1968), Hasan (1985/1989c, pp. 56-67, & 113) also distinguishes between obligatory elements, that is, steps or stages that are necessary for a text to be assigned to a particular genre, and optional elements. The former are seen as impacting directly on semantic structure. However, because meanings may be realized in a variety of different ways, they are said to impact only indirectly on lexico-grammatical structure.

2.2.2 Focusing on discourse modes/ cognitive genres

Aristotle's *Poetics* is largely concerned with a particular rhetorical purpose, *persuasion*, and the means by which it may be achieved. Gradually, theories of rhetoric began to include a wider focus so far as overall rhetorical purpose is concerned. Thus, for example, in the 18th century, Adam Smith focused on three primary rhetorical purposes, *instruction*, *persuasion* and *entertainment* (Howell, 1971, pp. 555-556). In the late 19th century, in a work whose influence continues to be felt, Alexander Bain ([1871]/1996) introduced an approach to classification in which there was no clear distinction between rhetorical purpose and discourse mode. His four main categories were *narration*, *exposition*, *description* and *persuasion or argumentation*. Although 'narration' and 'argumentation' might properly be referred to as discourse modes, 'persuasion' is clearly a rhetorical purpose that can be realized in a number of different discourse modes and discourse mode combinations. The term 'exposition' sits somewhat uncomfortably between rhetorical purpose and discourse mode. It is, in fact, a term that is commonly used to subsume a range of discourse modes, including informative and explanatory modes and sometimes also the descriptive mode. This confusion of rhetorical purposes and discourse modes, a confusion that relates, in part at least, to the fact that the words used to refer to each are multi-functional in English, can also be detected in a number of subsequent studies. Thus, for example, in the extract from Halliday and Hasan (1976, p. 22) quoted above, 'genre' and 'rhetorical mode' (used interchangeably) include narrative (discourse mode) and didactic and persuasive (rhetorical purposes) categories.

For Alexander Bain, there was a direct relationship between rhetorical purposes, discourse modes and cognition. Modes/ purposes were represented as ways of "provoking and combining associations according to the mental laws uncovered by psychology" (Conley, 1990, p. 252). Continuing in the tradition of associating purpose/ mode with cognitive processes is the work of Crombie (1987, p. 2) who, in the context of a discussion of 17th century baroque and metaphysical prose, proposes three primary genres (which she refers to as 'stylistic modes'). These are the *associative*, the *logico-deductive* and the *tepero-contigual*. Each of these is directly linked to one of the three perceptual strategies or cognitive processes identified by Hume ([1739-40]/1911). The first (the *associative genre*) involves

comparison and contrast and prioritizes relationships such as *simple comparison*, *simple contrast* and *statement-example*;⁶ the second (the *logico-deductive genre*) involves cause and effect and prioritizes relationships such as *reason-result*, *means-purpose* and *condition-consequence*;⁷ the third (the *tempero-contigual genre*) involves connection in time and space and prioritizes the relationships of *chronological sequence*, *temporal overlap* and *bonding*. In addition to these three simple genres, a number of mixed genres are proposed. Thus, for example, the *logico-associative mixed genre* is a combination of the *logico-deductive genre* and the *associative genre*; the *tempero-associative mixed genre* combines the *tempero-contigual genre* and the *associative genre*; the *logico-contigual mixed genre* combines the *logico-deductive genre* and the *tempero-contigual genre*. Crombie argues that in the 17th century, the ‘baroque prose’ that characterizes the sermons of Lancelot Andrewes is an example of the *associative genre*, whereas the ‘metaphysical prose’ that characterizes the sermons of John Donne is an example of the *logico-deductive genre*. Particular *discourse modes* (e.g. *arguing*; *classifying*) are typically associated with particular *cognitive genres* (e.g. *logico-deductive*; *associative*) and the *semantic relationships* associated with these genres (e.g. *means-purpose*; *simple contrast*) and are realized in a range of *text-types or social genres* (such as the metaphysical sermon).

In relation to their overall communicative purposes, Biber (1989, pp. 29 & 31; pp. 38-39) has identified eight ‘text types’, four of which are said to be typical of academic prose. These are *scientific exposition* (informational, elaborated in reference, technical and abstract); *learned exposition* (similar to scientific exposition but considerably less abstract and technical); *involved persuasion* (argumentative and persuasive); and *general narrative exposition* (combining narrative forms with information elaboration). In relation to an analysis of the needs of students learning academic writing, Quinn (1993, pp. 34-35) presents a taxonomy based on ‘family resemblances’: *reports* (involving descriptions of a process, cause and effect and time, place and reason); *explanations* (involving scientific or technical classification); *recounts* (which can be personal and/or

⁶ Also included here are the relationships of *statement-affirmation*, *statement-exception*, *statement-denial*, *denial-correction*, *concession-contradiction*, *supplementary alternation*, *contrastive alternation*, *paraphrase* and *amplification*.

⁷ Also included here are the relationships of *means-result* and *grounds-conclusion*.

academic in nature); and *discussions* (comparing and contrasting objects, proposals, propositions, hypotheses and/or historical cause and effect). Whereas Biber focuses on overall communicative purposes, Quinn focuses largely on discourse modes.

In order to determine precisely how texts identified as belonging to the categories identified by Biber and Quinn are typically structured, it would be useful to examine them in relation to *stylistic modes* (e.g. *associative*), *discourse modes* (e.g. *narration*), *semantic relationships* (and the particular ways in which semantic relationships are expressed linguistically in particular instances) and *text-types*. In fact, Bruce (2003) goes some way towards doing this. He begins by making a distinction between ‘social genre’ and ‘cognitive genre’ as follows (pp. 4 – 5):

Social genres are similar in type to the category of *text genre* proposed by Pilegaard and Frandsen (1996), referring to socially recognised constructs according to which whole texts are classified in terms of their overall social purpose. Thus, for example, personal letters, novels and academic articles are examples of different social genres, which are created to fulfill different types of socially recognized and understood purpose. . . .

The term *cognitive genre* is used to refer to what Pilegaard and Frandsen (1996) label *text type*. As examples, they cite: “narrative, expository, descriptive, argumentative or instructional text types” (Pilegaard & Frandsen, 1996. p. 3).

Bruce (2003) then focuses on what he refers to as ‘cognitive genre’ and on the categories identified by Quinn as being particularly relevant to the needs of students learning academic writing (*reports, explanations, discussions and recounts*). He refers to these as ‘rhetorical types’ (RTs) and identifies each of them with a particular *gestalt structure*, *overall discourse pattern* and *internal discourse pattern*, the last of these being associated with a preponderance of certain types of semantic relationship and, via these semantic relationships, with particular cognitive processes. The model he proposes is fundamental to the

research reported in this thesis and is therefore outlined in greater detail in *Chapter 3*.

2.3 Cross-generic analysis

Longacre (1972) has observed similarities between the structuring of monoclimate oral narratives in the Philippines and in Mexico and New Guinea, also noting that a similar patterning was characteristic of a particular type of oral narrative common among black inner city New Yorkers. In fact, all of the narrative patterns identified by Labov (1972, pp. 354-396) appear to have much in common with a 'conventional superstructure' (overall discourse structure) that van Dijk (1980, pp. 112-116) has detected in narratives associated with a number of different cultures: *setting*, *complication*, *evaluation*, *resolution* and *coda/moral*. In addition to identifying a conventional superstructure that appears to be characteristic of narratives associated with a range of cultures, van Dijk has also identified a conventional superstructure that appears to be associated with a range of different genres as well as a range of cultures. The meta-categories that make up this conventional superstructure are *introduction*, *problem*, *solution*, *evaluation* and *conclusion* (pp. 110-111). There are striking similarities between this cross-generic conventional superstructure and a cross-generic rhetorical pattern identified by Hoey (1983, pp. 43-53). That pattern, which he has labelled *PSn* (Problem – Solution), is said to involve two obligatory elements (*problem* and *solution/response* (to problem)) and two optional elements (*situation* and *evaluation* (of solution)). Thus, where all elements are present, and where none of them is repeated, the pattern is *situation – problem – response to problem (solution) – evaluation*. The *PSn* pattern (conventional superstructure) is one of three cross-generic patterns identified by Hoey, the other two being the *General – Particular* pattern and the *Matching* pattern (Hoey, 1983, pp.107-167). The *General – Particular* pattern has a *preview* plus *details*, a *generalization* plus *examples*, or a *topic* followed by *restriction* (further specification of the topic) and/or *illustration* (of the topic). The *Matching* pattern involves segments that relate to one another in terms of *similarities* or *differences*.

Van Dijk (1980, pp. 110-111) observes that conventional superstructures are made up of segments that can be assigned to more specific functions within the context

of particular genres. So far as pedagogy is concerned, this observation is a significant one in that it has the potential to provide a common basis for the introduction of a range of different genres. A similar point can be made with reference to what Hoey (1983, pp. 3-6) refers to as ‘discourse organization’, that is, the patterning of relationships within and among discourse segments. These relationships, referred to variously in the literature as ‘semantic relations’, ‘discourse relations’, ‘semantico-pragmatic relations’, ‘inter-propositional relations’, ‘clause relations’ and ‘rhetorical relations’, are relationships of meaning that link text segments. Longacre (1972, p.52) has argued that these relationships are fundamental to textual coherence. More recently, he has presented a revised and expanded relational taxonomy (Longacre, 1996) which has been compared and contrasted with a range of other relational taxonomies by Whaanga (2006, pp. 85 – 197). Different genres draw upon, signal and encode relations in characteristically different ways (Crombie, 1987; Bruce, 2003) and so an understanding of these relations is fundamental to an understanding of genre and, by extension, to genre-based writing instruction. Thus, for example, Bruce (2003) associates each of four ‘rhetorical types’⁸ (prototypical representations of particular genres) that he identifies as being typical of academic writing in English with a preponderance of particular relations.⁹

As indicated more fully in *Chapter 3*, it is possible to make productive use, in the teaching of writing, of research that focuses on cross-generic categorization as well as that which focuses on particular genres.

2.4 Contrastive rhetoric

The origin of studies in contrastive rhetoric is generally traced to an article by Kaplan (1966) in which, on the basis of an analysis of scripts written in English by learners of English, he proposed five different types of paragraph development, associating each with what he identified as particular cultural groups (English; Semitic; Oriental; Romance; Russian). At that time, he regarded each of these paragraph development types as being influenced by culturally specific thought

⁸ Bruce (2003) refers to these as ‘report’, ‘explanation’, ‘recount’ and ‘discussion’.

⁹ Examining these relations and linking them to the cognitive processes outlined by Crombie (1987), reveals that all four are primarily logico-deductive in orientation.

patterns. With the 'Oriental group' (Chinese, Thai and Korean), he associated an indirect spiral form of development (one in which a subject is approached from a variety of indirectly related points of view) as opposed to the linear, logical form of paragraph development he associated with English (presented as typically beginning with a topic statement supported by examples related to the central theme). More recently, Kaplan (1987; 1988) has argued that the differences he detected are more likely to reflect different writing conventions than different patterns of thought. The fact remains, however, that the initial research did not discriminate adequately among different Oriental groups (Hinds, 1983a), examined only L2 writing products (Mohan & Lo, 1985) and ignored the possible impact of educational variables, while focusing on the paragraph which is "often an arbitrary and artificial unit of discourse" (Severino, 1993, p. 46). In addition, no account was taken of the possible impact that different types of relationship (e.g. simple contrast; reason-result) may have on paragraph development (Johnson & Crombie, 2010, pp. 17 – 19) or, indeed, of the structure of texts as a whole.

From a position in which differences that were believed to exist in the writing of different groups were attributed to patterns of thought, Kaplan moved to a position in which they were attributed to cultural predispositions (c.f. Kaplan, 1966 & Kaplan, 1987; 1988). In each case, the conclusions reached, the assumptions underlying these conclusions and the ways in which they may be interpreted need to be given careful consideration. Laclau and Mouffe (2001 [1985]) argue that discourses and the identities produced through them are inherently political entities that involve the construction of antagonisms and the exercise of power. From this perspective, it becomes apparent that articles such as these run the risk of establishing and/or reinforcing stereotypes, partly through the use of metaphors – the straight line, the spiral etc. In this connection, it is relevant to note Said's (1978) observation that "[the] Orient existed for the West, or so it seemed to countless Orientalists, whose attitude . . . was either paternalistic or candidly condescending" (p.204). Furthermore, as Kubota (1999, p. 11) observes, "a . . . culture is not a monolithic, fixed, neutral, or objective category but rather a dynamic organism that exists in discursive fields in which power is exercised". In addition, cultural hybridity is becoming the norm in many parts of the world (Hermans & Kempen, 1998). In highlighting this, the *Common European*

Framework of Reference for Languages (CoE, 2001) uses the terms ‘plurilingualism’ and ‘pluriculturalism’ to refer to a context in which “. . . as an individual’s experience of language in its cultural context expands . . . he or she . . . builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (p.4).

In this connection, it is relevant to consider two articles by Kobayashi and Rinnert (2001 and 2008). In the first of these, Kobayashi and Rinnert explore the discourse level revision skills of three groups of Japanese EFL writers in relation to (a) English proficiency, and (b) writing experience. Group 1 was made up of 19 second year undergraduate students who had received no instruction in writing; Group 2 was made up of 22 third year undergraduate students who had received one year of writing instruction; Group 3 was made up of 12 graduate students, 11 of whom had received instruction in writing and all of whom had a higher level of proficiency in English than the students in the first two groups. These students were asked to detect and correct a range of coherence problems (at inter-sentential level, paragraph level and essay level) in expository texts in English. English language proficiency was found to correlate most closely with inter-sentential level performance, less closely with paragraph level performance and not at all with essay level performance. Thus, whereas several studies (e.g. Cumming, 1989; Pennington and So (1993); Sasaki and Hirose (1996), Sasaki (2000) indicate that proficiency contributes to overall and specific aspects of writing performance, the study by Kobayashi and Rinnert (2001) suggests that ‘[b]ecause . . . correction of such intersentential coherence problems appears to require higher overall English proficiency, particularly reading ability to evaluate the text, it may be less amenable to improvement through direct instruction” (p. 87) but that “essay level knowledge and concerns that underlie revision skill at this level may be somewhat independent or separable from language proficiency” (p.86).

Kobayashi and Rinnert (2008) investigated the effects on writing in Japanese and English of intensive preparatory high school training in L1 and/or L2 essay writing. Four groups were involved in the study: *Group 1*, students with intensive training in both L1 and L2 writing (9); *Group 2*, students with training in L1 writing only (7); *Group 3*, students with training in L2 writing only (7); and

Group 4, students with no intensive training in L1 or L2 writing (5). The essays written by participants in response to open-ended topics (in Japanese and in English) were categorized as follows: essays arguing for a particular point of view (argumentative); essays discussing the advantages and disadvantages of different points of view (expository); essays involving self-reflection (self-reflective); and essays of mixed type (mixed). The writing, whether in Japanese or English, of those who had received training (in L1 or L2 writing or in both) was more likely to include discourse markers. Those who had received instruction in L2 writing were more likely to select the argument mode, something that appears to be a reflection of a primary focus of that training. However, the L1 argument compositions, though similarly structured overall in the case of L1 and L2 writing, tended to include more components in the case of L1 writing. Similarly, the L1 and L2 exposition essays generally shared the same overall structure, as did the L1 and L2 mixed essays. However, particularly in the case of expository writing, those who had received training in L1 writing tended to include more original and/or more extended perspectives, something that is an important criterion for assessment in Japanese university entrance exams. As Kobayashi and Rinnert (2008) observe, although “[t]he findings provide relatively strong evidence for transferability of writing competence across languages ”further investigation would be required in order “to determine whether the correspondence between Japanese and English persuasive writing results from the influence of English writing, has developed independently, or, perhaps, is related to a combination of factors”.

Kaplan (1972) has claimed that the indirectness he detected in the writings of the Oriental group may be related to the influence of the *ba gu wen* (eight-legged essay), a standard compositional format employed by entrants to civil service examinations from the mid-15th century until the early 20th century. In fact, he claimed that this format was typical of expository and persuasive writing in China, Taiwan, Hong Kong and Singapore. Others, including Cai (1993), have also referred to the importance of this format and, in connection with it, of the Confucian concepts of *ren* (仁) (benevolence) and *li* (禮). The first of these relates to the values associated with moral obligation; the second to correct behaviour/etiquette. Applicants for civil service positions were obliged to demonstrate their

ability to promote social harmony through application of the principles of *ren* and *li* in the context of compositions that demonstrated knowledge of the classics, included parallelism and repetition, were strictly limited in terms of number of words and were made up of eight parts as follows¹⁰:

poti (破題)(opening) – generally involving two sentences introducing the topic;

chengti (承題)(amplification) – elaboration of the topic;

qijiang (起講) (preliminary exposition) – focus on straightforward exposition;

qigu (起股) (first argument) – generally made up of a limited number of sentence pairs that convey similar meaning in different words;

zhonggu (中股) (second argument– the main argument) – a series of parallel sentences constituting the main argument;

hougu (後股) (third argument) – an series of parallel sentences that extend on the ideas in the main argument or add to them;

xugu (束股) (final argument) – groups of parallel sentences made up of between two and five lines that revisit the main topic/theme and complete any points that remain outstanding;

dajie (大結) (conclusion) – concluding remarks – straightforward exposition but allowing for a measure of creativity.

Cai (1993, p.9) has claimed that:

English compositions by Chinese ESL students have consistently shown evidence of use of either the eight-legged or the four-part¹¹ or the three-foot organizational patterns, a restricted expression of personal feelings and views, an indirect approach to the chosen topic, and a preference for prescribed, formulaic language, all of which are so unfamiliar to native

¹⁰ This type of essay was first introduced into civil service exams of 1487 and 1496 (Wilson, 1995) but the essay type dates back at least to the Song Dynasty (Lui, 1974).

¹¹ They indicated that this model included: *qi* (preparation for the topic); *cheng* (introduction and development of the topic); *jun* (turn to a seemingly unrelated topic); and *he* (summing up))

English-speaking instructors that they mistakenly perceive these students as ‘poor writers’.

The four-part model to which Cai refers is the *qi-cheng-zhuan-he* model, a model that introduces a topic (*qi*), expands on it (*cheng*), presents another viewpoint on the topic (*zhuan*) and then sums up/ concludes (*he*). Fagan and Cheong (1987) analysed 60 essays written by Chinese ESL ninth grade students, claiming that over 50% of these essays followed the four-part model rather than a topic sentence supported by other sentences (which they represented as ‘the English pattern’). This raises a number of issues. First, the fact that the student texts examined were generally very short means that the focus was, once again, as in so many studies, essentially on the paragraph. Secondly, there seems to have been no valid reason for confining consideration of typical English text structuring to *topic-support*. After all, as Chen (2007) points out, the *PSn* pattern (referred to in *section 3* above), which typically involves four parts (Situation - Problem – Response to problem/ Solution – Evaluation) is a very common one although, of course, what Chen refers to as ‘the Western Problem-Solution pattern (and its elaboration)’ and ‘the Chinese four-part pattern’ are “by no means the only common patterns expected in Britain or in China” (p. 139). In fact, Kirkpatrick (1997) has argued convincingly that neither the *ba gu wen* (eight legged essay) nor the *qi-cheng-zhuan-he* have much impact on contemporary Chinese writing, adding that “as these structures do not influence the writing in Chinese of these students, they are unlikely to exert a great influence upon their writing in English”. He also notes that “[a] survey of contemporary Chinese textbooks on composition suggests that the prescriptive advice given in these texts reflects contemporary Anglo-American rhetorical style more than traditional Chinese style” (p. 223).¹² In a later work, Kirkpatrick (2002a & 2002b) observes that contemporary Chinese textbooks actually advocate a linear style of writing. A more recent study, by Liao and Chen (2009), also reaches a similar conclusion.

¹² A similar conclusion was reached by Kubota and Shi (2005) who examined advice relating to opinion writing in language arts textbooks commonly used in junior high schools in Mainland China and Japan. They did observe, however, that “unlike prototypical organization of English writing, the statements of main points that appear in the beginning of model texts do not include a preview statement that forecasts the content and organization of the supporting details” and that a small number of texts exhibit a structure that might be interpreted as quasi-inductive”, attributing this, in part at least, to the difficulty of assigning a single text type to opinion essays” (p. 97).

They compared the rhetorical strategies of argumentative writing recommended in three Chinese and three English L1 composition textbooks (each published before 1990), finding that they made similar recommendations in relation to, for example, macrostructure, introductory and concluding sections, positioning of thesis statements and support of arguments. They did, however, maintain that they differed in that only the Chinese textbooks emphasized moral and historical appeals and the use of analogy, set phrases and proverbs (p. 695). In connection with the research of Chen (2007), Kirkpatrick (1997; 2002a & b) and Liao and Chen (2009), it is interesting to note that Kubota has reached similar conclusions with reference to Japanese writers. She has observed, for example, that representations of Japanese expository prose as being characterized by “a classical style (*ki-sho-ten-ketsu*), reader responsibility, and an inductive style with a sudden topic shift” (see, for example, Hinds (1983a, 1987, 1990)) can be challenged by “multiple interpretations of *ki-sho-ten-ketsu* offered by composition specialists in Japan and the linguistic and educational influences from the West on the development of modern Japanese since the mid-19th century” (Kubota, 1997 p. 460). In addition, she found that approximately half of the 46 Japanese university students involved in a study in which they were asked to write essays in expository and persuasive modes in Japanese and in English used similar patterns in their Japanese and English essays (Kubota, 1998) and that overall low scores in relation to ESL organization appeared to be largely influenced by lack of experience in English composition and lack of English language skills (p. 86).

Mohan and Lo (1985) have not only noted that contemporary Chinese books of rhetoric advocate a direct writing style but also that the *wen-yan* style¹³ included a number of varieties in addition to the *ba gu wen* (eight-legged essay). They have also observed that the *wen-yan* style was largely replaced in the early 20th century by the *bai-hua* style, a style that is not only direct but draws heavily on spoken language. However, even if it were the case that the *qi-cheng-zhuan-he* model was typical of contemporary Chinese writing, it is important to stress that it is a model that has often been misrepresented. Mo (1985, pp. 63 & 71) has argued that this model is, in fact, linear rather than circular, and Cahill (2003, p. 170) has

¹³ a classical style of written Chinese based on the grammar and vocabulary of literary Chinese in ancient China

observed that its third stage model is not typically a ‘turn’, a digression or a rhetorical move of circularity, but “the occasion to develop an essay further by alternative means”. Furthermore, Chou (1989) has noted some striking similarities between the *qi-cheng-zhuan-he* model and the conventional superstructure - *introduction-body-conclusion* – that is often recommended for English essays. Finally, Lin (1987), in examining 50 samples of expository writing submitted in the context of the qualifying examination for Taiwanese government employment, found no instances of circular paragraph development.

Taylor and Chen (1991) examined the introductions to 31 academic papers in geophysics and related fields.¹⁴ Of the 31, 11 were written in English by first language speakers of English. The others (10 written in English and 10 in Chinese) were written by speakers of Chinese as a first language. They found that each of four moves identified by Swales (establishing the field; summarizing relevant previous research; identifying a gap; introducing the project by stating its purpose and objectives) was present in all cases. The Chinese scientists were, however, less likely to elaborate the moves and tended to pay less attention to summarizing previous research, citing fewer references. As they noted, the second of these may have had less to do with writing conventions than the fact that extensive research archives were not readily available. Furthermore, it seems likely that a lack of elaboration is commonplace among those who are obliged to write in a second language whatever that language may be and it also seems likely that Chinese academics have, in general, fewer opportunities to submit their work for publication and, therefore, fewer opportunities to rehearse academic article structuring.

A study by Zhu (1997) of 20 sales letters written in Chinese revealed that although some of them included indirect expression, all of them were developed in a linear way without ‘circularity’ or ‘digression’ (p. 543). Similarly, a study by Kong (1998) of business request letters written in English, some by speakers of English as a first language, others by speakers of Chinese as a first language,

¹⁴ These were: metallurgy, mineral processing, materials science, and materials and mechanical engineering.

revealed a similar move structure although there were differences in terms of ‘face relationships’ (pp. 137-138).

Some studies have claimed that there are some significant similarities between samples of texts written by contemporary writers from Chinese-speaking and English-speaking backgrounds. Others have claimed that there are some significant differences. Thus, for example, Matalene (1985), on the basis of the examination of essays written in Chinese, has claimed that they differ from essays by students from Anglo-American backgrounds in that they typically (a) include assertions rather than proofs, (b) present arguments later, and in a less direct way, and (c) rely heavily on appeals to history, tradition and authority. It may be, however, that these findings are attributable as much to the context in which the writing was produced as they are to general characteristics of Chinese writers. Similarly, although it is certainly true that Confucianism is associated with a high level of respect for collective wisdom, it does not necessarily follow from this, as Ng (2002) asserts, that students who have been influenced by Confucianism will be more reluctant than others to state and defend positions with which there is likely to be disagreement. Once again, context may be a deciding factor. Even so, there *are* some things that have been said to be typical of the writing in English of students from a Chinese background that may be present irrespective of context. Thus, for example, Hinds (1987, pp. 143& 146) has asserted that readers from an Anglo-American cultural background are more likely to make use of extensive cohesive signaling than are writers from some other backgrounds and Wang, Chen and Hsu (1998) have observed that Chinese writers, when writing in English, make more frequent use of ellipsis than is typically the case of Anglo-American writers. These things are likely to be due, in part at least, to the fact that Chinese is a pro-drop language, that is, one in which certain classes of pronoun may be omitted where their referents can be contextually recovered, particularly in subject position (Huang, 1989). Furthermore, Rinnert and Kobayashi (2001) found that, when asked to evaluate a number of compositions, the Japanese EFL teachers involved in their study, were, with the exception of certain features such as redundancy, as likely as the native English-speaking teachers involved in their study to positively evaluate those compositions that were thought by the authors

to be more typical of American English writing¹⁵ than those that were thought by the authors to be more typical of Japanese writing¹⁶.

2.5 A note on the Chinese rhetorical tradition

In China, there was no separation between philosophy and rhetoric until comparatively recently (Kennedy, 1998) and there have been many different schools of thought whose recommendations have been very different. Many of these Chinese schools of thought have been largely neglected in the West. As Oliver (1976, p. 145) observes:

If Western rhetoricians neglect the rhetorical theories of Gautama Buddha and Confucius, they at least regard their names with familiarity. We must suspect, meanwhile, that very few of them have even heard the names of other great classical Chinese rhetoricians, including Meng-k'o (known in the West as Mencius), Chuang-Tzu (or Chuang-Chou), Mo-Tzu (the romantic idealist), or Han Fei-Tzu (the legalistic, cynical pragmatist).

Many major developments in Chinese philosophy/ rhetoric can be traced back to the Chou dynasty (the Classical period), which lasted from the time when people from the Western plateau conquered the valley of the Huang (Yellow River) and its tributaries in Northern China (c1040 BCE) till 221BCE when a new dynasty, the Ch'in dynasty, typified by autocratic rule and the rejection of many of the influences from the past, began the process of unification of the country.

Among the major schools of thought associated with the Chou dynasty are *Confucianism*, *Yin and Yang*, *Mohism*, *Taoism*, *Sophistry* and the *School of Names* and *Legalism*. The differences among these can be profound. Thus, for example, whereas "Taoist rhetoric sees vagueness as a virtue and argumentation as futility; Confucianism strives for clarity and recommends speech as a sharp

¹⁵ The first group of compositions were characterized by a movement from general to specific, a thesis statement aiming to convince the reader of a particular position, tight transition between paragraphs (involving transition markers) and a restatement of the thesis in the conclusion with no new ideas introduced (see, for example, Hinds, 1983b, Leki, 1989; Raimes, 1987, and Reid, 1988.

¹⁶ The second group of compositions was characterized by an overall movement from specific to general, topic introduction without authorial positioning in relation to it, no strong authorial positioning throughout, loose connection between paragraphs, and a conclusion that included a summary and/or expanded idea (see, for example, Harder, 1983, 1984; Hinds, 1983a, 1987).

knife with which to whittle away the sophistries and fallacies from a subject, leaving its true nature unsullied and unavoidably clear” (Oliver, 1969, p. 3). It is, therefore, unwise to generalize about Chinese approaches to written communication on the basis of the sayings/ recommendations of one particular thinker or one particular school of thought.

The impact of different schools of thought and different thinkers associated with them has varied over time, as has the way in which the thinking of different scholars has been interpreted. One example is the interpretation of *li* (禮). Although it is often now supposed that Confucius¹⁷ and his follower, Meng-k’o (Mencius) considered ceremony and social norms to be paramount, Confucius also placed considerable emphasis on ‘moral responsibility’ and Meng-k’o consistently emphasized the importance of ‘courageous realism’ (Oliver, 1969, p. 6).

While Mohism (associated with the thinking of the 5th century BCE thinker Mo Tze and his followers) is generally, in common with Confucianism, thought of as endorsing the subordination of the individual to the collective with the aim of achieving social harmony, it nevertheless recommended a style that aimed for practical results and took full account of the needs of audiences (Oliver 1971, p. 183-193). In fact, in the 4th and 3rd centuries BCE, Mohist thinkers were responsible for the formulation of “a logical system that has some resemblance to dialectic as practiced in the Greek philosophical schools” (Kennedy, 1998, p. 158, referring to Graham, 1978). Consistent with Confucianism, Taoism and Mohism is a school of thought (*Yin and Yang*) that focuses on the balancing of primordial entities, such as light and dark and life and death. From this perspective, social order is seen as involving the achievement of harmony. As Oliver (1971, pp. 176 – 177) observes, the belief is that “[d]ifferences of viewpoint cannot be overcome by contention” and so it is “disadvantageous to urge ardently acceptance of one’s own views”. This has had an enduring impact on Chinese approaches to persuasion and argumentation. However, it could be interpreted as more of a

¹⁷ Confucius, a contemporary of Guatama Buddha, died in 479BCE (10 years before the birth of Aristotle).

prescription for reasoned argumentation (politely and considerately worded) than it is for the avoidance of the expression of opinions.

Chinese sophistry and legalism are different in many ways from Confucianism, Taoism, Mohism and Yin and Yang. Chinese sophistry was particularly in evidence in the 5th and 4th centuries BCE but may have begun up to a century earlier. The sophists had a particular interest in public speaking and, in particular, in the promotion of the interests of the individual through an emphasis on argumentation (often fallacious argumentation) and on analogy and paradox. In fact, reliance on historical sources, quotations from the classics, analogy, paradox and use of proverbs are particularly associated with the Chinese sophists (Kennedy, 1998, pp. 158 – 161). Similar in some ways to the sophists were the legalists, the most notable of whom, Han Fei-tsu (born around 280 BCE) has been referred to as “the Machiavelli of ancient China” (Oliver, 1971, p. 216). The primary aim of the legalists was to replace traditional norms by unquestioning acceptance of a ruler’s authority. Those who wished to exert influence on powerful rulers were recommended to pander to their desires, interests and prejudices rather than pursuing logical argument (Watson, 1967, pp. 75 – 76). In this connection, it is important to note that the works of Chinese sophists and legalists have been frequently condemned.

Even this very brief overview of some of the main strands of ancient Chinese thinking which have impacted, to a greater or lesser extent, on contemporary Chinese oratory and writing should be sufficient to alert us to the multi-faceted nature of Chinese approaches to discourse and make us wary of generalization.

2.6 Genre-centered approaches to writing instruction

Two examples of approaches to genre-centered writing instruction that emerge out of the North American ‘school’ are *Academic Writing for Graduate Students* (Swales & Feak, 1994) and *English in Today’s Research World* (Swales & Feak, 2000). In both cases, the focus is on academic writing in English.

Academic Writing for Graduate Students (Swales & Feak, 1994) begins by focusing, in general terms, on audience, purpose and strategy, organization, style,

flow, presentation and positioning and then goes on to explore, with reference to particular aspects of language (e.g. *that-clauses* and *prepositions of time*), different approaches to the presentation and organization of information (e.g. generalization and specification; problem and solution (including procedures and processes)). The focus then moves to the writing of summaries and critiques and, finally, in the last two chapters, to the construction of research papers. In these last two chapters, the emphasis is on specific sections of research papers (e.g. methods sections) and, in particular, the moves involved (e.g. establishing a niche) and the language typically associated with them. Although sections of this work focus on cross-generic categories (e.g. generalization and specification), these sections are treated in a way that emphasizes their particular relevance to a particular context – the academic context and they are, in the final two chapters, firmly located within the context of a particular social genre – the research paper.

English in Today's Research World (Swales & Feak, 2000) begins, in the first chapter, with a general focus on authorial positioning, writing processes, writing strategies, writing styles and writing products. It then goes on to examine, in terms of audience, organization and content, specific types of academic writing (including conference abstracts, conference posters and literature reviews). Although seven of the eight units have language focus sections (including, for example, a consideration of complex prepositional noun phrases (Unit 2) and tense and reporting verbs (Unit 5)), these are by no means as extensive as those included in *Academic Writing for Graduate Students*. One reason for this is provided by the authors, who note that whereas in *Academic Writing for Graduate Students*, the intended audience is learners of English as a second language, *English in Today's Research World* is intended also to be “helpful to graduate students who have English as their first language or who are bilingual or bidialectal” (Swales & Feak, 2000, p. 1). The fact is, however, that students for whom English is a first language will not necessarily have any real understanding of the interaction between text type, language function and language choice and may, therefore, benefit from discussion of language specifics as much, or almost as much, as those for whom English is an additional language. It may therefore be that the de-emphasizing of language specifics in the later work is as much a

reflection of a changing emphasis in North American genre studies as it is of the intention to be more inclusive in terms of readership.

Pedagogic applications of research on genre that are more directly influenced by the systemic-functional 'school' tend to focus more on discourse modes than on text types and to emphasize the interaction between mode, function and language choice. These include Derewianka (1994), Knapp and Watkins (1994) and, with particular reference to the teaching of writing to non-native speakers of English, Crombie and Johnson (2009) and Johnson and Crombie (2010).

Within the context of the systemic-functional school, Derewianka (1994) focuses on the teaching of writing in primary schools, highlighting the fact that language functions enable writers to make sense of the world and fulfill real purposes, such as arguing and sharing information (pp. 3-4). The methodology she proposes involves a four-part curriculum cycle: *preparation* (gathering relevant information, etc.); *modelling* (presentation and discussion of model texts that exhibit the features that will be the focus of attention); *joint construction* (combining teacher and student resources to create of a text jointly) and *independent construction* (students create their own texts individually). Derewianka outlines six basic 'genres' (referred to above as 'discourse modes'): *recount* (telling someone what happened), *instruction* (telling someone how to do something), *exposition/ argument* (arguing a case), *narrative* (providing entertainment in the context of a story), *report* (providing information about things or classes of things) and *explanation* (explaining why something happens or how something works). With each of these, she associates an overall focus, a primary purpose, a type of textual organization and structural elements and linguistic features. Thus, for example, *recount* is described in the following terms:

<i>overall focus -</i>	unfolding a sequence of events over time;
<i>primary purpose -</i>	to tell what happened;
<i>types -</i>	personal; factual and imaginative;
<i>textual organization -</i>	orientation and series of events;
<i>language characteristics -</i>	specific participants, simple past tense, action verbs and temporal links.

In connection with this, Houia-Roberts (2004, pp. 69-70) makes the following point:

It is important to note that some of the language features to which referenced is made [in relation to recount] appear to be consequences of an overall orientation towards chronological sequence and temporal overlap (i.e. action verbs and linking items to do with time), whereas others (e.g. use of simple past tense) appear to be consequences of the relationship between the temporal positioning of the narrator in relation to that of the events. It is also relevant to note that the actual choices that can be made also appear to relate to a number of factors, including the nature of the relationships between propositions (e.g. chronological sequence) and the actual sequencing of these propositions. Thus, perfective aspect in combination with past tense (past perfect) may occur and, where it does, past simple is predictable in the immediate environment ('He had just . . . , when she . . . '). . . . Furthermore, where events are not presented in the order in which they actually occurred, there are linguistic consequences (e.g. 'She . . . after having . . . '). What this indicates is that what Derewianka observes in relation to specific language features should be regarded as typically true of writing done by students in primary school settings rather than inevitably true.

The approach adopted by Knapp and Watkins (1994) is strongly influenced by the socially- oriented perspective of Kress and Threadgold (1988). The emphasis is on genre as process and text as product and there is greater acknowledgment of the multi-generic nature of the majority of texts (Knapp & Watkins, 1994, p. 12 & pp.20-21). Nevertheless, as in the case of Derewianka (1994), the emphasis is on discourse modes. These are labeled and described as follows: *instructing* (involving the process of logical sequencing), *arguing* (persuading readers to accept a point of view through the process of propositional expansion), *narrating* (involving the process of sequencing people and events in time and space), *explaining* (engaging the process of sequencing phenomena in terms of temporal and/ or causal relationships), and *describing* (involving the process of ordering things into technical or commonsense frameworks of meaning) (Knapp &

Watkins, 1994, p.22). Houia-Roberts (2003) notes that, according to this framework, *instructing*, *narrating* and *explaining* are all said to involve sequencing and would at first sight appear to be differentiated in terms of *what is sequenced* and the *type of sequence* involved (pp. 77 & 78). She notes, however, that there are problems associated with the types of distinction made. Thus, for example, in the case of *instructing*, actions or behaviours are said to be sequenced, in the case of *narrating*, people and events are said to be sequenced, and in the case of *explaining*, phenomena are said to be sequenced although ‘phenomena’ may include actions, behaviours, people and events. She also notes that although in this framework *instructing* is associated with logical sequence, *explaining* with temporal and/or causal relationships and *narrating* with sequencing in time and space, it is impossible to determine how the authors distinguish between ‘logical sequence’ and the other two types of sequence. Her conclusion is that “the attempt by Knapp and Watkins to define genres in terms of processes and to discriminate among genres in terms of type and object of process appears to be unsatisfactory” (2003, p. 78).

Crombie and Johnson (2009) and Johnson and Crombie (2010) also focus on discourse modes as the building blocks upon which the treatment of text-types depends. Their focus is on *instruction*, *explanation*, *argument* (one-sided and two-sided), *description and classification* and *recount*. Texts (including blended texts that combine genres) are discussed in terms of overall organization (discourse macro-patterning), internal organization (semantic/ discourse relations such as *reason-result*), and some characteristic language features (including the signaling and realization of discourse relations). Based on research that highlights the commonalities among texts in terms of overall structuring (see, for example, references to the research of Hoey, Labov, Longacre and van Dijk above), they provide a template for the overall structuring of texts (*topic*, *focus*, *detail*, *conclusion*) that is then further specified. Thus, for example, underlying the text template associated with *instruction* is the *General-Particular* (Preview-Details type) macropattern identified by Hoey (1983, pp. 134-167). The topic (goal) section provides a preview, the focus and detail sections (+/- warning/s¹⁸ + steps)

¹⁸ +/- = optional

provide the details in terms of materials and/ or equipment (the focus section), warnings (optional) and steps (the detail section). Discourse modes (e.g. instruction) are realized in particular text-types (e.g. recipes). In the case of each discourse mode, particular discourse relations are in focus. Thus, for example, *instruction* is particularly associated with the relations of *reason-result*, *means-purpose* and *temporal/ chronological sequence*. These relations are, in turn, associated with particular types of linguistic realization. In addition, other typical language features are in focus. Thus, for example, in Crombie and Johnson (2009), use of the present simple tense to refer to general truths is highlighted in the case of *description and classification* and use of various types of conditional construction in the context of past time, and of present and/ or past continuous in initial sections of text are highlighted in the case of *recount*. The methodology is similar to that outlined by Derewianka (1994) except for the fact that the joint construction phase is replaced by a gradual unfolding of model texts accompanied by a discussion of the principles guiding the construction of each section.

Earlier sections of this review have emphasized the importance of making a clear distinction between text type and discourse mode and between both of these and discourse relations. The absence of distinctions such as these can lead to considerable confusion. One example of this is to be found in a popular textbook on writing academic English by Oshima and Hogue (1991, pp. 97 & 98) where we find, for example, a ‘model essay’ labeled ‘chronological process’ and entitled ‘How a Solar Hot Water System Works’. Reference is made in this connection to ‘[chronological] process essays’ and to ‘chronological order essays’ (these labels being used interchangeably). However, it is noted that “[chronological] process essays are not limited to describing technical processes” but can also be used “when . . . writing instructions”. It is also noted that there is “[another] third kind of writing that uses chronological order [that] describes events over a period of time, such as biography, autobiography, or history”. What this appears to indicate is that ‘essay’ is being treated as a genre and ‘chronological process and/or chronological order essay’ as a sub-genre. However, as the authors go some way to acknowledging, chronological ordering can be associated with a wide range of text types (e.g. biography, autobiography) and discourse modes (e.g. instructing). Furthermore, although the ‘model essay’ referred to by Oshima and Hogue as a

‘chronological process essay’ or ‘chronological order essay’ is said to involve ‘*describing* technical processes’ (emphasis added), it is clearly primarily explanatory in nature and relies as heavily on the relationship of *means-purpose* as it does on that of *chronological/ temporal sequence*. All of this indicates the problems that can result from a failure to make clear distinctions among different types and levels of categorization.

So far as research involving genre-based approaches to the teaching of writing is concerned, in some cases, the focus has been on discourse modes, in others, it has been on text types. Among the former is research conducted by Rozimela (2004) that focuses on argument, Kongpetch (2006) that focuses on exposition, Cheng (2008), that focuses on narrative, and Lin (2006), Wu et al. (2006) and Lin (2010) that focus on a range of discourse modes. Among the latter, is research by Mustafa (1995), Henry and Roseberry (1998) and by Hsu (2008). In each case, a focus on genre was judged to be effective in terms of the writing produced by the students involved.

Rozimela (2004) focused on argument in a study involving an English writing course designed for 35 second-year Indonesian university students. The methodology included the introduction and discussion of model texts followed by joint and individual construction of texts. On the basis of analysis of in-course writing tasks and pre- and post-test writing samples, Rozimela concluded that there was overall improvement in students’ performance in relation to the schematic structure of texts, the elaboration of argumentative elements and those grammatical aspects that had been discussed in class (pp.615-618). In an English writing course designed for 42 Thai university students, Kongpetch (2006) introduced, in the context of expository discourse, the use of the present tense and the passive construction, causal conjunctions, generalized participants and a variety of processes (pp. 10 – 13). Based on student writing, entries in students’ course diaries and discussion with the students (pp. 21 – 23), she judged the course to have led to improvement in all of the areas to which the students were introduced. The primary focus of a study by Cheng (2008) was narrative. Twenty-six first year students majoring in English at a university in Taiwan were provided with a short course in which they encountered a range of model texts exhibiting

the narrative genre. Cheng noted that there was general improvement in the students' text-writing capacity and, in particular, that they developed increased awareness of the relationship between text-type and language function (pp. 173-175). She nevertheless concluded that greater focus on the interaction between discourse function and linguistic knowledge was needed because students' limited language proficiency meant that they had difficulty in realizing the discourse function of each rhetorical move. Lin (2006) conducted a study in which third year students of English attending a university in Japan were introduced to a range of discourse modes, including narrative, recount, instruction and explanation. Through exposure to, and discussion of model texts, students were introduced to typical textual organization patterns and language features. On the basis of student feedback, Lin reached the conclusion that the course was more effective than previous non-genre-based writing courses that the students had followed in terms of confidence-building, adding that "most students [were] able to produce original and coherent texts close to the model texts" (p. 80). A similar study was conducted by Wu et al. (2006). On this occasion, the students involved, who were attending a junior college in Taiwan, were provided with an English writing course that focused on narrative, explanation, argument and personal recount in the context of consideration of textual macropatterning, textual relations and cohesion. The methodology used was that recommended by Derewianka (1994). The conclusion reached, on the basis of self-reporting by the students, was that this particular approach not only led to an increase in confidence but also led to improvement in the students' understanding of paragraph organization and sentence structuring. A recent study that focuses primarily on discourse modes/cognitive genres is that of Lin (2010) who carried out a study involving an intensive genre-centered writing course conducted in a tertiary educational institution in Taiwan. The course was delivered in three modes – face-to-face, fully online and blended. Analysis of post-course questionnaires and focus group discussions revealed a high level of satisfaction with the course. Analysis of pre-test and post-test writing tasks provided evidence of significant improvement in the writing of course participants in a range of areas.

A study by Mustafa (1995), involving undergraduate students at Jordan University of Science and Technology who were judged to have an intermediate level in

English, focused on the conventions associated with the writing of term papers in both English and Arabic. Analysis of 265 student responses to questionnaires revealed that formal instruction in these conventions had raised students' awareness of them, with only 12% of respondents reporting that they found it difficult to follow these conventions when writing in English (4% in the case of writing in Arabic) (pp. 252 & 253). Furthermore, analysis of term papers revealed that whereas 42% of those who were usually given good grades for their term papers had attended the course, only 25% of those who had not attended the course were usually given good grades (p. 253). Mustafa concluded that the course not only raised students' awareness of the conventions associated with term papers but also had a positive impact on their academic achievement overall (pp. 254 & 255). Henry and Roseberry (1998), conducted research in Brunei involving two groups of 17 first year university students who were required to write tourist brochures. Each group was provided with a three week course involving only 6 hours of instruction. In one case, that course was genre-centered; in the other, it was not. A comparison of texts written at the beginning and end of the course revealed that, in terms of moves, topic, topic-shift and connectivity, the group whose members had been provided with a genre-centered course outperformed members of the other group (pp. 154 & 155). Hsu (2008) provided 48 English major students at a university in Taiwan with genre-centered instruction in writing business letters. At the end of the course, the students were able to demonstrate improvement in terms of the overall generic structuring of their written texts.

2.7 Weaving the threads together

Until comparatively recently, studies in contrastive rhetoric tended to focus on comparing/ contrasting written texts at the level of the paragraph (referred to by Raimes (1983, pp. 7-8) as the 'paragraph-pattern approach') and also tended to be oriented almost entirely towards the initiation of language learners into practices that were considered to be appropriate largely because they were associated with native speaking communities of practice. This has been referred to by Land and Whitley (1989, p.289) as 'composition as colonization'.

Matsuda (1997, p. 51) has observed that although contrastive rhetoric was first proposed as a pedagogical solution to the problem of L2 organization, its

contribution to the teaching of writing was initially limited because it was underpinned by a static theory of L2 writing. After all, as Kubota (1998, p. 297) notes (with particular reference to the Japanese context):

English influence exists not only at word level but also at the macro level of written discourse. Despite the belief that Japanese text organization is very different from English (Kaplan, 1988) since it is characterized by indirectness, a classical pattern called *ki-shoo-ten-ketsu* (Hinds, 1983a), ‘delayed introduction of purpose’, or ‘quasi-inductive (Hinds, 1990), many Japanese composition handbooks for college students and professionals (e.g., Kabashima, 1980; Kinoshita, 1990; Morika, 1963) base their theory on English composition (cf. Kubota, 1997). They promote using topic sentences, and emphasize unity, clarity, and logic. Japanese academic papers in social sciences, for instance, follow the organization of English academic papers including ‘introduction’, ‘literature review’, ‘method’, ‘results’, ‘discussion’ and ‘conclusion’.

It is important to acknowledge and take account of the linguistic and cultural impact of globalization. It is also important to recognize one’s own positioning as a researcher and the impact that that positioning may have on the research. Otherwise, there is a danger that the creation and promotion of stereotypes based on unacknowledged value judgments will be perpetuated. Thus, for example, Kubota (1999, pp. 10-11) notes that “[l]abels used for representing cultures are produced, reinforced, and contested by discourses that manifest power struggles within the culture and between cultures”.

In connection with this, it is important to note that references to aspects of Chinese history and Chinese rhetorical traditions have not always been adequately contextualized and have sometimes been based on assumptions rather than evidence. These sorts of assumptions are now beginning to be questioned. Thus, for example, it was noted in *section 4* above that the *qi-cheng-zhuan-he* model has been found to have much in common with the conventional superstructure *introduction-body-conclusion* (Chou, 1989) and to have a tendency towards linearity rather than circularity (Mo, 1985; Cahill, 2003). It was also noted that a

more direct style (*bai-hua*) is often recommended in Chinese textbooks (Mohan & Lo, 1985) and that they also exhibit evidence of the influence of Anglo-American rhetorical style (Kirkpatrick, 1997; 2002; Liao & Chen, 2009). Furthermore, although some researchers have detected some interesting differences between the products of Chinese and Anglo-American writing (Fagan & Cheong, 1987; Matalene, 1985; Wang, Chen & Hsu, 1998; Huang, 1989; Hinds, 1987), analysis of the structure of English and Chinese suggests that some of these differences (e.g. subject omission and paucity of cohesive signalling) may be attributable, in the case of first language speakers of Chinese writing in English, to problems with the referential system of English rather than to fundamental differences in perceptions of the roles of writer and reader. Furthermore, a number of researchers have found significant similarities between aspects of Chinese and Anglo-American writing (Lin, 1987; Kong, 1998; Zhu, 1997). What all of this indicates is the fact that it is unwise to make broad generalizations about contemporary Chinese writing, or indeed, about the writing of any heterogeneous group, on the basis of specific instances. After all, since the second half of the 20th century, Chinese people have been influenced in different ways by different linguistic, cultural and rhetorical traditions. Thus, for example, British influence has been particularly in evidence in Hong Kong, Portuguese influence in Macau, and North American influence in the Republic of China (Taiwan). Globalization, along with migration (including serial migration), has increased the range of linguistic and cultural influences on Chinese speakers in all areas.

In the past few decades, comparative/ contrastive approaches to discourse and to the teaching of writing have become more sophisticated. Texts are increasingly seen as “the process of decision making that writers go through as they respond to their own perception of the particular context of writing” (Matsuda, 1997, p. 52); discourse communities are increasingly being perceived as potentially inclusive rather than necessarily exclusive (Casanave, 1995); and genre-centered research is increasingly being integrated into the teaching of writing.

Landa (1993), Lemke (1994), Kay and Dudley-Evans (1998), Macken-Horarik (1999), Paltridge (2001), Bradford-Watts (2003a & b), Devitt (2004) and Hyland

(2004) have all stressed the advantages of genre-centered approaches to the teaching of writing. For Landa (1993, p. 50), a critical aspect of genre-centered writing instruction is the fact that it allows learners to operate effectively within the context of their current language competency and provides clear directions in relation to which their work can be fairly graded. For Lemke (1994, p. 11), one of the important characteristics of genre-centered approaches to writing instruction is that they teach learners “to dissect a text into its component parts, and to construct a text from its component parts, emphasizing an explicit understanding of the parts, their relations to one another, and the functions of parts and the whole in their contexts”. Kay and Dudley-Evans (1998, pp.310 - 311) stress the fact that the provision of model texts helps students to understand how texts are organized, reduces their anxiety and gives them confidence in their capacity to succeed as writers and to “enter a particular discourse community”. Paltridge (2001, p. 6) emphasizes the fact that genre-centered approaches to writing instruction provide for a focus on discursal and contextual aspects of language use that are often neglected in courses that are based only on “the lower-level organizational units of language, such as structures, functions, or vocabulary”. Devitt (2004, p. 198) notes that because this type of instruction initiates students into an understanding of “the intricate connection between contexts and forms”, it can also have a positive impact on reading skills development. For Macken-Horarik (1999, p. 530), Bradford-Watts (2003a, ¶11, 2003b, ¶21) and Hyland (2004, p.14), a critical aspect of all of this is the importance of being in a position to provide students with ‘cultural capital’.

Atkinson (2003, p. 11), referring to Hyland (2003a), has observed that genre-centered approaches to the teaching of writing are “the main institutionalized alternative to process pedagogy currently on offer”. From this perspective, they clearly need to be included within the context of what Trimbur (1994) refers to as ‘post-process’ approaches. However, there are problems associated both with the way in which the terms ‘process’ and ‘post-process’ are often used and with Trimbur’s claim that ‘post-process’ approaches represent a shift from cognitive to social orientation. Although it has been argued that process-centered approaches to the teaching of writing (whose characteristics have recently been discussed by Lin, (2010)) are grounded in cognitive psychology (Grabe & Kaplan, 1996, p. 84-

94) and are associated with ‘cognitive moves’ that may be either “highly conscious . . . [or] unconscious and automatic” (Bereiter, 1980, p. 78), a number of writers, including North (1987) and Susser (1993) have disputed these claims, arguing that the focus is on pedagogical processes rather than psychological ones. In addition, as the discussion in *section 2* above indicates, genre studies are cognitively as well as socially oriented. The claim that post-process approaches to the teaching of writing represent a shift away from cognitive orientation and towards social orientation is, therefore, simplistic. Furthermore, using a descriptor such as ‘post-process’ may be taken as an indication of a total rejection of all of the insights that process-centered pedagogies have yielded. This is by no means the case.

Just as process-centered approaches to the teaching of writing may differ from one another in some important respects, so too may genre-centered approaches. In some cases, the focus is primarily on text types/ social genres, in others, it is primarily on discourse modes/ cognitive genres. In some cases, insights from cross-generic studies are incorporated, in others, they are not. We need to take account of all of these. As Bhatia (1998, pp. 26-27) has observed, we need “the sophistication and subtleties of ESP” as well as “the power of generalizations across disciplinary boundaries”.

2.8 Conclusion

Genre-centered approaches to the teaching of writing are informed by research on genre. Until comparatively recently, much of that research was predicated on the belief that the structure and content of the writing of non-native speakers of a language (generally English) were different in some fundamental ways from the structure and content of the writing of native speakers (see for example, Kaplan, 1996). In addition, it was generally assumed that teachers of writing should necessarily, irrespective of context, encourage novice writers who were non-native speakers of a target language to emulate the type of writing that was typically associated with native-speakers. Furthermore, so far as the structure of the writing of first language speakers of Chinese is concerned, a number of assumptions were made (see, for example, Kaplan, 1972; Cai, 1993) that have

subsequently been shown to be either simplistic and/ or wholly inaccurate (see, for example, Chen, 2007; Kirkpatrick, 1997, 2002a & b).

Although some of the research upon which genre-centered approaches to the teaching of writing depends is comparative/ contrastive in nature, much of it has tended to focus on essays/ compositions (often limited to a single paragraph) written by young learners (see, for example, Fagan & Cheong, 1987; Liao & Chen, 2009) or on the advice provided in textbooks/ books on rhetoric (Mohan & Lo, 1985; Kirkpatrick, 1997, 2002a & b). Where writing by adults in languages other than English has been analyzed, the tendency has been to focus on a limited number of text-types/ social genres and, in particular, on specific aspects of texts exhibiting these genres and their macrostructure (see, for example, Taylor & Chen, 1991; Zhu, 1997; Kong, 1998). What appears still to be lacking is more comprehensively-oriented studies. The study reported in this thesis aims to make a contribution in this area by focusing on internal discourse patterning as well as overall macropatterning and including texts written in English and Chinese that are oriented towards four different discourse modes/ cognitive genres and are written by language learners, language teachers and native speakers.

Chapter 3

Laying the foundations: Reviewing a prototype-based study and its relevance to this research project

3.1 Introduction

The research reported in *Chapters 4 and 5* is fundamentally related to research conducted by Bruce (2003). At the core of that research was an attempt to **(a)** identify Rhetorical Types (RTs) (i.e. prototypical realisations of cognitive genres) that are associated with academic writing in English, **(b)** identify characteristic features of these Rhetorical Types (in terms of gestalt structure, overall discourse patterning and internal discourse patterning), and **(c)** determine, based on performance of a number of writing tasks, to what extent experienced and less experienced writers (native speakers of English and non-native speakers of English) conform to these Rhetorical Types when writing in English. The present study is a partial replication study. Although it differs from Bruce's (2003) study in a number of important respects, it nevertheless relates directly to it and relies heavily on it in others. It is, therefore, I believe, important to fully acknowledge the extent to which I am indebted to Bruce and to emphasize the many important and valuable aspects of that study that initially attracted my attention and subsequently led to my decision to relate my own study directly to it. These include the following features:

- it focuses on discourse modes and is therefore more readily generalizable than studies that focus on text types;
- it includes text prompts that can readily be adapted for use in a range of contexts;
- it is based on a large number of texts written by experienced writers as well as novice writers;
- it includes appendices in which all of the analyzed texts are made available, making it possible to determine how these texts were analyzed;
- it provides a wealth of data that are extremely useful for comparative purposes.

In *section 3.2*, the background to Bruce's (2003) research is introduced. This is followed, in *section 3.3*, by a summary of Bruce's research findings. In *section 3.4* issues associated with that study are discussed. In the final section, *section 3.5*, the implications of the issues discussed in the previous section for the research reported in *Chapters 4 and 5* are outlined.

3.2 Background to the research conducted by Bruce (2003)

3.2.1 Introduction

Bruce (2003, pp. 4 - 5) makes a distinction between what here refers to as 'social genres' and 'cognitive genres' (referred to in *Chapters 1 & 2* here as 'discourse modes' and 'text types respectively):

Social genres are similar in type to the category of *text genre* proposed by Pilegaard and Frantsen (1996), referring to socially recognised constructs according to which whole texts are classified in terms of their overall social purpose. Thus, for example, personal letters, novels and academic articles are examples of different social genres, which are created to fulfil different types of socially recognised and understood purpose. Although a specific example of a particular social genre may exhibit features of a single *cognitive genre* (see below), it is more common for examples of social genres to exhibit features of more than one cognitive genre.

The term *cognitive genre* is used to refer to what Pilegaard and Frandsen (1996) label *text type*. As examples, they cite: "narrative, expository, descriptive, argumentative or instructional text types" (Pilegaard & Frandsen, 1996. p. 3). Cognitive genres can, therefore, be aligned with *macrofunctions* as described by the Council of Europe: *Common Framework of Reference*. *Macrofunctions* are: "categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences e.g. description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, persuasion" (Council of Europe, 2001, p. 126).

He continues: “[the] term cognitive genre is used . . . to refer to the overall cognitive orientation of a piece of writing in terms of its realisation of a particular rhetorical purpose, something that is reflected in the way in which information is internally organised and related. . . . Different types of rhetorical purpose (such as, to recount sequenced events, to explain a process, to argue a point of view) instantiate different cognitive genres” (Bruce, 2003, p. 5) and “different rhetorical purposes are associated with different cognitive genres and, thus, with the engagement of different cognitive frameworks” (p.6). He argues that “although these cognitive frameworks are available to all cultural groups and to all sub-groups within these cultural groups, different groups will have preferred ways of drawing upon them”, so that, for example, “the Western academic tradition draws upon the cognitive framework associated with argumentative discourse in particular ways that, taken together, constitute a prototype for that variety of discourse - referred to here as a *Rhetorical Type*”, a *Rhetorical Type* being “an example of a cognitive genre that is typically associated with a particular context of culture” (p.6).

Largely on the basis of the research of Biber (1988, 1989) and Quinn (1993), Bruce (2003, p.14) identifies four Rhetorical Types associated with academic writing in English (and, by implication, with academic writing conducted within the context of what he refers to a ‘the Western academic tradition’) which he labels as follows: *Report*; *Explanation*; *Discussion*; *Recount*. He notes that “each of the rhetorical types is associated with a particular way of representing knowledge (in terms of cognitive organisation), and so discourse that is organised in terms of a particular Rhetorical Type will share certain organisational characteristics”, adding that “Rhetorical Types . . . are not usually whole texts, but are used, usually in combination, to create texts in socially driven ways” (p. 203). In other words, RTs are prototypical representations of particular discourse modes – in this particular case, prototypical representations of the realization of these modes in the context of a type of academic discourse that is associated with the West.

Bruce goes on to associate each of the RTs he identifies with particular aspects of discourse structuring, that is, gestalt structure, overall discourse patterning

(discourse macropatterning/ rhetorical structuring/ generic structuring) and internal discourse patterning.

3.2.2 Gestalt structure

A range of schematic constructs were surveyed by Bruce (2003, pp. 96 - 138). One of these, the *kinaesthetic image-schema* constructs (Johnson 1987)¹⁹, is based on gestalts or "non-propositional structures of imagination" (p. 19) involving a small number of irreducible parts such as part-whole or centre-periphery. Bruce (2003, pp. 220 - 221) notes that:

They appear to meet the requirements of a higher-level knowledge organiser in that [they] . . . project procedural organisation metaphorically, for example a WHOLE PART schema; apply to descriptions of abstractions (such as numerical data) or concrete knowledge; impose an organising pattern on knowledge; and can be understood in simple terms, such as WHOLE PART, UP DOWN, and CENTRE PERIPHERY”.

The theory of knowledge underlying Johnson’s construct is based on Putnam (1981). Central to it is the belief that “[shared] understanding is not just a matter of concepts and propositions, but also involves image schemata which constitute form in our experience” (Johnson, 1987, p. 206). The four schemata proposed by Johnson that are relevant here are *container* (with the structural elements INTERIOR, BOUNDARY and EXTERIOR), *link* (with two linked and dependent elements X and Y), *centre-periphery* (with the elements ENTITY, CENTRE and PERIPHERY) and *source-path-goal*. Bruce (2003, p. 175) argues that there is a connection between discourse type and image schemata.

3.2.3 Overall discourse patterning

Overall/ global discourse structuring (discourse macropatterning/ rhetorical structure/ generic structure) has been approached in two main ways, referred to by Crombie (1984) as the ‘synoptic approach’ (as typified in the work of van Dijk,

¹⁹ Lakoff (1987, p. 283) in his *spatialization of form* hypothesis proposes that the kinds of image schema that structure people’s experience of space are also used to structure concepts in abstract domains.

1982) and the ‘classificatory approach’ (as typified in the work of Hoey, 1983). In adopting the synoptic approach, van Dijk aims not only to label chunks of discourse in terms of the overall function they perform, but also to find precise ways of summarising sections of a discourse prior to overall function labelling (van Dijk, 1980, p. 180). In this approach, a distinction is made between *semantic macrostructures* (which outline the core meaning of a discourse in the form of summary-type macro-propositions), and *conventional superstructures* (which outline the overall form of a discourse in terms of functional labels such as *Setting- Complication – Resolution*). The synoptic approach makes provision for discourse patterning to be related to what I have referred to as ‘text types’ (e.g. to the text as scientific article, informal letter etc.). However, certain types of overall discourse structuring, are not, according to van Dijk, genre-specific (i.e. specific to certain text types). Thus, there are a number of functional categories, referred to by van Dijk (1980, pp. 110-111) as *metacategories*, that relate to the sequencing of discourse in a general sense. One example is: *Introduction-Problem-Solution-Evaluation/Conclusion* (see *Chapter 2, p. 20*). At the metacategory level, the synoptic approach has much in common with the classificatory approach as typified in the work of Hoey (1983) who makes a distinction between *discourse patterns/rhetorical organisation* (the patterning of discourse segments) which can be compared with van Dijk’s metacategories, and *discourse relations/discourse organisation* (the patterning of relationships between propositions).

In identifying overall discourse patterning, Bruce (2003) refers specifically to the discourse patterns identified by Hoey, patterns that are made up of sections of text that are classified and labelled in terms of the functions they perform in relation to the discourse as a whole. The rhetorical segments that make up these patterns may be obligatory or optional and may appear more than once. The rhetorical patterns discussed by Hoey are outlined in *Table 3.1*. Examples of texts organised in terms of the *Problem-Solution*, *Matching* and *General-Particular* patterns are provided in *Appendix 1: Sample texts exhibiting the Problem-Solution, Matching and General-Particular patterns*.

Table 3.1: *Rhetorical patterns identified by Hoey (1983)*

Label	Rhetorical Segments	Nuclear (obligatory) segments	Prototypical pattern
PSn (Problem-Solution)	S (Situation) P (Problem: aspect of <i>situation</i> requiring a response) Sn (Solution/Response to Situation) Ev (Evaluation of response)	PSn	S – P – Sn – Ev
Matching: (Matching compatibility) OR Matching contrast)	S (segment) + CompS (compatible segment) OR S + ContS (contrasting segment)	S + CompS; OR S + ContS	S – CompS OR S – ContS
General-Particular (Generalization-Example) OR Preview-Details)	G (generalization) Ex (example) OR T (topic) R (restriction) I (illustration) OR P (preview) D (details)	G – Ex OR T + (R or I) P + D	G – Ex T – R – I P – D

Hoey (1983) explores overall structuring in terms of cross-generic categories that, as van Dijk observes, can be assigned more specific functions in relation to the particular textual context in which they occur (see Chapter 2, pp. 20-21). This would appear to be critical to Bruce's study for two reasons. First, it involves the analysis of texts written in response to prompts that are designed to elicit particular discourse modes (e.g. argument), the assumption presumably being that each of these modes will be characteristically associated with a particular general text type rather than with the more specific text types to which he attaches the label 'social genre'. Secondly, the database used by Bruce to establish his RTs (prototypical representations of each discourse mode) was made up not of complete texts but of text segments abstracted from articles appearing in a range of academic journals (Bruce, 2003, pp. 212-213). In that these text segments were analyzed in terms not only of internal discourse patterning (see below) but also in terms of overall rhetorical structuring, and in that the complete texts produced by subjects involved in his study were compared with RTs based on these text segments, the assumption must have been that text segments and complete texts exhibiting a particular discourse mode characteristically share the same type of overall structuring.

3.2.4 Internal discourse patterning

In addition to overall text structuring, Hoey (1983) discusses internal discourse organization in terms of discourse relational occurrence and co-occurrence (that is, the patterning of relationships between propositions). These relations, also commonly referred to as ‘semantic relations’ or ‘inter-propositional relations’, have been defined (Whaanga, 2006, p. 85) as “relationships of meaning that hold *between* propositions or groups of propositions (or linguistically encoded propositions or groups of propositions)”. They have been investigated over many decades by linguists working within the context of a range of different frameworks. Some landmark publications dealing with these relations include Ballard, Conrad and Longacre (1971) and Longacre (1972) who argue that a surface relational taxonomy can be seen to be linked to a similar, deeper, relational taxonomy that “stops short of general semantic or logical categories” (Longacre, 1972, p. 75). Some researchers consider these relations to be primarily semantic in nature (see, for example Beekman & Callow (1974); Grimes (1975); Hollenbach (1975)); others consider them to be semantico-pragmatic (see, for example, van Dijk (1977); Crombie (1985 a & b; 1987); Mann and Thompson (1986); Longacre (1996)). Some have focused on the linguistic signalling of these relationships (see, for example, Winter (1971; 1974; 1977; 1979; 1982; 1992; 1994)); others have associated them largely with cohesive devices such as substitution and ellipsis (see, for example, Halliday & Hasan (1976)). There are some differences but many similarities among the relational taxonomies produced by different linguists (see, for example the two taxonomies in *Appendix 2*). The taxonomy used by Bruce (2003) is that outlined by Crombie (1985a & b & 1987) and is outlined by Bruce as indicated in *Table 3.2*. Further details of these relations (with examples) are provided in *Appendix 4*.

Table 3.2: Crombie's (1985a & b, 1987) general discourse relations (see Bruce 2003, p.246)

Cognitive processes and inter-propositional relations			
Cognitive processes →	Associative (comparison/contrast)	Logico-deductive (cause and effect)	Temporo-contigual (time and space)
Inter-propositional relations ↓	Simple Contrast; Simple Comparison ²⁰ ; Statement-Affirmation; Statement-Exception; Statement-Exemplification; Statement-Denial; Denial-Correction; Concession-Contradiction; Supplementary Alternation; Contrastive Alternation; Paraphrase; Amplification	Condition-Consequence; Means-Purpose; Reason-Result; Means-Result; Grounds-Conclusion	Chronological Sequence ²¹ ; Temporal Overlap; Bonding

3.2.5 Overall discourse patterning and internal discourse patterning: The signalling/ signposting of textual segments and discourse relations

There are many different ways in which textual segments and discourse relations may be signalled or signposted. As Longacre (1996, p. 52) observes, "English has a built-in metalanguage" that functions to signal textual relationships. Thus, for example, "various relations are associated with such surface structure conjunctions as *and then*, *while*, *and*, *but* and *or*" and with "expressions such as *precede/ follow*, *be simultaneous with*, *be coupled with*, *contrast with*, and *alternate/ be mutually exclusive with*". With reference to English, Winter (1977) argues that there are three main types of vocabulary that play a role in signalling, the first (Vocabulary 1) being made up of subordinators, the second (Vocabulary 2) being made up of sentence connectors, and the third (Vocabulary 3) being made up of a whole range of open system lexical items (e.g. *unfortunately*, *situation*, *solution*). In discussing the relation of *Reason-Result*, Crombie (1985b, pp. 78-80) notes that it can be signalled in English in a vast range of different

²⁰ Also referred to as 'Comparative Similarity'

²¹ Also referred to as 'Temporal Sequence'

ways, including: the use of subordinators (e.g. *because, as, since, now (that), seeing (that), considering (that)*); prepositions (e.g. *because of, due to, in that, in view of, on account of, owing to, thanks to*); conjuncts (e.g. *as a result, consequently, hence, so, thus*); causative verbs (e.g. *bring about, give rise to, lead to, result (in)*); nouns (e.g. *cause, consequence, effect, reason, result*); present participles (e.g. *Being the king, he . . .*); past participles (e.g. *Relieved at her reaction, he . . .*); nominalizations (e.g. *Absence creates confusion*); and combinations, such as, *for + -ing* (e.g. *He was punished for hitting his sister*); *so/such + nominal group + that* (e.g. *He was so quiet that nobody noticed his presence*); and *too + adjective* (e.g. *He was too afraid to remain there*). She also notes (pp. 82-34) that *Simple Contrast* may be signalled, not only by subordinators (e.g. *whereas, while/whilst*), conjuncts (e.g. *contrastingly, conversely, on the other hand*), adjectives (e.g. *different, distinct, opposite*), nouns (e.g. *difference, contrast, converse, distinction*) and verbs (e.g. *differ, distinguish*) but also, in certain contexts, by the use of antonyms (e.g. *He was quick; she was slow*) or negation (e.g. *He's good; she isn't*). Similarly, discourse segments such as *Solution* may be signalled by nouns (e.g. *solution; response, resolution*) and verbs (e.g. *solve, address, resolve*) and *Generalization* may be signalled by words and expressions such as *in general* and *overall*.

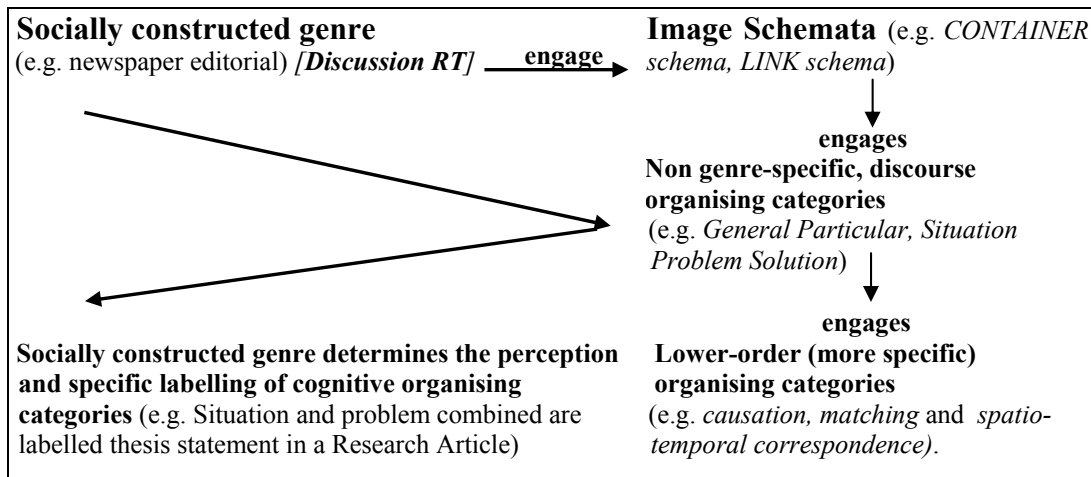
Certain ways of signposting discourse segments and discourse relations are more specific than others. Thus, for example, *because* and *although* are more explicit than *but*. Thus, whereas *although* signals the relation of *Concession-Contraexpectation*, *but* may co-occur with a range of different contrastive relations. Furthermore, discourse segments and discourse relations may not be explicitly signalled. They may (Crombie, 1987, p. 7, fn. 1) be recovered by “inferencing . . . based on the encoded propositions (the *text*) and world knowledge together with *cultural/contextual assumptions*”. Indeed, as Longacre (1996, p.52) notes, there are many languages in that do not have the wealth of signalling that characterizes English.

With reference to two of the texts introduced later, the signalling of textual segments and discourse relations is outlined in *Appendix 3*.

3.2.6 The interaction of Brue's three organizing principles

The interaction of the three organizing principles is outlined by Bruce as in *Figure 3.1* below:

Figure 3.1: *The interaction of three discourse organizing principles (from Bruce, 2003. p. 207)*



The diagram above refers to socially constructed genre (text-types) and gives the appearance of being based on the assumption that there is a linear, hierarchical relationship among 'levels', with discourse modes determining the choice of image schemata which, in turn, determine the selection of those non-genre specific textual organizing principles (macro-structures) which play a role in the choice of what are referred to as 'lower order' organising categories (semantic/discourse relations). Neither rhetorical structures specific to different text types nor discourse modes (e.g. argument) are included although both are clearly relevant to non-genre-specific rhetorical structuring. In addition, the diagram actually subsumes the cognitive under the social. To some extent, therefore, this diagram must be regarded as potentially misleading.

Bruce (2003) examined a corpus of 20 academic journal articles (randomly selected from a population of 99 that were reported by 15 staff members in a range of academic disciplines²² at a university in New Zealand to be among those that they read most frequently) for occurrences of the four RTs (in article

²² The academic disciplines were applied linguistics, biology, computer science, education, English, general linguistics, history, law, business management, psychology and sociology.

segments). In the event, instances all four RTs were found in 16 of the articles, and instances of three of the four RTs were found in the other four articles, the total number of RTs of each type that were identified being 71: Report (19), Explanation (16), Discussion (19) and Recount (17) (pp. 212 – 213). He then analysed each of the instances in terms of the three categories outlined above, concluding, on the basis of that analysis, that there was, in each case, a typical structuring as indicated in *Table 3.3*. Those relations deemed to be most prevalent are the ones included in each case. It is important to note that the Bonding relation has been omitted because it occurs frequently in all of the RTs examined (Bruce, 2003, pp. 250-251)²³. It is also important to note the fact that it is because the Recount Rhetorical Type is based on academic articles that it has a primarily Problem-Solution type overall rhetorical structuring. This is something that is reflected in the nature of the recount text prompt with which research participants were provided. In many other contexts, the recount discourse mode would not be characterized by a Problem-Solution structuring.

²³ It is, however, relevant to note that the relational analysis of his academic article corpus indicates that Bonding occurs more frequently in the Report RT (57% of all of the relations) and Explanation RT samples (58.5% of all of the relations) than it does in the Discussion RT samples (43% of all relations) and in the Recount RT samples (52% of all relations) (Bruce, 2003, p. 248).

Table 3.3: Outline of the Rhetorical Type Model presented by Bruce (2003, p.14)

Report Rhetorical Type: Static Descriptive Presentation	
Rhetorical Focus	Presentation of data or information that is essentially non-sequential
Gestalt Structure	WHOLE PART structure, of which the PART has an UP DOWN structure
Overall Discourse Patterning	<i>Preview – Details</i>
Principal Internal Discourse Patterning	Amplification; Reason-Result, Grounds-Conclusion; Simple Contrast, Comparative Similarity, Concession-Contraexpectation, Condition-Consequence
Explanation Rhetorical Type: Means-focused Presentation	
Rhetorical Focus	The presentation of information with the orientation on <i>means</i> .
Gestalt Structure	SOURCE PATH GOAL schema; LINK schema
Overall Discourse Patterning	<i>Preview – Details</i>
Principal Internal Discourse Patterning	Means-Purpose, Means-Result, Amplification, Concession-Contraexpectation
Discussion Rhetorical Type: Choice / Outcome-focused Presentation	
Rhetorical Focus	Focus on the organisation of data in relation to (possible) outcomes/conclusions/choices
Gestalt Structure	CONTAINER schemata (more than one)
Overall Discourse Patterning	<i>Generalisation – Examples and Matching</i>
Principal Internal Discourse Patterning	Grounds-Conclusion, Reason-Result, Means-Purpose, Means-Result, Concession-Contraexpectation
Recount Rhetorical Type: Sequential Presentation	
Rhetorical Focus	Presentation of data or information that is essentially sequential or chronological
Gestalt Structure	SOURCE PATH GOAL schema
Overall Discourse Patterning	Problem-Solution ²⁴
Principal Internal Discourse Patterning	Means-Purpose, Means-Result, Amplification. Chronological Sequence, Grounds-Conclusion, Reason-Result

When the relations are linked to the cognitive processes involved, the percentage occurrence of relations associated with each of the cognitive processes is as indicated in *Table 3.4* below. In this case, Bonding is included in the calculations.

Table 3.4: Occurrences of relations associated with particular cognitive processes (Bruce, 2003, p. 249)

	Report	Explanation	Discussion	Recount²⁵
Associative	61%	46.5%	48%	44%
Logico-deductive	35%	47%	47%	39%
Temporal	4%	2%	5%	16%

²⁴ In the table on which this table is based, Bruce actually includes General-Particular at this point. However, as this is almost certainly an error (in that he refers to Problem-Solution consistently in relation to the recount mode elsewhere in his thesis), I have therefore altered the table at this point.

²⁵ Note that Bruce (2003) included, in error, the word ‘report’ here. This error has been corrected.

3.3 The studies conducted by Bruce (2003)

Bruce (2003) conducted two studies. Reference is made here to one of these only, the one that relates directly to the research conducted here. That study involved the collection and analysis of responses to four writing tasks, each of which had a primary rhetorical purpose and was related to one of the four *Rhetorical Types* outlined above. The written responses to the tasks were analysed for their overall prototypicality (or closeness to the RT) in terms of the organisational features proposed for the relevant RT model (see above). The four tasks involved (p.264) were:

- reporting data from a numerical table (*Report RT*);
- explaining a diagram conveying information about the means by which something is achieved (*Explanation RT*);
- discussing both sides of an issue (*Discussion RT*); and,
- recounting a sequence of events (*Recount RT*).

The overall aims (p. 264) were:

- to determine the extent to which the organisational features present in the samples of writing conform to those identified in the proposed prototype models of the four Rhetorical Types that are the focus of enquiry;
- to determine whether, and to what extent, the organisational features identified in the models differ in the case of texts written by more experienced and less experienced native-speaker writers of English;
- to determine whether, and to what extent, the organisational features used by inexperienced writers differ in the case of native and non-native speakers of English.

Although the focus was on the organizational features outlined, it was “also anticipated that cognitive structuring, and, in particular, semantic relational structuring, [would] have certain implications in terms of referencing and syntactic range” (Bruce, 2003, p. 266). Thus, for example, “in relation to *Report*

RT, the semantic relation of *Amplification* is identified as a frequently-occurring feature” and this “may often involve the use of relative clauses, object noun clauses and the definite article for anaphoric reference or noun specification” (*Ibid.*) Furthermore, “[although] each task [had] one primary rhetorical purpose (reporting, explaining, discussing or recounting), it was anticipated that responses would not necessarily be wholly constrained by that primary purpose, that is, they may exhibit evidence of rhetorical moves which reflect changing perspectives on the task as writers proceed” (*Ibid.*)

The writing task prompts are outlined in *Appendix 5*. The first task prompt (**Task 1**) asked writers to describe the content of a table of numbers (classifying road deaths over a one year period in New Zealand). This was intended to motivate the use of the *Report RT*.²⁶ The second task prompt (**Task 2**) asked writers to describe, on the basis of a list of relevant items, the factors that must be considered and the steps that should be taken to ensure the success of a small retail business. It was anticipated that this task would motivate the use of the *Explanation RT*.²⁷ The third task prompt (**Task 3**) asked writers to compare and contrast arguments for and against a proposed solution to a problem. Here, the use of *Discussion RT* was anticipated²⁸. The fourth task prompt (**Task 4**) asked writers to organize and recount significant events in the economic history of post World War 2 Japan. Here, use of the *Recount RT* was anticipated.²⁹ Although three of these tasks were used in the study reported in this thesis, one of them (the third

²⁶ It was also considered possible that subjects who wrote more extensively in response to this part of the task might make a rhetorical move into *Discussion RT*, making reference (on the basis of the data) to reasons for the rates of road deaths in different age groups and road-user group categories, and proposing ways to further reduce the road toll. If a full move were made into *Discussion RT*, it was hypothesised that this would be accompanied by the features associated with the *Discussion RT* model.

²⁷ It was anticipated that some writers would make a rhetorical move into *Discussion RT*, involving outlining the consequences of not following the course of action recommended in the diagram. Again, if a move were made into *Discussion RT*, it was hypothesised that the discourse would reflect the features identified in the model as being associated with *Discussion RT*.

²⁸ It was anticipated that some writers would make a rhetorical move into *Discussion RT*, involving outlining the consequences of not following the course of action recommended in the diagram. Again, if a move were made into *Discussion RT*, it was hypothesised that the discourse would reflect the features identified in the model as being associated with *Discussion RT*.

²⁹ It was also anticipated that parts of responses to the fourth task might involve rhetorical moves into *Report RT* in order to present the information about some of the historical stages (if writers chose to include details about them). Even if this type of move were adopted, it was also possible that narrative tenses and markers of chronological sequencing would still be in evidence, and that the *Recount RT* would be retained in an overall sense.

task) was altered in terms of content to make it more directly relevant to the Taiwanese subjects involved in my study (see *Task 3* in *Appendix 7*). Similar instructions (but in Chinese) as were used by Bruce (2003) were used in this study, as were similar consent forms (see *Appendices 8 & 9*).

The research subjects in Bruce's study (in three groups) were:

- teachers of English who were native speakers of English (all graduates) (101 responses)
- students who were native speakers of English (including students in the final year of secondary school and students in their first or second year at university) (87 responses); and,
- students who were non-native speakers of English, all in the initial stages of a first year university writing course (149 responses).

In terms of tasks, the response numbers were: **Tasks 1 & 4** (75 responses each); **Task 2** (69 responses); **Task 3** (72 responses). To ensure comparability, approximately the same number of responses from each group was included in the analyses as indicated in *Table 3.5* (which is made up from information provided in Bruce (2003, pp.270, 282, 292 & 303).

Table 3.5: *Number of responses to tasks analyzed by Bruce (2003)*

Report tasks by:	Explanation tasks by:	Discussion tasks by:	Recount tasks by:
25 native-speaker ³⁰ language teachers who are graduates;	23 native-speaker language teachers who are graduates;	24 native-speaker language teachers who are graduates;	25 native-speaker language teachers who are graduates;
25 native-speaker university students in either a first or second year course group;	23 native-speaker students in either their final year of secondary school or a first year university course group;	24 native-speaker undergraduate, university students in a second year course group; and,	25 native-speaker students (13 final year secondary school students and 12 university students taking a first year course);
25 non-native-speaker ³¹ university students in the second week of a writing course specifically for non-native speaker students.	23 non-native-speaker university students in the second week of a university writing course for first year, non- native-speaker students.	24 non -native-speaker university students in the second week of a university writing course specifically for non- native-speakers.	25 non -native-speaker university students in the second week of a writing course specifically for non-native speaker students.

Each task response was analyzed in terms of:

- the image schemata employed;
- the overall discourse organization (schematic structure); and,
- the internal discourse structure (discourse relations).

In determining degree of prototypicality in each case, reference was made to the following table (*Table 3.6*) which summarizes the findings of the analyses of the academic article-based corpus referred to earlier.

³⁰ The term 'native speaker' is used to refer to speakers of English as a first language.

³¹ The term 'non-native speaker' is used to refer to those for whom English is not a first language.

Table 3.6: Findings of analysis of academic article-based corpus (see Bruce, 2003, p. 265)

<i>Rhetorical Type</i> ↓	<i>Rhetorical Purpose</i>	<i>Image Schema</i>	<i>Discourse Pattern</i>	<i>Cognitive Processes</i> (Calculations include Bonding [Coupling])	<i>Discourse Relations</i> ³² (Bonding [Coupling] removed): only relations with 10% or more occurrence included)
REPORT	Presentation of information that is essentially non-sequential	WHOLE PART, UP DOWN	<i>General-Particular (Preview-Details)</i>	Tempero-contigual (59%) Associative (26%) Logico-deductive (15%)	Amplification (approx. 18%); Reason-Result & Grounds-Conclusion combined (approx. 17%); Simple Contrast & Comparative Similarity combined (approx. 15%); Concession-Contraexpectation (approx. 10%); Condition-Consequence (approx. 10%)
EXPLANATION	Presentation of information with a focus on means by which something is achieved	SOURCE PATH GOAL, LINK	<i>General-Particular (Preview-Details)</i>	Tempero-contigual (60%); Associative and Logico-deductive (20% each)	Means-Purpose & Means-Result combined (approx. 29%); Amplification (approx. 17%); Concession-Contraexpectation (approx. 12.5%)
DISCUSSION	Focus on the organisation of data in relation to possible outcomes, conclusions or choices.	CONTAINER	<i>General-Particular (Generalisation-Examples), Matching Relations</i>	Tempero-contigual (46%); Associative (27%); Logico-deductive (26%)	Grounds-Conclusion & Reason-Result combined (26%); Means-Purpose & Means-Result combined (approx. 22%); Concession-Contraexpectation (approx. 19%)
RECOUNT	Presentation of data that is essentially chronological.	SOURCE, PATH GOAL	<i>Problem-Solution</i> ³³	Tempero-contigual (60%); Associative & Logico-deductive (20% each)	Means-Purpose & Means-Result combined (approx. 19%); Amplification (approx. 17%); Chronological Sequence (approx. 15.5%); Grounds-Conclusion & Reason-Result combined (approx. 14.5%)

For each area of analysis, prototypicality ratings were assigned to each text on, in most cases, a 5 point scale, the overall prototypicality rating for each text being calculated as the average of the three prototypicality scores. Ratings for

³² Because of the high occurrence of Bonding in all RTs, and because there is a roughly equivalent percentage of this relation in all cases, the percentage calculations for the other relations was done after the effect of this relation was removed. In other words, the percentage occurrence of each relation recorded here is a percentage for the total occurrences of all relations other than Bonding. However, overall percentages of *types* of relation are calculated with Bonding included.

³³ Note that Bruce relates the recount mode here to Problem-Solution, as he does most of the time but that he relates it to General-Particular on one occasion ((almost certainly in error).

prototypicality in relation to gestalt structure and overall discourse patterning were calculated as indicated in *Tables 3.7 & 3.8*.

Table 3.7: *Gestalt prototypicality ratings as calculated by Bruce – see Bruce (2003, pp.224, 226, 271 – 272, 283, 293, 304)*

	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Report	An overall WHOLE PART schema; of which, the PART section is organized internally by an UP DOWN schema.	The overall structure is WHOLE PART, the PART section having some elements of UP DOWN schematic structure.	The overall structure is WHOLE PART but the PART section is not organised in terms of an UP DOWN schema.	The data are presented following an UP DOWN schema, but there is no WHOLE overview at the beginning.	There are no elements of WHOLE PART or UP DOWN in the schematic structuring.
Explanation	The overall structure is SOURCE PATH GOAL and the relationship between (any two) interconnecting, interdependent parts involves a LINK schema.	The PATH or process is outlined by clear use of LINK schemata but the overall organisation may lack a SOURCE or GOAL section.	The data are arranged using a SOURCE PATH GOAL schema but there is little or no use of LINK schemata.	There are no elements of SOURCE PATH GOAL or LINK in the schematic organisation.	
Discussion	The response adheres strictly to the RT model with most of the response consisting of CONTAINERS (clusters) of opposing arguments.	The response involves CONTAINERS of opposing arguments among other schematic structures.	The response mainly consists of one CONTAINER or clustering of arguments relating to one viewpoint and there is no contrasting group.	The content of the response is not concerned with viewpoints for or against the topic, but rather focuses on other content employing other schematic structures.	There is no discernible structuring of content.
Recount	The response adheres strictly to the RT model with most of the response information organized according to a SOURCE PATH GOAL structure.	The response generally adheres to the RT model with much of the response information organized according to a SOURCE PATH GOAL structure.	The response contains elements of a PATH sequence, but is lacking a clear outline of either SOURCE or GOAL.	There are no clear elements of a SOURCE PATH GOAL schematic structure.	

Table 3.8: Overall discourse patterning ratings as calculated by Bruce – see Bruce (2003, pp. 273, 279, 285, 295, 304 & 306)

	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Report	Closely follows a <i>Preview Details</i> discourse pattern.	Mainly follows a <i>Preview Details</i> discourse pattern, but may incorporate a <i>Problem Solution</i> pattern within the <i>Details</i> section – presents the details of road deaths as a problem and suggests a solution.	Begins with a general topic statement about the data followed by a <i>Details</i> section.	Consists solely of a <i>Details</i> section, no introductory <i>Preview</i> or general section.	No clear discourse pattern.
Explanation	Closely follows a <i>Preview - Details</i> discourse pattern	Follows a <i>Preview - Details</i> discourse pattern - the <i>Preview</i> is minimal, but there is a complete <i>Details</i> section	No <i>Preview</i> or introductory section; but contains a <i>Details</i> section.	No clear discourse pattern	NONE
Discussion	Closely adheres to <i>Generalization Example</i> discourse pattern with several <i>Matching</i> sections	Generally adheres to <i>Generalization Example</i> discourse pattern with some occurrence of <i>Matching</i> sections within the text	Has a some form of a <i>General - Particular</i> pattern but does not employ <i>Matching Relations</i> to contrast viewpoints	Has a <i>General - Particular</i> pattern, but adds a <i>Problem – Solution</i> discourse pattern as an additional organizational pattern.	Does not have an overall <i>Generalization Example</i> pattern, but employs some other kind of overall discourse pattern.
Recount	The whole text closely adheres to <i>Problem - Solution</i> pattern	Most of the text uses a <i>Problem - Solution</i> pattern	At least one <i>Problem - Solution</i> pattern appears in the text	The text has no features of a <i>Problem - Solution</i> discourse pattern	NONE

Establishing prototypicality ratings for the third category (internal discourse patterning/ discourse relations) was more problematic. In this case, where 10% or more of the relations in the academic article-based corpus were of a particular type (e.g. *Amplification*) or belonged to a particular group (e.g. *Reason-Result and Grounds-Conclusion combined*), these relations were considered to be prototypical. The percentage occurrence of these relations or relational groupings and of the perceptual categories to which they belong (associative; logico-deductive and tempero-contigual) was then compared with the percentage occurrence in texts written by members of each of the three groups in the study (native speaker (of English) teacher group; native speaker (of English) student group; non-native speaker (of English) student group). Finally (Bruce, 2003, pp. 278 – 279):

[To] establish categories of prototypicality in the use of semantic relations in the sample of Report RT responses, a descriptor number was assigned to each response in relation to its overall use of the cognitive processes and semantic relations of the model. The descriptors were calculated on the basis of texts in the corpus of between 200 and 250 words containing approximately 16 semantic relations (including Bonding) and 11 semantic relations if Bonding is removed.

On the basis number of occurrences of each of these relations or relational groupings in the corpus, an average number in each text was then calculated and this was used as the basis for establishing prototypicality ratings (as indicated in *Table 3.9*)³⁴.

Table 3.9: *Internal discourse patterning ratings as calculated by Bruce – see Bruce (2003, pp. 279, 290, 301, 311)*

Rhetorical Type ↓	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Report	Amplification (x2); Reason – Result and/or Grounds Conclusion (x2); Simple Contrast and/or Comparative Similarity (x2); Concession – Contraexpectation (x1); Condition-Consequence (x1) ³⁵	6 or 7 of these	4 or 5 of these	2 or 3 of these	1 or none of these
Explanation	Means – Purpose and/or Means – Result (x3); Reason – Result and/or Grounds – Conclusion (x3); Concession - Contraexpectation (x1)	5 or 6 of these	3 or 4 of these	1 or 2 of these	None of these
Discussion	Means – Purpose and/or Means Result (x2 or 3) Reason – Result and/or Grounds – Conclusion (x3) Concession Contraexpectation (x1)	5 of these	4 of these	3 of these	2 or fewer of these
Recount	Means – Purpose and/or Means Result (x2) Amplification (x2) Chronological Sequence (x2) Reason – Result and/or Grounds – Conclusion (x2)	7 of these	6 of these	5 of these	4 or fewer of these

³⁴ This calculation was based on the assumption of text length of between 200 and 250 words (see above).

³⁵ There is an error in the table as presented by Bruce. Condition-Consequence should have been included but was omitted. This is clear from the surrounding context. Furthermore, rating 2 refers to ‘6 or 7 of these’ and yet the total number without Condition-Consequence is 7 (yielding a prototypicality rating of 1). In looking at prototype ratings in Chapter 4, I count classification texts as having a rating of 1 (most prototypical) if they include one example of Condition-Consequence or one example of Concession-Contraexpectation (or both) plus the other relations listed.

3.4 Summary of the findings of the research conducted by Bruce (2003)

A summary of the findings of the research conducted by Bruce (2003) in terms of prototypicality ratings is provided in *Tables 3.10– 3.12*.

Table 3.10: *Gestalt structuring - prototypicality ratings (see Bruce, 2003, p. 272, 284, 294 & 305)*

REPORT RT	1	2	3	4	5
NS ³⁶ Teacher Group (% of 25 texts in each category)	44%	36%	20%		
NS Student Group (% of 25 texts in each category)	8%	56%	4%	28%	4%
NNS ³⁷ Student Group (% of 25 texts in each category)	4%	48%	40%	4%	4%
EXPLANATION RT	1	2	3	4	
NS Teacher Group (% of 23 texts in each category)	82.5%	17.5%			
NS Group (% of 23 texts in each category)	69.5%	30.5%			
NNS Student Group (% of 23 texts in each category)	13.05%	13.05%	69.5%	4. 4%	
DISCUSSION RT	1	2	3	4	5
NS Teacher Group (% of 24 texts in each category)	71%	16.5%	12.5%		
NS Student Group (% of 24 texts in each category)	33.33%	8.33%	45.83%	8.33%	4.46%
NNS Student Group (% of 24 texts in each category)			87.5%	4.16%	6.33%
RECOUNT RT	1	2	3	4	5
NS Teacher Group (% of 25 texts in each category)	84%	8%	8%		
NS Student Group (% of 25 texts in each category)	52%	36%	12%		
NNS Student Group (% of 25 texts in each category)			16%	68%	16%

³⁶ NS = native speaker of English

³⁷ NNS = non-native speakers of English

Table 3.11: Overall discourse structuring - prototypicality ratings (see Bruce, 2003, p.274, 285, 296 & 306)

REPORT RT	1	2	3	4	5
NS Teacher Group (% of 25 texts in each category)	68%	20%	12%	4%	
NS Student Group (% of 25 texts in each category)	16%	44%	24%	16%	
NNS Student Group (% of 25 texts in each category)	4%	56%	28%	8%	4%
EXPLANATION RT	1	2	3	4	
NS Teacher Group (% of 23 texts in each category)	56.6%	34.7%	8.7%		
NS Group (% of 23 texts in each category)	26%	65.3%	8.7%		
NNS Student Group (% of 23 texts in each category)	8.7%	82.6%	8.7%		
DISCUSSION RT	1	2	3	4	5
NS Teacher Group (% of 24 texts in each category)	58.33%	4.16%	16.66%	20.83%	
NS Student Group (% of 24 texts in each category)	25%	12.5%	33.33%	29.17%	
NNS Student Group (% of 24 texts in each category)			79.16%	8.33%	12.5%
RECOUNT RT	1	2	3	4	5
NS Teacher Group (% of 25 texts in each category)	80%	12%	8%		
NS Student Group (% of 25 texts in each category)	56%	28%	16%		
NNS Student Group (% of 25 texts in each category)			12%	52%	36%

Table 3.12: *Internal discourse structuring (discourse relations) - prototypicality ratings (see Bruce, 2003, pp. 280, 290, 301 & 312)*

REPORT RT	1	2	3	4	5
NS Teacher Group (% of 25 texts in each category)	12%	28%	28%	18%	
NS Student Group (% of 25 texts in each category)	4%	24%	40%	24%	
NNS Student Group (% of 25 texts in each category)			24%	32%	36%
EXPLANATION RT	1	2	3	4	
NS Teacher Group (% of 23 texts in each category)	13%	30.5%	30.5%	26%	
NS Group (% of 23 texts in each category)	4.5%	36%	43.5%	26%	
NNS Student Group (% of 23 texts in each category)			26%	35%	39%
DISCUSSION RT	1	2	3	4	5
NS Teacher Group (% of 24 texts in each category)	54%	33.5%	12.5%		
NS Student Group (% of 24 texts in each category)	50%	37.5%	4.17%	4.17%	4.17%
NNS Student Group (% of 24 texts in each category)		41.7%	29.17%	29.17%	37.5%
RECOUNT RT	1	2	3	4	5
NS Teacher Group (% of 25 texts in each category)	36%	40%	24%		
NS Student Group (% of 25 texts in each category)	40%	32%	28%		
NNS Student Group (% of 25 texts in each category)		8%	16%	28%	48%

Bruce (2003, p. 315) provides two further tables that include important comparative data in terms of overall prototypicality ratings: in the first (see *Table 3.13* below), the texts produced by the native speakers of English (teachers and students) are compared; in the second (see *Table 3.14* below), the texts produced by the students (native speakers of English and non-native speakers of English) are compared.

Table 3.13: Comparison of the overall prototypicality ratings of teachers and students who are native speakers of English (reproduced from Bruce, 2003, p. 316)

Overall Prototypicality Descriptors		1 Highly Prototypical		2 Moderately Prototypical		3 Less Prototypical		4 Not Prototypical	
		Number of responses	Percentage of sample	Number of responses	Percentage of sample	Number of responses	Percentage of sample	Number of responses	Percentage of sample
Report	Teachers (25)	4	16%	13	52%	8	32%		
	Students (25)			5	20%	10	40%	10	40%
Explanation	Teachers (23)	6	26%	14	61%	2	9%	1	4%
	Students (23)	3	13%	12	52%	6	26%	2	9%
Discussion	Teachers (24)	12	50%	4	16.5%	8	33.5%		
	Students (24)	7	29%	1	4.5%	9	37.5%	7	29%
Recount	Teachers (25)	16	64%	6	24%	3	12%		
	Students (25)	11	44%	7	28%	7	28%		

Table 3.14: Comparison of prototypicality ratings of students (native speakers of English (NS) and non-native speakers of English (NNS)) (reproduced from Bruce, 2003, p. 317)

Overall Prototypicality Descriptors		1 Highly Prototypical		2 Moderately Prototypical		3 Less Prototypical		4 Not Prototypical	
		Number of responses	Percentage of sample	Number of responses	Percentage of sample	Number of responses	Percentage of sample	Number of responses	Percentage of sample
Report	25 NS Students			5	20%	10	40%	10	40%
	25 NNS Students			2	8%	10	40%	13	52%
Explanation	23 NS Students	3	13%	12	52%	6	26%	2	9%
	23 NNS Students			1	4%	11	48%	11	48%
Discussion	24 NS Students	7	29%	1	4.5%	9	37.5%	7	29%
	24 NNS Students							24	100%
Recount	25 NS Students	11	44%	7	28%	7	28%		
	25 NNS Students					3	15%	22	88%

He concluded (Bruce, 2003, p. 318) that “[generally] experienced writers produced responses that were closer to the prototype than inexperienced writers, and inexperienced native-speaker writers produced more prototypical responses

than inexperienced non-native-speaker writers”. He also noted that “[if], as the findings . . . appear to indicate, there are underlying cognitive frameworks that operate in different types of written discourse, it is possible that a conscious awareness of such knowledge may help to inform the development of discourse competence in learner writers (both native-speakers and non-native-speakers)” (p.318).

3.5 Issues associated with Bruce’s (2003) study

A number of aspects of Bruce’s study raise issues that need to be addressed. These relate to:

- (a) the assumption that there are differences between the ways in which texts are constructed in English and in languages spoken in East Asian countries and, in particular, the assumption that the Western academic tradition draws upon cognitive frameworks associated with different discourse types (e.g. argumentative discourse) in ways that are different from the ways in which they are drawn upon in different academic traditions;
- (b) the fact that ways in which the Rhetorical Types referred to by Bruce are labelled (e.g. *Report*; *Explanation*; *Discussion*; *Recount*) is potentially misleading, as are the ‘rhetorical focus’ descriptions;
- (c) the fact that the inclusion of Johnson’s (1987) kinaesthetic image-schema construct in the assessment of text prototypicality may result in a skewing of the findings; and
- (d) the omission from the analyses of Hoey’s (1983) concepts of linear and cyclic development.

Each of these is discussed below.

3.5.1 The Western academic tradition and cognitive frameworks associated with different discourse types

The term ‘culture’ can be used in a broad sense to encompass communities of practice/ discourse communities, that is, groups or networks of people who have a broadly agreed set of common public goals and mechanisms for communication among their members (Swales, 1990, pp. 24 – 27). This interpretation would be

consistent with the fact that Bruce (2003) establishes RTs for different discourse modes on the basis of the analysis of text segments appearing in a range of academic journals. However, that this is not entirely the sense in which he intends context of culture to be interpreted in his study is evidenced by the fact that he makes reference not to traditions associated with those who are successful in placing academic articles in particular journals or groups of journals but to what he refers to as 'the Western academic tradition'. This is something that has a significant bearing on the way in which he groups the subjects involved in his study and outlines and interprets his findings.

Bruce (2003, p. 1) notes that his interest "relates, in particular, to the needs of students from East Asian countries, many of whom experience difficulties in coping with the differences between the ways in which discourses are typically organised in their own languages and in English". In doing so, he makes the assumption that discourses written by people of East Asian origin in their own languages are typically organized in ways that are different from the ways in which English is written. He also appears to assume, an assumption that is embedded in the use of the unqualified phrase 'in English', that competent writers of English, of whatever origin, structure English texts in the same way.

Since all of the subjects involved in Bruce's study responded to the writing tasks by writing in English, there was no way of determining whether they would have structured their texts in a similar or different way had they written in a language spoken in Asia, such as Chinese. Similarly, since all of those students who are classified as non-native speakers of English are treated as a single group, there is no way of knowing whether there was any correlation between the ways in which they structured their texts and their linguistic and cultural backgrounds.

I decided to design a study similar to Bruce's study in many respects but different in others. All of the subjects would be Taiwanese citizens who were native speakers of Chinese. Some of the subjects would be highly competent writers of Chinese, some would be experienced writers of English, and some would be learners of English. Some of the subjects would be asked to respond to one or more of the task prompts (provided in English) by writing texts in English, others

would be asked to respond to one or more of the text prompts (provided in Chinese) by writing in Chinese.

3.5.2 The labelling of Rhetorical Types and the descriptors relating to their ‘rhetorical focus’

Quinn (1993, p. 45) uses the labels *Report*, *Explanation*, *Discussion* and *Recount* in identifying the genres “which learners are most likely to encounter”. These can be compared to academic text types identified by Biber (1989, pp. 29, 31 & 38) under different headings: *Learned Exposition*, *Learned Scientific Exposition*, *General Narrative Exposition* and *Involved Persuasion*. Bruce (2003, p.13) retains the labels used by Quinn (1993) to refer to his proposed Rhetorical Types. However, in outlining what he refers to as the ‘presentation’ and ‘rhetorical focus’ of each (p. 14), he departs from the descriptors provided by Quinn and by Biber. *Table 3.15* below compares the descriptors used by Quinn, Biber and Bruce.

Table 3.15: *A comparison of labels and descriptors*

Biber’s Text Types (Academic Prose)	Quinn’s Text Types	Bruce’s Rhetorical Types
Type 3: <i>Learned Scientific Exposition</i> They focus on highly abstract and technical information . . . they are, therefore, concerned with entities being acted on (the patients) [rather] than any active agents. They further depend on the frequent use of conjuncts to specify the logical relations among propositions (Biber, 1989, p. 29).	<i>Explanation</i> Descriptions of a process, cause and effect, (when? where? why?), historical and hypothetical cause and effect (Quinn, 1993, p. 34).	<i>Explanation RT</i> <i>Presentation:</i> Means-focused <i>Rhetorical focus:</i> The presentation of information with the orientation on <i>means</i> (see <i>Table 3.5</i> above)
Type : <i>Learned Exposition</i> Type 4 texts tend to be less technical in content . . . show a preference for a more active style (Biber, 1989, p. 29)	<i>Report</i> Describing a scientific or technical classification, a graph, table of numbers proposal or proposition (ideas reports, or action reports in the past and future e.g. describing political or business strategy) (Quinn, 1993, p. 34).	<i>Report RT</i> <i>Presentation:</i> Static descriptive <i>Rhetorical focus:</i> Presentation of data or information that is essentially non-sequential (see <i>Table 3.5</i> above)
Type 6: <i>General Narrative Exposition</i> They are primarily informational and expository but often use narration to convey information . . . the narrative portions in these texts are not imaginary or for entertainment; they are rather an integral part of the expository information being conveyed (Biber, 1989, p. 31)	<i>Recounts</i> Personal and academic recounts with human participants, formal academic recounts (Quinn, 1993, p. 35)	<i>Recount RT</i> <i>Presentation:</i> Sequential presentation <i>Rhetorical focus:</i> Presentation of data or information that is essentially sequential or chronological (see <i>Table 3.5</i> above)
Type 8: <i>Involved Persuasion</i> The texts in Type 8 are primarily distinguished by their persuasive and argumentative emphases . . . this orientation is typically combined with an involved, often interactive, style, which aids the persuasive force of the text by developing a sense of solidarity with the listener or reader. In other cases though, these texts can be overtly persuasive while having a marked informational focus (Biber, 1989, p. 38)	<i>Discussion</i> Compare and contrast objects, proposals, propositions, hypotheses and historical causation and effect (Quinn, 1993, p. 35)	<i>Discussion RT</i> <i>Presentation:</i> Choice/ outcome-focused Presentation <i>Rhetorical Focus:</i> Focus on the organisation of data in relation to (possible) outcomes/ conclusions/choices (see <i>Table 3.5</i> above)

As illustrated in *Table 3.15*, there are some fundamental differences in terms of labelling and description. It is therefore important, in determining the focus on each of Bruce's RTs, to look carefully at the nature of the writing tasks that form the basis of his study.

The task associated with what Bruce refers to as a **Report RT** asks subjects to write a report (approximately 200 words) on the basis of a table of information relating to road deaths in New Zealand in the 12 months to April 1997. It is noted that subjects should assume that the table provided accompanies their report and that they can refer to it directly. What subjects are therefore actually being asked to do is to use the information in the table to prepare a written text that helps readers to make sense of it. This necessarily involves presenting the information in terms of general categories (e.g. overall number of road deaths) and more specific ones (e.g. number of pedestrian deaths) and comparing and contrasting (e.g. highest and lowest number of road deaths in relation to categories of road user; highest and lowest number of road deaths in relation to age group). Fundamental to this, from the perspective of what Bruce refers to as 'cognitive genre', is classification. I believe, therefore, that a more transparent labelling for the type of RT involved would be *Classification RT*. There seems to me to be no particular reason to associate this RT with 'means'.

The task associated with what Bruce refers to as **Discussion RT** asks subjects to compare and contrast arguments for and against a particular proposition (approximately 250 words), the proposition being that The New Zealand government should restrict the admission of New Zealanders to university degree programmes as there are insufficient employment opportunities for university graduates in New Zealand. As is clear from the rubric, what is expected here is the presentation of a two-sided argument. In terms of what Bruce refers to as 'cognitive genre', a more transparent labelling would be *Argument RT*.

The task associated with what Bruce refers to as **Explanation RT** asks subjects to make use of a diagram outlining key factors in running a successful small business to write a text (approximately 250 words) that explains the advice in the table. They are to assume that the diagram, in which key factors are linked by

arrows to reasons for their inclusion, accompanies their explanation and that they can refer to it. This differs from the *Discussion RT* (which I have re-labeled *Argument RT*) in that the reasons for inclusion of each key factor are presented as ‘givens’ (e.g. it is indicated in the diagram that understanding customers’ expectations of service (key factor) ensures customer satisfaction and loyalty) so need not be justified (argued for). In connection with this, it is relevant to note that, whereas for Bruce the rhetorical focus of the *Explanation RT* is ‘means’, Quinn’s outline of *Explanation* is more broadly-focused.

The task associated with what Bruce refers to as ***Recount RT*** provides subjects with some information about the Japanese economy since World War 2 (not organized in any particular way) and asks them to write a recount (up to 200 words) about the development of the Japanese economy. In this case, the ‘rhetorical focus’ (i.e. presentation of information that is essentially sequential or chronological - see *Table 3.15*) seems to be justified.

For the reasons outlined above, I have, in my study, omitted reference to rhetorical focus in outlining Rhetorical Types and have labelled two of them differently from Bruce (see Table 3.16).

Table 3.16: *Rhetorical Type labelling in Bruce’s (2003) study and in the study reported here*

Rhetorical Type labelling (Bruce 2003)	Rhetorical Type labelling used in this study
Report	Classification
Discussion	Argument
Explanation	Explanation
Recount	Recount

3.5.3 Image schemata

Bruce (2003, p. 175) argues that there is a connection between discourse type and image schemata. He notes in particular that “[although] Hoey’s discourse patterns relate both to the ideas and the linguistic organisation of written discourse, their conceptual basis largely mirrors that of the *image-schemata* [proposed by Johnson (1987)] . . . as the overall organisers of ideas or knowledge) in each RT”

(p.232). He notes that “[in] terms of the image schema construct, Matching Relations occur in texts organised by the Container schema” (p. 233) and relates his *Discussion RT*, which is said to involve, in terms of overall discourse structuring, both Generalization-Examples and Matching, to the Container schema (see *Table 3.3* above). He also notes that “the discourse pattern (*Situation*)–*Problem–Solution–(Evaluation)* relates conceptually to the Image–Schema of SOURCE PATH GOAL” (p. 233) and assigns his *Recount RT* to SOURCE PATH GOAL (gestalt structure) and Problem-Solution (overall discourse structuring) (see *Table 3.3* above). However, although his *Report RT* and *Explanation RT* are both assigned to Preview-Details in terms of overall discourse structuring, one of them (*Report RT*) is classified as having an underlying WHOLE PART gestalt structure, the PART being organized in terms of UP DOWN schemata, and the other (*Explanation RT*) is classified as having a combination of SOURCE PATH GOAL (associated in the case of the Recount RT with Problem Solution) and LINK gestalt structures (see *Table 3.3* above). This inconsistency in relating gestalt structuring to overall discourse structuring is problematic.

Even if this problem were resolved (through reclassification of gestalt structuring), a further problem would remain. If different types of overall textual organization reflect different underlying image schemata, it should follow that the identification of a particular type of textual organization presupposes the simultaneous identification of a particular underlying image schema. This being the case, a text’s prototypicality rating for gestalt structuring should be essentially the same as its prototypicality rating for overall discourse structuring. If, therefore, texts written by the research subjects are given an overall prototypicality score on the basis of adding the prototypicality scores for gestalt structuring, overall discourse structuring and internal discourse structuring and dividing by three, as Bruce (2003 p. 315) does, the overall prototypicality score will have effectively been weighted in terms of overall discourse structuring (as opposed to internal discourse structuring).

It is largely for these reasons that I have not included image schemata in the classification of texts in my study.

3.5.4 Linear and cyclic development

An important aspect of Hoey's (1983) discussion of the overall discourse structuring, or macropatterning of texts relates to the possibility of either linear or cyclic development and of multilayering. According to Hoey (pp.82-93), a text may exhibit *linear* or *cyclic development* and may or may not, involve *multilayering*. Where a discourse develops in a *linear* fashion, there is a straightforward progression from one discourse segment to the next without any revisiting of earlier discourse segments; where a discourse develops in a *cyclic* fashion, there are points in the development of that discourse where earlier discourse segments are revisited, restated or further developed.³⁸ Linear development can involve *multilayering* which can be *chained*, *spiral* or *progressive*. In *chained multilayering*, a text segment arises as a consequence of the content of a previous text segment as in the case where a Solution/ response to a Problem gives rise to a further Problem. In *spiral multilayering*, text segments of the same kind follow one another, as in the case of a series of different Solutions/ responses to a single Problem. In *progressive multilayering*, text segments of the same kind also follow one another as in the case of a series of *partial* Solutions/ responses to the same Problem. This aspect of Hoey's treatment of discourse is not included in the study by Bruce (2003). However, as it relates to an issue that has repeatedly appeared, either directly or indirectly, in the literature on contrastive rhetoric (generally, however, with reference to individual paragraphs rather than complete texts), it is one that could usefully be included in any discussion of textual organization.

Although Bruce (2003) does not address the issue of linear versus cyclic development in his study, I have attempted to do (see Chapter 6) largely because Kaplan's claims in this area have gained the status of a sort of 'folk mythology'.

3.6 Conclusion

The description and analysis of Bruce's (2003) study reported here is critical to an understanding of my own study as reported in subsequent chapters, not only in terms of the similarities between the two studies but also in terms of the problems

³⁸ For example, a *Problem* may be stated at the outset followed by a response to it. Following that, however, the problem may, in cyclic fashion, be restated.

identified here and the ways in which I have approached their possible resolution. While largely following Bruce's approach, I have:

- not started from the assumption that texts written by people from East Asian countries will *necessarily* be different from texts written by people from Western countries;
- made changes to one of the task prompts in order to make it more relevant to research participants in Taiwan;
- made the task prompts available in either English or Chinese (depending on the language in which the subjects are asked to write their texts);
- relabelled two of rhetorical types;
- made no references to 'rhetorical focus';
- omitted gestalt structuring from the approach to the analysis of texts;
- explored the concepts of linear and cyclic structuring and progressive and spiral multilayering.

I have also compared my findings with those of Bruce (2003), making adjustments to the ways in which his findings are presented as necessary.

In *Chapter 4*, I report on a study in which texts written in English and Chinese according to a number of text prompts are compared with the rhetorical prototypes proposed by Bruce on the basis of the analysis of a number of articles published in English in international academic journals.

Chapter 4

Analysis of texts written in Chinese and English in response to task prompts

4.1 Introduction

In this chapter, I report on an empirical study involving Mandarin-speaking Taiwanese people (teachers of English; teachers of Chinese and professional writers of Chinese; and students of English) as it relates to overall rhetorical structuring and internal discourse structuring. In 4.2, details of the study are provided, followed by an outline of the results of the analysis (4.3), an overview of the findings (4.4) and a concluding section (4.5).

4.2 The empirical study

4.2.1 Aims

The study reported here had three main aims:

Aim 1: To determine the extent to which texts (some in English, others in Chinese) written by a sample of Taiwanese speakers of Mandarin Chinese (in response to tasks designed to elicit particular discourse modes) conform, in terms of overall rhetorical structuring and internal discourse structuring, to four *Rhetorical Types* (prototypical text feature models) for *Explanation*, *Recount*, *Classification* and *Argument* (two-sided) proposed by Bruce (2003)³⁹.

Aim 2: To determine whether, and, if so, to what extent, the organizational features identified differ in the case of the texts written in English by Mandarin-speaking Taiwanese teachers of English and in Chinese by the Mandarin-speaking Taiwanese specialists in Chinese writing (teachers of Chinese writing and/or professional writers of Chinese).

³⁹ Note that Bruce (2003) refers to what are labelled here ‘Classification’ and ‘Argument (two-sided)’ as ‘Report’ and ‘Discussion’.

Aim 3: to determine whether, and, if so, to what extent, the organizational features identified differ in the case of the texts written in English by Taiwanese EFL students and the texts written in Chinese by Taiwanese EFL students.

4.2.2 The writing tasks

There were four writing tasks, each related to one of four Rhetorical Types - *Classification*; *Explanation*; *Argument (two-sided)*; and *Recount*. The tasks were the same as those used by Bruce (2003) with two exceptions, (a) reference to New Zealand in the *Argument* task was replaced by reference to Taiwan and (b) the tasks were presented in Chinese where responses were requested in Chinese. For an outline of the original and revised tasks, see *Appendices 5, 7 & 8*. Consent forms and task administration forms and letters were as indicated in *Appendix 9*. As indicated in *Chapter 3, footnotes 24 and 25*, although each task has one primary rhetorical purpose (classifying, explaining, arguing or recounting), it was anticipated that responses would not necessarily be wholly constrained by that primary purpose, that is, they might exhibit evidence of rhetorical moves which reflect changing perspectives on the task as writers proceed.

4.2.3 The participants

Writing task responses were gathered from **(a)** Mandarin-speaking Taiwanese teachers of English writing in English **(b)** Mandarin-speaking Taiwanese expert writers writing in Chinese; **(c)** Mandarin-speaking Taiwanese college students writing in English and **(d)** Mandarin-speaking Taiwanese college students writing in Chinese. All of the teachers of English (a total of 20) either taught at a four-year college of languages (18) or at a high school in Taiwan (2) at the time when the research was conducted. They have BA, MA and/or PhD degrees conducted through the medium of English in which a major component was English language education, applied linguistics, linguistics, or English literature (see *Appendix 10*). Each of these teachers completed one of the four writing tasks in English, following instructions in English.

Among the expert writers of Chinese (a total of 20), were 17 who are teachers of Chinese rhetoric, Chinese literature, Chinese history or Chinese philosophy and

logic at the time the research was conducted. They have BA, MA and/or PhD degrees in subjects of direct relevance to their specialist teaching areas. The other three were: a retired newspaper reporter; a writer and editor of school newsletters; and a news script writer (see *Appendix 10*). In most cases, they are likely to have acquired a basic competence in English at high school and/ or in their first year at university but that was, in all cases, over twenty years ago.⁴⁰ Each of these people completed one of the four writing tasks in Chinese, following instructions in Chinese.

In the case of the students, all 200 involved were in their second year (second semester) at a four-year college of languages where every student must take courses in English amounting to at least 36 credits and courses in Chinese amounting to at least ten credits during their four years of study. In the second year of study at that college, the students take courses in reading and writing and listening and speaking in English (amounting to 10 credits). They also take a course in Chinese literature (which involves practice in writing in Chinese) (amounting to 4 credits). The 100 students who wrote in English were from four different departments where teaching is conducted through the medium of English⁴¹ and all of them had scores of between 200 and 230 in College Student English Proficiency Test (CSEPT)⁴² (*Appendix 11*). The 100 students who wrote in Chinese were from three different departments⁴³ where teaching is conducted through the medium of Chinese. They each did one writing task in Chinese, following instructions in Chinese.

A standard set of task instructions in either English or Chinese (see *Appendices 6, 7 & 8*) was used on each occasion so that the conditions under which the sample was collected were as consistent as possible for each group even though the writing responses were gathered at different places and different times between February and June, 2007.

⁴⁰ The requirement relating to the inclusion of English in first year university study was not introduced until 1993 (Chern, 2002).

⁴¹ English, Translation, Foreign Language Instruction, and International Affairs.

⁴² Roughly equivalent to between 4 and 4.5 on the IELTS – see *Appendix 11*

⁴³ Applied Chinese, Japanese, Business, and Communication Arts

An outline of the types of participants involved in the study along with the numbers of texts collected as they relate to particular tasks and the dates of collection is provided in *Table 4.1*.

Table 4.1: The Sample: Four groups

Tasks	Groups	Number of Responses	Date of Collection
Recount	EFL teachers writing in English	5	February ~August 2007
	Chinese specialists writing in Chinese	5	February ~August 2007
	EFL college students writing in English	25	May 2007
	EFL college students writing in Chinese	25	June 2007
Argument (two-sided Discussion)	EFL teachers writing in English	5	February ~June 2007
	Chinese specialists writing in Chinese	5	February ~August 2007
	EFL college students writing in English	25	May 2007
	EFL college students writing in Chinese	25	June 2007
Explanation	EFL teachers writing in English	5	February ~June 2007
	Chinese specialists writing in Chinese	5	February ~August 2007
	EFL college students writing in English	25	March 2007
	EFL college students writing in Chinese	25	April 2007
Classification (Report)	EFL teachers writing in English	5	February ~June 2007
	Chinese specialists writing in Chinese	5	February ~August 2007
	EFL college students writing in English	25	March 2007
	EFL college students writing in Chinese	25	April 2007

Each script was numbered and then typed as a word document, with all of the features of the original being reproduced.⁴⁴ The original written versions were also retained.⁴⁵ At least one script in Chinese (in some cases more than one script) from each sample task was translated into English (as literal a translation as possible) so that the way in which the analysis of Chinese scripts was conducted

⁴⁴ Except, of course, handwriting

⁴⁵ These will be stored in a locked filing cabinet at the University of Waikato indefinitely.

would be subject to scrutiny by those who are unable to read Chinese. All of the analyzed scripts are included on a CD Rom (see *Appendices 12 and 13.*)

4.3 The data

For each task, 60 written scripts were collected (5 from EFL teachers writing in English; 5 from professional writers of Chinese writing in Chinese; 25 from EFL students writing in English; and 25 from EFL students writing in Chinese. The results of the analyses (in terms of overall rhetorical structure and internal discourse structure) for each piece of writing are presented below in groups in relation to each of the four tasks⁴⁶.

4.3.1 Recount: Findings

For the *recount discourse mode*, the model⁴⁷ predicts an overall discourse organization of the *Problem-Solution* type (sometimes referred to as *Problem-Response* or *Situation-Response*) (Hoey, 1983, p. 49-53; Bruce, 2003, p. 242). The texts written in response to the recount text prompt were compared with this aspect of the model, each text being assigned one of the following numbered descriptors (see Bruce, 2003, p. 306):

Prototype descriptor 1 (most prototypical):

- the whole text closely adheres to *Problem - Solution* patterns

Prototype descriptor 2

- most of the text uses *Problem - Solution* patterns

Prototype descriptor 3

- at least one *Problem - Solution* pattern appears in the text

Prototype descriptor 4

- the text has no features of a *Problem - Solution* discourse pattern

The findings relating to overall rhetorical organization are presented in *Table 4.2*.

⁴⁶ Note that the fact that a few of the texts produced appear to be incomplete is likely to have had some impact on the overall findings.

⁴⁷ Throughout this chapter, references to ‘the model’ refer to the feature model proposed by Bruce (2003) as a prototype for the four RTs on the basis of analysis of published academic article segments.

Table 4.2: *Texts written in response to the recount text prompt: Prototype ratings for overall rhetorical structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4
EFL Teachers Writing in English	Number of Scripts	5			
	Percentage	100%			
Chinese Specialists Writing in Chinese	Number of Scripts	5			
	Percentage	100%			
EFL Students Writing in English	Number of Scripts	4	2	11 ⁴⁸	8 ⁴⁹
	Percentage	16%	8%	44%	32%
EFL Students Writing in Chinese	Number of Scripts	7	9	6	3
	Percentage	28%	36%	24%	12%

In terms of overall rhetorical organization, over one third (35%) of all of the texts written in response to the recount text prompt were assigned to prototype category 1. All of the texts written by EFL teachers in English and by Chinese specialists were assigned to this category. Next in terms of prototypicality were the texts written in Chinese by students (with 64% assigned to categories 1 and 2 and only 12% to category 4). Last were texts written in English by students (with only 24% assigned to categories 1 and 2 and 76% assigned to categories 3 and 4).

Two examples of texts analyzed in terms of overall rhetorical structuring are provided below.

⁴⁸ Two texts were to assign to a category but seemed closest to category 3 in that they had one Problem-Solution pattern.

⁴⁹ Two texts were to assign to a category but seemed closest to category 4 in that they had no Problem-Solution patterning.

Figure 4.1: Overall rhetorical structuring (recount) - Example of text assigned to prototype category 1^{50, 51}

Text	Translation	Overall Rhetorical Structuring
		PSn Situation 1 & Problem 1 ↓ Solution 1 ↓ Evaluation 1 ↓ Situation 2 & Problem 2 ↓ Solution 2 ↓ Evaluation 2 ↓ Situation 3 & Problem 3 ↓ Conclusion ↓
二次大戰末期，由於日本商務船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢荒而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。	At the end of World War II, the Japanese merchant fleet was destroyed by the Allied Forces, causing the food supplies from China, Japan, Formosa, Korea to be cut off, and leading Japanese society to introduce rationing to deal with the problem of starvation. Then, after the war, in order to re-establish economic stability, the Japanese economic development strategy was to manage the economy in a nationally concentrated way, involving the government in making various social contracts with banks and the corporate sector in order to secure economic recovery and prosperity.	
90 年代後的日本，經濟迅速復甦，到 1990 年，其國內發生產總值 (GDP) 已居全世界第二高，為德國的 2 倍，更達美國全國的百分之七十，景況十分活絡。然從 1990 年之後，到了 2000 年，整體日本的經濟發展卻出現了 10 年不景氣的表現。大量錯置的基金，勞力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於 10 項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國 GDP 總值的 24%，造成政府整體負債額佔國內 GDP 的 130%，於全球經濟合作與發展組織中最差的國家。	After the 90s in Japan, the economy recovered rapidly. In 1990, its GDP was the second highest in the world, which was twice that of Germany and even 70% of that of the USA, a very prosperous situation. However, after 1990, until 2000, there was a decade of stagnant development throughout the entire economy of Japan. Due to massive misallocation of capital, skills in labour and technology could neither be gained nor improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy, which funds, in the present recession, represented 24% of the current GDP, leading to a gross national debt 130% of GDP, the worst of the OECD countries (The Organisation for Economic Cooperation and Development).	
當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率的影響之下，落在日本青年人肩膀上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景，未來整體而言，仍頗有堪慮之處。	At present, the Japanese economy is in a state of slow recovery, but it is still having problems, especially due to the impact of the ageing population and low birth rate, so that the burden on the shoulders of Japanese youth is the heaviest in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in Japan currently, that may be temporary, on the whole in future, some worries remain.	

⁵⁰ Note that although problems relating to the Japanese economy are part of the content of this text, the overall text structuring is not of the PSn type.

⁵¹ This text appears three times, twice in this chapter and again in *Chapter 6*. The intention here is that readers have an opportunity to see the same text analyzed in three different ways without consulting the appendices. Readers who wish to see all of the analyses can, of course, refer directly to the appendices.

Figure 4.2: Overall rhetorical structuring (recount) - Example of text assigned to prototype category 4⁵²

Text	Overall Rhetorical Structuring
	General-Particular (Preview-Details)
Recalling to the economy of Japanese since World War 2, it seems not as well as now. Nowadays there still have problems that need to face. First, there have some improvement, but that may be temporary. Secondly, they do not have enough strong new companies. In addition, the ageing population with low birth rate.	Preview ↓
In 1945, at the end of World War 2. The merchant fleet destroyed, and then they were cut of from it's food supplies, such as China, Korea, and Formosa.	Details ↓
The situation of the Japanese economy in 1990. The GDP of Japan is the second highest in the world. In 2000, there were about 24% of current GDP since 1990. Besides, the government gross debt 130% of GDP in 1999. The incapable of growth, currently massive misallocation of capital.	

The texts written in response to the recount prompt were analyzed in terms of the occurrence of discourse relations.⁵³ An overview of the findings is presented in *Tables 4.3 – 4.5*. For each group, the total number of occurrences of each relation and its percentage occurrence is shown in the *Table 4.3*.

With *Bonding* removed, the prototype model for recount proposed by Bruce (2003, p. 14) predicts that the most commonly occurring relations will be:

Reason-Result, Chronological Sequence, Statement-Amplification, Means-Purpose, Means-Result, and Grounds-Conclusion.

Tables 4.4 and *4.5* provide an overview of the findings as they relate to each of the six relations highlighted in *Table 4.3*.

In Bruce's corpus findings, *Bonding* accounted for about half of all of the relations in each of the four discourse modes. Because of this and because

⁵² Note that although problems relating to the Japanese economy are part of the content of this text, the overall text structuring is not of the PSn type.

⁵³ The model used was Crombie's (1985, pp. 16-28) taxonomy.

Bonding is the baseline (unmarked) relation, he decided to remove Bonding from the model in terms of assignment of an identifying role in relation to any one Rhetorical Type (Bruce, 2003, pp. 250 - 251) . In *Table 4.6*, with the impact of the Bonding relation removed, the percentage occurrence of each of the relational types (associative, logico-deductive and temporal) in Bruce's corpus findings is compared with their percentage occurrence in the sample recount texts.

Table 4.3: *Texts written in response to the recount text prompt: An overview of discourse relations*

Discourse Relation ↓	EFL Teachers Writing in English		Chinese Specialists Writing in Chinese		EFL Students Writing in English		EFL Students Writing in Chinese	
	Number in Sample	Percentage of Total	Number in Sample	Percentage of Total	Number in Sample	Percentage of Total	Number in Sample	Percentage of Total
Bonding	52	25.87%	40	18.96%	117	21.58%	108	18.33%
Chronological Sequence	29	14.43%	26	12.32%	93	17.16%	92	15.62%
Concession Contra- expectation	15	7.46%	19	9%	52	9.6%	76	12.9%
Condition Consequence	1	0.50%					1	0.17%
Contrastive Alternation					2	0.37%		
Simple Contrast	25	12.44%	25	11.85%	73	13.47%	63	10.7%
Simple Comparison	1	0.50%					1	0.17%
Denial - Correction							1	0.17%
Grounds – Conclusion	3	1.49%	4	1.9%	4	0.74%	11	1.87%
Means – Purpose	6	2.99%	9	4.27%	23	4.24%	22	3.74%
Means – Result	6	2.96%	5	2.37%	20	3.69%	26	4.41%
Reason – Result	14	6.97%	41	19.43%	27	4.98%	112	19.02%
Paraphrase					1	0.18%		
Statement Affirmation								
Statement – Amplification	40	19.9%	38	18.01%	110	20.3%	69	11.71%
Statement Denial								
Statement Exception								
Statement Exemplification	6	2.99%	4	1.9%	17	3.14%	6	1.02%
Supplementary Alternation	1	0.50%			1	0.18%	1	0.17%
Temporal Overlap	2	1%			2	0.37%		
TOTALS	201	100%	211	100%	542	100%	589	100%

Table 4.4: *Texts written in response to the recount text prompt: Numbers of the six most frequently occurring discourse relations in each of the texts written by the EFL teachers and Chinese specialists*

EFL Teachers Writing in English						
Script Number	Bonding	Statement – Amplification	Chronological Sequence	Concession Contra-expectation	Reason - Result	Simple Contrast
1	8	7	5	4	3	5
2	12	14	8	5	3	5
3	13	7	5	2	1	5
4	7	7	5	1	4	5
5	12	5	6	3	3	5
Total	52	40	29	15	14	25
Average	10.4	8	5.8	3	2.8	5
Chinese Specialists Writing in Chinese						
Script Number	Bonding	Statement – Amplification	Chronological Sequence	Concession Contra-expectation	Reason - Result	Simple Contrast
1	6	7	5	3	7	5
2	8	13	6	3	12	6
3	11	4	5	5	9	5
4	4	9	5	3	6	4
5	11	5	5	5	7	5
Total	40	38	26	19	41	25
Average	8	7.6	5.2	3.8	8.2	5

Table 4.5: Texts written in response to the recount text prompt: *Numbers of the six most frequently occurring discourse relations in each of the texts written by the students*

EFL Students Writing in English						
Script Number	Bonding	Statement – Amplification	Chronological Sequence	Concession Contra-expectation	Reason - Result	Simple Contrast
1	3	5	2	0	0	4
2	1	3	3	1	1	1
3	3	3	3	0	1	1
4	5	4	2	1	1	1
5	3	2	2	2	2	0
6	6	3	4	4	1	1
7	6	4	4	1	0	1
8	9	8	3	2	1	2
9	10	4	3	1	0	4
10	5	7	3	3	0	4
11	3	1	5	1	0	1
12	2	2	4	3	1	1
13	7	5	5	2	0	5
14	5	4	2	0	1	3
15	4	5	4	2	1	2
16	3	5	3	2	0	4
17	6	7	5	4	1	4
18	6	6	4	4	6	6
19	4	4	4	3	1	5
20	5	5	4	3	2	4
21	3	3	6	1	3	4
22	5	6	4	2	1	5
23	7	6	6	2	1	5
24	3	5	4	5	1	2
25	3	5	4	5	1	3
Total	117	110	93	52	27	73
Average	4.68	4.4	3.72	2.08	1.08	2.92
EFL Students Writing in Chinese						
Script Number	Bonding	Statement – Amplification	Chronological Sequence	Concession Contra-expectation	Reason - Result	Simple Contrast
1	5	5	4	2	7	6
2	6	4	6	5	5	7
3	1	4	4	5	6	5
4	3	1	3	3	3	3
5	5	1	3	3	5	0
6	1	4	2	3	6	3
7	3	2	0	2	6	0
8	4	3	5	5	4	1
9	6	3	4	2	1	5
10	8	0	3	0	9	0
11	6	2	3	5	2	2
12	6	4	5	5	5	4
13	7	0	3	3	5	1
14	4	1	2	2	2	1
15	3	3	4	4	5	0
16	0	3	4	2	3	1
17	5	2	5	5	7	2
18	4	4	3	2	4	5
19	4	2	3	4	4	1
20	3	3	3	1	2	2
21	5	3	5	3	6	3
22	8	1	5	2	5	2
23	3	5	4	4	3	5
24	5	1	4	2	2	0
25	3	8	5	2	5	4
Total	108	69	92	76	112	63
Average	4.32	2.76	3.68	3.04	4.48	2.52

Table 4.6: *With impact of the Bonding relation removed, percentage occurrence of each relational type in the recount texts written by members of the four groups compared with their percentage occurrence in Bruce's academic article sample⁵⁴*

	Bruce's Academic Article Sample	EFL Teachers Writing in English	Chinese Specialists Writing in Chinese	EFL Students Writing in English	EFL Students Writing in Chinese
Associative	44%	59%	50.3%	60.2%	45.1%
Logico- deductive	39%	20.1%	34.5%	17.4%	35.8%
Temporal	16%	20.8%	15.2%	22.4%	19.1%

In terms of the percentage occurrence of relational types, the texts written in response to the recount text prompt by the Chinese specialists writing in Chinese are closer to the recount samples from Bruce's academic article corpus than are the texts written by the other three groups.

The texts written in response to the recount text prompt were compared with the discourse relational component (internal discourse structure) of the model in terms of the following prototypicality descriptors:

Prototype descriptor 1 (most prototypical):

- includes at least: 2 Means-Purpose or Means-Result relations, 2 Statement-Amplification relations; 2 Chronological Sequence relations and 2 Reason-Result or Grounds-Conclusion relations

Prototype descriptor 2

- includes at least 7 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 3

- includes at least 6 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 4

- includes at least 5 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 5

⁵⁴ To be found in Bruce (2003, p. 249).

- includes 4 or fewer of the relations outlined under *Prototype descriptor 1*

Table 4.7: *Texts written in response to the recount text prompt: Prototype ratings for internal discourse structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts	3	2			
	Percentage	60%	40%			
Chinese Specialists Writing in Chinese	Number of Scripts	5				
	Percentage	100%				
EFL Students Writing in English	Number of Scripts	7	5	6	5	2
	Percentage	28%	20%	24%	20%	8%
EFL Students Writing in Chinese	Number of Scripts	11	7	5	1	1
	Percentage	44%	28%	20%	4%	4%

In terms of internal discourse structure (discourse relations), the recount texts written in Chinese by Chinese specialists were closest to the prototype (with all of them assigned to category 1). Next were the texts written in English by the EFL teachers (with 60% assigned to category 1 and 40% assigned to category 2). Third were student texts written in Chinese (with 44% assigned to category 1 and 28% assigned to category 2). Least close to the prototype were student texts written in English (with only 28% being assigned to category 1 and 20% to category 2).

Examples of texts analyzed in terms of internal discourse structuring are provided below.

Figure 4.3: Internal discourse structuring (recount) - Example of text assigned to prototype category 1

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
二次大戰末期，由於日本商船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢荒而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。	At the end of World War II, because Japanese merchant fleet was destroyed by the Allied Forces, it caused the food supplies from China, Japan, Formosa, Korea were cut off. (it) caused Japanese society to solve the problem by putting on rations owing to starvation. And after the war because of the economic reestablishment, Japanese economic development strategy is managing it in a national concentrative way. the government made various social contracts with banks, corporate sector in order to recover and prosper economy.		Reason-Result Reason-Result Reason-Result Means-Purpose	Chronological Sequence Bonding Chronological Sequence
90年代後的日本，經濟迅速復甦，到1990年，其國內發生產總值(GDP)已居全世界第二，為德國的2倍，更達美國全國的百分之七十，景況十分活絡。然從1990年之後，到了2000年，整體日本的經濟發展卻出現了10年不景氣的表現。大量錯置的基金，努力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於10項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國GDP總值的24%，造成政府整體負債額佔國內GDP的130%，於全球經濟合作與發展組織中最差的國家。	After 90s in Japan, economy recovered rapidly. In 1990, her GDP was second highest in the world which was twice that of Germany, even 70% that of the USA. the situation was very prosperous. However, after 1990, until 2000, the entire economic development in Japan had a decade of stagnant performance. Due to massive misallocation of capital, the skills in labour and technology could neither be gained nor be improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy in the present recession. these funds were 24% of current GDP, it caused the government gross debt 130% of GDP, was the worst country in the OECD (The Organization for Economic Cooperation and Development).	Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Concession-Contradiction Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result Means-Purpose Means-Result	Chronological Sequence Chronological Sequence Bonding Bonding Bonding
當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率影響之下，落在日本青年人有最上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景。未來整體而言，仍頗有堪虞之處。	At present, (seeing) the state of Japanese economy, it is slowly recovering, but still having problems, especially under the influence of (the problems of) ageing population, low birth rate, the burden on the shoulders of Japanese youth is the highest (heaviest) in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in current Japan, that may be temporary. on the whole in future, there still will be some worries	Concession-Contradiction Statement-Amplification Simple Contrast Concession-Contradiction	Reason-Result Reason-Result	Chronological Sequence Bonding Use of commas instead of 'and'

Figure 4.4: Internal discourse structuring (recount) - Example of text assigned to prototype category 5

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Recalling to the economy of Japanese since World War 2, it seems not as well as now. Nowadays there still have problems that need to face. First, there have some improvement, but that may be temporary. Secondly, they do not have enough strong new companies. In addition, the ageing population with low birth rate.	Statement- Amplification (the next paragraph) Statement- Amplification (the rest of 1 st paragraph) Concession- Contraexpectation		Bonding Bonding Bonding
In 1945, at the end of World War 2. The merchant fleet destroyed, and then they were cut of from its food supplies, such as China, Korea, and Formosa.	Statement- Amplification Statement- Exemplification		Chronological Sequence Bonding Chronological Sequence Bonding
The situation of the Japanese economy in 1990. The GDP of Japan is the second highest in the world. In 2000, there were about 24% of current GDP since 1990. Besides, the government gross debt 130% of GDP in 1999. The incapable of growth, currently massive misallocation of capital.	Statement- Amplification Simple Contrast		Chronological Sequence Chronological Sequence Bonding

To establish an overall prototypicality rating for each script, the two descriptor scores were added together, and the following criteria applied:

Descriptor 1 (most prototypical):

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 2 or 3

Descriptor 2

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 4 or 5

Descriptor 3:

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 6 or 7

Descriptor 4:

- *Overall rhetorical structuring and internal discourse structuring* – sum of the two descriptor scores is 8 or greater.

The findings in terms of overall prototypicality ratings are summarised in *Table 4.8*.

Table 4.8: *Texts written in response to the recount text prompt: Overall prototype ratings*

Overall Prototypicality Descriptors	1	2	3	4
Responses of EFL teachers writing in English	5			
	100%			
Responses of Chinese specialists writing in Chinese	5			
	100%			
Responses of EFL students writing in English	3	10	6	6
	12%	40%	24%	24%
Responses of EFL students writing in Chinese	13	6	5	1
	52%	24%	20%	4%

Over forty percent (43%) of the recount texts were assigned to descriptor 1 in terms of overall prototypicality. This included all of the texts produced in English by the EFL teachers and in Chinese by the Chinese specialists. Next in terms of overall prototype ratings were the student texts written in Chinese (with 52% assigned to category 1 and 24% assigned to category 2). Lowest in terms of overall prototype ratings, were the student texts written in English (with only 12% assigned to category 1 and 40% to category 2).

4.3.2 Argument (two-sided): Findings

In respect of *Argument* (Discussion) RT, the model has an overall rhetorical structure made up of a combination of *Generalisation - Example* and *Matching* (Hoey, 1983, pp. 113 – 115 & 134 – 138); Bruce, 2003, pp. 240). To classify the written responses in terms of rhetorical structuring prototypicality, the following numbered descriptors were applied:

Prototype descriptor 1 (most prototypical):

- closely adheres to *Generalization - Example* discourse pattern with several *Matching* sections occurring either within or between each of these major sections

Prototype descriptor 2

- generally adheres to *Generalization Example* discourse pattern with some occurrence of *Matching* sections within the text

Prototype descriptor 3

- has some form of a *General - Particular* pattern but does not employ *Matching Relations* to contrast viewpoints

Prototype descriptor 4

- has a *General - Particular* pattern, but adds a *Problem – Solution* discourse pattern as an additional organisational pattern

Prototype descriptor 5

- does not have an overall *Generalization - Example* pattern, but employs some other kind of overall discourse pattern

The findings relating to overall rhetorical organization are presented in *Table 4.9*.

Table 4.9: Texts written in response to the argument text prompt: Prototype ratings for overall rhetorical structuring

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts		4		1	
	Percentage		80%		20%	
Chinese Specialists Writing in Chinese	Number of Scripts	4	1			
	Percentage	80%	20%			
EFL Students Writing in English	Number of Scripts		10 ⁵⁵	5 ⁵⁶	3	7 ⁵⁷
	Percentage		40%	20%	12%	28%
EFL Students Writing in Chinese	Number of Scripts	3	8	2		12
	Percentage	12%	32%	8%		48%

⁵⁵ Five of the texts assigned to this category adhered to a *General-Particular* discourse pattern with some occurrence of *Matching* sections within the text. They were judged to be closest to category 2.

⁵⁶ Two of the texts had some form of a *General - Particular* pattern but did not employ *Matching Relations* to contrast viewpoint. These were judged to be closest to category 3.

⁵⁷ Two of the texts had no *General-Particular* pattern at all but employed a different type of overall structuring. These were judged to be closest to category 5.

In terms of overall rhetorical organization, only 7 (approximately 12%) of the texts were assigned a prototype rating of 1, with 23 (approximately 38%) being assigned a prototype rating of 2. Thus, approximately 50% were assigned prototype ratings of 1 or 2. In this case, the texts written in Chinese by Chinese specialists were closest to the prototype (with 80% being assigned to rating category 1 and 20% to rating category 2). The distribution of the other texts across categories makes comparison difficult. However, since, with one exception, all of the texts written in English by EFL teachers were assigned to category 2, this group is considered to be next in terms of prototypicality. None of the texts written by students in English was assigned to category 1, whereas 3 (12%) of those written in Chinese were assigned to this category. Overall, the texts written by students in English seem to be slightly closer to the prototype than those written in Chinese by students (with 60% of the former and 52% of the latter being assigned to categories 1 – 3).

Examples of texts analyzed in terms of overall rhetorical structuring are provided below.

Figure 4.5: Overall rhetorical structuring (argument) - Example of text assigned to prototype category 2

Text	Overall Rhetorical Structuring		
	Matching	General-Particular	
		Preview-Details	Generalization-Example
In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes. Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation. Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books. A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.		Preview ↓	Generalization ↓
	ContS	Details ↓	Examples ↓
	CompS		
	CompS	Conclusion	Generalization Example ↓

Figure 4.6: Overall rhetorical structuring (argument) - Example of text assigned to prototype category 3

Text	Overall Rhetorical Structuring	
	Matching	General-Particular
		Preview-Details
Nowadays, we have so many universities in Taiwan. As we know people in this century much more care about their educations, especially in Taiwan. Because of this reason, if you want to get a better job, you must have the well education. From the past 10 years, the number of the universities have been increased a lot. But is it really good for nowadays students? As we can see, it doesn't seem that the more school we have, the better we are. Instead, our students' quality become much lower that lower. Because they might think there're so many schools in Taiwan, no matter how bad I am, I still have school to study. If the Taiwanese government doesn't take care of this problem, then in the future, I think our children's won't have the ability to against.		Preview ↓ Details ↓ Conclusion

The texts written in response to the argument text prompt were analyzed in terms of the occurrence of discourse relations. An overview of the findings is presented in *Tables 4.10 – 4.12*. For each group, the total number of occurrences of each relation and its percentage occurrence is shown in the *Table 4.10* in which the six most frequently occurring relations are shaded.

Bruce's prototype model for argument (discussion) (Bruce, 2003, p. 14) predicts that, with Bonding removed, the five most frequently occurring relations will be:

Grounds-Conclusion, Reason-Result, Means-Purpose, Means-Result, and Concession-Contraexpectation

Tables 4.11 and 4.12 provide an overview of the findings as they relate to each of the relations highlighted in *Table 4.10*.

Table 4.10: *Texts written in response to the argument text prompt: An overview of discourse relations*

	EFL Teachers Writing in English		Chinese Specialists Writing in Chinese		EFL Students Writing in English		EFL Students Writing in Chinese	
Discourse Relation ↓	Number in the Sample	Percent- age of Total	Number in the Sample	Percent- age of Total	Number in the Sample	Percent- age of Total	Number in the Sample	Percent- age of Total
Bonding	22	16.92%	47	23.5%	34	12.88%	71	15.23%
Chronological Sequence	2	1.54%	1	0.5%	6	2.27%	4	0.86%
Concession Contra- expectation	15	11.54%	20	10%	25	9.47%	47	10.09%
Condition Consequence	1	0.77%	13	6.5%	9	3.41%	31	6.65%
Contrastive Alternation			6	3%	5	1.89%	12	2.58%
Simple Contrast	3	2.31%	2	1%	31	11.74%	34	7.3%
Simple Comparison			0				8	1.72%
Denial - Correction	1	0.77%	5	2.5%	5	1.89%	9	1.93%
Grounds - Conclusion	13	10%	13	6.5%	16	6.06%	48	10.3%
Means - Purpose	6	4.61%	11	5.5%	4	1.52%	26	5.58%
Means - Result	5	3.85%	3	1.5%	2	0.76%	16	3.43%
Reason - Result	25	19.23%	38	19%	46	17.42%	80	17.17%
Paraphrase	1	0.77%	1	0.5%				
Statement - Affirmation			0				1	0.21%
Statement - Amplification	31	23.84%	29	14.5%	67	25.38%	59	12.66%
Statement - Denial			0				2	0.43%
Statement - Exception			0					
Statement - Exemplification	2	1.54%	2	1%	4	1.52%	3	0.64%
Supplementary Alternation	2	1.54%	6	3%	5	1.89%	10	2.15%
Temporal Overlap	1	0.77%	3	1.5%	5	1.89%	5	1.07%
TOTALS	130	100%	200	100%	264	100%	466	100%

Table 4.11: *Texts written in response to the argument (two-sided) text prompt: Numbers of the six most frequently occurring discourse relations in each of the texts written by the EFL teachers and Chinese specialists*

EFL Teachers Writing in English						
Script Number	Bonding	Statement-Amplification	Reason-Result	Grounds-Conclusion	Concession Contra-expectation	Means-Result
1	4	5	9	1	4	0
2	6	7	2	3	4	2
3	7	5	8	2	2	2
4	3	5	3	2	3	0
5	2	8	3	5	2	1
Total	22	30	25	13	15	5
Average	4.4	6	5	2.6	3	1
Chinese Specialists Writing in Chinese						
Script Number	Bonding	Statement-Amplification	Reason-Result	Grounds-Conclusion	Concession Contra-expectation	Means-Result
1	5	6	7	3	0	0
2	14	5	9	2	1	0
3	10	10	6	1	8	0
4	9	3	6	1	4	1
5	9	5	10	6	7	2
Total	47	29	38	13	20	3
Average	9.4	5.8	7.6	2.6	4	0.6

Table 4.12: *Texts written in response to the argument (two-sided) text prompt: Numbers of the six most frequently occurring discourse relations in each of the texts written by the students*

EFL Students Writing in English						
Script Number	Bonding	Statement-Amplification	Reason - Result	Grounds-Conclusion	Concession Contraexpectation	Means-Result
1	2	3	1	1	0	0
2	1	5	1	1	0	0
3	1	3	1	2	0	0
4	8	7	4	2	1	0
5	1	2	4	0	1	0
6	0	3	3	0	2	0
7	0	1	3	1	2	1
8	1	3	2	0	0	0
9	0	2	2	1	0	0
10	2	5	3	0	3	0
11	2	2	0	1	0	0
12	3	5	0	0	2	0
13	0	2	1	2	1	0
14	0	3	2	1	0	0
15	0	2	1	0	1	0
16	1	3	0	0	2	0
17	1	4	2	0	3	0
18	1	1	0	0	2	0
19	0	1	5	0	1	0
20	1	1	2	0	1	0
21	0	3	1	1	0	0
22	1	2	1	1	1	0
23	4	1	1	1	1	1
24	1	1	3	1	0	0
25	3	2	3	0	1	0
Total	34	67	46	16	25	2
Average	1.36	2.68	1.84	0.64	1	0.08
Chinese Students Writing in Chinese						
Script Number	Bonding	Statement-Amplification	Reason - Result	Grounds-Conclusion	Concession Contraexpectation	Means-Result
1	2	1	1	1	1	0
2	1	4	4	1	2	1
3	2	1	3	2	1	0
4	6	0	4	3	1	0
5	2	0	4	2	1	1
6	9	3	6	3	3	1
7	9	2	7	2	3	2
8	2	2	0	0	0	1
9	3	1	1	1	0	1
10	2	3	4	2	0	0
11	2	0	3	0	4	0
12	2	3	0	3	2	0
13	2	3	1	2	2	0
14	7	0	3	7	1	1
15	4	1	1	0	1	2
16	1	3	2	0	3	0
17	0	2	3	1	3	0
18	0	3	1	0	3	0
19	6	5	5	4	5	3
20	0	5	9	1	1	0
21	4	8	5	1	2	0
22	2	2	2	3	2	1
23	0	2	2	3	2	1
24	2	3	4	2	3	0
25	1	2	5	4	1	1
Total	71	59	80	48	47	16
Average	2.84	2.36	3.2	1.92	1.88	0.64

Table 4.13: *With the impact of the Bonding relation removed, percentage occurrence of each relational type in the argument texts written by members of the four groups compared with their percentage occurrence in Bruce's academic article sample*

	Bruce's Academic Article Sample⁵⁸	EFL Teachers Writing in English	Chinese Specialists Writing in Chinese	EFL Students Writing in English	EFL Students Writing in Chinese
Associative	48%	50.9%	46.4%	61.7%	46.8%
Logico-deductive	47%	46.3%	51%	33.5%	50.9%
Temporal	5%	2.7%	2.6%	4.8%	2.3%

In terms of the percentage occurrence of relational types, the texts written in response to the argument text prompt by the EFL teachers writing in English are the closest to the argument samples from Bruce's academic article corpus. However, the texts written by Chinese specialists writing in Chinese are also very close as are the texts written in Chinese by the students. However, the texts written in English by the students have a considerably higher percentage of associative relations and a considerably lower percentage of logico-deductive relations than the argument samples in Bruce's corpus.

The texts written in response to the argument text prompt were compared with the discourse relational component (internal discourse structure) of the model in terms of the following prototypicality descriptors:

Prototype descriptor 1 (most prototypical):

- includes at least: 2 Means-Purpose or Means-Result relations, 3 Reason-Result or Grounds-Conclusion relations and 1 Concession-Contraexpectation relation

Prototype descriptor 2

- includes at least 5 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 3

- includes at least 4 of the relations outlined under *Prototype descriptor 1*

⁵⁸ See Bruce, 2003, p. 249.

Prototype descriptor 4

- includes at least 3 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 5

- includes 2 or fewer of the relations outlined under *Prototype descriptor 1*

The findings are summarised in **Table 4.14**.

Table 4.14: *Texts written in response to the argument (two-sided) text prompt: Prototype ratings for internal discourse structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts	3	1	1		
	Percentage	60%	20%	20%		
Chinese Specialist Writing in Chinese	Number of Scripts	3	1	1		
	Percentage	60%	20%	20%		
EFL Students Writing in English	Number of Scripts			3	13	9
	Percentage			12%	52%	36%
EFL Students Writing in Chinese	Number of Scripts	7	10	5	1	2
	Percentage	28%	40%	20%	4%	8%

In terms of internal discourse structure (discourse relations), 80% of the argument (two-sided) texts written by the EFL teachers and Chinese specialists were assigned prototype ratings of 1 or 2, but only 34% of the students' texts were assigned prototype rating 1 or 2. The texts written in Chinese by the students were closer to the prototype than those written in English by the students (with 68% of the former and none of the latter being assigned to prototype category 1 or 2). Overall, whereas 76% of the texts written in Chinese were assigned to prototype categories 1 and 2, only 40% of those written in English were assigned to these categories.

Examples of texts analyzed in terms of internal discourse structuring are provided below.

Figure 4.7: Internal discourse structuring (argument) - Example of text assigned to prototype category 1

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes.	Concession- Contraexpectation Statement- Amplification	Grounds- Conclusion	Bonding
Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put to their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation.	Concession- Contraexpectation Statement- Amplification Statement- Amplification Statement- Amplification Concession- Contraexpectation Concession- Contraexpectation Statement- Amplification Statement- Amplification		Reason- Result Means- Purpose Means- Result Means- Purpose Condition- Consequence Means- Result
Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books. A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.	Denial- Correction Statement- Exemplification Statement- Amplification	Grounds- Conclusion (above mentioned reasons) Grounds- Conclusion	

Figure 4.8: Internal discourse structuring (argument) - Example of text assigned to prototype category 4

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, almost every student go to university and almost every student graduate from university. That means, almost every student get at least one university degree program. And that's the reason why there are not enough appropriate employment opportunities for the graduates today.	Statement-Amplification	Reason-Result	Bonding Bonding
In my opinions, I don't think that there are not enough employment opportunities. Most of the people have one university degree, and why some of them can get a good job, and some of them can't? Actually, it depends on how hard can you work, how do you improve yourself and what can you do for the job.	Statement-Amplification Statement-Amplification	Grounds-Conclusion Reason-Result	Bonding Bonding Bonding
Of course that all the companys want to hire a hard-working person, instead of a lazy one. Some of the people are too lazy and not hard-working. They always complained about everything in their lives and they did noting on their work. So, they lose their job and can not find a new one. Sooner or later, they will start to say there are not enough opportunities for them.	Concession-Contralexpectation Denial-Correction Statement-Amplification Contrastive Alternation Statement-Amplification	Reason-Result Grounds-Conclusion	Bonding Bonding Bonding
I think that there are all kinds of work in the world. You can try different kinds of opportunities, instead of one. Then, you'll find out that, there are still a lot of opportunities for us.	Statement-Amplification Denial-Correction Statement-Amplification	Reason-Result	Chronological Sequence

To establish an overall prototypicality rating for each script, the two descriptor scores were added together, and the following criteria were applied:

Descriptor 1 (most prototypical):

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 2 or 3

Descriptor 2

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor three scores is 4 or 5

Descriptor 3:

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 6 or 7

Descriptor 4:

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 8 or greater.

The findings in terms of overall prototypicality ratings are summarised in *Table 4.15*.

Table 4.15: *Texts written in response to the argument (two-sided) text prompt: Overall prototype ratings*

Overall Prototypicality Descriptors	1	2	3	4
Responses of EFL teachers writing in English	2	3		
	40%	60%		
Responses of Chinese specialists writing in Chinese	4	1		
	80%	20%		
Responses of EFL students writing in English		1	13 ⁵⁹	11 ⁶⁰
		4%	52%	44%
Responses of EFL students writing in Chinese	5	7	7	6
	20%	28%	28%	24%

Approximately 18% of all of the argument (two-sided) texts were assigned an overall prototypicality rating of 1. The texts written in Chinese by Chinese experts were closest to the prototype (with 80% assigned to category 1 and 20% to category 2). Next in terms of overall prototypicality rating were the texts written in English by EFL teachers (with 40% assigned to category 1 and 60% to category 2). Student texts written in Chinese were third in terms of overall prototypicality rating (with 20% assigned to category 1 and 28% to category 2). Last, in terms of overall prototypicality were student texts written in English (with none in category 1, only 4% in category 2 and 96% in categories 4 or 5).

4.3.3 Explanation: Findings

For the *explanation discourse mode*, the model predicts an overall discourse organization of the of *Preview Details* type (Hoey, 1983, pp.138 - 151; Bruce,

⁵⁹ Seven of the texts, though unfinished, were judged to be closest to category 3.

⁶⁰ Two of the texts, though unfinished, were judged to be closest to category 4.

2003, p. 238). The texts written in response to the explanation text prompt were compared with this aspect of the model, each text being assigned one of the following numbered descriptors (see Bruce, 2003, p. 285):

Prototype descriptor 1 (most prototypical):

- the whole text closely adheres to a *Preview-Details* discourse pattern

Prototype descriptor 2

- follows a *Preview - Details* discourse pattern - the *Preview* is minimal, but there is a complete *Details* section;

Prototype descriptor 3

- no *Preview* or introductory section, but contains a *Details* section;

Prototype descriptor 4

- no clear discourse pattern

The findings relating to overall rhetorical organization are presented in *Table 4.16*.

Table 4.16: *Texts written in response to the explanation text prompt: Prototype ratings for overall rhetorical structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4
EFL Teachers Writing in English	Number of Scripts	5			
	Percentage	100%			
Chinese Specialists Writing in Chinese	Number of Scripts	3	2		
	Percentage	60%	40%		
EFL Students Writing in English	Number of Scripts	5 ⁶¹	17 ⁶²	3	
	Percentage	20%	68%	12%	
EFL Students Writing in Chinese	Number of Scripts	2	17	6	
	Percentage	8%	68%	24%	

⁶¹ This includes one text which although unfinished was nevertheless closest to category 1

⁶² This includes one text which although unfinished was nevertheless closest to category 2

In the case of the overall rhetorical organization of explanation texts, only 25% of the responses were assigned to category 1 (following the *Preview-Details* pattern). However, all the texts written by the EFL teacher group showed a close degree of adherence to this prototype, with 100% being assigned to category 1. Of the texts written by expert writers writing in Chinese, 60% were assigned to prototype category 1 and 40% to prototype category 2. Considerably fewer of the texts written by both student groups were assigned to prototype category 1 (20% in the case of students writing in English; 8% in the case of students writing in Chinese). However, although 68% were in each case assigned to category 2, more of the texts written in Chinese by students were assigned to category 3 than texts written in Chinese by students (24% as compared with 12%). None of the texts written by any of the groups was assigned to the least prototypical category (category 4).

Examples of texts analyzed in terms of overall rhetorical structuring are provided below.

Figure 4.9: Overall rhetorical structuring (explanation) - Example of text assigned to prototype category 2

Text	Translation	Overall Rhetorical Structuring
		General-Particular (Preview-Details)
要經營成功的小本生意，首先要選擇一個安全便利的地點，這樣可以確保源源不決的顧客群，再來要明瞭顧客對你的產品是喜愛或厭惡，也要去清楚知道顧客對你服務時的態度是否滿意。但是這些是基本要素，如果有認真地去觀察顧客，那生意會源源不絕。另一點最重要的是，你如何控管錢、貨物這兩方面。在你所選擇的地點，租金不要太高，如果是開在自家裡，那就更好了。在來你可以去看其他店家所出的價目表跟廣告傳單，研究這些書面資料，或者建立檔案這都可以幫助你決定產品的價格高低。最重要的是，存貨之控管。因為如果訂太多產品而破壞品質時，只會浪費錢，所以要確保產品的新鮮，還要注意資金的流向，要避免過度花費，這樣才能有效的管理一間店。	(If you want to) run a successful business, first choose a safe and convenient place, in so doing it can ensure a flow of customers, then should understand customers' likes and dislikes of your products, should also clearly know if customers are satisfied with your attitudes when you serve them. But these are basic factors, if (you) earnestly observe your customers, your business will be like an endless flow. Another most important point is how to control money (and) goods. At your chosen place, rents should be not too high, if you run (the business) at your home, it will be much better. Then you can look at other shops' price lists and advertising flyers, study these written information, or establish files (.) these can help you decide the high or low price of goods. The most important thing is, control levels of stock. Because if (you) order too many goods, you will undermine the quality, only waste money, so (you) should notice cash flow, prevent overspending, in so doing (you) will manage a shop effectively.	Preview Details 

Figure 4.10: Overall rhetorical structuring (explanation) - Example of text assigned to prototype category 3

Text	Overall Rhetorical Structuring
	General-Particular (Preview-Details)
First of all, knowing your customers' likes and dislikes of your product is very important to run a small business. People must come to buy something because of the things you sell is what they need. Costomers may not pay for what they don't want to buy. Therefore, to do a survey before your business is necessary. Besides, customers' likes and dislikes may change year by year even day by day. Your business must keep flexible. It means that you have to change your products anytimes. Secondly, understanding costomers' expectation of your service is also key points cotroling the effect. Some people may come to buy your product because of your good service. Ensuring the satisfaction and loyalty of your customer is also essential. In conclusion, you have to treat your costomer just like your own family. It would be the main point of your business.	Details  Conclusion

Table 4.17 provides a summary of the overall occurrences of discourse relations in each of the samples from each of the four groups. For each group, the total number of occurrences of each relation and its percentage occurrence are included in the table. The five most frequently occurring discourse relations are shaded in the table. They are:

Statement-Amplification; Means-Purpose; Means-Result; and Reason-Result.

Bruce's model for the explanation discourse mode (Bruce, 2003, p. 14) predicts that the most frequently occurring relations (omitting *Bonding*) will be:

Means-Purpose, Means-Result, Statement-Amplification and Concession-Contraexpectation.

Tables 4.18 and 4.19 provide figures for the occurrence of the five most commonly occurring relations as they appear in each of the texts written in

response to the explanation text prompt. In *Table 4.20*, with the impact of the Bonding relation removed, the percentage occurrence of each of the relational types (associative, logico-deductive and temporal) in Bruce's corpus findings is compared with their percentage occurrence in the explanation texts written by the four groups in this study.

Table 4.17: *Texts written in response to the explanation text prompt: An overview of discourse relations*

Discourse Relation	EFL Teachers Writing in English		Chinese Specialists Writing in Chinese		EFL Students Writing in English		EFL Students Writing in Chinese	
	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total
Bonding	67	37.8%	46	36.5%	282	47.32%	226	31.7%
Chronological Sequence	3	1.7%			16	2.68%	32	4.49%
Concession Contra-expectation	5	2.82%	7	5.55%	13	2.18%	22	3.09%
Condition Consequence	16	9.04%	5	3.97%	26	4.36%	46	6.45%
Contrastive Alternation	2	1.13%			4	0.67%	19	2.67%
Simple Contrast	2	1.13%	1	0.79%	7	1.18%	6	0.84%
Simple Comparison					1	0.17%		
Denial - Correction			2	1.58%			3	0.42%
Grounds – Conclusion	4	2.26%	2	1.58%	10	1.68%	11	1.54%
Means - Purpose	12	6.8%	15	11.9 %	25	4.19%	72	10.1%
Means – Result	4	2.26%	1	0.79%	40	6.71%	33	4.63%
Reason - Result	16	9.04%	8	6.35%	33	5.54%	41	5.75%
Paraphrase	1	0.56%						
Statement - Affirmation							2	0.28%
Statement – Amplification	35	19.8%	29	23.01%	121	20.3%	159	22.3%
Statement - Denial								
Statement - Exception					1	0.17%	1	0.14%
Statement – Exemplification	3	1.7%	5	3.97%	3	0.5%	7	0.98%
Supplementary Alternation	4	2.26%	3	2.38%	6	1.01%	20	2.8%
Temporal Overlap	3	1.7%	2	1.58%	8	1.34%	13	1.82%
TOTALS	177	100%	126	100%	596	100%	713	100%

Table 4.18: *Texts written in response to the explanation text prompt: Numbers of the five most frequently occurring discourse relations in each of the texts written by the EFL teachers and Chinese specialists*

EFL Teachers Writing in English					
Script Number	Bonding	Statement – Amplification	Means – Purpose	Reason – Result	Means – Result
1	13	6	2	6	0
2	14	4	2	3	1
3	13	7	4	2	1
4	17	9	3	2	1
5	12	9	1	3	1
Total	67	35	12	16	4
Average	13.4	7	2.4	3.2	0.8
Chinese Specialists Writing in Chinese					
Script Number	Bonding	Statement – Amplification	Means – Purpose	Reason – Result	Means – Result
1	10	5	5	1	0
2	9	8	3	5	0
3	6	7	2	2	1
4	12	8	0	0	0
5	9	1	5	0	0
Total	46	29	15	8	1
Average	9.2	5.8	3.2	1.6	0.2

Table 4.19: *Texts written in response to the explanation text prompt: Numbers of the five most frequently occurring discourse relations in each of the texts written by the students*

EFL Students Writing in English					
Script Number	Bonding	Statement-Amplification	Means – Purpose	Reason – Result	Means-Result
1	15	7	2	0	4
2	7	4	0	4	2
3	10	3	0	0	1
4	11	3	0	1	4
5	9	4	0	1	0
6	12	3	0	2	2
7	10	4	0	2	0
8	16	9	0	0	0
9	9	1	0	1	0
10	11	2	1	1	1
11	9	7	1	2	4
12	6	4	4	2	4
13	8	3	1	4	0
14	11	5	3	0	1
15	6	6	1	2	1
16	15	5	0	2	3
17	17	5	0	0	1
18	13	1	1	1	0
19	22	6	1	0	6
20	11	6	2	2	1
21	10	8	1	2	2
22	9	6	0	3	0
23	12	7	1	0	0
24	10	3	1	1	3
25	13	9	5	0	0
Total	282	121	25	33	40
Average	11.28	4.84	1	1.32	1.6
EFL Students Writing in Chinese					
Script Number	Bonding	Statement-Amplification	Means – Purpose	Reason – Result	Means-Result
1	4	4	3	1	2
2	10	3	8	0	2
3	4	4	2	1	1
4	10	8	3	2	0
5	13	8	3	1	1
6	9	9	3	2	1
7	8	6	2	1	2
8	8	5	0	1	4
9	9	3	5	0	0
10	9	8	0	0	1
11	4	6	1	0	1
12	8	8	2	4	1
13	16	6	6	1	1
14	13	2	1	1	1
15	5	9	0	5	3
16	14	13	2	1	0
17	6	5	7	2	0
18	5	6	2	1	0
19	9	8	1	3	4
20	5	6	3	3	3
21	17	9	6	3	0
22	11	3	4	2	2
23	10	7	0	2	0
24	8	9	3	1	1
25	11	4	5	3	2
Total	226	159	72	41	33
Average	9.04	6.36	2.88	1.64	1.32

Table 4.20: *With impact of the Bonding relation removed, percentage occurrence of each relational type in the explanation texts written by members of the four groups compared with their percentage occurrence in Bruce's academic article sample*

	Bruce's Academic Article Sample	EFL Teachers Writing in English	Chinese Specialists Writing in Chinese	EFL Students Writing in English	EFL Students Writing in Chinese
Associative	46.5%	47.3%	58.8%	49.7%	49.1%
Logico-deductive	47%	47.3%	38.7%	42.7%	41.7%
Temporal	2%	5.4%	2.5%	7.6%	9.2%

In terms of the percentage occurrence of relational types, the texts written in response to the explanation text prompt by the EFL teachers writing in English are closer to the explanation samples from Bruce's academic article corpus than are the texts written by the other three groups. Both the texts written in Chinese and those written in English by the students are also very close. The texts written in Chinese by the Chinese specialists are further from the RT model proposed by Bruce for the explanation rhetorical type in terms of overall percentage occurrence of different types of relation. However, a slightly different picture emerges when we look only at the relations that Bruce identifies as being particularly salient in the case of explanation. These are *Means-Purpose*, *Means-Result*, *Amplification* and *Concession-Contraexpectation*. Table 4.21 provides a comparative overview in the case of the explanation discourse mode of the percentage occurrence of these relations in Bruce's academic article corpus and in the texts written in Chinese by the Chinese specialists.

Table 4.21: *The Explanation discourse mode - Percentage occurrence of Means-Purpose, Means-Result, Statement-Amplification and Concession-Contraexpectation in Bruce's corpus and in the texts written in Chinese by the Chinese specialists*

	Means-Purpose & Means-Result	Concession-Contraexpectation	Statement-Amplification
Explanation- Bruce's academic article corpus	12%	5%	35.5%
Explanation- texts written in Chinese by the Chinese specialists	12.7%	5.6%	23%

As indicated in *Table 4.21*, the main difference relates to the percentage occurrence of the Statement-Amplification relation. Although its percentage occurrence is lower in the case of the texts written in Chinese by the Chinese specialists, it is nevertheless still over 20%.

The texts written in response to the explanation text prompt were compared with the discourse relational component (internal discourse structure) of the model in terms of the following prototypicality descriptors:

Prototype descriptor 1 (most prototypical):

- includes at least: 3 Means-Purpose and/or Means-Result relations; 3 Reason-Result and/or Grounds-Conclusion relations; 1 Concession-Contraexpectation relation

Prototype descriptor 2

- includes at least 5 or 6 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 3

- includes at least 3 or 4 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 4

- includes at least 1 or 2 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 5

- includes none of the relations outlined under *Prototype descriptor 1*.

The findings are shown in *Table 4.22*.

Table 4.22: *Texts written in response to the explanation text prompt: Prototype ratings for internal discourse structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts	2	3			
	Percentage	40%	60%			
Chinese Specialists Writing in Chinese	Number of Scripts	2	1	1		1
	Percentage	40%	20%	20%		20%
EFL Students Writing in English	Number of Scripts	1	8	12	4	
	Percentage	4%	32%	48%	16%	
EFL Students Writing in Chinese	Number of Scripts	7	9	8	1	
	Percentage	28%	36%	32%	4%	

In terms of internal discourse structure (discourse relations), the explanation texts written in English by the EFL teachers were closest to the prototype (with all of them assigned to prototype categories 1 or 2). Next were the texts written in Chinese by the Chinese specialists (with 60% assigned to categories 1 or 2). So far as the texts written by the students are concerned, although 28% of those written in Chinese were assigned to prototype category 1, only 4% of those written in English were assigned to that prototype category.

Examples of texts analyzed in terms of overall internal discourse structure are provided below.

Figure 4.11: Internal discourse structuring (explanation) - Example of text assigned to prototype category 1

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Run Your Own Small Business Are you not tired of satisfying your boss' unreasonable requests? <i>If your answer is yes, then you should think about starting your own business.</i> Start small and think big. <i>If you can plan well before you start, you will be successful.</i> Below, there are some key factors to help you start your own small business. <i>Before you start, you need to do some research about your customers.</i> Knowing your customers' likes and dislikes of your products is important. You may need to conduct a customer survey about your products. With the information you collected, you can develop a marketing plan. <i>Moreover, if you want your customers to be satisfied and loyal to your service, you should find out what their expectations are.</i> <i>Next,</i> you need to find a suitable location for your business with the consideration of the costs. Most important of all you should find a location with a considerable flow of people. Think about who your target customers are. <i>If your business targets students, then you should find a place near a college, for example.</i> Another consideration is the rents. You need to know that the rents in a crowded area are much more expensive. So, sometimes you may need to compromise. Do not overwhelm our costs. <i>Finally,</i> you need to control your profits and expense. Understanding your competitors is essential. <i>You need to keep files of their advertising and pricing information. Use them as a reference to determine your pricing strategy.</i> You need to adjust the price of your products accordingly in order to be competitive. Besides, you need to control the levels of stock. <i>You need to make sure that you have adequate cash flow and prevent overspending.</i> If you are not good at keeping your finance, consider a part-time accountant. All in all, to have a successful small business is not impossible if you understand your customers well, if you have a suitable location, and if you can control your profits and expenses. Remember these key factors, you will be able to run a successful small business.	Statement-Amplification (everything that follows) Statement-Amplification Simple Contrast Statement-Exemplification Statement-Amplification Concession-Contraexpectation Statement-Amplification	Condition-Consequence Condition-Consequence Reason-Result Means-Result Condition-Consequence Condition-Consequence Reason-Result Reason-Result Means-Purpose Means-Purpose Condition-Consequence Grounds-Conclusion (the above paragraph) Condition-Consequence Condition-Consequence	Bonding Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Figure 4.12: Internal discourse structuring (explanation) - Example of text assigned to prototype category 2

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
由圖表可知，經營小本生意成功的要素	Based on the graph to know, the key factors in running a successful small business	Statement-Amplification		
(一) 經營小本生意成功的要素，主要有兩點：一是顧客至上；二是合理的管理。	(1) There are two main factors in running a successful small business: the first one is to have a great regard for your customers; the second one is to have reasonable management.	Statement-Amplification Statement-Amplification		Bonding Bonding
(二) 所謂「顧客至上」，就是以顧客消費者動機為依歸。首先，應選擇一個安全便利的地方，確保源源不絕的顧客群。其次，應明瞭顧客對你服務的期望，確保顧客的滿意與忠誠。在經營時當以顧客為經營的中心，如適時瞭解顧客對產品的好惡，有助於服務與消費關係的建立及維繫。	(2) The so-called “to have a great regard for your customers” is to consider the customers’ motivation importantly. First, choose a safe and accessible place, in order to ensure a flow of customers. Next, understand customers’ expectation of your service, in order to ensure customer satisfaction and loyalty. While running the business, consider your customers as the centre of your business, for example, understand your customers’ likes and dislikes of your products, to assist in establishing and maintaining the relation between service and consumption.	Statement-Exemplification	Means-Purpose Means-Purpose Means-Purpose	Bonding Bonding Bonding Temporal Overlap Bonding Bonding
(三) 「合理的管理」，就是應注意妥善選擇生產地點，租金切勿過高；每月的預定花費要有節制，並要控管存貨的多寡，保持適當的流動基金；又如研究競爭對手，建立廣告及價目表的檔案，有助於決定價格之策略。	(3) Reasonable management is that you should notice how to choose a good location, rents should not be too high; monthly costs should be kept within limits, and levels of stock should be controlled, keep adequate cash flow; and for example study your competitors, establish their files of advertising and pricing information to help with your decisions of pricing strategy.	Statement-Amplification Statement-Exemplification	Reason-Result Means-Purpose Means-Purpose	Bonding Bonding Bonding
(四) 無論是誰，只要能完成以上所說的顧客至上、合理管理這兩個要素，相信一定能將小本生意經營得有聲有色。	(4) No matter who (will run a small business), as long as she/he can fulfil above-mentioned two key factors, having a great regard for your customers, having reasonable management, (it is believed/ I) believe that a small business will be run very successfully.	Concession-Contraexpectation Statement-Amplification Statement-Amplification	Grounds-Conclusion	(Use of commas instead of “and”)

To establish an overall prototypicality rating for each script, the two descriptor scores are added together, and the following criteria are applied:

Descriptor 1 (most prototypical):

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 2 or 3

Descriptor 2

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor three scores is 4 or 5

Descriptor 3:

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 6 or 7

Descriptor 4:

- Overall rhetorical structuring and internal discourse structuring – sum of the two descriptor scores is 8 or greater.

The findings in terms of overall prototypicality ratings are summarised in *Table 4.23*.

Table 4.23: *Texts written in response to the explanation text prompt: Overall prototype ratings*

Overall Prototypicality Descriptors	1	2	3	4
Responses of EFL teachers writing in English	5			
	100%			
Responses of Chinese specialists writing in Chinese	3	1	1	
	60%	20%	20%	
Responses of EFL students writing in English	2	19 ⁶³	4	
	8%	76%	16%	
Responses of EFL students writing in Chinese	7	13	5	
	28%	52%	20%	

Approximately 28% of the responses were assigned to descriptor 1 and 55% to descriptor 2. Thus, 83% of the texts were highly or moderately prototypical in terms of the *Explanation* RT model. The most prototypical (with 100% being assigned to category 1) were texts written in English by EFL teachers, followed by texts written in Chinese by Chinese specialists (with 60% assigned to category

⁶³ This includes two texts which, though unfinished, were closest to category 2

1; 20% to category 2 and 20% to category 3), texts written in Chinese by students (with 28% assigned to category 1 and 52% and 20% assigned to categories 2 and 3 respectively). The least close to the prototype were texts written in English by students (with only 8% being assigned to category 1 and 76% and 16% being assigned to categories 2 and 3 respectively). None of the texts was assigned to category 4.

4.3.4 Classification (Report): Finding

For the classification (report) discourse mode, the model predicts an overall discourse organization in terms of *Preview-Details* (Hoey, 1983, pp. 138 - 151; Bruce, 2003, pp. 235-236). The texts written in response to the recount text prompt were compared with this aspect of the model, each text being assigned one of the following numbered descriptors:

Prototype descriptor 1 (most prototypical):

- closely follows a *Preview-Details* discourse pattern

Prototype descriptor 2

- mainly follows a *Preview Details* discourse pattern, but may incorporate a *Problem Solution* pattern within the *Details* section – presents the details of road deaths as a problem and suggests a solution

Prototype descriptor 3

- begins with a general topic statement about the data followed by a *Details* section

Prototype descriptor 4

- consists solely of a *Details* section, no introductory *Preview* or general section

Prototype descriptor 5

- no clear discourse pattern

The findings are presented in **Table 4.24**.

Table 4.24: *Texts written in response to the classification (report) text prompt: Overall rhetorical structure, summary of findings*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts	3		1	1	
	Percentage	60%		20%	20%	
Chinese Specialists Writing in Chinese	Number of Scripts		2	3		
	Percentage		40%	60%		
EFL Students Writing in English	Number of Scripts	1	4	16	4	
	Percentage	4%	16%	64%	16%	
EFL Students writing in Chinese	Number of Scripts	1	6	9	9	
	Percentage	4%	24%	36%	36%	

Sixty percent (60%) of the texts written in English by the EFL teachers were assigned to prototype category 1 and none of those written in Chinese by the Chinese specialists were assigned to that category. However, whereas 20% of the texts written by the EFL teachers were assigned to prototype category 4, none of the texts written by the Chinese specialists was assigned to a prototype category lower than 3. So far as the student texts are concerned, although slightly more of those written in Chinese were assigned to prototype categories 1 and 2, twice as many of those written in Chinese were assigned to prototype category 4 as was the case for those written in English.

Examples of texts analyzed in terms of overall rhetorical structuring are provided below.

Figure 4.13: Overall rhetorical structuring (classification) - Example of text assigned to prototype category 2

Text	Translation	Overall Rhetorical Structuring	
		PSn	General-Particular
			Preview-Details
根據統計，截至 1997 年春季為止，紐西蘭全年十二個月內車禍肇事死亡人數高達 557 人。其中駕駛人死亡人數 253 人、汽車乘客因車禍死亡 178 人、摩托車騎士及行人共計 108 人、腳踏車騎士及其它因素死亡者計 18 人。 在這項統計數字當中也顯示，因車禍喪生年齡層主要集中於青壯年，其中 25-39 歲死亡人數高達 154 人、40-59 歲死亡人數達 83 人。以人口結構而言，這二個年齡層為家庭中主要經濟支柱，若不幸發生意外喪生，影響家庭甚劇，間接影響社會安定，造成國家無形的負擔與損失。 因此，紐西蘭交通局呼籲：駕駛人務必小心駕駛，做好上路前的安全檢查，以確保自己及所有用路人的安全，避免意外一再發生，導致無可挽回的遺憾。	According to the statistics dated to the spring in 1997, there were 557 people died in traffic accidents throughout the whole year twelve months. Among them, 253 people were drivers, 178 people were passengers, 108 people were motorcyclists and pedestrians, 18 people were cyclists and others. The statistical numbers also show that the people who died in accidents are mostly young and mid-aged. Among them, 154 people aged from 25 to 39, 83 people aged from 40 to 59. According to the structure of the population, these two age groups are the financial pillars of families. If they die in accidents, their deaths will have a great influence on their families, have an indirect influence on the society, cause invisible burden and loss on the country. Therefore, New Zealand Transport Bureau declares that <u>drivers should drive carefully. give the car a safety check before driving on the road</u> in order to make themselves and all the road users safe and prevent repeated accidents that result in un-retrievable tragedies	Situation & Problem	Preview <u>preview</u> Details <u>details</u> ↓ <u>preview</u> <u>details</u> ↓ Conclusion
		Solution	

Figure 4.14: Overall rhetorical structuring (classification) - Example of text assigned to prototype category 3

Text	Overall Rhetorical Structuring
	General-Particular (Preview-Details)
<u>A brief report about the road deaths in NZ.</u> According the table below, we can clearly see that the passengers in the age of 15-19 years cause the most of the death in 1997. And the driver in 25-39 years also shows that the maximum of dying by accident. So we will know that riding a bicycle will be safer than other transportation in New Zealand. The total numbers of that are just about 17 people. And why are drivers cause the most of the numbers in New Zealand? Don't it be the safest transportation? Because of the reason I mentioned, that will be waited to survey and make the investigation.	Preview Details ↓ Conclusion ↓

The texts written in response to the classification text prompt were analysed in terms of the occurrence of discourse relations. An overview of the findings of the analysis is presented in *Tables 4.25 – 427*. For each group, the total number of occurrences of each relation and its percentage occurrence is shown in the *Table 4.25* in which the five more frequently occurring relations are shaded. These are:

Statement-Amplification, Reason-Result, Simple Contrast and Grounds-Conclusion.

The next relations, in terms of frequency, are:

Concession-Contraexpectation, Condition-Consequence, Means-Purpose, Means-Result and Simple Comparison.

Bruce's prototype model for the classification (report) discourse mode (Bruce, 2003, p. 14) predicts that the most frequently occurring relation (after Bonding is removed) will be:

Statement-Amplification; Reason-Result, Grounds-Conclusion; Simple Contrast, Simple Comparison, Concession-Contraexpectation, and Condition-Consequence.

Tables 4.26 and 4.27 provide an overview of the findings as they relate to each of the relations highlighted in Table 4.25.

In Table 4.28 with the impact of the Bonding relation removed, the percentage occurrence of each of the relational types (associative, logico-deductive and temporal) in Bruce's corpus findings is compared with their percentage occurrence in the recount texts written by the four groups in this study.

Table 4.25: *Texts written in response to the classification text prompt: An overview of discourse relations*

Discourse Relation ↓	EFL Teachers Writing in English		Chinese Specialists Writing in Chinese		EFL Students Writing in English		EFL Students Writing in Chinese	
	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total	Number in the Sample	Percent-age of Total
Bonding	23	22.56%	39	32.77%	89	24.05%	113	24.46%
Chronological Sequence			1	0.84%	5	1.35%	1	0.22%
Concession Contra- expectation	3	2.94%			13	3.51%	14	3.03%
Condition Consequence	1	0.98%	2	1.68%	6	1.62%	10	2.17%
Contrastive Alternation					1	0.27%	2	0.43%
Simple Contrast	26	25.49%	11	9.24%	44	11.89%	59	12.77%
Simple Comparison	3	2.94%					5	1.08%
Denial - Correction					1	0.27%	1	0.22%
Grounds- Conclusion	7	6.86%	7	5.88%	10	2.7%	36	7.79%
Means- Purpose			2	1.68%	1	0.27%	7	1.51%
Means- Result			1	0.84%	2	0.54%	6	1.3%
Reason- Result	2	1.96%	8	6.72%	32	8.65%	67	14.5%
Paraphrase								
Statement- Affirmation								
Statement- Amplification	34	33.33%	46	38.66%	130	35.14%	123	26.62%
Statement- Denial								
Statement - Exception	2	1.96%			2	0.54%	1	0.22%
Statement- Exemplification			1	0.84%	9	2.43%		
Supplementary Alternation	1	0.98%	1	0.84%	19	5.14%	15	3.25%
Temporal Overlap					6	1.62%	2	0.43%
TOTALS	102	100%	119	100%	370	100%	462	100%

Table 4.26: *Texts written in response to the classification text prompt: Numbers of the five most frequently occurring discourse relations in each of the texts written by the EFL teachers and Chinese specialists*

EFL Teachers Writing in English					
Script Number	Statement - Amplification	Bonding	Grounds- Conclusion	Reason - Result	Simple Contrast
1	7	5	0	0	6
2	7	8	1	0	6
3	4	3	2	0	4
4	6	3	3	2	6
5	10	4	1	0	4
Total	34	23	7	2	26
Average	6.8	4.6	1.4	0.4	5.2
Chinese Specialists Writing in Chinese					
Script Number	Statement - Amplification	Bonding	Grounds- Conclusion	Reason - Result	Simple Contrast
1	6	5	2	2	0
2	4	5	2	3	3
3	9	5	0	1	2
4	5	8	3	1	4
5	22	16	0	1	2
Total	46	39	7	8	11
Average	9.2	7.8	1.4	1.6	2.2

Table 4.27: *Texts written in response to the classification text prompt: Numbers of the five most frequently occurring discourse relations in each of the texts written by the students*

EFL Students Writing in English					
Script Number	Statement - Amplification	Bonding	Grounds- Conclusion	Reason - Result	Simple Contrast
1	4	3	1	1	3
2	2	4	2	1	2
3	2	0	0	2	2
4	4	4	0	1	3
5	8	5	1	3	1
6	6	1	0	1	2
7	3	1	0	0	0
8	6	0	0	1	1
9	5	4	0	1	1
10	10	14	1	2	3
11	2	2	0	2	2
12	5	3	0	0	1
13	3	3	0	2	0
14	5	1	0	0	0
15	6	6	0	0	1
16	6	6	2	1	1
17	7	9	0	4	2
18	6	3	0	3	2
19	9	3	0	0	2
20	4	0	0	1	2
21	7	1	0	0	1
22	5	2	2	3	3
23	4	4	1	0	5
24	7	6	0	0	1
25	4	4	0	3	3
Total	130	89	10	32	44
Average	5.2	3.56	0.4	1.28	1.76
EFL Students Writing in Chinese					
Script Number	Statement - Amplification	Bonding	Grounds- Conclusion	Reason - Result	Simple Contrast
1	3	4	0	6	4
2	5	3	3	6	2
3	2	3	0	3	2
4	8	5	0	2	3
5	6	4	0	1	2
6	2	1	1	2	2
7	1	3	1	2	0
8	3	5	1	2	0
9	6	3	1	0	3
10	2	4	1	1	1
11	6	2	2	0	3
12	2	4	1	3	0
13	8	4	4	4	6
14	4	4	4	2	3
15	8	3	3	6	2
16	7	11	2	7	3
17	6	9	2	4	0
18	10	10	2	2	4
19	4	5	3	4	1
20	1	2	1	1	3
21	7	3	1	1	4
22	5	4	1	1	5
23	7	6	1	2	3
24	9	7	0	1	2
25	1	4	1	4	1
Total	123	113	36	67	59
Average	4.92	4.52	1.44	2.68	2.36

Table 4.28: *With impact of the Bonding relation removed, percentage occurrence of each relational type in the classification texts written by members of the four groups compared with their percentage occurrence in Bruce's academic article sample*

	Bruce's Academic Article Sample	EFL Teachers Writing in English	Chinese Specialists Writing in Chinese	EFL Students Writing in English	EFL Students Writing in Chinese
Associative	61%	87.3%	73.8%	77.9%	63%
Logico-deductive	35%	12.7%	25%	18.2%	36.1%
Temporal	4%	0%	1.2%	3.9%	0.86%

In terms of the percentage occurrence of relational types, the texts written in response to the classification text prompt by the students writing in Chinese are closer to the classification samples from Bruce's academic article corpus than are the texts written by the other three groups. Next in terms of proximity to the prototype are the texts written in Chinese by the Chinese specialists.

The texts written in response to the classification text prompt were compared with the discourse relational component (internal discourse structure) of the model in terms of the following prototypicality descriptors:

Prototype descriptor 1 (most prototypical):

- includes at least: 2 Statement-Amplification relations, 2 Reason-Result and/or Grounds-Conclusion relations, 2 Simple Contrast and/or Simple Comparison relations, 1 Concession-Contraexpectation or Condition-Consequence relation

Prototype descriptor 2

- includes at least 6 or 7 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 3

- includes at least 4 or 5 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 4

- includes at least 2 or 3 of the relations outlined under *Prototype descriptor 1*

Prototype descriptor 5

- includes 1 or none of the relations outlined under *Prototype descriptor 1*

The results of application of these prototypicality ratings are summarised in *Table 4.29*.

Table 4.29: *Texts written in response to the classification text prompt: Prototype ratings for internal discourse structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
EFL Teachers Writing in English	Number of Scripts	1	2	2		
	Percentage	20%	40%	40%		
Chinese Specialists Writing in Chinese	Number of Scripts	1	1	3		
	Percentage	20%	20%	60%		
EFL Students Writing in English	Number of Scripts	1	9	10	5	
	Percentage	4%	36%	40%	20%	
EFL Students Writing in Chinese	Number of Scripts	3	13	9		
	Percentage	12%	52%	36%		

The model predicts that for the classification discourse mode two semantic relations (*Statement - Amplification* and *Bonding*) will be predominant, something that accords with the findings (their combined percentages being approximately 56.7% of the overall sample; their frequency of occurrence in the teacher sub-groups (64.3%) being slightly higher than in the student sub-groups (54.7%)). The frequency of occurrence over the sample of *Statement - Amplification* averaged out at 31.6%, with *Bonding* at 25.1%. The causal relation of *Reason - Result* had the lowest frequency of occurrence among the five most frequently occurring semantic relations in the responses as a whole.⁶⁴

⁶⁴ This is an indicator that most of the responses had not been rhetorically shifted into the argument discourse mode.

So far as internal discourse structure (discourse relations) is concerned, the group that is closest to the prototype is that of EFL teachers writing in English (with 20% in category 1 and 40% in category 2). This is followed by the group of EFL students writing in Chinese (with 12% in category 1 and 52% in category 2). In the case of the group of Chinese specialists, although only 40% of the texts were assigned to categories 1 and 2 (20% each), it is also the case that none was assigned to a category lower than 3 (with 20% in category 2 and 60% in category 3). The EFL students writing in English were the only group with assignment below category 3 (20% in category 4). A roughly equal number were assigned to categories 2 and 3 (36% and 40% respectively), with only 4% in category 1.

Examples of texts analyzed in terms of internal discourse structuring are provided below.

Figure 4.15: Internal discourse structuring (classification) - Example of text assigned to prototype category 1

[illegible]

Figure 4.16: Internal discourse structuring (classification) - Example of text assigned to prototype category 3

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
根據統計，截至 1997 年春季為止，紐西蘭全年十二個月內車禍肇事死亡人數高達 557 人。其中駕駛人死亡人數 253 人，汽車乘客因車禍死亡 178 人，摩托車騎士及行人共計 108 人，腳踏車騎士及其它因素死亡者計 18 人。	According to the statistics dated to the spring in 1997, 557 people died in traffic accidents throughout the whole twelve months. Among them were 253 drivers, 178 (who died due to accidents) were passengers, 108 were motorcyclists and pedestrians, 18 were cyclists and others.	Statement-Amplification Statement-Amplification	Reason-Result	Bonding Bonding
在這項統計數字當中也顯示，因車禍喪生年齡層主要集中在於青壯年，其中 25-39 歲死亡人數高達 154 人，40-59 歲死亡人數達 83 人。以人口結構而言，這二個年齡層為家庭中主要經濟支柱，若不幸發生意外喪生，影響家庭甚劇，間接影響社會安定，造成國家無形的負擔與損失。	The statistical numbers also show that the people who died due to accidents were mostly young and in their prime time of life. Among them were 154 people aged from 25 to 39, (and) 83 people aged from 40 to 59. According to the structure of the population, these two age groups are the financial pillars of families. If they die in accidents, their deaths will have a great influence on their families, have an indirect influence on society, (and) cause invisible burden and loss on the country.	Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Grounds-Conclusion-Condition-Consequence ↓ Grounds-Conclusion	Bonding Bonding
因此，紐西蘭交通局呼籲：駕駛人務必小心駕駛，做好上路前的安全檢查，以確保自己及所有用路人的安全，避免意外一再發生，導致無可挽回的遺憾。	Therefore, New Zealand Transport Bureau declares that drivers should drive carefully (and) give the car a safety check before driving on the road in order to make themselves and all road users safe (and) prevent accidents from happening repeatedly resulting in irretrievable tragedies.	Statement-Amplification	Means-Purpose Means-Result	Chronological Sequence Bonding Use of commas instead of "and"

To establish an overall prototypicality rating for each script, the two descriptor scores were added together, and the following criteria applied:

Descriptor 1 (most prototypical):

- *Overall rhetorical structuring and internal discourse structuring* – sum of the two descriptor scores is 2 or 3

Descriptor 2

- *Overall rhetorical structuring and internal discourse structuring* – sum of the two descriptor scores is 4 or 5

Descriptor 3:

- *Overall rhetorical structuring and internal discourse structuring* – sum of the two descriptor scores is 6 or 7

Descriptor 4:

- *Overall rhetorical structuring and internal discourse structuring* – sum of the two descriptor scores is 8 or greater.

The findings in terms of overall prototypicality ratings are summarised in *Table 4.30*.

Table 4.30: *Texts written in response to the classification text prompt: Overall prototype ratings*

Overall prototypicality descriptors	1	2	3	4
Responses of EFL teachers writing in English	1	3	1	
	20%	60%	20%	
Responses of Chinese specialists writing in Chinese	1	2	2	
	20%	40%	40%	
Responses of EFL students writing in English		9	16	
		36%	64%	
Responses of EFL students writing in Chinese		14	11	
		56%	44%	

As indicated in the table above, although only 3.3% of the 60 responses were assigned to prototype descriptor 1 (Highly Prototypical), 46.7% were assigned to prototype descriptor 2 (Moderately Prototypical). The majority of writers can therefore be seen to have produced texts that were generally close to the model. Additionally, whereas 5% of responses from the teachers' groups and 45% of responses from the students' groups were assigned to descriptor 3, none was assigned to descriptor 4 (Least Prototypical).

In terms of group scores, the texts written in English by the EFL teachers were most prototypical (with 20% in category 1, 60% in category 2 and 20% in category 3), followed by the texts written in Chinese by the Chinese specialists

(with 20% in category 1, 40% in category 2 and 40% in category 3), the group of students writing in Chinese (with 56% in category 2 and 44% in category 3) and the group of students writing in English (with 36% in category 2 and 64% in category 3).

4.4 Overview of the findings

The following tables summarize the data relating to the texts written by all of the participants in this study in relation to the four different tasks in terms of Bruce's (2003) approach to prototypicality ratings for (a) overall rhetorical structuring, (b) internal discourse structuring (discourse relations), and (c) a combination of overall rhetorical structuring and internal discourse structuring. The first table (*Table 4.31*) provides prototypicality ratings for *overall rhetorical structuring* for all of the texts without reference to their authorship or the language in which they were written. The second table (*Table 4.32*) provides prototypicality ratings for *internal discourse structuring* for all of the texts, again without reference to their *authorship or the language in which they were written*. The third table (*Table 4.33*) combines the two prototypicality ratings in the according to Bruce's formula (2003, p. 281).

Table 4.31: *The complete corpus - Prototypicality ratings for overall rhetorical structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount	Number of Scripts	21	11	17	11	
	Percentage	35%	18.3%	28.3%	18.3%	
Argument (Discussion)	Number of Scripts	7	23	7	4	19
	Percentage	11.7%	38.3%	11.7%	6.6%	31.7%
Explanation	Number of Scripts	15	36	9		
	Percentage	25%	60%	15%		
Classification (Report)	Number of Scripts	5	12	29	14	
	Percentage	8.3%	20%	48.3%	23.3%	

Table 4.32: *The complete corpus - Prototypicality ratings for internal discourse structuring*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount	Number of Scripts	26	14	11	6	3
	Percentage	43.3%	23.3%	18.3%	10%	5%
Argument (Discussion)	Number of Scripts	13	12	10	14	11
	Percentage	21.7%	20%	16.7%	23.3%	18.3%
Explanation	Number of Scripts	12	21	21	5	1
	Percentage	20%	35%	35%	8.3%	1.7%
Classification (Report)	Number of Scripts	6	25	24	5	
	Percentage	10%	41.7%	40%	8.3%	

Table 4.33: *The complete corpus - Prototypicality ratings for overall rhetorical structuring and internal discourse structuring combined*

Sample		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount	Number of Scripts	26	16	11	7	
	Percentage	43.3%	26.7%	18.3%	11.7%	
Argument (Discussion)	Number of Scripts	11	12	20	17	
	Percentage	18.3%	20%	33.3%	28.3%	
Explanation	Number of Scripts	17	33	10		
	Percentage	28.3%	55%	16.7%		
Classification (Report)	Number of Scripts	2	28	30		
	Percentage	3.3%	46.7%	50%		

Tables 4.34 – 4.36 summarize the data relating specifically to texts written in English by EFL teachers and texts written in Chinese by Chinese specialists.

Table 4.34: Comparison of the texts written by EFL teachers and Chinese specialists in terms of overall rhetorical structuring

		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4
Recount					
EFL Teachers Writing in English	Number of Scripts	5			
	Percentage	100%			
Chinese Specialists writing in Chinese	Number of Scripts	5			
	Percentage	100%			
Argument (Discussion)					
EFL Teachers Writing in English	Number of Scripts		4		1
	Percentage		80%		20%
Chinese specialists writing in Chinese	Number of Scripts	4	1		
	Percentage	80%	20%		
Explanation					
EFL Teachers Writing in English	Number of Scripts	5			
	Percentage	100%			
Chinese Specialists Writing in Chinese	Number of Scripts	3	2		
	Percentage	60%	40%		
Classification (Report)					
EFL Teachers writing in English	Number of Scripts	3		1	1
	Percentage	60%		20%	20%
Chinese Specialists Writing in Chinese	Number of Scripts		2	3	
	Percentage		40%	60%	
Recount, Argument, Explanation and Classification combined					
EFL Teachers Writing in English	Number of Scripts	13	4	1	2
	Percentage	65%	20%	5%	10%
Chinese Specialists Writing in Chinese	Number of Scripts	12	5	3	
	Percentage	60%	25%	15%	

Table 4.35: Comparison of the texts written by EFL teachers and Chinese specialists in terms of internal discourse structuring

		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount						
EFL Teachers Writing in English	Number of Scripts	3	2			
	Percentage	60%	40%			
Chinese Specialists Writing in Chinese	Number of Scripts	5				
	Percentage	100%				
Argument (Discussion)						
EFL Teachers Writing in English	Number of Scripts	3	1	1		
	Percentage	60%	20%	20%		
Chinese Specialists Writing in Chinese	Number of Scripts	3	1	1		
	Percentage	60%	20%	20%		
Explanation						
EFL Teachers Writing in English	Number of Scripts	2	3			
	Percentage	40%	60%			
Chinese Specialists Writing in Chinese	Number of Scripts	2	1	1		1
	Percentage	40%	20%	20%		20%
Classification (Report)						
EFL Teachers Writing in English	Number of Scripts	1	2	2		
	Percentage	20%	40%	40%		
Chinese Specialists Writing in Chinese	Number of Scripts	1	1	3		
	Percentage	20%	20%	60%		
Recount, Argument, Explanation and Classification combined						
EFL Teachers Writing in English	Number of Scripts	9	8	3		
	Percentage	45%	40%	15%		
Chinese Specialists Writing in Chinese	Number of Scripts	11	3	5		1
	Percentage	55%	15%	25%		5%

Table 4.36: Comparison of the texts written by EFL teachers and Chinese specialists in terms of overall rhetorical structuring and internal discourse structuring combined

	Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4
Recount				
Responses of EFL teachers writing in English	5			
	100%			
Responses of Chinese specialists writing in Chinese	5			
	100%			
Argument (Discussion)				
Responses of EFL teachers writing in English	2	3		
	40%	60%		
Responses of Chinese specialists writing in Chinese	4	1		
	80%	20%		
Explanation				
Responses of EFL teachers writing in English	5			
	100%			
Responses of Chinese specialists writing in Chinese	3	1	1	
	60%	20%	20%	
Classification (Report)				
Responses of EFL teachers writing in English	1	3	1	
	20%	60%	20%	
Responses of Chinese specialists writing in Chinese	1	2	2	
	20%	40%	40%	
Recount, Argument, Explanation and Classification combined				
Responses of EFL teachers writing in English	13	6	1	
	65%	30%	5%	
Responses of Chinese specialists writing in Chinese	13	4	3	
	65%	20%	15%	

Comparison of the texts written by Chinese specialists in Chinese and EFL teachers in English reveals that, overall, the latter are slightly closer to the prototypes. However, in the case of texts written in response to the *recount* text prompt, all of the texts written by both groups were assigned, overall, to prototype category 1 and in the case of texts written in response to the *argument* text prompt, the texts written in Chinese by the Chinese specialists are closer, overall, to the argument prototype than are the texts written in English by EFL teachers. In the case of texts written in response to the *explanation* text prompt, although the texts written by the EFL teachers are closer to the prototype, it is nevertheless the case that 60% of the texts written in Chinese by Chinese specialists were assigned

to prototype category 1. It is the texts written in response to the *classification* text prompt where the biggest difference is detectable. However, examination of these texts in terms of discourse relations reveals that, overall, the texts written by the EFL teachers and the Chinese specialists (as well as all of the texts written by the students) actually have a *higher proportion* of relations of the type that particularly characterize classification texts (the associative type) than is the case in the prototype derived on the basis of the academic article sample.

There is a slight tendency for the texts written by both the EFL teachers and the Chinese specialists to be closer to the prototype in the case of overall rhetorical structuring than internal discourse structuring. So far as the texts written in response to the *recount* and *classification* prompts are concerned, this tendency is evident only in the case of the texts written by the EFL teachers. However, it is evident in the case of the texts written by both groups in response to the *argument* and *explanation* text prompts.

The tables below provide an overview of the findings relating to the texts written by the students.

Table 4.37: Comparison of the texts written by students in English and in Chinese in terms of overall rhetorical structuring

		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount						
EFL students writing in English	Number of Scripts	4	2	11	8	
	Percentage	16%	8%	44%	32%	
EFL students writing in Chinese	Number of Scripts	7	9	6	3	
	Percentage	28%	36%	24%	12%	
Argument (Discussion)						
EFL students writing in English	Number of Scripts		10	5	3	7
	Percentage		40%	20%	12%	28%
EFL students writing in Chinese	Number of Scripts	3	8	2	0	12
	Percentage	12%	32%	8%	0%	48%
Explanation						
EFL students writing in English	Number of Scripts	5	17	3		
	Percentage	20%	68%	12%		
EFL students writing in Chinese	Number of Scripts	2	17	6		
	Percentage	8%	68%	24%		
Classification (Report)						
EFL students writing in English	Number of Scripts	1	4	16	4	
	Percentage	4%	16%	64%	16%	
EFL students writing in Chinese	Number of Scripts	1	6	9	9	0
	Percentage	4%	24%	36%	36%	0%
Recount, Argument, Explanation and Classification combined						
EFL students writing in English	Number of Scripts	10	33	35	15	7
	Percentage	10%	33%	35%	15%	7%
EFL students writing in Chinese	Number of Scripts	13	40	23	12	12
	Percentage	13%	40%	23%	12%	12%

Table 4.38: Comparison of the texts written by students in English and in Chinese in terms of internal discourse structuring

		Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4	Prototype Rating 5
Recount						
EFL students writing in English	Number of Scripts	7	5	6	5	2
	Percentage	28%	20%	24%	20%	8%
EFL students writing in Chinese	Number of Scripts	11	7	5	1	1
	Percentage	44%	28%	20%	4%	4%
Argument (Discussion)						
EFL students writing in English	Number of Scripts			3	13	9
	Percentage			12%	52%	36%
EFL students writing in Chinese	Number of Scripts	7	10	5	1	2
	Percentage	28%	40%	20%	4%	8%
Explanation						
EFL students writing in English	Number of Scripts	1	8	12	4	
	Percentage	4%	32%	48%	16%	
EFL students writing in Chinese	Number of Scripts	7	9	8	1	
	Percentage	28%	36%	32%	4%	
Classification (Report)						
EFL students writing in English	Number of Scripts	1	9	10	5	
	Percentage	4%	36%	40%	20%	
EFL students writing in Chinese	Number of Scripts	3	13	9		
	Percentage	12%	52%	36%		
Recount, Argument, Explanation and Classification combined						
EFL students writing in English	Number of Scripts	9	22	31	27	11
	Percentage	9%	22%	31%	27%	11%
EFL students writing in Chinese	Number of Scripts	28	39	27	3	3
	Percentage	28%	39%	27%	3%	3%

Table 4.39: Comparison of the texts written by students in English and in Chinese in terms of overall rhetorical structuring and internal discourse structuring combined

	Prototype Rating 1	Prototype Rating 2	Prototype Rating 3	Prototype Rating 4
Recount				
Responses of EFL students writing in English	3	10	6	6
	12%	40%	24%	24%
Responses of EFL students writing in Chinese	13	6	5	1
	52%	24%	20%	4%
Argument (Discussion)				
Responses of EFL students writing in English		1	13	11
		4%	52%	44%
Responses of EFL students writing in Chinese	5	7	7	6
	20%	28%	28%	24%
Explanation				
Responses of EFL students writing in English	2	19	4	
	8%	76%	16%	
Responses of EFL students writing in Chinese	7	13	5	
	28%	52%	20%	
Classification (Report)				
Responses of EFL students writing in English		9	16	
		36%	64%	
Responses of EFL students writing in Chinese		14	11	
		56%	44%	
Recount, Argument, Explanation and Classification combined				
Responses of EFL students writing in English	5	39	39	17
	5%	39%	39%	17%
Responses of EFL students writing in Chinese	25	40	28	7
	25%	40%	28%	7%

Overall, whereas 25% of the texts written in Chinese by students were found to conform to prototype category 1 and 35% were assigned to prototype categories 3 and 4, only 5% of the texts written in English by students were found to conform to prototype category 1, with 56% being assigned to prototype categories 3 or 4.

So far as the texts written in response to the *recount* and *argument* prompts are concerned, the texts written in Chinese were closer to the prototype in terms of both overall rhetorical structuring and internal discourse structuring than were the texts written in English.

In the case of the texts written in response to the *explanation* and *classification* text prompts, there was little difference, in terms of prototypicality, between the texts written in English and those written in Chinese. However, whereas in the case of *explanation*, both sets of texts were closer to the prototype in the case of overall rhetorical structuring than they were in the case of internal discourse structuring, the opposite is the case so far as *classification* is concerned, with both sets of texts being closer to the prototype in terms of internal discourse structuring.

4.5 Conclusion

When overall rhetorical structuring and internal discourse structuring are combined, the texts written in Chinese by the Chinese specialists and the texts written in English by the EFL teachers were found to be reasonably close in terms of prototypicality scores to prototypes based on published articles in English, with 92.5% being assigned to the most prototypical categories (categories 1 & 2). In the case of the texts written by students, whereas 65% of those written in Chinese were assigned to the most prototypical categories, only 44% of those written in English were assigned to these categories. What this suggests is that, so far as contemporary Taiwanese people are concerned, those with expertise/ experience in text construction tend to structure texts written in English and texts written in Chinese in a similar way, a way that is close to the way in which those who are successful in placing articles in academic journals do, particularly when writing *recounts*, *arguments* and *explanations*. This, combined with the fact that the student texts written in Chinese are structurally closer to the texts written in both Chinese and English by the experienced writers, suggests that the difficulties that Taiwanese students may have in structuring texts in English is partly due to lack of experience in structuring texts generally and partly due to the difficulties that are inevitably associated with attempts to cope simultaneously with text structuring and limited language proficiency.

Chapter 5

Texts written in two studies: A prototype-based comparison

5.1 Introduction

In this chapter, the texts written by the four Taiwanese groups involved in my study are compared with the texts written by the three groups involved in Bruce's (2003) study in terms of the extent to which they conform to the prototypes *recount*, *argument*, *explanation* and *classification* in terms of overall rhetorical structuring and internal discourse structuring. The comparative analysis (5.2) is followed by an overview and discussion of the findings (5.3).

5.2 A comparison of texts in terms of prototype ratings for overall rhetorical structuring and internal discourse structuring

In this section, the texts produced by the Taiwanese participants in my study, all speakers of Mandarin Chinese as a first language, are compared with the texts written by participants in Bruce's (2003) study in response to the same or similar text prompts. There were three groups of participants in Bruce's study, all of whom wrote texts in English:

- New Zealanders who were native speakers of English and teachers of English (all graduates) (101 texts);
- New Zealanders who were native speakers of English and students in their final year of secondary schooling or their first or second year at university) (87 texts);
- students from a range of countries in East Asia who were non-native speakers of English and in the initial stages of a first year university writing course in New Zealand (149 texts).

For the reasons outlined in *Chapter 3* (p. 68-69), gestalt structuring is omitted, the comparisons relating only to the extent to which the texts conform to the prototypes for *recount*, *argument*, *explanation* and *classification* in terms of

overall rhetorical structuring and internal discourse structuring. The prototype ratings for a combination of overall rhetorical structuring and internal discourse structuring were calculated for the purposes of this comparison in the same way as they were in the case of the Taiwanese participants in my study (see *Chapter 4*). However, in order not to risk misrepresenting Bruce's findings, I have presented them in terms of prototypicality in two ways in the first of the two tables that relate to each different discourse mode – one including gestalt structure, the other excluding gestalt structure.

5.2.1 The texts written in response to a recount text prompt

Table 5.1 provides an overview of overall prototype ratings for all of the texts written in response to the recount text prompt that were produced in both studies. *Table 5.2* provides separate prototype ratings for overall rhetorical structuring and internal discourse structuring. Discussion of the ratings in these tables is included immediately following them.

Table 5.1: *Texts written in response to the recount text prompt – Overall prototype ratings.* See also the table with raw numbers on p. 270, *Appendix 14* - after each table in the main text.

Recount RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native- Speaker Teacher Group	67%	20%	13.3%	0%	
	Native- Speaker Student Group	49%	32%	19%	0%	
	Non Native- Speaker Student Group	0%	12%	45%	27%	16%
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native- Speaker Teacher Group	58%	26%	16%	0%	
	Native- Speaker Student Group	48%	30%	22%	0%	
	Non Native- Speaker Student Group	0%	10%	34%	32%	24%
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	80%	20%	0%	0%	0%
	Chinese Specialists (writing in Chinese)	100%	0%	0%	0%	0%
	EFL Student Group (writing in English)	22%	14%	34%	26%	4%
	EFL Student Group (writing in Chinese)	36%	32%	22%	8%	2%

Table 5.2: *Texts written in response to the recount text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring*

Overall rhetorical structuring - Bruce's (2003) study					
	Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	80%	12%	8%		0%
Native-Speaker Student Group	56%	28%	16%	0%	0%
Non Native-Speaker Student Group	0%	12%	52%	36%	0%
Overall rhetorical structuring - This study					
EFL Teacher Group (writing in English)	100%	0%	0%	0%	0%
Chinese Specialists (writing in Chinese)	100%	0%	0%	0%	0%
EFL Student Group (writing in English)	16%	8%	44% ⁶⁵	32% ⁶⁶	0%
EFL Student Group (writing in Chinese)	28%	36%	24%	12%	0%
Internal discourse structuring - Bruce's (2003) study					
Native-Speaker Teacher Group	36%	40%	24%	0%	0%
Native-Speaker Student Group	40%	32%	28%	0%	0%
Non Native-Speaker Student Group	0%	8%	16%	28%	48%
Internal discourse structuring - This study					
EFL Teacher Group (writing in English)	60%	40%	0%	0%	0%
Chinese Specialists (writing in Chinese)	100%	0%	0%	0%	0%
EFL Student Group (writing in English)	28%	20%	24%	20%	8%
EFL Student Group (writing in Chinese)	44%	28%	20%	4%	4%

The prototype ratings for texts written in response to the *recount* prompt in Bruce's study with and without gestalt structuring taken into account are very similar. There is a difference of only either 3% or 2% in assignment to categories 1 and 2 in the case of texts written by all three groups. Since a more direct comparison can be between the groups involved in Bruce's study and the Taiwanese groups by referring only to those prototype ratings for Bruce's study that do not include gestalt structuring, it is this comparison that will be considered here.

⁶⁵ Includes two scripts that have at least one *Problem - Solution* pattern

⁶⁶ Includes two scripts in which text has no features of a *Problem - Solution* discourse pattern

So far as the ratings for *overall rhetorical structuring and internal discourse structuring combined* are concerned, comparison of the two sets of texts reveals that:

Almost all of the texts written in response to the recount text prompt by the expert/ experienced writers are close to the prototype (95% assigned to categories 1 or 2). Closest to the prototype are those written in Chinese by the Chinese specialists (with 100% being assigned to category 1), next are those written in English by the Taiwanese teachers (with 80% assigned to category 1 and 20% to category 2) and last are those written in English by the New Zealand teachers (with 58% assigned to category 1 and 26% to category 2).

Almost half of the texts written in response to the recount text prompt by the students were close to the prototype (48% assigned to categories 1 or 2). Closest to the prototype are those written in English by the New Zealand students (48% assigned to category 1 and 30% to category 2), next are those written in Chinese by the Taiwanese students (with 36% assigned to category 1 and 32% to category 2), then the texts written in English by the Taiwanese students (with 22% assigned to category 1 and 16% to category 2), and finally, the texts written in English by members of the East Asian student group (with 0% assigned to category 1 and 10% to category 2).

When *overall rhetorical structuring and internal discourse structuring* are considered separately, comparison of the two sets of texts reveals that:

In terms of overall rhetorical structuring, approximately 97% of the texts written by ***expert /experienced writers*** in response to the recount text prompt are close to the prototype (being assigned to categories 1 or 2). ***In terms of internal discourse structuring***, slightly fewer – 92% - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in Chinese by the Chinese specialists and those written in English by the Taiwanese teachers (with 100% being assigned in each case to category 1);*
- *followed by the texts written in English by the New Zealand teachers (80% assigned to category 1 and 12% to category 2).*

For internal discourse structuring:

- *closest to the prototype are the texts written in Chinese by the Chinese specialists (100% assigned to category 1);*
- *next are the texts written in English by the Taiwanese teachers (60% assigned to category 1 and 40% to category 2),*
- *then come the texts written in English by the New Zealand teachers (36% assigned to category 1 and 40% assigned to category 2).*

In terms of overall rhetorical structuring, 46% of the texts written by students in response to the recount text prompt are close to the prototype (being assigned to categories 1 or 2). In terms of internal discourse structuring, slightly more— 50% - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the New Zealand students (56% assigned to category 1 and 28% to category 2);*
- *next are the texts written in Chinese by the Taiwanese students (28% assigned to category 1 and 36% to category 2).*
- *next are the texts written in English by the Taiwanese students (16% assigned to category 1 and 8% to category 2).*
- *then come the texts written in English by members of the East Asian student group (0% assigned to category 1 and 12% to category 2).*

For internal discourse structuring:

- *closest to the prototype are the texts written in Chinese by the Taiwanese students (44% assigned to category 1; 28% to category 2);*
- *next are the texts written in English by the New Zealand students (40% assigned to category 1 and 32% to category 2),*
- *next are the texts written in English by the Taiwanese students (28% assigned to category 1 and 20% assigned to category 2).*
- *next come the texts written in English by members of the East Asian student group (0% assigned to category 1 and 8% assigned to category 2).*

5.2.2 The texts written in response to an argument text prompt

Table 5.3 provides an overview of overall prototype ratings for all of the texts written in response to the argument text prompt that were produced in both studies. *Table 5.4* provides separate prototype ratings for overall rhetorical structuring and internal discourse structuring. Discussion of the ratings in these tables is included immediately following them.

Table 5.3: Texts written in response to the argument text prompt - Overall prototype ratings

Argument RT		Prototypicality rating 1	Prototypicality rating 2	Prototypicality rating 3	Prototypicality rating 4	Prototypicality rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native-Speaker Teacher Group	61%	18%	14%	7%	0%
	Native-Speaker Student Group	36%	19%	28%	14%	3%
	Non Native-Speaker Student Group	0%	1.4%	65%	14%	19%
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native-Speaker Teacher Group	56%	19%	15%	10%	0%
	Native-Speaker Student Group	37%	25%	19%	17%	2%
	Non Native-Speaker Student Group	0%	2%	54%	19%	25%
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	30%	50%	10%	10%	0%
	Chinese Specialists (writing in Chinese)	70%	20%	10%	0%	0%
	EFL Student Group (writing in English)	0%	20% ⁶⁷	16%	32% ⁶⁸	32% ⁶⁹
	EFL Student Group (writing in Chinese)	20%	36%	14%	2%	28%

⁶⁷ Includes an unfinished text

⁶⁸ Includes an unfinished text

⁶⁹ Includes an unfinished text

Table 5.4: Texts written in response to the argument text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring

Overall rhetorical structuring - Bruce's (2003) study					
	Prototypicality rating 1	Prototypicality rating 2	Prototypicality rating 3	Prototypicality rating 4	Prototypicality rating 5
Native-Speaker Teacher Group	58.3%	4.2%	16.7%	20.8%	0%
Native-Speaker Student Group	25%	12.5%	33.3%	29.2%	0%
Non Native-Speaker Student Group	0%	0%	79.2%	8.3%	12.5%
Overall rhetorical structuring - This study					
EFL Teacher Group (writing in English)	0%	80%	0%	20%	0%
Chinese Specialists (writing in Chinese)	80%	20%	0%	0%	0%
EFL Student Group (writing in English)	0%	40% ⁷⁰	20% ⁷¹	12%	28% ⁷²
EFL Student Group (writing in Chinese)	12%	32%	8%	0%	48%
Internal discourse structuring - Bruce's (2003) study					
Native-Speaker Teacher Group	54%	33.5%	12.5%	0%	0%
Native-Speaker Student Group	50% ⁷³	37.5%	4.2%	4.2%	4.2%
Non Native-Speaker Student Group	0%	4.2%	29.2%	29.2%	37.5%
Internal discourse structuring - This study					
EFL Teacher Group (writing in English)	60%	20%	20%	0%	0%
Chinese Specialists (writing in Chinese)	60%	20%	20%	0%	0%
EFL Student Group (writing in English)	0%	0%	12%	52%	36%
EFL Student Group (writing in Chinese)	28%	40%	20%	4%	8%

The prototype ratings for texts written in response to the *argument* prompt in Bruce's study with and without gestalt structuring taken into account are marginally different in some respects.⁷⁴ However, it is those without gestalt structuring that are relevant here.

⁷⁰ Includes 5 scripts that generally adhere to *General-Particular* discourse pattern with some occurrence of *Matching* sections within the text

⁷¹ Includes two scripts that have some form of a *General - Particular* pattern but do not employ *Matching* Relations to contrast viewpoints

⁷² Includes two scripts that do not have an overall *General- Particular* pattern, but employ some other kind of overall discourse structuring

⁷³ The figures in this row add up to 94.5% but are reproduced as in Bruce (2003).

⁷⁴ A comparison of the prototypicality ratings for argument (discussion) in Bruce's study with and without gestalt structuring taken into account reveals, in assignment to categories 1 and 2, a difference of 4.25% in the case of the teacher group, a difference of 7.5% in the case of the student group whose members are native speakers of English and a difference of 0.6% in the case of texts written by non-native speakers of English.

So far as the ratings for *overall rhetorical structuring and internal discourse structuring combined* are concerned, comparison of the two sets of texts reveals that:

Most of the texts written in response to the argument text prompt by the expert/ experienced writers are close to the prototype (81.6% assigned to categories 1 or 2). Closest to the prototype are those written in Chinese by the Chinese specialists (with 70% being assigned to category 1 and 20% to category 2), next are those written in English by the New Zealand teachers (with 56% assigned to category 1 and 19% to category 2) and last are those written in English by the Taiwanese teachers (with 30% assigned to category 1 and 50% to category 2).

Just over one third of the texts written in response to the argument text prompt by the students are close to the prototype (35% assigned to categories 1 or 2). Closest to the prototype are those written in English by the New Zealand students (37.5% assigned to category 1 and 25% to category 2), next are those written in Chinese by the Taiwanese students (with 20% assigned to category 1 and 36% to category 2), then the texts written in English by the Taiwanese students (with 0% assigned to category 1 and 20% to category 2), and finally, the texts written in English by members of the East Asian student group (with 0% assigned to category 1 and 2% to category 2).

When *overall rhetorical structuring and internal discourse structuring* are considered separately, comparison of the two sets of texts reveals that:

In terms of overall rhetorical structuring, approximately **81%** of the texts written by **expert /experienced writers** in response to the argument text prompt are close to the prototype (being assigned to categories 1 or 2). ***In terms of internal discourse structuring***, slightly more – **82.5%** - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in Chinese by the Chinese specialists (with 80% being assigned to category 1 and 20% to category 2);*
- *next are the texts written in English by the New Zealand teachers (58% assigned to category 1 and 4% to category 2);*
- *next are the texts written in English by the Taiwanese teachers (0% assigned to category 1 and 80% to category 2);*

For internal discourse structuring:

- *closest to the prototype are the texts written in Chinese by the Chinese specialists and those written in English by the Taiwanese teachers (60% assigned to category 1 and 20% assigned to category 2 in each case);*
- *next are the texts written in English by the New Zealand teachers (54% assigned to category 1 and 33.5% to category 2).*

*In terms of overall rhetorical structuring, just under one third (approximately 30.4%) of the texts written by **students** in response to the argument text prompt are close to the prototype (being assigned to categories 1 or 2). In terms of internal discourse structuring, slightly more— approximately 40% - are close to the prototype (being assigned to categories 1 or 2).*

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the New Zealand students (25% assigned to category 1 and 12.5% to category 2);*
- *next are the texts written in Chinese by the Taiwanese students (12% assigned to category 1 and 32% to category 2).*
- *next are the texts written in English by the Taiwanese students (0% assigned to category 1 and 40% to category 2).*

- *then come the texts written in English by members of the East Asian student group (0% assigned to category 1 and 0% to category 2).*

For internal discourse structuring:

- *closest to the prototype are the texts written in English by the New Zealand students (50% assigned to category 1; 37.5% to category 2);*
- *next are the texts written in Chinese by the Taiwanese students (28% assigned to category 1 and 40% to category 2),*
- *next are the texts written in English by members of the East Asian student group (0% assigned to category 1 and 4% assigned to category 2).*
- *next come the texts written in English by members of the Taiwanese students (0% assigned to category 1 and 0% assigned to category 2).*

5.2.3 The texts written in response to an explanation text prompt

Table 5.5 provides an overview of overall prototype ratings for all of the texts written in response to the explanation text prompt that were produced in both studies. *Table 5.6* provides separate prototype ratings for overall rhetorical structuring and internal discourse structuring. Discussion of the ratings in these tables is included immediately following them.

Table 5.5: Texts written in response to the explanation text prompt - Overall prototype ratings

Explanation RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native-Speaker Teacher Group	51%	27%	13%	9%	0%
	Native-Speaker Student Group	33%	40.5%	17%	9%	0%
	Non Native-Speaker Student Group	7%	32%	35%	13%	13%
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native-Speaker Teacher Group	35%	33%	20%	13%	0%
	Native-Speaker Student Group	15%	45.5%	26%	13%	0%
	Non Native-Speaker Student Group	4.5%	41.5%	17.5%	17.5%	19.5 %
Texts in this study–rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	70%	30%	0%	0%	0%
	Chinese Specialists (writing in Chinese)	50%	30%	10%	0%	10%
	EFL Student Group (writing in English)	12%	50%	30%	8%	0%
	EFL Student Group (writing in Chinese)	18%	52%	28%	2%	0%

Table 5.6: *Texts written in response to the explanation text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring*

Overall rhetorical structuring - Bruce's (2003) study					
	Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	56.6%	34.7%	8.7%	0%	
Native-Speaker Student Group	26%	65.3%	8.7%	0%	
Non Native-Speaker Student Group	8.7%	82.6%	8.7%	0%	
Overall rhetorical structuring - This study					
EFL Teacher Group (writing in English)	100%	0%	0%	0%	
Chinese Specialists (writing in Chinese)	60%	40%	0%	0%	
EFL Student Group (writing in English)	20%	68%	12%	0%	
EFL Student Group (writing in Chinese)	8%	68%	24%	0%	
Internal discourse structuring - Bruce's (2003) study					
Native-Speaker Teacher Group	13%	30.5%	30.5%	26%	0%
Native-Speaker Student Group	4.5%	26%	43.5%	26%	0%
Non Native-Speaker Student Group	0%	0%	26%	35%	39%
Internal discourse structuring - This study					
EFL Teacher Group (writing in English)	40%	60%	0%	0%	0%
Chinese Specialists (writing in Chinese)	40%	20%	20%	0%	20%
EFL Student Group (writing in English)	4%	32%	48%	16%	0%
EFL Student Group (writing in Chinese)	28%	36%	32%	4%	0%

The prototype ratings for texts written in response to the *explanation* prompt in Bruce's study are slightly different depending on whether gestalt structure is taken into account.⁷⁵ However, it is only those without gestalt structuring that are relevant here.

So far as the ratings for *overall rhetorical structuring and internal discourse structuring combined* are concerned, comparison of the two sets of texts reveals that:

⁷⁵ A comparison of the prototypicality ratings for explanation in Bruce's study with and without gestalt structuring taken into account reveals, in assignment to categories 1 and 2, a difference of 10% in the case of the teacher group, a difference of 13% in the case of the student group whose members are native speakers of English and a difference of 7% in the case of texts written by non-native speakers of English.

A majority of the texts written in response to the explanation text prompt by the expert/ experienced writers are close to the prototype (82.6% assigned to categories 1 or 2). Closest to the prototype are those written in English by the Taiwanese teachers (with 70% being assigned to category 1 and 30% to category 2), next are those written in Chinese by the Chinese specialists (with 50% assigned to category 1 and 30% to category 2) and last are those written in English by the New Zealand teachers (with 35% assigned to category 1 and 33% to category 2).

Just under 60% the texts written in response to the explanation text prompt by the students are close to the prototype (59.6% assigned to categories 1 or 2). Closest to the prototype are those written in Chinese by the Taiwanese students (18% assigned to category 1 and 52% to category 2), next are those written in English by the New Zealand students (with 15% assigned to category 1 and 45.5% to category 2), then the texts written in English by the Taiwanese students (with 12% assigned to category 1 and 50% to category 2), and finally, the texts written in English by members of the East Asian student group (with 4.5% assigned to category 1 and 41.5% to category 2).

When overall rhetorical structuring and internal discourse structuring are considered separately, comparison of the two sets of text reveals that:

In terms of overall rhetorical structuring, approximately 97% of the texts written by ***expert /experienced writers*** in response to the explanation text prompt are close to the prototype (being assigned to categories 1 or 2). ***In terms of internal discourse structuring***, fewer – approximately 68% - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the Taiwanese teachers (with 100% being assigned to category 1);*
- *next are the texts written in Chinese by the Chinese specialists (60% assigned to category 1 and 40% to category 2);*

- *next are the texts written in English by the New Zealand teachers (57% assigned to category 1 and 35% to category 2);*

For internal discourse structuring:

- *closest to the prototype are the texts written in English by the Taiwanese teachers (40% assigned to category 1 and 60% assigned to category 2 in each case);*
- *next are the texts written in Chinese by the Chinese specialists (40% assigned to category 1 and 20% to category 2);*
- *next are the texts written in English by the New Zealand teachers (13% assigned to category 1 and 30.5% to category 2);*

In terms of overall rhetorical structuring, most (86.75%) of the texts written by students in response to the explanation text prompt are close to the prototype (being assigned to categories 1 or 2). In terms of internal discourse structuring, considerably fewer – approximately 32.6% - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the New Zealand students (26% assigned to category 1 and 65% to category 2);*
- *next are the texts written in English by the Taiwanese students (20% assigned to category 1 and 68% to category 2);*
- *next are the texts written in English by members of the East Asian student group (9% assigned to category 1 and 83% to category 2);*
- *then come the texts written in Chinese by the Taiwanese students (8% assigned to category 1 and 68% to category 2).*

For internal discourse structuring:

- *closest to the prototype are the texts written in Chinese by the Taiwanese students (28% assigned to category 1; 36% to category 2);*

- next are the texts written in English by the Taiwanese students (4% assigned to category 1 and 32% to category 2);
- next are the texts written in English by the New Zealand students (4.5% assigned to category 1 and 26% assigned to category 2);
- next come the texts written in English by members of the East Asian student group (0% assigned to category 1 and 0% assigned to category 2).

5.2.4 The texts written in response to a classification text prompt

Table 5.7 provides an overview of overall prototype ratings for all of the texts written in response to the classification text prompt that were produced in both studies. Table 5.8 provides separate prototype ratings for overall rhetorical structuring and internal discourse structuring. Discussion of the ratings in these tables is included immediately following them.

Table 5.7: *Texts written in response to the classification text prompt - Overall prototype ratings*

Classification RT		Prototypicality rating 1	Prototypicality rating 2	Prototypicality rating 3	Prototypicality rating 4	Prototypicality rating 5
Texts in Bruce's (2003) study – rating including gestalt structuring	Native-Speaker Teacher Group	41%	28%	20%	7%	0%
	Native-Speaker Student Group	9%	41%	23%	23%	1%
	Non Native-Speaker Student Group	3%	35%	31%	15%	15%
Texts in Bruce's (2003) study – rating excluding gestalt structuring	Native-Speaker Teacher Group ⁷⁶	40%	24%	20%	11%	0%
	Native-Speaker Student Group ⁷⁷	10%	34%	32%	20%	0%
	Non Native-Speaker Student Group ⁷⁸	2%	28%	26%	20%	20%
Texts in this study – rating excluding gestalt structuring	EFL Teacher Group (writing in English)	40%	20%	30%	10%	0%
	Chinese Specialists (writing in Chinese)	10%	30%	60%	0%	0%
	EFL Student Group (writing in English)	4%	26%	52%	18%	0%
	EFL Student Group (writing in Chinese)	8%	38%	36%	18%	0%

⁷⁶ The figures here add up to 95% (reflecting an error in the figures in Bruce (2003))

⁷⁷ The figures here add up to 96% (reflecting an error in the figures in Bruce (2003))

⁷⁸ The figures here add up to 96% (reflecting an error in the figures in Bruce (2003))

Table 5.8: *Texts written in response to the classification text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring*

Overall rhetorical structuring - Bruce's (2003) study					
	Prototypicality rating 1	Prototypicality rating 2	Prototypicality rating 3	Prototypicality rating 4	Prototypicality rating 5
Native-Speaker. Teacher Group ⁷⁹	68%	20%	12%	4%	0%
Native-Speaker Student Group	16%	44%	24%	16%	0%
Non Native-Speaker Student Group	4%	56%	28%	8%	4%
Overall rhetorical structuring - This study					
EFL Teacher Group (writing in English)	60%	0%	20%	20%	0%
Chinese Specialists (writing in Chinese)	0%	40%	60%	0%	0%
EFL Student Group (writing in English)	4%	16%	64%	16%	0%
EFL Student Group (writing in Chinese)	4%	24%	36%	36%	0%
Internal discourse structuring - Bruce's (2003) study					
Native-Speaker Teacher Group ⁸⁰	12%	28%	28%	18%	0%
Native-Speaker Student Group ⁸¹	4%	24%	40%	24%	0%
Non Native-Speaker Student Group ⁸²	0%	0%	24%	32%	36%
Internal discourse structuring - This study					
EFL Teacher Group (writing in English)	20%	40%	40%	0%	0%
Chinese Specialists (writing in Chinese)	20%	20%	60%	0%	0%
EFL Student Group (writing in English)	4%	36%	40%	20%	0%
EFL Student Group (writing in Chinese)	12%	52%	36%	0%	0%

The prototype ratings for texts written in response to the *classification* prompt in Bruce's study with and without gestalt structuring taken into account are slightly different in some respects.⁸³ However, it is only those without gestalt structuring that are relevant here.

So far as the ratings for *overall rhetorical structuring and internal discourse structuring combined* are concerned, comparison of the two sets of texts reveals that:

⁷⁹ The figures in this row add up to 104% but are reproduced as in Bruce (2003).

⁸⁰ The figures in this row add up to 86% but are reproduced as in Bruce (2003).

⁸¹ The figures in this row add up to 92% but are reproduced as in Bruce (2003).

⁸² The figures in this row add up to 92% but are reproduced as in Bruce (2003).

⁸³ A comparison of the prototypicality ratings for explanation in Bruce's study with and without gestalt structuring taken into account reveals, in assignment to categories 1 and 2, a difference of 5% in the case of the teacher group, a difference of 6% in the case of the student group whose members are native speakers of English and a difference of 8% in the case of texts written by non-native speakers of English.

Just over half of the texts written in response to the classification text prompt by the expert/ experienced writers are close to the prototype (54.6% assigned to categories 1 or 2). Closest to the prototype, with very similar distribution, are those written in English by the New Zealand teachers (with 40% being assigned to category 1 and 24% to category 2) and those written in English by the Taiwanese teachers (with 40% assigned to category 1 and 20% to category 2). Finally, there are those written in Chinese by the Chinese specialists (with 0% assigned to category 1 and 40% to category 2).

Just over one third the texts written in response to the classification text prompt by the students are close to the prototype (37.5% assigned to categories 1 or 2). Closest to the prototype are those written in English by the New Zealand students (10% assigned to category 1 and 34% to category 2), next are those written in Chinese by the Taiwanese students (with 8% assigned to category 1 and 38% to category 2), then the texts written in English by the Taiwanese students (with 4% assigned to category 1 and 26% to category 2), and finally, the texts written in English by members of the East Asian student group (with 2% assigned to category 1 and 28% to category 2).

When overall rhetorical structuring and internal discourse structuring are considered separately, comparison of the two sets of text reveals that:

In terms of overall rhetorical structuring, approximately 62.6% of the texts written by expert /experienced writers in response to the classification text prompt are close to the prototype, being assigned to categories 1 or 2). ***In terms of internal discourse structuring***, fewer – approximately 46.6% - are close to the prototype, being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the New Zealand teachers (with 68% being assigned to category 1 and 20% to category 2);*
- *next are the texts written in English by the Taiwanese teachers (60% assigned to category 1 and 0% to category 2);*
- *next are the texts written in Chinese by the Chinese specialists (0% assigned to category 1 and 40% to category 2);*

For internal discourse structuring:

- *closest to the prototype are the texts written in English by the Taiwanese teachers (20% assigned to category 1 and 40% assigned to category 2 in each case);*
- *next are the texts written in English by the New Zealand teachers (12% assigned to category 1 and 28% to category 2);*
- *next are the texts written in Chinese by the Chinese specialists (20% assigned to category 1 and 20% to category 2).*

In terms of overall rhetorical structuring, 42% of the texts written by students in response to the classification text prompt are close to the prototype (being assigned to categories 1 or 2). In terms of internal discourse structuring, slightly more – 33% - are close to the prototype (being assigned to categories 1 or 2).

For overall rhetorical structuring:

- *closest to the prototype are the texts written in English by the New Zealand students (16% assigned to category 1 and 44% to category 2);*
- *next are the texts written in English by members of the East Asian student group (4% assigned to category 1 and 56% to category 2);*
- *next are the texts written in Chinese by the Taiwanese students (4% assigned to category 1 and 24% to category 2);*

- *then come the texts written in English by the Taiwanese students (4% assigned to category 1 and 16% to category 2).*

For internal discourse structuring:

- *closest to the prototype are the texts written in Chinese by the Taiwanese students (12% assigned to category 1; 52% to category 2);*
- *next are the texts written in English by the Taiwanese students (4% assigned to category 1 and 36% to category 2);*
- *next are the texts written in English by the New Zealand students (4% assigned to category 1 and 24% assigned to category 2);*
- *next come the texts written in English by members of the East Asian student group (0% assigned to category 1 and 0% assigned to category 2).*

5.3 Overview and discussion

Table 5.9 provides an overview of the prototype ratings for overall rhetorical structuring and internal discourse structuring combined for all groups in response to all four text prompts, with, for each different text prompt, the ordering of the groups reflecting the ordering in terms of extent of closeness to the prototype.

Table 5.9: Extent of conformity to the prototype: All groups in response to all text prompts

Recount	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Chinese specialists (writing in Chinese)	100%				
Taiwanese teachers (writing in English)	80%	20%			
New Zealand teachers (writing in English)	58%	26%	16%		
New Zealand students (writing in English)	48%	30%	22%		
Taiwanese students (writing in Chinese)	36%	32%	22%	8%	2%
Taiwanese students (writing in English)	22%	14%	34%	26%	4%
East Asian students (writing in English)	0%	10%	34%	32%	24%
Argument	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Chinese specialists (writing in Chinese)	70%	20%	10%		
New Zealand teachers (writing in English)	56%	18.75%	14.75%	10.5%	
Taiwanese teachers (writing in English)	30%	50%	10%	10%	
New Zealand students (writing in English)	37.5%	25%	18.5%	16.5%	2%
Taiwanese students (writing in Chinese)	20%	36%	14%	2%	28%
Taiwanese students (writing in English)		20%	16%	32%	32%
East Asian students (writing in English)		2%	54%	18.5%	25%
Explanation	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
Taiwanese teachers (writing in English)	70%	30%			
Chinese specialists (writing in Chinese)	50%	30%	10%		10%
New Zealand teachers (writing in English)	35%	33%	20%	13%	
Taiwanese students (writing in Chinese)	18%	52%	28%	2%	
New Zealand students (writing in English)	15%	45.5%	26%	13%	
Taiwanese students (writing in English)	12%	50%	30%	8%	
East Asian students (writing in English)	4.5%	41.5%	28	2%	
Classification	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5
New Zealand teachers (writing in English)	40%	24%	20%	11%	
Taiwanese teachers (writing in English)	40%	20%	30%	10%	
New Zealand students (writing in English)	10%	34%	32%	20%	
Taiwanese students (writing in Chinese)	8%	38%	36%	18%	
Taiwanese students (writing in English)	4%	26%	52%	18%	
Chinese specialists (writing in Chinese)		40%	60%		
East Asian students (writing in English)	2%	28%	26%	20%	20%

5.3.1 Texts written in response to the recount, argument and explanation text prompts by the expert/ experienced writers

In the case of overall rhetorical structuring and internal discourse structuring combined, except in one case (classification), the texts written by the expert/ experienced writer groups are closer to the prototype than are the texts written by the student groups.

Closest to the prototype are the texts written by expert/ experienced writers in response to the *recount* text prompt (**95% assigned to categories 1 or 2**), followed by the texts written by these writers in response to the *explanation* text prompt (**82.6% assigned to categories 1 or 2**) and the *argument* text prompt (**81.6% assigned to categories 1 or 2**). In the case of *recount* and *argument*, the texts written in Chinese by the Taiwanese Chinese specialists are closest to the prototype; in the case of *explanation*, the texts written in Chinese by the Taiwanese Chinese specialists are second closest to the prototype. In the case of *recount* and *explanation*, the texts written in English by the New Zealand teachers (native speakers) are in third position (after the texts written in English by the Taiwanese EFL teachers). In the case of *argument*, they are in second position.

What this suggests is that, overall, there is little difference between the ways in which expert/ experienced Taiwanese writers organize recounts, arguments and explanations (written in Chinese or English) and the ways in which successful contributors to international academic journals published in English do so. What it also suggests is that, overall, (a) recounts, arguments and explanations written in Chinese by expert/ experienced Taiwanese writers are more likely to be closer, in terms of overall organization, to recounts, arguments and explanations written by successful contributors to a range of international academic journals published in English than are recounts, arguments and explanations written by New Zealand teachers of English who are native speakers of English, and (b) recounts and explanations written in English by Taiwanese EFL teachers are more likely to be closer, in terms of overall organization, to recounts, arguments and explanations written by successful contributors to a range of international academic journals published in English than are recounts, arguments and

explanations written by New Zealand teachers of English who are native speakers of English.

However, when account is taken of overall rhetorical structuring and internal discourse structuring separately, a slightly different picture emerges. Except in the case of Chinese specialists writing in Chinese in *recount* mode (where all of the texts conform to the prototypes in all respects) and the New Zealand teachers writing in English in *argument* mode (where the texts are closer to the prototype for internal discourse structuring), the texts written by all of the groups in all of the modes conformed more closely to the prototype in the case of overall rhetorical structuring than they did in the case of internal discourse structuring.

What this suggests is that the ways in which Taiwanese teachers write recount, argument and explanation texts is closer, in terms of overall rhetorical structuring to the ways in which successful contributors to international academic journals published in English do so than it is in terms of internal discourse structuring.

5.3.2 Texts written in response to the recount, argument and explanation text prompts by the student writers

In the case of overall rhetorical structuring and internal discourse structuring combined, except in one case (classification), the texts written by the student groups are further from the prototype than are the texts written by the expert/experienced writers.

Closest to the prototype are the texts written by students in response to the *explanation* text prompt (**59.6%** assigned to categories 1 or 2), followed by the texts written by these writers in response to the *recount* text prompt (**48%** assigned to categories 1 or 2) and the *argument* text prompt (**35%** assigned to categories 1 or 2). In all cases, the texts written in English by the Taiwanese students were placed in third position and the texts written by members of the East Asian student group were placed in fourth position. In the case of *recount*, *argument* and *classification*, texts written in English by New Zealand students were in first position followed by texts written in Chinese by Chinese students; in

the case of *explanation*, texts written in Chinese by Chinese students were in first position followed by texts written in English by New Zealand students.

What this suggests is that (a) the ways in which Taiwanese students who are novice writers typically structure recount, argument and explanation texts in Chinese is similar to the ways in which New Zealand students who are native speakers of English and novice writers typically structure recount, argument and explanation texts in English but that a considerable proportion of the texts they produce in these modes (at least 50%) is unlikely to be close, in terms of overall structuring, to texts typically produced by successful contributors to a range of international academic journals published in English, and (b) when Taiwanese students who are novice writers write in recount, argument and explanation modes, the texts they produce in Chinese are, in terms of overall structuring, likely to be closer than the texts they produce in English to texts produced by successful contributors to international academic journals published in English.

When account is taken of overall rhetorical structuring and internal discourse structuring separately, a slightly different picture emerges. In the case of *recount*, a similar percentage of student texts was assigned to categories 1 and 2 in terms of overall rhetorical structuring and internal discourse structuring (46% and 50% respectively). In the case of *argument* texts, the difference is one of 9.6% (30.4% for overall rhetorical structuring; 40% for internal discourse structuring). However, in the case of *explanation*, the difference is a major one, a difference of over 50% (86.75% in the case of overall rhetorical structuring; 32.6% in the case of internal discourse structuring). The overall proportions of associative, logico-deductive and temporal relations in the student texts in my study are outlined in *Table 5.10* below.

Table 5.10: *With impact of the Bonding relation removed, percentage occurrence of each relational type in the explanation texts written by members of the student groups*

	Bruce's academic article sample	Students writing in English	Students writing in Chinese
Associative	46.5%	49.7%	49%
Logico-deductive	47%	42.7%	41.7%
Temporal	2%	7.6%	9.2%

5.3.3 Texts written in response to the classification text prompt by the expert/ experienced writers and by the student writers

In the case of the texts written in response to the classification text prompt, just over half of those written by expert/ experienced writers were close to the prototype (**54.6%** assigned to categories 1 or 2). However, although the top two categories in terms of overall conformity with the prototype were the texts written in English by the New Zealand teachers (**40%** assigned to category 1; **24%** to category 2) and the Taiwanese teachers (**40%** assigned to category 1; **20%** to category 2), the texts written in Chinese by the Chinese specialists were second last in terms of overall conformity with the prototype (**0%** assigned to category 1; **40%** to category 2). This appears to have been largely because the Chinese specialists writing in Chinese had a greater tendency to move into the argument mode in response to the classification text prompt than did writers in the other groups. Even so, this is a tendency that can also be observed, though to a lesser extent, in all of the groups.

What this suggests is that writers in general may have a tendency to avoid writing texts that are wholly classificatory in nature (preferring to combine classification and argument) and that this is a tendency that is particularly evident in the case of Taiwanese Chinese specialists writing in Chinese.

Chapter 6

Analysis of texts written in Chinese and English in four discourse modes: Linear and cyclic development

6.1 Introduction

The aim of this chapter is to report on an attempt to explore, with reference to samples of texts written in English and in Chinese by expert/ experienced writers, the widely held belief that writers for whom Chinese is a first language typically adopt a more cyclic approach to text construction than do writers for whom English is a first language. First, the concepts of linear and cyclic development as outlined by Hoey (1983) with reference to the rhetorical structuring of texts is outlined (6.2). Next, a report on the analysis of 60 texts analyzed in terms of linear versus cyclic development is provided (6.3). Finally, conclusions bases on the analyses are outlined (6.4).

6.2 Linear and cyclic text development

An important aspect of Hoey's (1983, pp. 52-53, 68-79 & 83-94) discussion of the overall rhetorical structuring, or macropatterning of texts relates to the possibility of either linear or cyclic development and of multilayering. In a text characterized by linear development, there is a straightforward progression from one discourse segment to the next without any revisiting of earlier discourse segments; in a text characterised by cyclic development, there are stages that involve revisiting, restating or further developing earlier discourse segments. Textual development that is essentially linear may involve *chained multilayering*, *spiral multilayering* or *progressive multilayering*. In *chained multilayering*, a text segment arises as a consequence of the content of a previous text segment as in the case where a Solution/ response to a Problem gives rise to a further Problem. In *spiral multilayering*, text segments of the same kind follow one another, as in the case of a series of different Solutions/ responses to a single Problem. In *progressive multilayering*, text segments of the same kind also follow one another as in the case of a series of partial Solutions/ responses to the same Problem.

The overall rhetorical patterns referred to by Hoey are outlined below (see *Table 6.1*), followed by examples of how each might be realized in the context of linear development (including chained, spiral and progressive multilayering) and cyclic development (see *Table 6.2*). Note that, in relation to *Table 6.1* below, examples of texts organised in terms of the *Problem-Solution*, *Matching* and *General-Particular* patterns are provided in *Appendix 1: Sample texts exhibiting the Problem-Solution, Matching and General-Particular patterns*. Also note that examples of texts exhibiting some of the different types of textual development outlined in *Table 6.2* below are included in *Appendix 15: Sample texts exhibiting complex linear and cyclic development*.

Table 6.1: *Rhetorical patterns identified by Hoey (1983)*

Label	Rhetorical Segments	Prototypical pattern
PSn (Problem – Solution)	S (Situation) P (Problem: aspect of <i>situation</i> requiring a response) Sn (Solution/ Response to Situation) Ev (Evaluation of response)	S – P – Sn – Ev
Matching: (Matching compatibility) OR (Matching contrast)	S (segment) + CompS (compatible segment) OR S + ContS (contrasting segment)	S – CompS OR S – ContS
General-Particular (Generalization – Example) OR (Preview – Details)	G (generalization) Ex (example) OR T (topic) R (restriction) I (illustration) OR P (preview) D (details)	G – Ex OR T – R – I OR P – D

Table 6.2: *Three macropatterns: Examples of different types of textual development*

Development type			Problem-Solution	Matching	General-Particular
Linear	simple		S-P-Sn-Ev	S-CompS ; S-ContS	G- Ex; T- R-I; P-D
	complex	chained multilayering	S-P ₁ -Sn → P ₂ -Sn	S-CompS ₁ → CompS ₂ S- ContS ₁ → ContS ₂	G – Ex ₁ → Ex ₂ T – R ₁ → R ₂
		spiral multilayering	S-P-Sn ₁ OR Sn ₂ OR Sn ₃	S-CompS ₁ OR CompS ₂ S-ContS ₁ OR ContS ₂	G-Ex ₁ OR Ex ₂ ; T-R ₁ OR R ₂ ; P-D ₁ OR D ₂ OR D ₃
		progressive multilayering	S-P ₁ -Sn _{1a} + Sn _{1b} + Sn _{1c}	S ₁ -CompS _{1a} + CompS _{1b} S ₁ -ContS _{1a} + ContS _{1b}	G ₁ -Ex _{1a} + Ex _{1b} + Ex _{1c} ; T-R _{1a} + R _{1b} ; P-D _{1a} +D _{1b} +D _{1c}
Cyclic			S-P ₁ -Sn ₁ + Sn ₂ + Sn ₃ + P ₁	S ₁ -CompS ₁ - CompS ₂ – S ₁	G ₁ -Ex-G ₁ ; T ₁ -R-T ₁ ; P-D ₁ -D ₁

6.3 Reporting on the analysis of texts in terms of linear and/or cyclic development

The results of the analysis of the texts are provided below

6.3.1 The recount texts

Table 6.3 provides an overview of the overall rhetorical structuring and developmental patterning of the recount texts analyzed. It includes comments that are intended to assist in the interpretation of the textual structuring. It is important to note here that it is very common for texts to repeat some of the *information* that appears in the opening sections of texts in their concluding sections. This is not the same thing as repeating structural elements of texts.

Table 6.3: *Texts written in English and Chinese in response to the **recount** text prompt by expert/ experienced writers: Linear/ cyclic development*

	Overall rhetorical structure (primary orientation)	Linear/ cyclic development	Comments
Taiwanese Chinese specialists writing in Chinese (5 texts)	Problem-Solution, incorporating General-Particular (Preview-Details)	Linear (x2)	All 5 texts have a final concluding section. In all 5 cases, the concluding sections involve authorial comment (with some repeated/ rephrased information).
	Problem-Solution	Linear (x3)	
		Total = linear (x5)	
Taiwanese EFL teachers writing in English (5 texts)	Problem-Solution, incorporating General-Particular (Preview-Details)	Linear (x5)	All 5 texts have a final concluding section. In 2 cases, the concluding section involves authorial comment. In 3 cases, the concluding section has a preview and/or a detail section and there is authorial comment in both (with some repeated/ rephrased information).
		Total = linear (x5)	
New Zealand teachers of English (native speakers of English) writing in English (5 texts)	Problem-Solution	Linear (x 4)	All 5 of the texts include a final concluding section. In all cases, the concluding section involves authorial comment.
	Problem-Solution, incorporating General-Particular (Preview-Details)	Linear (x1)	
		Total = linear (x5)	

All of the texts involve simple linear development. All of them have concluding sections that involve authorial comment and do not include summaries (although in 8 cases – the 5 texts in Chinese and 3 of the texts written in English by Taiwanese EFL teachers – there is some repeated and/ or rephrased *information* in the concluding sections).

What this suggests is that, for recount texts, there is an overwhelming preference among experienced New Zealand writers and Taiwanese expert/ experienced writers (whether writing in Chinese or English) for simple linear textual development and for concluding sections that do not summarize the information in earlier sections of the text but comment on it.

Figures 6.1 – 6.2 below provide samples of the analyzed recount texts.

Figure 6.1: *Recount text exhibiting simple linear development written in English by a Taiwanese EFL teacher*

Text	Overall Rhetorical Structuring	
	PSn	General-Particular (Preview-Details)
The Development of Japanese Economy Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan's economy. At the end of World War 2, Japan suffered from starvation rations because its merchant fleet was destroyed and it was cut off from its food suppliers--China, Korea and Formosa. During the Post War Period, Japan's economy started to take off based on a social contract between the Government, banks, corporate sector, and the people. Japanese Government directed banks to invest in strategic sectors; corporate sector promised lifelong employment and people maintained high rates of savings. In 1990, Japan's GDP was ranked the second highest in the world, which was twice that of Germany and 70% that of the USA. Furthermore, Japan's GDP per capita was even ranked the third highest in the world. However, from 1990 to 2000, Japan's economic performance was stagnant. Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession, which was equal to 24% of current GDP. The government gross debt--130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan's economy was incapable of growth due to currently misallocation of capital, labor, and technology. Although Japan's economy has been recovering, its development at different stages demonstrates the instability, which still exists in current economy.	Overview (General situation & current Problem) Situation & Problem 1 (specific) Solution 1 Evaluation of Solution 1 Problem 2 Conclusion	Preview ↓ Details ↓ Conclusion (authorial comment)

Figure 6.2: Recount text exhibiting simple linear development written in Chinese by a Taiwanese Chinese specialist

Text	Translation	Overall Rhetorical Structuring
		PSn
二次大戰末期，由於日本商務船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢荒而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。	At the end of World War II, the Japanese merchant fleet was destroyed by the Allied Forces, causing the food supplies from China, Japan, Formosa, Korea to be cut off, and leading Japanese society to introduce rationing to deal with the problem of starvation. Then, after the war, in order to re-establish economic stability, the Japanese economic development strategy was to manage the economy in a nationally concentrated way, involving the government in making various social contracts with banks and the corporate sector in order to secure economic recovery and prosperity.	Situation 1 & Problem 1 ↓ Solution 1 ↓
90 年代後的日本，經濟迅速復甦，到 1990 年，其國內發生產總值 (GDP) 已居全世界第二高，為德國的 2 倍，更達美國全國的百分之七十，景況十分活絡。然從 1990 年之後，到了 2000 年，整體日本的經濟發展卻出現了 10 年不景氣的表現。大量錯置的基金，勞力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於 10 項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國 GDP 總值的 24%，造成政府整體負債額佔國內 GDP 的 130%，於全球經濟合作與發展組織中最差的國家。	After the 90s in Japan, the economy recovered rapidly. In 1990, its GDP was the second highest in the world, which was twice that of Germany and even 70% of that of the USA, a very prosperous situation. However, after 1990, until 2000, there was a decade of stagnant development throughout the entire economy of Japan. Due to massive misallocation of capital, skills in labour and technology could neither be gained nor improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy, which funds, in the present recession, represented 24% of the current GDP, leading to a gross national debt 130% of GDP, the worst of the OECD countries (The Organisation for Economic Cooperation and Development).	Evaluation 1 ↓ Situation 2 & Problem 2 ↓ Solution 2 ↓ Evaluation 2 ↓
當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率的影響之下，落在日本青年人有膀上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景，未來整體而言，仍頗有堪慮之處。	At present, the Japanese economy is in a state of slow recovery, but it is still having problems, especially due to the impact of the ageing population and low birth rate, so that the burden on the shoulders of Japanese youth is the heaviest in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in Japan currently, that may be temporary, on the whole in future, some worries remain.	Situation 3 & Problem 3 ↓ Conclusion (authorial comment) ↓

6.3.2 The argument texts

Table 6.4 provides an overview of the overall rhetorical structuring and developmental patterning of the argument texts analyzed.

Table 6.4: Texts written in English and Chinese in response to the *argument text* prompt by expert/ experienced writers: *Linear/ cyclic development*

	Overall rhetorical structure (primary orientation)	Linear/ cyclic development	Comments
Taiwanese Chinese specialists writing in Chinese (5 texts)	General-Particular (Preview-Details) plus PSn plus Matching General-Particular (Preview-Detail) plus Matching	Linear (x1) Linear (with chained multilayering) (x1) Linear (x3) Total = linear (x5)	All 5 texts have a final concluding section, including authorial comment (which generally includes advice to readers but which, in one case, requests readers' advice).
Taiwanese EFL teachers writing in English (5 texts)	General-Particular (Preview-Details) plus Matching General-Particular (Preview-Details and incorporating Problem-Solution plus Matching General-Particular (Preview-Details and Generalization-Example/s), incorporating plus Matching	Linear (x 1) Linear (x 2) Linear (with chained multilayering) (x1) Linear (x 1) Total = linear (x5)	All 5 texts have a final concluding section. • In 2 cases, the concluding section involves summary and authorial comment . • In 3 cases, the concluding section involves authorial comment and in 2 of these, that comment includes advice to readers.
New Zealand teachers of English (native speakers of English) writing in English (5 texts)	General-Particular (Preview-Details) plus Matching General-Particular (Preview-Details) plus PSn plus Matching General-Particular (Preview-Details + Generalization-Examples), incorporating Matching General-Particular (Preview-Details + Generalization-Examples, incorporating Problem-Solution plus Matching	Linear (x 1) Linear (x 1) Linear (x 2) Linear (x 1) Total = linear (x5)	All 4 texts include a final concluding section. • In all 4 cases, the concluding section involves authorial comment and in 1 of these, the comment includes summary .

All except two of the texts involve simple linear development. Two of the texts, one written in Chinese by a Taiwanese Chinese specialist and one written in English by a Taiwanese EFL teacher, involve complex linear development with chained multilayering. Fourteen (14) of all the 15 texts include a concluding section. In 3 cases, involving 2 texts written in English by Taiwanese EFL teachers and 1 text written in English by a New Zealand teacher, these concluding sections are made up of summaries of information included earlier in the text. In the other 14 cases, the concluding sections include authorial comment. However, it is only in the texts written in English or Chinese by expert/experienced Taiwanese writers, that authorial comment includes advice to readers, the tendency to offer advice being stronger in the case of the texts written in Chinese.

What this suggests is that, for argument texts, there is an overwhelming preference (100% of the texts) for linear development, generally simple linear development (86.6%) but occasionally complex linear development involving chained multilayering. What it also suggests is that although there is a preference for the inclusion of a concluding section which focuses on authorial comment (included in 14 of the 15 texts - 93%), Taiwanese EFL teachers writing in English are only slightly less likely to include a summary. Argument texts written by Taiwanese expert/ experienced writers often include advice to readers in their concluding sections, particularly in the case of texts written in Chinese. . This is unlikely to be the case in argument texts written by experienced New Zealand writers.

Figures 6.3 – 6.4 below provide samples of the analyzed argument texts.

Figure 6.3: Argument text exhibiting linear development with chained multilayering written in Chinese by a Taiwanese Chinese specialist

Text	Translation	Overall Rhetorical Structuring		
		PSn	Matching	General-Particular (Preview-Detail)
針對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」這個說法，個人認為其優缺點如下所述： 優點部分：由於國內各高中職進入大學的入學率已超過90%導致在人力市場上大學畢業生人力的供過於求，因此對各大專院校入學許可數目部份做限制，依供需理論而言，可以減少大學生的供應數量，等待就業市場對大學生人力的需求回升。這是一個短期的政策性作法，可以迫使大專院校因為這個入學許可數目的限制，而依據國內產業市場的狀況調整內部的科系，進而產生符合市場需求的人力，降低畢業即失業的狀況。 缺點部分：由於各大專院校的設置皆經由教育部同意才能設校運作，因此當教育部對於入學許可數目作出限制時，將使部分學校之營運立刻產生困難，而引此司法上的糾紛。此外由於入學管道的多元，因此對入學數目的限制是限制在那些學校那個入學管道的決定過程，以及對學生入學權利的公平性是否產生影響，都是需要小心謹慎的面對的。 以上是個人對「教育部應該限制各級大專院校入學許可數目」，因為現今在台灣，大學畢業生已缺乏適量的就業機會」的意見，請指教。	The (Taiwanese) Ministry of Education should restrict the number of admissions of <u>Taiwanese university degree programmes</u> as there are not enough appropriate employment opportunities for university graduates in Taiwan today”. Based on this statement, I personally think there are advantages and disadvantages as follows. The advantages: because the university admission rate is higher than 90% in Taiwan for senior high school students and vocational schools students, the result is that the number of university graduates exceeds the market demand for manpower, therefore, the number of admissions of Taiwanese university degree programs should be partly restricted, according to the theory of supply and demand. This would decrease the number of university students until the demand for the university student manpower revives in the employment market. This is a short-term policy which, because of the restriction on admission numbers, would make universities and colleges rearrange their departments according to the employment situation and produce the right amount of manpower, improving the situation in which graduation leads to unemployment. Disadvantages: Because colleges can be established and developed (only) when they get approval by the Ministry of Education, restriction of admission numbers by the Ministry of education would mean that some schools would have problems in running and this could cause legal disputes. In addition, there are problems due to multiple channels of admission which the MOE should be careful to consider: the restriction policy should take account of particular schools and (admission) channels during the process of decision making and (determine) whether it will have an unfair impact students’ study rights. Above-mentioned is my personal opinion about “<u>The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmes</u>” as there are not enough appropriate employment opportunities for university graduates in Taiwan today”, please give your advice/comments.	Situation & Problem 1 Solution 1 Evaluation 1 Evaluation 2 Problem 2 Solution 2 Conclusion	CompS ContS	Preview (repeated bit) Details Conclusion (authorial comment + asking for advice)

Figure 6.4: Argument text exhibiting simple linear development written in English by a New Zealand EFL teacher

Text	Overall Rhetorical Structuring		
	Matching	General-Particular	
		(Preview-Details)	(Generalization-Examples)
It has been said recently the due to the present economic situation within NEW ZEALAND that NEW ZEALAND cannot afford the real cost of large numbers of students at university. This is because the supposed financial returns are insufficient due to a lack of employment opportunities for graduates. This essay will discuss arguments for and against this proposition. Concern has been noted that numbers of admissions, other than by academic achievement has increased. There is therefore, a perception that the quality of degrees has decreased in order to accommodate students from these non academic backgrounds. This consequently has had a flow on effect with the perception that certain qualifications have very little validity on both the national and the international areas. This in consequence has perhaps helped contribute to the idea that a university education has no real place in the economic climate in New Zealand. Conversely, there are those who feel that a university education benefits NEW ZEALAND in other ways other than as straight skills acquisition for employment. This can be seen by the belief that an informed and critical thinking population can only enhance society in NEW ZEALAND. Children will benefit through parents being more active in their learning. Also for those who wish to take advantage of the 'second chance' opportunities they will be able to maximise their employment potential. These two aspects can only improve NEW ZEALAND's society. Also, even if graduates should choose to leave the shores of NEW ZEALAND this can often have advantages. This can be seen by the 'expats' promoting NEW ZEALAND goods providing a point for the sharing of information, knowledge and by possibly returning with contacts and knowledge that will benefit NEW ZEALAND in a 'future time'. Despite the concerns of the 'dumbing down' of university degrees I feel that admissions should not be restricted because NEW ZEALAND can benefit in a variety of ways by having an extensive population of university students.	S ContS: Part 1 ContS Part 2	Preview Details Generalization Example/s Generalization Example Conclusion	Conclusion (authorial comment)

6.3.3 The explanation texts

Table 6.5 provides an overview of the overall rhetorical structuring and developmental patterning of the explanation texts analyzed.

Table 6.5: *Texts written in English and Chinese in response to the **explanation** text prompt by expert/ experienced writers: Linear/ cyclic development*

	Overall rhetorical structure (primary orientation)	Linear/ cyclic development	Comments
Taiwanese Chinese specialists writing in Chinese	General-Particular (Preview-Details)	Complex Linear (with progressive multilayering) (x 3)	Four (4) of the 5 texts have a final concluding section.
	General – Particular: (Preview – Details + Generalisation- Example/s)	Complex Linear (with progressive multilayering) (x1)	In 1 of the texts, the concluding section reminds readers of information presented earlier in the text.
	General – Particular: (Preview – Details + Generalisation- Example/s) plus Matching	Complex Linear (with progressive multilayering) x1)	In 3 of the texts, the concluding section contains authorial comment . • In 1 case, this is accompanied by advice. • In 1 case, the details section also includes authorial comment.
		Total = linear (x5)	
Taiwanese EFL teachers writing in English	General-Particular (Preview-Details)	Complex Linear (with progressive multilayering) (x 3)	Four (4) of the 5 texts have a final concluding section.
	General-Particular (Preview-Details + Generalization- Examples)	Complex Linear (with progressive multilayering) (x2)	In 4 of the texts, the concluding section involves authorial comment and in 2 of these, the comment includes summary .
		Total = linear (x5)	
New Zealand teachers of English (native speakers of English) writing in English	General-Particular (Preview-Details)	Complex Linear (with progressive multilayering) (x4)	Four (4) of the 5 texts have a final concluding section.
	General-Particular (Preview-Details) plus Matching	Complex Linear (with progressive multilayering) (x 1)	In all 4 cases, the concluding section involves a summary.
		Total = linear (x 5)	

All of the texts largely exhibit complex linear development with progressive multilayering. In the case of each of the three groups, 4 of the 5 texts have a concluding section. All 4 concluding sections of the texts written in English by New Zealand teachers involve a summary of the preceding information. Two (2) of the conclusion sections of the texts written in English by Taiwanese EFL teachers include a summary of the preceding information and authorial comment,

whereas the other two include only authorial comment. All 4 concluding sections of the texts written in Chinese by Taiwanese Chinese specialists include authorial comment (as does one of the preview sections of these texts). In 1 case, the authorial comment takes the form of a reminder to readers.

What this suggests is that, for explanation texts, there is an overwhelming preference for complex linear textual development with progressive multilayering. What it also suggests is that there is a strong tendency for writers to include a concluding section. However, whereas New Zealand teachers writing in English exhibit a marked preference for summarizing the information in earlier sections of the text in concluding sections, Taiwanese expert/experienced writers, whether writing in Chinese or English, exhibit a marked preference for including authorial comment in concluding sections.

Figures 6.5 & 6.6 below provide samples of the analyzed explanation texts.

Figure 6.5: Explanation text exhibiting linear development with progressive multilayering written in English by a New Zealand teacher

Text	Overall Rhetorical Structuring	
	Matching	General-Particular (Preview-Details)
This diagram shows the most important aspects of running a successful small business. It gives six key points and the reasons for, or results of, following the advice. The advice given for starting a small business can be divided into two main areas: advice relating to attracting and satisfying customers, and advice relating more to the financial side of the business. The three key points in the top half of the diagram deal with location, service and product, as related to customers. The box on the left contains the suggestion that prospective business owners choose their location carefully, ensuring that it is in a safe area and is easy to get to so that there are plentiful numbers of customers. In order to obtain loyal and happy customers, the diagram advises a clear understanding of what kind of service customers expect. This last piece of advice relating to customers states that small business owners need to be aware of customers' opinions about their product. This knowledge will enable the owner to develop successful marketing strategies. The lower half of the diagram relates more directly to the financial side of running a small business. One of these points also relates to selecting suitable premises, advising people to avoid excessively high rent in order keep monthly fixed costs as low as possible. Another important suggestion is to ensure a careful control of levels of stock. This control is necessary to prevent too much money being spent on stock and maintain sufficient cash flow. Pricing strategy is the final key point. The diagram advises studying competitors and keeping records of their prices and advertising. This enables the small business owner to develop effective pricing strategies. Ultimately all of the advice given tells prospective business owners how to ensure that their business is financially successful. The lower three points are directly related to the finances but it is the customers that also create a profit for any business, so both of these areas are vital.	S ↓ CompS ↓	Preview ↓ Details ↓ Preview Details ↓ Preview Details ↓ Conclusion (summary)

Figure 6.6: Explanation text exhibiting linear development with progressive multilayering written in Chinese by a Taiwanese Chinese specialist

Text	Translation	Overall Rhetorical Structuring		
		Matching	General-Particular	
			Preview-Details	Generalization-Examples
由圖表可知，經營小本生意成功的要素。 (一) 經營小本生意成功的要素，主要有兩點：一是顧客至上；二是合理的管理。 (二) 所謂「顧客至上」，就是以顧客消費者動機為依歸。首先，應選擇一個安全便利的地方，確保源源不絕的顧客群。其次，應明瞭顧客對你服務的期望，確保顧客的滿意與忠誠。在經營時當以顧客為經營的中心，如適時瞭解顧客對產品的好惡，有助以服務與消費關係的建立及維繫。 (三) 「合理的管理」，就是應注意妥善選擇生產地點，租金切勿過高；每月的預定花費要有節制，適當的流動基金；又如研究競爭對手，建立廣告及價目表的檔案，有助於決定價格之策略。 (四) 無論是誰，只要能完成以上所說的顧客至上、合理管理這兩個要素，相信一定能將小本生意經營得有聲有色。	Based on the graph to know, the key factors in running a successful small business (The chart indicates the key factors involved in running a small business). (1) There are two main factors in running a successful small business: the first one is to have a great regard for your customers; the second one is to have reasonable management. (2) The so-called “to have a great regard for your customers” is to consider the customers’ motivation importantly. First, choose a safe and accessible place, in order to ensure a flow of customers. Next, understand customers’ expectations of your service, in order to ensure customer satisfaction and loyalty. While running the business, consider your customers as the centre of your business, for example, understand your customers’ likes and dislikes of your products, to assist in establishing and maintaining the relation between service and consumption. (3) “Reasonable management” is that you should notice how to choose a good location, rents should not be too high; monthly costs should kept within limits, and levels of stock should be controlled, keep adequate cash flow; and for example study your competitors, establish their files of advertising and pricing information, to help with decisions of pricing strategy. (4) No matter who (will run a small business), as long as she/he can fulfil above-mentioned two key factors, having a great regard for your customers and having reasonable management, (it is believed/ I) believe that she/he can run a small business very successfully.	S ↓ CompS ↓	Preview ↓ Details / Preview ↓ Details ↓ Conclusion (authorial comment)	Generalization-Examples ↓ Generalization ↓ Example ↓ Generalization ↓ Example

6.3.4 The classification texts

Table 6.6 provides an overview of the overall rhetorical structuring and developmental patterning of the classification texts analyzed.

Table 6.6: *Texts written in English and Chinese in response to the **classification** text prompt by expert/ experienced writers: Linear/ cyclic development*

	Overall rhetorical structure (primary orientation)	Linear/ cyclic development	Comments
Taiwanese Chinese specialists writing in Chinese (5 texts)	General-Particular (Preview-Details) General-Particular (Preview-Details) plus PSn	Linear (x3) Linear (x2) Total = linear (x5)	Three (3) of the texts have a final concluding section. In all 3 cases, the concluding section involves authorial comment • In 2 cases, the conclusion section includes advice; • In 1 case, the conclusion section includes a combination of summary and authorial comment (in the form of thanks to the reader and the New Zealand Transport Bureau). In 3 cases, the Details section includes advice or added information.
Taiwanese EFL teachers writing in English (5 texts)	General-Particular (Preview-Details) General-Particular (Preview-Details) plus Matching	Linear (x4) Cyclic (x1) Total = linear (x4); cyclic (1)	Three (3) of the texts have a final concluding section. In 2 cases, the concluding section involves summary . In 1 case, the concluding section includes authorial comment .
New Zealand teachers of English (native speakers of English) writing in English (5 texts)	General-Particular (Preview-Details) General-Particular (Preview-Details) plus PSn	Linear (x 4) Linear (x1) Total = linear (x5)	All 5 texts have a final concluding section. In 3 cases the concluding section involves authorial comment. In 2 cases, the conclusion involves a summary .

All except one of the texts involve simple linear development. The one exception to this is a text written in English by a Taiwanese EFL teacher which exhibits cyclic development. In the case of each of the two Taiwanese groups, 3 of the five texts have concluding sections; in the case of the New Zealand teacher group, all

five texts have concluding sections. One of the concluding sections of the texts written in Chinese by Taiwanese Chinese specialists includes a combination of summary and authorial comment. However, the concluding section is in summary form in 2 of the texts written in English by Taiwanese EFL teachers and in 2 of the texts written in English by the New Zealand teachers.

What this suggests is that, for classification texts, there is an overwhelming preference for linear textual development. It also suggests that there is a slightly stronger tendency to include a concluding section in the case of New Zealand teachers writing in English than there is in the case of Taiwanese expert/experienced writers (writing in English or Chinese). Taiwanese Chinese specialists writing in Chinese who include concluding sections in their texts would appear to have a strong preference for authorial comment (generally involving advice) over summary. However, where they include concluding sections in their texts, Taiwanese EFL teachers writing in English would appear to be slightly more likely than New Zealand teachers writing in English to focus on summary rather than authorial comment.

Figures 6.7 – 6.8 below provide samples of the analyzed recount texts.

Figure 6.7: Classification text exhibiting cyclic development written in English by a Taiwanese EFL teacher

Text	Overall Rhetorical Structuring	
	Matching	General-Particular (Preview-Details)
The following table depicts the death tolls in various age groups in New Zealand from April 1996 to April 1997. The types of road users are divided into 6 different groups. Among them the drivers took up the highest total death number, which was 253. The second highest number was occupied by passengers (178). While the numbers of road death of motorcyclists, pedestrians, and cyclists were 51, 57, and 17, respectively, there was still 1 unknown type of person killed in the year. In terms of the age groups, 25-39 age group contained the highest number of road death. Within one year a total of 152 people lost their lives on roads, and 83 of them were drivers, 39 were passengers, 18 were motorcyclists, and only 2 were cyclist. Among 8 age groups, except the unknown group, only 15 people from 0 to 4 years old died and they were all passengers. There were 2 people, one driver and one pedestrian, killed without age identification. The age group with the second most serious death toll was from 15 to 19 years old. In this group the number showed 97 lives among all types of road users, including the only one unknown type of road user. In conclusion, the most road deaths were drivers whereas cyclists consisted of the least number of deaths, except for 1 unknown person. The data also shows the people among 25 to 39 were belonged to the group which was prone to road deaths in the 12 months period.	S (types) CompS (age groups) S (types) CompS (age groups)	Preview Details 1 (types) Details 2 (age groups) Details 1 (types) Details 2 (age groups) Conclusion (summary)

Figure 6.8: Classification text exhibiting simple linear development written in English by a New Zealand teacher

Text	Overall Rhetorical Structuring	
	PSn	General-Particular
		Preview-Details
This chart shows the road deaths in NZ over one year in the late 1990's, divided into categories of age and type of road user. As one would expect, no children under the age of fifteen were killed as drivers of motorised vehicles, except one motorcyclist who was presumably a farm boy. Only seven children were killed in cycling accidents during this year. After the age of fifteen, driver deaths are recorded, and the statistics here are very interesting. Contrary to popular opinion, the majority of driver deaths were not teenagers and young adults, but rather those in the 25 to 39 year old age group. In fact, if one totals the number of deaths across age groups, the largest number in the 25-39 year old group, a group which is usually considered to have reached the age of responsibility. However, without accompanying demographic information, it is not possible to establish what percentage of the population lies within these groups, so that, in fact, the deaths in this age group may represent a much smaller percentage than they do in the other groups. Deaths of drivers are the largest total group, but deaths of passengers are largest in the 15-19 year old group. Looking at these statistics as a guide to driver education needs across the country, these statistics on their own would suggest that our current T.V. advertising is aimed appropriately, as it targets drivers across the age spectrum. It would be interesting to see driver deaths broken down into speed alcohol related etc in order to refine this more clearly. The fact that more New Zealanders are killed as pedestrians than on motorbikes would suggest that drivers in N.Z. need to be further educated on safety issues regarding the rights of pedestrians on our streets.	Situation Problem ↓ Solution Evaluation	Preview ↓ Details ↓ Conclusion (authorial comment)

6.4 Overview and conclusion

This chapter has reported on the analysis, in terms of linear versus cyclic development of 60 texts written in response to text prompts relating to 4 different discourse modes: *recount* (15 texts); *argument* (15 texts); *explanation* (15 texts) and *classification* (15 texts). Twenty (20) of the texts were written in Chinese by Taiwanese Chinese specialists; 20 were written in English by Taiwanese EFL

teachers and 20 were written in English by New Zealand teachers. *Fifty nine (59) of the 60 texts exhibited linear development. Of these, forty two (42) exhibited simple linear development and seventeen (17) exhibited complex linear development (progressive multilayering x 15; chained multilayering x 2). The one remaining text exhibited cyclic development. The distribution is indicated in Tables 6.7 – 6.10 below.*

Table 6.7: Recount - Distribution of text development types

	Linear				Cyclic
	Simple	Complex			
		Chained	Spiral	Progressive	
Taiwanese Chinese specialists writing in Chinese	5				
Taiwanese EFL teachers writing in English	5				
New Zealand teachers of English (native speakers of English) writing in English	5				
TOTAL	15 (100%)				

Table 6.8: Argument - Distribution of text development types

	Linear				Cyclic
	Simple	Complex			
		Chained	Spiral	Progressive	
Taiwanese Chinese specialists writing in Chinese	4	1			
Taiwanese EFL teachers writing in English	4	1			
New Zealand teachers of English (native speakers of English) writing in English	5				
TOTAL	13 (86.6%)	2 (13.4%)			

Table 6.9: *Explanation - Distribution of text development types*

	Linear				Cyclic
	Simple	Complex			
		Chained	Spiral	Progressive	
Taiwanese Chinese specialists writing in Chinese				5	
Taiwanese EFL teachers writing in English				5	
New Zealand teachers of English (native speakers of English) writing in English				5	
TOTAL				15 (100%)	

Table 6.10: *Classification - Distribution of text development types*

	Linear				Cyclic
	Simple	Complex			
		Chained	Spiral	Progressive	
Taiwanese Chinese specialists writing in Chinese	5				
Taiwanese EFL teachers writing in English	4				1
New Zealand teachers of English (native speakers of English) writing in English	5				
TOTAL	14 (93.3%)				1 (6.7%)

Irrespective of discourse mode, a general preference for linear development was detectable for all three groups. In the case of recount, classification and argument, simple linear development was clearly preferred (42 out of 45 texts: 93.33%) although two of the argument texts (both by Taiwanese writers – one in Chinese, the other in English) exhibited complex linear development in the form of chained multilayering. All of the explanation texts exhibited complex linear development in the form of progressive multilayering, something that may be related, in part at least, to the nature of the text prompt. It may be that a different classification text prompt would also have resulted in instances of progressive multilayering. The critical point, however, is that the analyses undertaken here provide no evidence

to suggest that the developmental structuring of texts written by experienced Taiwanese writers is different from that of texts written by experienced New Zealand writers.

Of the 60 texts analyzed, 52 (over 86%) included conclusion sections. This included all of the texts written in the recount discourse mode; 14 (93.3%) of the texts written in the argument discourse mode (the one exception being a text written by a New Zealand teacher); 12 (80%) of the texts written in the explanation discourse mode (an equal number – 4 out of 5 - for each of the three groups), and 11 (over 73%) written in the classification discourse mode (3 out of 5 each in the case of texts written by Taiwanese expert/experienced writers and all 5 written by New Zealand teachers). Of the 52 texts that included concluding sections, 8 (15.4%) included summary only, 6 (11.5%) included a combination of summary and authorial comment and the remainder (just over 73%) included authorial comment only. All of the recount texts written by all of the members of the three groups included concluding sections containing authorial comment only. In the case of the argument texts, 14 have concluding sections. Of these, 11 include authorial commentary only. The remaining 3 (all written in English, 2 by Taiwanese EFL teachers and 1 by a New Zealand teacher) include both authorial commentary and summary. In the case of the explanation texts, an equal number – 4 out of 5 for each of the three groups - have a final concluding section. All of the concluding sections written by New Zealand teachers included summaries only; whereas 5 of the 8 concluding sections written by Taiwanese writers (3 in texts in Chinese and 2 in texts in English) included authorial commentary only. Of the 3 remaining concluding sections, 2 (written in English by Taiwanese EFL teachers) included both summary and authorial commentary and 1 (written in Chinese by a Taiwanese Chinese specialist) contains authorial comment in the form of a reminder to readers of information included earlier in the text. So far as classification texts are concerned, two of those written by New Zealand teachers that contained a concluding section focused on summary, the other three on authorial comment. In the case of the three texts written in English by Taiwanese EFL teachers that contained concluding sections, 2 focused on summary and one on authorial commentary, whereas the Taiwanese specialists writing in Chinese were more likely to focus on authorial commentary than summary (2:1).

Overall, there was a very marked tendency for Taiwanese Chinese specialists writing in Chinese to conclude their texts, particularly in the case of recount, argument and explanation, with authorial comment, often in the form of advice. There was a similar tendency, though less marked, for Taiwanese EFL teachers writing in English to do the same. New Zealand teachers writing in English were almost equally divided between ending their texts with summaries and ending them with authorial comment. Furthermore, the New Zealand teachers were less likely to include advice as part of authorial comment.

Chapter 7

Conclusions, reflections and recommendations

7.1 Introduction

The research reported in this thesis grew out of my interest in helping Taiwanese students to develop writing skills in English and, in particular, my interest in helping those students for whom an ability to write competently in English in a range of academic and professional contexts was likely to be of fundamental importance to relation to their future studies and careers. After several years of experimenting with a range of different approaches to the teaching of writing, often with disappointing results, I became aware of the potential of genre-based approaches to writing instruction. At the same time, however, I was concerned that these approaches, where they involved non-native speakers of English, appeared sometimes to be underpinned by very little research on the nature of texts written by both novice writers and expert/ experienced writers from a range of different linguistic and cultural backgrounds. In the absence of relevant research of this type, I believed that there was a danger that genre-based writing courses designed for learners of English as a second/ foreign language might be of considerably less value than might otherwise be the case. It was with this in mind that I decided to focus my own research largely on one particular community, that is, Taiwanese people for whom Chinese was a first language. It was also with this in mind that I decided to investigate the ways in which novice writers from that community (second year EFL students in a tertiary educational institution) structured texts in English and in Chinese and the ways in which expert/ experienced writers from that community did so. This led to the following five research questions:

- In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do *samples of texts written in Chinese in a range of discourse modes* (e.g. explanation) *by expert/experienced writers of Chinese who are native speakers of Chinese* resident in Taiwan differ from

text prototypes derived from the analysis of a sample of texts written in English (exhibiting the same discourse modes) and published in a range of academic journals?

- In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do samples of *texts written in English* in a range of discourse modes (e.g. explanation) by *teachers of English who are native speakers of Chinese* resident in Taiwan differ from the text prototypes referred to above?
- In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do samples of *texts written in English or Chinese* in a range of discourse modes (e.g. explanation) by *students of English in their second year of tertiary level study* who are resident in Taiwan differ from the text prototypes referred to above?
- In terms of overall rhetorical structure and internal discourse structure, in what ways, if any, do the text samples referred to above differ from text samples collected by Bruce (2003) that were written in English by **(a)** teachers of English resident in New Zealand who are native speakers of English, **(b)** senior secondary and tertiary level students resident in New Zealand who are native speakers of English, and **(c)** students at tertiary level from a range of linguistic and cultural backgrounds who are non-native speakers of English and are resident in New Zealand?
- To what extent, if at all, do texts written by members of each of the groups referred to above differ in terms of cyclic versus linear text structuring, where linear structuring includes chained, progressive and spiral multilayering?

Focusing on key findings, I provide here an overview of the research in relation to these questions (7.2), beginning with the first question (7.2.1), then considering the next five questions together (7.2.2). I then draw attention to what I believe to be the main limitations (7.3) and contributions (7.4) and of the research, make recommendations for further, related research (7.5) and add some concluding remarks (7.6).

7.2 The review of selected literature on genre, genre-centered writing instruction and contrastive rhetoric: Some key findings and their implications

The review of selected literature in *Chapter 2* represents an important component of this research project in that it highlights a number of issues that are critical to the structuring of the empirical component of the research reported here and to the way in which it is articulated. In particular, it highlights the need to be clear about the way in which terminology is used.

A number of researchers, including Bradford-Watts (2003a & b), Devitt (2004), Hyland (2004), Landa (1993), Lemke (1994), Kay and Dudley-Evans (1998), Macken-Horarik (1999) and Paltridge (2001), and have drawn attention to the potential value of genre-centered approaches to the teaching of writing. However, textbooks that claim to be genre-centered can be very differently focused. Thus, for example, whereas Swales and Feak (2000) focus largely on what are referred to in this thesis as ‘text types’, Crombie and Johnson (2009) and Derewianka (1994) focus largely on what are referred to here as ‘discourse modes’. In observing that we need “the sophistication and subtleties of ESP” as well as “the power of generalizations across disciplinary boundaries”, Bhatia (1998, pp. 26-27) effectively recommended that we attend to both text-type and discourse mode in our teaching of writing. This is an important observation in view of the fact that the ability to write well in a range of discourse modes is fundamental to the ability to produce texts that are associated with a range of different text-types. Furthermore, for those of us whose students are not yet committed to a particular discipline or career path, a primary focus on discourse modes may be preferable in that it is likely to be relevant to the needs of all of our students and can effectively underpin a later focus on those text-types that are particularly relevant to their academic subject and/ or career choices. However, for those of us whose primary focus will be on discourse modes, the issue of overall text structuring is one that needs to be addressed and it is here that research on cross-generic patterns of textual organization, such as that of Hoey (1983) and van Dijk (1980), can prove particularly helpful. From this perspective, the research approach adopted by Bruce (2003), in which a focus on discourse modes is combined with a focus on cross-generic textual organization, seemed to have much to offer in relation to my

own particular research interest. If I were to structure my own research, in which the focus would be on texts written by Taiwanese people for whom Chinese is a first language, in the same way as that of Bruce, I would have the opportunity of comparing texts written by my research subjects, in both English and Chinese, with texts written in English according to the same or similar discourse prompts by people for whom English is a first language. Furthermore, adopting that approach would mean that observations made about text structuring could be specific to particular discourse modes, something that seemed to be of particular importance in view of the fact that research in the area of contrastive rhetoric has little to say about the interaction between text structuring and discourse mode.

Another important aspect of the literature review is that it highlights the fact that aspects of Chinese history and Chinese rhetorical traditions have not always been adequately contextualized, have sometimes been based on assumptions rather than evidence, and have sometimes failed to take account of the fact that local and global influences may have impacted on Chinese speakers from different geographical areas in different ways. For this reason, it was considered important to stress throughout the research reported here that (a) the research subjects who wrote texts in English or Chinese as part of this study were all citizens of Taiwan for whom Chinese is a first language, (b) the texts written in English by native speakers of English with which these texts were compared were all written by New Zealand citizens for whom English was a first language, and (c) the prototype models for each of the discourse modes to which reference is made were based on articles written in English that were successfully placed in a range of international academic journals, acceptance by these journals, rather than the linguistic or cultural backgrounds of the writers, being the deciding factor in their inclusion.

7.3 Comparing the structuring of texts written in English and Chinese in different discourse modes by different groups of novice and expert/experienced writers: Some key findings and their implications

At the core of the research reported here are 240 texts written by four groups of Taiwanese citizens for whom Chinese is a first language in response, in each case, to one of four text prompts. One group was made up of 20 teachers of Chinese

and/or professional writers of Chinese. The members of this group, who were asked to write texts in Chinese in response to text prompts in Chinese, were considered to be expert writers of Chinese. Another group, whose members were asked to write texts in English according to text prompts in English, was made up of EFL teachers who had studied at undergraduate and/or graduate level through the medium of English. Members of this group were considered to be experienced writers of English. The third group was made up of second year tertiary level students, all of whom were studying their academic subjects through the medium of English. Members of this group were asked to write texts in English according to text prompts in English. The fourth group was made up of second year tertiary level students, all of whom were studying their academic subjects through the medium of Chinese. Members of this group were asked to write texts in Chinese according to text prompts in Chinese.

There were four different text prompts, each intended to encourage an orientation towards a different discourse mode – *recount*, *argument*, *explanation* or *classification*. Sixty texts were written in response to each of these text prompts. Each of the texts produced was analyzed and then each group of texts (e.g. texts written in Chinese by Chinese specialists in response to the recount text prompt; texts written in English by the EFL teachers in response to the explanation text prompt) was compared, in terms of overall rhetorical structuring and internal discourse structuring, with prototypes for the relevant discourse modes established by Bruce (2003) on the basis of the analysis of a sample of articles written in English that appeared in a range of international academic journals. The findings were then compared with Bruce's findings in relation to 291 texts written in English according to the same or similar text prompts by members of three groups – New Zealand teachers of English for whom English was a first language; New Zealand students (in the final year of schooling or the first two years of university education) for whom English was a first language; and East Asian students in their first year of university education in New Zealand.

In the case of *recount*, *explanation* and *argument*, the texts written, in both Chinese and English, by the expert/ experienced writers were found to be closer to the prototypes than were those written by the novice writers.

In the case of *recount*, **95%** of the texts written by the expert/experienced writers were assigned to prototype categories 1 or 2 whereas **48%** of the texts written by the students were assigned to these categories. The texts written in Chinese by the Taiwanese Chinese specialists were closest to the prototype (with all of them being assigned to prototype category 1), followed by the texts written in English by the Taiwanese teachers, and then the texts written in English by the New Zealand teachers.

In the case of *explanation*, **82.6%** of the texts written by the expert/experienced writers were assigned to prototype categories 1 or 2 whereas **59.6%** of the texts written by the students were assigned to these categories. The texts written in English by the Taiwanese teachers were closest to the prototype, followed by the texts written in Chinese by the Taiwanese Chinese specialists, and then the texts written in English by the New Zealand teachers.

In the case of *argument*, **81.6%** of the texts written by the expert/experienced writers were assigned to prototype categories 1 or 2 whereas **35%** of the texts written by the students were assigned to these categories. The texts written in Chinese by the Taiwanese Chinese specialists were closest to the prototype, followed by the texts written in English by the Taiwanese teachers, and then the texts written in English by the New Zealand teachers.

This suggests that, in terms of overall rhetorical structuring and internal discourse structuring, there is little difference between the ways in which expert/experienced Taiwanese writers organize *recounts*, *arguments* and *explanations* (written in Chinese or English) and the ways in which successful contributors to international academic journals published in English do so. It also suggests that, whether they are writing in Chinese or in English, expert/experienced Taiwanese writers who are native speakers of Chinese organize recount, argument and explanation texts in ways that are closer to the ways in which successful contributors to international academic journals published in English do so than do New Zealand teachers who are native speakers of English when writing in English.

So far as *classification* texts are concerned, the situation was found to be rather different. Fewer of the texts were close to the prototype (with **54.6%** of those written by expert/ experienced writers and **37.5%** of those written by the students being assigned to prototype categories 1 or 2). The top two categories in terms of overall conformity with the prototype were the texts written in English by the New Zealand teachers (with **32%** assigned to categories 1 or 2) and the Taiwanese teachers (with **30%** assigned to categories 1 or 2). The texts written in Chinese by the Chinese specialists were second last (after the texts written in English by Taiwanese and New Zealand students and the texts written in Chinese by Taiwanese students) in terms of overall conformity with the prototype (**20%** assigned to categories 1 or 2). This appears to have been largely because the Chinese specialists writing in Chinese had a greater tendency to move into the argument mode in response to the classification text prompt than did writers in the other groups. Even so, this is a tendency that can also be observed, though to a lesser extent, in all of the groups.

What all of this suggests is that, in terms of overall rhetorical structuring and internal discourse structuring, there is little difference between the ways in which expert/ experienced Taiwanese writers organize *recounts*, *arguments* and *explanations* (written in Chinese or English) and the ways in which successful contributors to international academic journals published in English do so. It also suggests that, whether they are writing in Chinese or in English, expert/ experienced Taiwanese writers who are native speakers of Chinese organize *recount*, *argument* and *explanation* texts in ways that are closer to the ways in which successful contributors to international academic journals published in English do so than do New Zealand teachers who are native speakers of English when writing in English. Finally, it suggests that expert/ experienced Taiwanese writers, whether writing in Chinese or English, and New Zealand writers writing in English have a tendency to avoid writing purely *classification* texts, preferring to combine *classification and argument*, a tendency that is most in evidence in the case of Taiwanese writers, particularly when writing in Chinese.

The 20 texts written in English by the Taiwanese EFL teachers, the 20 texts written in Chinese by the Taiwanese Chinese specialists and 20 texts, selected at

random from those written by the New Zealand teachers of English, were also analyzed in terms of the extent to which they exhibited a cyclic or linear approach to textual development. In the case of a linear approach, a distinction was made between simple linear development and complex linear development in the form of chained, progressive or spiral multilayering. The analyses indicated a strong preference for linear development in all cases, with **59** of the 60 texts exhibiting linear development and **1** (a classification text written in Chinese by a Taiwanese Chinese specialist) exhibiting cyclic development. All explanation texts exhibited complex linear development of the progressive multilayering type. All of the other linear texts exhibited simple linear development except for two argument texts which exhibited complex linear development of the chained multilayering type (both written by Taiwanese writers, one in English; the other in Chinese). One of the things that this indicates is the importance of taking discourse mode into account when considering textual development type.

When the findings for three groups of students are compared, an interesting pattern emerges: the texts written in English by the New Zealand students and the texts written in Chinese by the Taiwanese students are, in all cases, closer to the prototypes than are the texts written in English by the Taiwanese students. The percentage of texts written by each group that were assigned to prototype categories 1 or 2 is outlined in *Table 7.1*

Table 7.1: *Three groups of students writing texts according to four different text prompts; Percentage assignment to prototype categories 1 or 2*

	Recount <i>percentage assignment to categories 1 or 2</i>	Argument <i>percentage assignment to categories 1 or 2</i>	Explanation <i>percentage assignment to categories 1 or 2</i>	Classification <i>percentage assignment to categories 1 or 2</i>
New Zealand students writing in English (their first language)	78%	62.5%	60.5%	44%
Taiwanese students writing in Chinese (their first language)	68%	56%	70%	46%
Taiwanese students writing in English	36%	20%	62%	30%

The figures in *Table 7.1* above indicate that, in most cases, the texts written by students are closest to the prototypes when they are written in the students' first

language. For all discourse modes, the percentage of texts allocated to prototype categories 1 or 2 in the case of New Zealand students writing in English and Taiwanese students writing in Chinese is relatively close (a difference of **2%** for classification texts, **6.5%** for argument texts, **10%** for recount texts and **10.5%** for explanation texts). Except in the case of explanation texts, the percentage gap between texts allocated to prototype categories 1 or 2 is greater in the case of texts written in Chinese and texts written in English by the Taiwanese students (a gap of **36%** in the case of argument texts, **32%** in the case of recount texts and **16%** in the case of classification texts). Bearing in mind the figures for texts written by expert/ experienced writers, it may be that Taiwanese EFL students have difficulty in organizing texts written in English not because they have a general tendency to construct texts in ways that are essentially different from the ways in which native speakers of English from Western backgrounds do but because their limited proficiency in English acts as an inhibiting factor.

The findings overall provide little support for those who believe that writers from Chinese backgrounds tend to structure texts in a way that is essentially different from the way in which writers from Western backgrounds structure texts. In particular, it provides no support for those who believe that Chinese writers are less likely than Western writers to adopt a logico-deductive approach to textual organization. It is, however, important to stress that logico-deductive organization is not a characteristic of all discourse modes. It is also important to stress that those who wrote texts specifically for this study were all Taiwanese citizens. It would be unwise to assume that these findings necessarily have any relevance so far as Chinese-background writers from other areas are concerned.

In the course of this research, I have observed some differences between the texts written by the different groups of writers included in this study, differences that, while not central in terms of the research questions, nevertheless seem worthy of comment. The Taiwanese writers, whether writing in English or Chinese, displayed a much more marked tendency to include authorial commentary in the form of advice in the concluding sections of their texts than did the New Zealand writers whose texts were included for comparative purposes. This is consistent with the findings of Harder (1983; 1984) and Hinds (1983a; 1987) in respect of

Japanese writers. Furthermore, both the Taiwanese EFL teachers and the Taiwanese students, when writing in English, frequently omitted subjects and included far fewer cohesive devices overall, including discourse relational signals, than did others when writing in English. It seems to me that this is more likely to be a reflection of problems relating to the referential system of English than of any fundamental difference in relation to the way in which the roles of writer and reader are perceived.

7.4 Limitations of the research

The research project reported here has a number of limitations, most of which relate to its scope and the nature of the research subjects. Although 240 texts were collected and analyzed, only 40 of these texts were written by expert/ experienced writers (20 by EFL teachers (in English); 20 by Chinese specialists (in Chinese)). For this reason, the findings must be regarded as indicative rather than conclusive. Although it would have been better to have included a greater number of expert/experienced writers in the study, it was simply not possible in the time available to identify more potential research subjects and to persuade them to participate in a study that inevitably involved giving up time from what were often heavy responsibilities in other areas.

Another limitation of the research relates to the fact that although every attempt was made to ensure that those Chinese specialists who participated in the study had as little background in English as possible (limited in most cases to a few hours a week at secondary school), it was not considered ethically acceptable to ask them to undertake a proficiency test in English. In the absence of proficiency test scores, reliance must be placed on their own assurances that their proficiency in English was, in all cases, of a very low level.

This raises an issue that is also of relevance so far as the limitations of this study are concerned. No attempt has been made to determine exactly why the findings suggest that there is little difference between the ways in which Taiwanese Chinese experts construct texts in Chinese and Taiwanese EFL teachers construct texts in English, particularly in *recount*, *argument*, and *explanation* discourse modes, and the ways in which contributors to a range of international academic

journals do so. Nor has any attempt been made to determine why Taiwanese expert/ experienced writers writing in English or Chinese and New Zealand experienced writers writing in English all seem to exhibit a marked preference for linear text structuring in the case of all four of the discourse modes considered. It is, of course, possible to speculate on this. It may be, for example, that all of these things are attributable to the profound impact of globalization in recent decades and, in particular, to the influence of the United States of America (USA). After all, many teachers of English in Taiwan are from the USA and many English language textbooks used in Taiwan also originate in the USA or are influenced by teachers and academics from there. It could be argued that this influence is unlikely to have had much impact on the ways in which Chinese specialists organize texts in Chinese. However, the influence of one group on another may be almost as profound where it is indirect rather than direct. Even so, this must remain little more than speculation until such time as texts written in Chinese from an earlier stage in Taiwan's history and texts written in Chinese by Chinese speakers from other geographical areas are analyzed in the same way as were the texts included in the study reported here.

7.5 Research contributions

In spite of its limitations, the research reported in this thesis does, I believe, make a genuine contribution in a number of areas.

First, it contributes to genre-based research in a general sense by providing a detailed account of the overall rhetorical structuring and internal discourse structuring of 240 contemporary texts (120 in English and 120 in Chinese) that were written in response to four different text prompts, each one intended to encourage writers to engage a different discourse mode, the four modes being *recount*, *argument*, *explanation* and *classification*.

Secondly, it contributes to the field of contrastive rhetoric in two ways:

- by comparing the findings of the analyses of the texts written specifically for this study with Bruce's (2003) findings as they relate to a further 291 texts written in English in response to the same or similar text prompts by

members of three different groups, two of which involved New Zealanders for whom English was a first language; and

- by providing a detailed analysis of 60 texts written in four different discourse modes (20 written in Chinese by Taiwanese Chinese specialists, 20 written in English by Taiwanese EFL teachers and 20 written in English by New Zealand teachers of English for whom English is a first language) in terms of the extent to which they exhibit cyclic or linear (simple or complex) discourse development.

Overall, it contributes to debates about the extent to which texts written by people of Asian backgrounds typically differ, or otherwise, from texts written by people of Western backgrounds and it does so in a way that highlights the importance of avoiding stereotyping, both the type of stereotyping that treats people from a range of different backgrounds (e.g. Asian backgrounds or European backgrounds) as if they belonged to a single homogeneous group and the type of stereotyping that treats texts that exhibit different discourse modes as if they were a single homogeneous group. In doing so, it also contributes to our understanding of the areas that might usefully be prioritized in designing genre-centered writing courses designed for Taiwanese students of English as an additional language.

7.6 Recommendations for future research

There is considerable debate about whether, and if so, to what extent people from different linguistic and cultural backgrounds, both experienced and novice writers, make use of different strategies in structuring texts in different languages, both first and additional languages. In addressing aspects of this debate, it would be useful if further research were conducted that involved analyzing, in terms of overall rhetorical structuring, internal discourse structuring and discourse development, texts written in different discourse modes by different groups of people (e.g. Chinese people living in central mainland China and/ or Singapore) at different times (e.g. contemporary texts and texts written at various points in the past).

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***Appendix 1: Sample texts exhibiting the Problem-Solution,
Matching and General-Particular patterns***

An example of a Problem-Solution text (from Crombie 1985a, p. 59):

Situation	Pauling and Corey have proposed a model for the structure of D.N.A. Their model consists of three inter-twined chains, with the phosphates near the fibre axis and the bases on the outside.
Problem	The problem is that their model fails to identify the forces which could hold the structure together.
Solution	We have attempted to solve this problem by proposing a radically different structure which has two helical chains each coiled around the same axis and in which the two chains are held together by the purine and pyrimidine bases.
Evaluation	Our model has two advantages. It accounts for the structural cohesion and it suggests a possible copying mechanism for the genetic material.

An example of a General-Particular (Topic-Restriction-Illustration) text (from Crombie 1985a, p. 62):

General	Topic	Rare and unusual aspects of Hertfordshire's history are the subject of a book to be released at Christmas.
Particular	Restriction	<i>Hertfordshire Yesterdays</i> (Kylin Press, £7.50) is the work of Frank Ballin and Malcolm Tomkins.
	Illustration	Among the tales retold are the landing of Vincenzo Lunardi, the first man to fly a balloon in England; the lighting of beacons with the news of the Armada; the building of Digswell Viaduct; and the happenings along the 'Highwayman's highway'.

An example of a Matching (Contrast) text:

Segment	All of the cyclists who took part in the cycle race at Hyland Park at the week-end finished without incident, the winner being Clive Patterson as everyone expected.
Matching segment (Contrast)	The stock car race was a different matter altogether. Eight of the twenty cars in the race were involved in accidents and the winner, Tom Finlay, was not someone that anybody rated at the beginning of the race.

Appendix 2: A comparison of the relational taxonomies of Crombie (1985a & b, 1987) and Longacre (1996) (as presented by Whaanga, 2006, p. 181)

Crombie (1985a&b, 1987)			Longacre (1996)	
Perceptual Process	Relation	Variety	Relation	Variety
<i>Associative</i>	Matching Contrast	<i>Simple Contrast</i>	Contrast	
		<i>Statement-Denial</i>		
		<i>Denial-Correction</i>		<i>Denial-Correction</i>
		<i>Exception</i>		
		<i>General-Particular</i>		
	Matching Compatibility	<i>Simple Comparison</i>	Comparison	<i>Generic-Specific</i>
		<i>Statement-Affirmation</i>		
		<i>Paraphrase</i>	Paraphrase	
		<i>Exemplification</i>		<i>Exemplification</i>
	Alternation	<i>Supplementary Alternation</i>	Alternation	<i>Non-contrastive Alternation</i>
		<i>Contrastive Alternation</i>		<i>Contrastive Alternation</i>
<i>Logico-deductive</i>	Causality	<i>Reason-Result</i> (including <i>Grounds-Conclusion</i>)	Implication: Causation	<i>Efficient Cause</i>
		<i>Means-Result</i>		<i>Final Cause</i>
		<i>Means-Purpose</i>	Implication: Conditionality	
	Conditionality	<i>Realisable Condition</i>		
		<i>Unrealisable Condition</i>		
	Concession-Contra-expectation		Frustration	
<i>Tempero-contigual</i>	Temporal	<i>Chronological Sequence</i>	Temporal	<i>Succession</i>
		<i>Temporal Overlap</i>		<i>Overlap</i>
	Conjoining	<i>Coupling</i>	Conjoining	<i>Coupling</i>
		<i>Rhetorical Coupling</i>		

***Appendix 3: Examples of the signalling/ signposting of discourse
relations and textual segments***

Text

In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes.

Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation.

Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books. A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.

Discourse relations and discourse relational signalling

Contrastive relations

Denial-Correction:

Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan.

Signalling: **Instead of** allowing . . . , . . . should provide . . .

Statement-Exemplification:

I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books.

Signalling: **An example** . . . would be

Statement-Amplification:

. . . it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job.

Signalling: **Generic** = *bizarre phenomenon*; **Specific** = many Taiwanese with at least a bachelor's degree cannot find a job

. . . it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary . . .

Signalling: **Generic** = negative side effect/s; **Specific** = many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in

. . . finding a decent job where they can put in their acquired knowledge into use . . .

Signalling: **Generic** = a decent job; **Specific** = where they can put in their acquired knowledge into use

. . . the cruel reality is university graduates significantly outnumber the jobs available in the society.

Signalling: *Generic* = the cruel reality; *Specific* = university graduates significantly outnumber the jobs available in the society.

An example of the alternatives may be vocational training for those who are less interested in studying books.

Signalling: *Generic* = those; *Specific* = who are less interested in studying books.

Concession-Contraexpectation:

In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon which is many Taiwanese with at least a bachelor's degree cannot find a job.

Signalling: **Apart from . . . benefits, . . . it has also** contributed to (+ specification of a disadvantage).

This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects.

Signalling: **This measure has successfully . . . However, it has also** brought about about some negative side effects.

Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society.

Signalling: positive expectation (hopes of finding a decent job) . . . **however** (the cruel reality . . . university graduates significantly outnumber the jobs available in the society).

Logico-deductive relations

Grounds-Conclusion:

. . . it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes.

Signalling: **Therefore I think . . .**

Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan.

Signalling: **Instead of . . . I think . . .**

A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.

Signalling: **so it's about high time for . . .**

Reason-Result:

Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan.

Signalling: Unsignalled – inferential.

. . . the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation.

Signalling: **As a result . . .**

Means-Purpose:

In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower

Signalling: In order to . . .

The government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education.

Signalling: to offer . . .

Means-Result:

. . .the government has strived to upgrade its manpower by establishing more universities around Taiwan

Signalling: by establishing . . .

In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries.

Signalling: This measure has successfully transformed . . .

Condition-Consequence:

to offer the most, if not all, young and future generations of Taiwanese people opportunities . . .

Signalling: if not all, most

Additive relations

The Bonding relation:

Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon,

Signalling: also

young and future generations of Taiwanese people

Signalling: and

This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries.

Signalling: and . . . and

This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects.

Signalling: also

One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job.

Signalling: and . . . and

Text: The Development of Japanese Economy

Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan's economy.

At the end of World War 2, Japan suffered from starvation rations because its merchant fleet was destroyed and it was cut off from its food suppliers--China, Korea and Formosa.

During the Post War Period, Japan's economy started to take off based on a social contract between the Government, banks, corporate sector, and the people. Japanese Government directed banks to invest in strategic sectors; corporate sector promised lifelong employment and people maintained high rates of savings.

In 1990, Japan's GDP was ranked the second highest in the world, which was twice that of Germany and 70% that of the USA. Furthermore, Japan's GDP per capita was even ranked the third highest in the world.

However, from 1990 to 2000, Japan's economic performance was stagnant. Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession, which was equal to 24% of current GDP. The government gross debt--130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan's economy was incapable of growth due to currently misallocation of capital, labor, and technology.

Although **Japan's economy has been recovering**, its development at different stages demonstrates the instability, which still exists in current economy.

General-Particular (Preview-Detail) structure

Preview – Paragraph 1:

Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan' economy.

Details – Paragraphs 2-6:

Paragraph 2: At the end of World War 2, Japan suffered from . . . (provides specifics relating to the general reference to 'World War 2' in the first paragraph)

Paragraph 3: During the Post War Period, Japan's economy started to take off . . . (provides specifics relating to 'since World War 2' in the first paragraph)

Paragraph 4: In 1990, Japan's GDP was ranked the second highest in the world . . . (provides specifics relating to the general reference to 'since World War 2' in the first paragraph)

Paragraph 5: However, from 1990 to 2000, Japan's economic performance was stagnant. Since 1990 the government . . . (provides specifics relating to the general reference to 'nowadays' in the first paragraph).

Problem-Solution (PSn) structure

Overview (General situation & current Problem): Paragraph 1

Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan' economy.

Signalling of general Situation: Use of present perfect continuous ('has been recovering') and 'still + -ing' to signal ongoing situation

Signalling of Problem: ‘still having problems’ **plus** modification (‘may be temporary’ of positive evaluation; negative specification (‘not enough’); contextually-based interpretation of ‘aging population with low birth rate’.

Situation & Problem 1 (specific) – Paragraph 2

At the end of World War 2, Japan suffered from starvation rations because its merchant fleet was destroyed and it was cut off from its food suppliers - China, Korea and Formosa.

Signalling of more specific Situation: specific time reference (‘at the end of World War 2’).

Signalling of Problem: Negative terms (‘suffered; ‘starvation’; ‘destroyed’; ‘cut off from’).

Solution/ Response to Problem 1 – Paragraph 3

During the Post War Period, Japan’s economy started to take off based on a social contract between the Government, banks, corporate sector, and the people. Japanese Government directed banks to invest in strategic sectors; corporate sector promised lifelong employment and people maintained high rates of savings.

Signalling of Solution/Response: Unsignalled – based on inferencing: It is widely known that Japan’s post-war strategic investment was directed, in part, at food production and that, as a result, Japan became almost self-sufficient in its staple foods for a time (but is no longer). It is also widely known that one impact of Japan’s economic improvement was to provide Japanese people with a good standard of living (in contrast with the starvation rations of the immediate post-war period).

Evaluation of Solution/Response to Problem 1 – Paragraph 4

In 1990, Japan’s GDP was ranked the second highest in the world, which was twice that of Germany and 70% that of the USA. Furthermore, Japan’s GDP per capita was even ranked the third highest in the world.

Signalling of Evaluation: Positive economic evaluation expressed in: ‘GDP . . . ranked the second highest in the world’; ‘Japan’s GDP per capita . . . ranked the third highest in the world’.

Problem 2 – Paragraph 5

However, from 1990 to 2000, Japan’s economic performance was stagnant. Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession, which was equal to 24% of current GDP. The government gross debt--130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan’s economy was incapable of growth due to currently misallocation of capital, labor, and technology.

Signalling of Problem 2: Contrast with previous positive evaluation as signalled by ‘however’; negative evaluation (regarding economy) as expressed in ‘stagnant’, ‘gross debt’, ‘worst’ and ‘incapable of growth’.

Note that another possible (more detailed) reading of the structure of paragraph 5 is:

Situation and Problem: However, from 1990 to 2000, Japan’s economic performance was stagnant.

Solution/ Response: Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession which was equal to 24% of current GDP.

Evaluation of Solution/ Response (negative) and New Situation: The government gross debt -130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan’s economy was incapable of growth due to currently misallocation of capital, labor, and technology.

***Appendix 4: Examples of semantic relations from Crombie, 1985b
(as presented in Whaanga, 2006, pp. 170-178)***

Associative Relations	Description	Examples
Simple Contrast	• Involves the comparison of two things, events or abstractions in terms of some particular in respect in which they are different (Crombie, 1985b, p. 19). • One common realization of this relation involves the word <i>except/exception</i>. This type of realization is referred to as <i>Exception</i> (p. 19).	(i) Paris was a Trojan; Helen, a Greek (p. 19). (ii) The one was meek; the other, savage (p. 19). (iii) Everyone, except Achilles, fought (p. 19).
Simple Comparison/Comparative Similarity	• Involves the comparison of two things, events or abstractions in terms of some particular in respect of which they are similar (p. 19).	(i) The princes were afraid and so were their followers (p. 19). (ii) The princes fought and their followers did too (p. 19).
Statement-Affirmation	• The truth of a statement is affirmed. Where only one speaker is <i>directly</i> involved, a reported content clause is involved (p. 21).	(i) A: Achilles should resume the fight. (i) B: Absolutely/I agree/Quite so/Yes he should (p. 21). (ii) He said the Achilles should resume the fight and I agree (p. 21).
Statement-Denial	• The truth of a statement, or the validity of a proposition (or propositions), is denied. The denial may be direct, or indirect. Indirect denial involves antonymic substitution of some word or expression (p. 21).	(i) A: Achilles was right. (i) B: (No), he wasn't/ I deny that/ That's false/ On the contrary (p 21). (ii) A: The Greeks won. (ii) B: They lost (p. 21).
Denial-Correction	• In this relation, one member is a denial involving a negated word or expression; the other, which contains a corrective, non-antonymic substitute for the negated word or expression, is, in relation to it, a contrary assertion (p. 21).	He wasn't a soldier; he was a priest (p. 21).

Associative Relations (contd.)	Description	Examples
Concession-Contraexpectation	- In this relation, the truth of an inference is directly or indirectly denied (p. 22). - Because <i>Concession-Contraexpectation</i> involves the unexpected, it provokes the question 'why'. This accounts for the fact that it is often combined, either directly or indirectly, with a General causative (providing a <i>reason</i>) (p. 22).	(i) Although the seeds were sown and nurtured, the plants failed to appear (p. 22). (ii) They intended to attack but they defended (p. 22).
Supplementary Alternation	Involves two or more non-antithetical choices (p. 23).	(i) Nobody insulted him or fought with him (p. 23). (ii) Kill him or maim him or bring him to justice (p. 23).
Contrastive Alternation	Involves the choice between two antitheses. Where two things, events or abstractions are involved, they are treated as being in opposition (p. 23).	(i) Either Achilles fought, or he didn't (p. 23). (ii) Patroclus has deserted, or else he has been killed (p. 23).
Paraphrase	- The same propositional content is expressed in different ways in both members of the relation. It may involve a negated antonym (p. 25). - Paraphrase, except in its negated antonym form, does not often occur. Normally, except in the case of explanation or direct translation, what appears to be a restatement will not, when stress and intonation are taken into account, be found to be one (p. 25). - Although Paraphrase involving negated antonym in its realisation looks structurally similar to Denial-Correction, the difference is that the corrective substitute in the case of Denial-Correction is not an antonym of the negated word or expression which replaces it (p.25).	(i) Achilles began combat: he started to fight (p. 25). (ii) He's not good: he's bad (p. 25).

Associative Relations (contd.)	Description	Examples
Amplification (including Term Specification, Predicate Specification and Term Exemplification)	• One member of the relation amplifies the information in the other by providing a specific term as a substitute for a general one. The general term may be implicit (p. 26). • One member of the relation amplifies the information in the other by specifying the content of its semantic predicate. Direct or indirect reporting may be involved (p. 26). • Here, a general term (or a word or phrase which is inclusive) is illustrated with reference to a particular (p. 26).	<i>Examples of Term Specification:</i> (i) Paris seized someone. It was Helen (p. 26). (ii) He was invited: Agamemnon invited him (i.e., <i>someone</i> invited him: it was Agamemnon) (p. 26). (iii) This is the warrior that he killed (i.e., he killed <i>someone</i>: it was a warrior) (p. 26). <i>Examples of Predicate Specification:</i> (i) Priam knew that Hector was dead (Priam knew something: Hector was dead) (p. 26). (ii) He regretted what had happened (p. 26). (iii) He said, 'The truce is uneasy' (p. 26). (iv) He said that the truce was uneasy (p. 26). <i>Example of Term Exemplification:</i> All long battles, the Trojan war, for example, have several reversals of fortune (p. 26).

Logico-deductive Relations	Description	Examples
Condition-Consequence	- In this relation, the consequence is dependent on an unrealisable condition or on a hypothetical contingency. The Causative member is hypothetical here (p. 20). - The relation of <i>Condition-Consequence</i> often co-occurs with <i>Means-Purpose</i> or <i>General Causative</i> (p. 20).	(i) If Agamemnon confiscates Brises, (then) Achilles will withdraw (p. 20). (ii) Had Achilles fought, the Greeks would have won (p. 20). (iii) The leaders have to be given encouragement, before they'll fight/or they won't fight (p. 20).
Means-Purpose	- In this relation, the purpose member outlines the action that is/was/will be undertaken with the <i>intention</i> of achieving a particular result (p. 20). - The Causative member in this relation has an <i>intended</i> effect (which need not be the actual one) (p. 19).	Agamemnon surrendered the girl in order to propitiate Apollo (p. 20).
Reason-Result	The reason member (which very often follows the result member in English) gives a reason <i>why</i> a particular event came about (p. 20).	Agamemnon was pleased because the princes fought (p. 20).
Means-Result	Here, the means member states <i>how</i> a particular effect came or will come about (p. 20).	Agamemnon antagonized the priest by refusing the ransom (p. 20).
Grounds-Conclusion	Here, a deduction is drawn on the basis of some observation (p. 20).	The man is leading the Greek forces so/therefore/ I conclude that he must be Achilles (p. 20).

Temporo-contigual Relations	Description	Examples
Chronological sequence	• Provides the semantic link between event propositions, one of which follows the other in time (p. 18). • These events, which need not be in the past, may be long or short in duration (p. 18). • The relation need not be realised by propositions expressed in separate clauses. Two nouns or nominal groups representing embedded event propositions may be linked to a verb such as <i>precede</i> or <i>follow</i> (p. 18).	(i) Paris seized Helen and left Greece (p. 18). (ii) He will seize Helen and leave Greece (p. 18). (iii) He will seize Helen. Afterwards, he will leave Greece (p. 18). (iv) After he has seized Helen, he will leave Greece (p. 18). (v) The thunderstorm followed the explosion (p. 18).
Temporal Overlap	• Links two events which overlap, either wholly or partly, in time (p. 18).	(i) As he fled, Paris looked over his shoulder (p. 18). (ii) While fleeing, Paris looked over his shoulder (p. 18).

Tempero-contigual Relations (contd.)	Description	Examples
Bonding (including Coupling, Contrastive Coupling, Statement-Exemplification and Statement-Exception)	• <i>Coupling</i>: the second member adds at least one new proposition to the first and the members are not connected in an elective, a comparative or a sequential way (p. 23). However, certain realisations involve the assertion or implication that the information in the first member of the relation is inadequate or insufficient on its own (i.e., without the information in the second member) (p. 25). • <i>Contrastive Coupling</i>: two propositions (or groups of propositions) have the same first terms, one member has a positive prediction, and the other has a negative prediction (see example (i)), or a prediction and a negative paraphrase are involved (e.g., 'failed' in example (ii)) (p. 24). • <i>Statement-Exemplification</i>: the first member provides a general statement and the second adds a proposition (or more than one proposition), which is presented as an exemplification of the general statement in the first member (p. 24). • <i>Statement-Exception</i>: the first member provides a general statement and the second adds a proposition (or more than one proposition), which is presented as an exception to the statement in the first member (p. 24).	<i>Examples of Coupling:</i> (i) Achilles wore a robe and carried a shield (p. 23). (ii) Achilles was furious and (he was) savage (p. 23). (iii) Achilles, who was a savage fighter, joined the fray (p. 23). (iv) You need some high tensile steel, but you need a Bunsen burner too (p. 25). <i>Examples of Contrastive Coupling:</i> (i) He talked about the battle; (but) he didn't talk about the aftermath (p. 24). (ii) He tried to remember the details but he failed (p. 24). <i>Examples of Statement-Exemplification:</i> (i) Battle always leads to unnecessary savagery. Witness Achilles' treatment of the body of Hector (p. 24). (ii) War leads to a lowering of standards of personal conduct. For example, Achilles became increasingly immoral during the course of the Trojan war (p. 24). <i>Example of Statement-Exception:</i> Generally the effects of our actions have few repercussions beyond our immediate environment. An exception to this was the way in which one misdemeanour by Paris resulted in the Trojan war (p. 24).

Setting-conduct Relations	Description	Examples
Event/State- Location	• Here, an adverbial gives the location of an event (p. 27).	Patroclus was killed under the walls of Troy (p. 27).
Event-Direction	• Here, an adverbial outlines the direction of an event (p. 27).	Achilles hurled the Trojans into their town (p. 27).
Event-Manner	• Here, an adverbial outlines the manner in which an event is/was/will be conducted (p. 28).	(i) Achilles maltreated the body of Hector savagely (p. 28). (ii) Resentfully, Priam viewed the destruction (p. 28).

Appendix 5: Four Writing Tasks (Bruce, 2003 pp. 403-406)

WRITING TASK 1

The following table shows data about road deaths in New Zealand for one year.

Road Deaths in NZ - 12 months to April 1997

Type of Road User

Age group	Driver	Passenger	Motorcyclist	Pedestrian	Cyclist	Unknown
0-4 years		15		5		
5-9 years		7	1	7	3	
10-14 years		11		4	4	
15-19 years	31	44	13	5	3	1
20-24 years	41	17	12	4		
25-39 years	83	39	18	12	2	
40-49 years	52	18	5	6	2	
60+ years	45	27	2	13	3	
Unknown	1			1		
Total	253	178	51	57	17	1

- Write a brief report in paragraphs on the basis of the data in the table.
(200 words)
- Spend as much time as you wish on the task up to a maximum of 30 minutes
- Assume that the table accompanies your report and you are able to refer to it directly

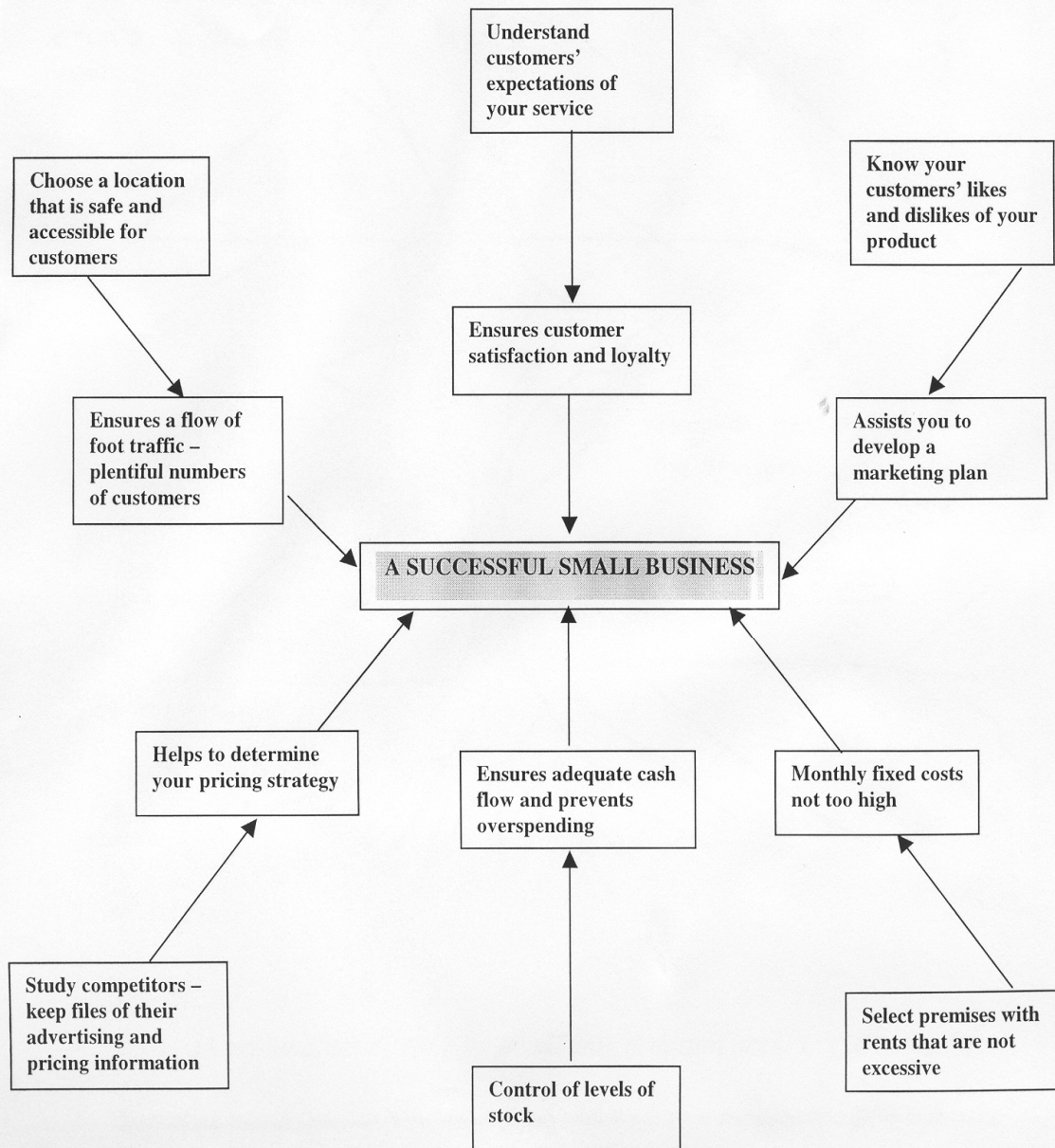
directly

WRITING TASK 2

The following diagram shows advice to people who are starting a small business.

- *Express the advice below in an explanation organised in paragraphs (approximately 250 words).*
- *Spend as much time as you wish on the task up to a maximum of 30 minutes*
- *Assume the diagram accompanies your explanation and you are able to refer to it.*

KEY FACTORS IN RUNNING A SUCCESSFUL SMALL BUSINESS



WRITING TASK 3

The New Zealand Government should restrict the number of admissions of New Zealanders to university degree programmes as there are insufficient employment opportunities for university graduates in New Zealand today.

Compare and contrast arguments for and against this proposition.

(Write approximately 250 words.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

WRITING TASK 4

Here is some information about the development of the Japanese economy since World War 2. The information is not organised in any particular way.

What is the likely future of the Japanese economy?

long slow restructuring

- loss of national confidence / identity (which is built on the economic success of the modern state).

What was the state of the Japanese economy in 1945, at the end of World War 2?

Starvation rations

- Japan's merchant fleet destroyed
- Japan was cut off from its food suppliers (China, Korea, Formosa)

What was the situation of the Japanese economy in 1990?

GDP¹ - second highest in the world

- twice that of Germany
- 70% that of the USA
- GDP per capita - third highest in the world

What is the state of the Japanese economy in the year 2000?

decade of stagnant performance

- since 1990 the government spent ¥20 billion in ten spending packages to stimulate the economy in the present recession.
- the government gross debt 130% of GDP in 1999 (worst in the OECD²)
- incapable of growth, currently massive misallocation of capital, labour, and technology.

How did the Japanese economy develop during the Post War Period?

Development based on a social contract between

the Government, banks, corporate sector, the people.

- Government directed banks to invest in strategic sectors
- Corporate sector promised lifelong employment
- People maintained high rates of savings

- *Write a paragraphed recount about the development of the Japanese economy (up to 200 words).*
- *Spend as much time as you wish on the topic up to a maximum of 30 minutes.*

¹ GDP = gross domestic product (the total value of the goods or services produced in a country)

² OECD = The Organisation for Economic Cooperation and Development. An organisation of the world's 24 developed countries.

*Appendix 6: Instructions used in administering the writing tasks
(with consent forms)*

Issue the scripts, and then read the following instructions

- **You will have 30 minutes to write an essay response to the task you have in front of you.**
- **Please write your response to the task on the lined paper attached.**
- **If you complete the writing task early, please indicate by raising your hand and both papers will be collected.**
- **Your essay will remain anonymous, but if you wish to claim you essay back in the future, please detach and keep the fold out number tab on the lined answer paper which you will need to show the researcher to claim back your script. He will retain a photocopy for his analysis.**
- **Please start now, you have 30 minutes.**

After allowing 30 minutes to perform the writing task, please say:

- ***Please stop writing and hand in your papers.***

*Appendix 7: Writing Tasks in English for participants in Wu's
research*

WRITING TASK 1

Write a brief report (approximately 200 words) in paragraphs on the basis of the data in the table below.

- Spend as much time as you wish on the task (up to a maximum of 30 minutes).
- Assume that the table accompanies your report and that you are able to refer readers to it.

The following table shows data about road deaths in New Zealand for one year.

Road Deaths in NZ – 12 months to April 1997

Type of Road User

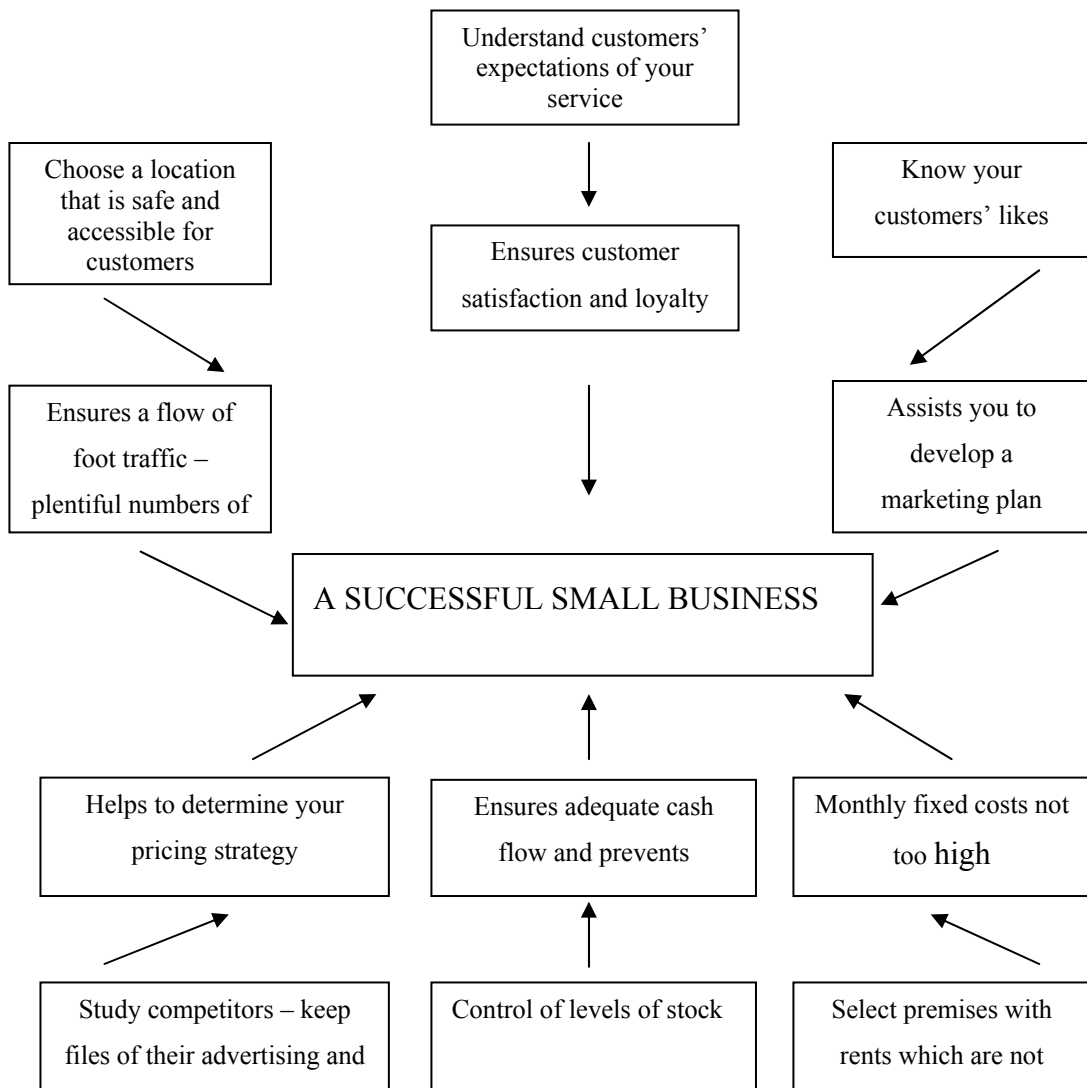
Age group	Driver	Passenger	Motorcyclist	Pedestrian	Cyclist	Unknown
0-4 years		15				
5-9 years		7	1	7	3	
10-14 years		11		4	4	
15-19 years	31	44	13	5	3	1
20-24 years	41	17	12	4		
25-39 years	83	39	18	12	2	
40-59 years	52	18	5	6	2	
60+ years	45	27	2	13	3	
Unknown	1			1		
Total	253	178	51	57	17	1

WRITING TASK 2

The following diagram shows advice to people who are starting a small business.

- *Express the advice below in an explanation organised in paragraphs (approximately 250 words).*
- *Spend as much time as you wish on the task up to a maximum of 30 minutes.*
- *Assume the diagram accompanies your explanation and you are able to refer to it.*

KEY FACTORS IN RUNNING A SUCCESSFUL SMALL BUSINESS



Compare and contrast arguments for and against this statement (writing should be up to 250 words in length). Spend as long as you like in writing up to a maximum of 30 minutes.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

WRITING TASK 4

Here is some information about the development of the Japanese economy since World War 2. The information is not organised in any particular way.

Using the information in these notes, write a recount (in paragraphs) about the development of the Japanese economy (up to 250 words in length).

Spend as much time as you like in the writing (up to a maximum of 30 minutes).

What is the state of the Japanese economy now?

slowly recovering but still having problems

- some improvement, but that may be temporary
- not enough strong new companies
- ageing population with low birth rate

What was the state of the Japanese economy in 1945, at the end of World War 2?

Starvation rations

- Japan's merchant fleet destroyed
- Japan was cut off from its food suppliers (China, Korea, Formosa)

What was the situation of the Japanese economy in 1990?

GDP¹ - second highest in the world

- twice that of Germany
- 70% that of the USA
- GDP per capita - third highest in the world

What is the state of the Japanese economy in the year 2000?

decade of stagnant performance

- since 1990 the government spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession (24% of current GDP)
- the government gross debt 130% of GDP in 1999 (worst in the OECD²)
- incapable of growth, currently massive misallocation of capital, labour, and technology.

How did the Japanese economy develop during the Post War Period?

Statist development based on a social contract between the Government, banks, corporate sector, the people.

- Government directed banks to invest in strategic sectors
- Corporate sector promised lifelong employment
- People maintained high rates of savings

¹ GDP = gross domestic product (the total value of the goods or services produced in a country)

² OECD = The Organisation for Economic Cooperation and Development. An organisation of the world's 24 developed countries.

*Appendix 8: Writing Tasks in Chinese for participants in Wu's
research*

寫作作業(一)

根據下列表格中的資訊，撰寫一則約兩百字的簡短報導，請分段落說明。

* 最多可使用三十分鐘寫作。

* 撰寫時，請假設有表格伴隨著你的報導，你以此引導讀者閱讀。

以下表格說明紐西蘭全年道路死亡記錄：

全年十二個月紐西蘭道路死亡記錄：到一九九七年春季為止

各類道路使用者：

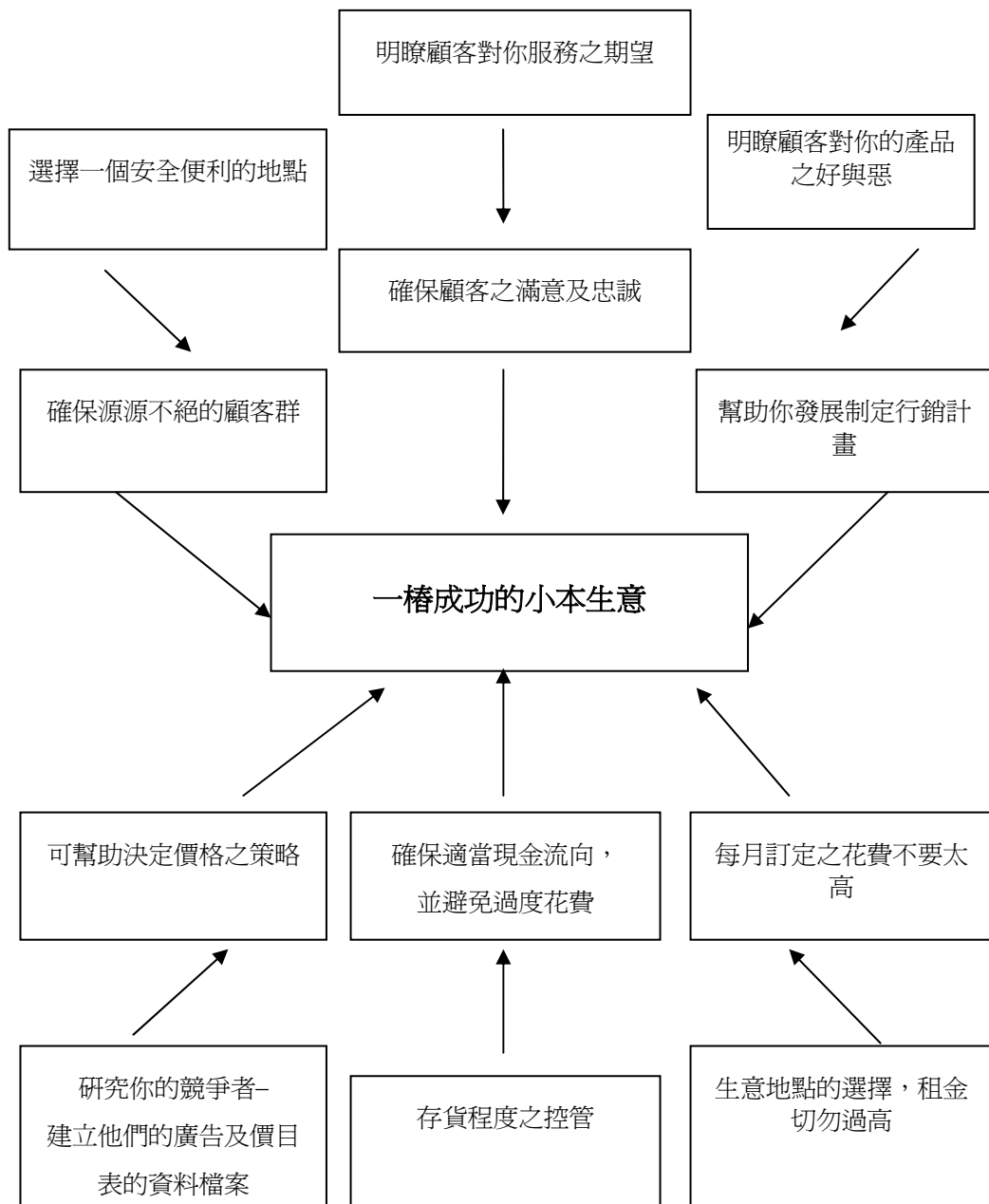
年齡層次	汽車駕駛人	乘客	摩托車騎士	行人	腳踏車騎士	身份不明者
0－4 歲		15				
5－9 歲		7	1	7	3	
10-14 歲		11		4	4	
15-19 歲	31	44	13	5	3	1
20-24 歲	41	17	12	4		
25-39 歲	83	39	18	12	2	
40-59 歲	52	18	5	6	2	
60 歲以上	45	27	2	13	3	
年齡不明	1			1		
總死亡人數	253	178	51	57	17	1

寫作作業(二)

下列圖表是對將要從事經營小本生意者所提出之建議與忠告。

- 請以段落解說下列圖表 (大約 250 字)。
- 最多可使用三十分鐘寫作。
- 撰寫時，請假設此表格伴隨著你的文章，你以此引導讀者閱讀。

經營小本生意成功之要素：



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

寫作作業(四)

以下是有關日本自二次世界大戰以來經濟發展之報導，而這些報導未經特別整理。請利用此報導中之要點，分段落撰寫一篇文章，詳述日本之經濟發展。

- 文章長度需達 250 字。
- 最多可使用三十分鐘寫作。

§ 日本經濟發展之現況為何？

雖緩慢復原中但仍有些問題

- 經濟有些改善，但可能只是暫時的；
- 沒有強而有力的新興公司；
- 老化人口，低出生率；
- 落在年輕人肩膀上的賦稅重擔是全世界最高的。

§ 1945 年二次世界大戰末期，日本經濟發展之景況為何？

因飢荒而需食物配給

- 日本之商務船隊被毀；
- 日本來自中國、韓國、台灣之食物補給被截斷。

§ 日本在 1990 年經濟發展之景況為何？

國內生產總值(GDP)¹- 全世界第二高

- 是德國的兩倍；
- 是美國的百分之七十；
- GDP (per capita)之資金- 全世界第三高。

§ 日本在 2000 年經濟發展之景況為何？

十年不景氣的表現

- 自 1990 年起，日本政府在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟 (佔國內生產總值的 24%)；
- 政府整體負債佔國內生產總值之 130% (在“經濟合作與發展組織”²中是最差的)；
- 無法成長, 大量錯置的資金、勞力、工業技術。

§ 日本在戰後經濟發展之景況為何？

依據與政府、銀行、法人組織部門之間的社會契約，國家採集中管理

- 政府指示銀行投資策略性的部門；
- 法人組織部門承諾終身雇用；
- 人民維持高存款率。

¹ 國內生產總值(GDP) = gross domestic product (the total value of a the goods or services produced in a country)

² “經濟合作與發展組織機構”(OECD) = *The Organisation for Economic Cooperation and Development*. An organisation of the world's 24 developed countries.

***Appendix 9: Consent Forms and Administration Forms in English
and Chinese***



February 28, 2007

Request for Participation in Writing Research Project

Time: Lasting approximately 30 minutes

I am conducting a doctoral research project in relation to academic writing to four different tasks and collecting anonymous samples of writing that I will analyze later.

If you are willing to participate in this project, you will be asked to write a 200~250 word essay response relating to one of the tasks in 30 minutes.

Your names will not be required on the essay, and your essay scripts will be numbered and transcribed. Therefore, you will not be identified in reporting of the information from the research and your confidentiality will be guaranteed.

If you agree to write a writing task, please sign the consent form that is attached. The time and place for the task will be arranged and informed.

Hsiao-li Ellen Huang Wu

PhD. Candidate

The School of Maori and Pacific Development

The University of Waikato



Writing Research Project

Participant Consent Form

I _____ agree to participate in the writing research project being conducted by Hsiao-li Ellen Huang Wu, PhD candidate at the University of Waikato, New Zealand.

I understand that this will involve writing a short essay task. I also understand that I will not be identified (or identifiable) in the writing up of the research.

Signed: _____

Date: _____



敬邀參與寫作研究計畫

寫作時限: 三十分鐘

本人因為從事博士論文研究，需針對四種不同文體之文章進行收集，並加以比較分析研究。

如果您同意參與此項寫作計畫，您將被請求在三十分鐘內撰寫一篇長度約兩百至兩百五十個字的文章。

您不須在文章上書寫您的大名，而且您的文章將會被編號並重新打字謄寫，因此您的個人資料將不會被辨認並且保證不會在此研究論文中被提及。

如果您願意參與撰寫一篇文章，請簽署下列之同意書。我將會通知您撰寫的時間及地點。

漢彌敦，紐西蘭
毛利及太平洋發展學院
懷卡多大學

博士班研究生

吳小麗敬上

2007 年, 二月二十八日



寫作研究計畫

Writing Research Project

參與者同意書

Participant Consent Form

本人 _____ 同意參與由紐西蘭懷卡多大學 (The University of Waikato) 博士班研究生吳小麗所主持執行之寫作研究計畫。

我明瞭我將需要寫一篇短文。同時我也明瞭我個人資料將不會在此研究報告中被提及。

簽名: _____

日期: _____



**The School of Maori and Pacific Development
The University of Waikato
Hamilton, New Zealand**

February 28, 2007

**The Department of Foreign Language Instructions
Wenzao Ursuline College of Languages**

Request for Participation in Writing Research Project:

I am conducting a doctoral research project in relation to academic writing to four different tasks and collecting anonymous samples of writing that I will then analyze.

If the students are agreed to participate in the project, they will be asked to write a 200~250 word essay response relating to one of the tasks in 30 minutes.

Their names will not be required on the essay, and their essay scripts will be transcribed and numbered. Therefore, they will not be identified in the reporting of the information from the research and their confidentiality will be guaranteed.

If I am permitted to collect the essay scripts from some of the English classes, I will contact the English teachers whose classes will be involved and get their permission to get the writing tasks done by their students in their classes.

**Hsiao-li Ellen Huang Wu
PhD. Candidate
The School of Maori and Pacific Development
The University of Waikato**



The School of Maori and Pacific Development

The University of Waikato

Hamilton, New Zealand

February 28, 2007

Teachers of the 36-credit English Courses

Wenzao Ursuline College of Languages

Request for Participation in Writing Research Project:

Time: From February to June, 2007 (lasting approximately 30 minutes for each task)

I am conducting a doctoral research project in relation to academic writing to four different tasks and collecting anonymous samples of writing, and then I will analyze them.

If you agree that your students participate in the project, they will be asked to write a 200~250 word essay response relating to one of the tasks in 30 minutes.

Their names will not be required on the essay, and their essay scripts will be numbered and transcribed. Therefore, they will not be identified in reporting of the information from the research and their confidentiality will be guaranteed.

If I am permitted to carry out the writing tasks and collect the students' scripts in your English class, please explain this project to your students and get them to sign the copies of the consent form that are attached.

Hsiao-li Ellen Huang Wu

PhD. Candidate

The School of Maori and Pacific Development

The University of Waikato



Writing Research Project

Participant Consent Form

I _____, a teacher in the course, *Second Year English Reading and Writing at Wenzao Ursuline College of Languages*, agree that my students participate in the writing research project being conducted by Hsiao-li Ellen Huang Wu, PhD candidate at the University of Waikato, New Zealand.

I understand that this will involve writing a short essay task.

Signed: _____

Date: _____

*Appendix 10: Information about expert/ experienced writer
participants*

Expert/ experienced writers	Participants	Degrees	Majors	Number	Total
Teachers of English (EFL teachers writing in English)	Assistant professors or higher	PhD	• Linguistics • Applied Linguistics • Language Education and Curriculum • Adult Education	4	20
	Lecturers	MA	• Linguistics • Applied Linguistics • TESOL • Bilingual Education • English Literature	14	
	High school teachers	BA	• English	2	
Professional Writers of Chinese	Assistant professors or higher	PhD	• Chinese Literature • Chinese Rhetoric • Chinese History • Chinese Philosophy and Logics • Taiwanese Primary Education • Educational Administration	12	20
	Lecturers	MA	• Chinese Literature • Chinese Philosophy and Logics	3	
	High school teachers	MA/ BA	• Chinese Literature	2	
	Newspaper Reporter	BA	• Chinese Literature	1	
	News Script Writer	BA	• Chinese Literature	2	

***Appendix 11: English Language Proficiency Tests: Comparison of
scoring guides***

Score Comparison of Various English Language Proficiency Tests

Wenzao Ursuline College of Languages

(Passed at the Administrative Meeting on 28th March, 2006 / Approved by the President on 28th September, 2006)

CSEPT	TOEFL Computer- based	TOEFL Paper- based	TOEFL New Internet- based	GEPT	TOEIC	IELTS	BULATS
360	267	630	109	Excellent grade second examinations passed	950	7.5	ALTE Level 5 (90-100)
345	250	600	100	Advanced second examinations passed	900	7.0	ALTE Level 4 (75-89)
330	220	560	83	Upper Intermediate second examinations passed	880	6.5	ALTE Level 3 (60-74)
280	197	527	71	Upper Intermediate preliminary test passed or Intermediate second examinations passed	800	6.0	ALTE Level 2 (40-59)
260	190	520	68		750	5.5	
250	180	507	64		700	5.0	
240	173	500	61		650		
230	163	487	57	Intermediate preliminary test passed	600	4.5	ALTE Level 1 (20-39)
220	150	470	52		550		
210	147	467	51		500	4.0	
200	143	463	49		450		
180	133	450	45	Intermediate preliminary test passed	400	3.5	

***Appendix 12: Analyzed texts (overall rhetorical structuring and internal
discourse structuring)***

Appendix 12.1: Analyzed texts (texts written in English by the Taiwanese EFL teachers)

Argument Texts – English - EFL Teachers

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In today's Taiwan, due to an increasing number of universities offering the degree programs, nearly everyone has chances to go to university. However, this brings about both benefits and drawbacks. There is no doubt this current situation illustrates the fact that the educational background in Taiwan is getting higher than before. In the competitive environment of this kind, it encourages students in universities not only to specialize in their major but also choose another field to learn, such as computer skills. Some believe that there are adequate job opportunities for university graduates since what they major in is varied and it is what the society needs on the whole. The employment market is in need of people with various skills. <u>Nevertheless, the received higher educational background is not sufficient conditions for excellence as some argue that there are not enough appropriate employment opportunities.</u> The university graduates would seldom choose to work in the production line because this sort of job does not necessarily need the people with higher academic background. Thus, these graduates would rather hunt for jobs in Mainland China, where perhaps demand such trained individuals. This, however, will cause the serious problem of brining in a great deal of foreign labors and the exodus of the university graduates. In a nutshell, the Taiwanese government should take the whole thing into consideration since it is like two sides of a coin. The higher educational background will definitely facilitate the educational level of the country; however, we can not ignore the problem of brain drain.		Matching Contrast ContS CompS	Preview preview details Details preview details Conclusion (summary & authorial comment)		Generalization Examples

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In today's Taiwan, <u>due to an increasing number of universities offering the degree programs</u> , <i>nearly everyone has chances to go to university.</i> However, this brings about both benefits and drawbacks.	Concession-Contraposition	<u>Reason-Result</u>	Bonding
There is no doubt this current situation illustrates the fact that the educational background in Taiwan is getting higher than before. In the competitive environment of this kind, it encourages students in universities not only to specialize in their major but also choose another field to learn, such as computer skills. Some believe that there are adequate job opportunities for university graduates since what they major in is varied and it is what the society needs on the whole. The employment market is in need of people with various skills.	Statement-Amplification Simple Contrast Statement-Exemplification	Reason-Result	Bonding
Nevertheless, the received higher educational background is not sufficient conditions for excellence as some argue that there are not enough appropriate employment opportunities. The university graduates would seldom choose to work in the production line because this sort of job does not necessarily need the people with higher academic background. Thus, these graduates would rather hunt for jobs in Mainland China, where perhaps demand such trained individuals. This, however, will cause the serious problem of bringing in a great deal of foreign labors and the exodus of the university graduates.	Statement - Amplification Statement-Amplification	Reason-Result	Bonding
In a nutshell, the Taiwanese government should take the whole thing into consideration since it is like two sides of a coin. The higher educational background will definitely facilitate the educational level of the country; however, we can not ignore the problem of brain drain.	Concession-Contraposition (Paragraph 2) (Paragraph 3) Statement-Amplification Statement-Amplification Concession-Contraposition Statement-Amplification Concession-Contraposition	Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion (the above 2 paragraphs)	Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes. Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation. <u>Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books.</u> A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.		ContS CompS	Preview Details ↓ Conclusion		Generalization Examples ↓ Generalization Example ↓

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programmes.	Concession-Contraexpectation Statement-Amplification	Grounds-Conclusion	Bonding
Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation.	Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Statement-Amplification	Reason-Result Means-Purpose Means-Result Means-Purpose Condition-Consequence Means-Result	Bonding Bonding Bonding Bonding
Instead of allowing more university degree programmes, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books. A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programmes in Taiwan.	Denial-Correction Statement-Exemplification Statement-Amplification	Reason-Result Grounds-Conclusion (above mentioned reasons) Grounds-Conclusion	

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates in Taiwan today. The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmees due to the following reasons and observations. 1. <i>With the total number of 147 universities in Taiwan in 2006, there are 966,591 university students enrolled in 2006. In the past decade, 69 colleges were established or promoted as universities. The total number of university student had increased by 590,000 from 1997 to 2006. An outgrowing number of Taiwanese universities has been a serious problem since all the Taiwanese high school graduates will be admitted at least one university.</i> 2. <i>The pressure of enrollment and financial difficulties make Taiwanese universities accept those who dropped out from other universities without a sincere academic criterion. These university students are not working hard as they should be, and instead, they have part time jobs during their college years. Even they had been asked to drop out from the university, they could always find another one quickly.</i> 3. <i>The restriction on limited admissions among Taiwanese universities will help improve the quality of higher education in a long term, since it will make these high school graduates study hard to be admitted to university programs. The limited university admissions will enforce students to improve their competences, since they want to get into better universities. As we could help students disciple themselves, their motivations to learn will be also enhanced greatly. Not only helping students enhance their level of learning, but also the quality of Taiwanese universities will be greatly improved due to competitiveness in school rank and academe.</i> Overall, I do think that the Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmees. As the birth rate in Taiwan keeps going down these years, the outgrown number of Taiwanese universities provide over sufficient accessibility to high school graduates today. It is very hard to screen out excellent students from those who never paying their attentions on their study.	General Solution General Problem General Solution General Situation Situation 1 Problem 1 Situation 2 Problem 2 Evaluation General Solution Situation 3 Problem 3	CompS ContS	Preview Details Conclusion		Generalization Example

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates in Taiwan today. The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmees due to the following reasons and observations. 1. With the total number of 147 universities in Taiwan in 2006, there are 966,591 university students enrolled in 2006. In the past decade, 69 colleges were established or promoted as universities. The total number of university student had increased by 590,000 from 1997 to 2006. An outgrowing number of Taiwanese universities has been a serious problem since all the Taiwanese high school graduates will be admitted at least one university. 2. The pressure of enrollment and financial difficulties make Taiwanese universities accept those who dropped out from other universities without a sincere academic criterion. These university students are not working hard as they should be, and instead, they have part time jobs during their college years. Even they had been asked to drop out from the university, they could always find another one quickly. 3. The restriction on limited admissions among Taiwanese universities will help improve the quality of higher education in a long term, since it will make these high school graduates study hard to be admitted to university programs. The limited university admissions will enforce students to improve their competences, since they want to get into better universities. As we could help students discipline themselves, their motivations to learn will be also enhanced greatly. Not only helping students enhance their level of learning, but also the quality of Taiwanese universities will be greatly improved due to competitiveness in school rank and academe. Overall, I do think that the Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmees. As the birth rate in Taiwan keeps going down these years, the outgrown number of Taiwanese universities provide over sufficient accessibility to high school graduates today. It is very hard to screen out excellent students from those who never paying their attentions on their study.	Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Means-Result Reason-Result Means-Result Grounds-Conclusion Reason-Result Grounds-Conclusion (the above 3 paragraphs) Reason-Result	Bonding Bonding Bonding Bonding Temporal Overlap Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
According to the reports, education is the most important part of a country. Particularly, <i>the small nations should focus more on the issues of this field in order to promote the national competitiveness</i>. Now, for Taiwan, we should face the problem of increasing the number of admissions of Taiwanese university degree programs as a result of Taiwan <u>does not seem to receive the advantages</u> after having more and more university. For this reason, I agree with the Taiwanese Government should restrict the number of university. As I mentioned previously, having good education of a country will promote the competitiveness. <u>However</u>, the point is the government should provide the high quality of education and also to supervise every university. Taiwanese need to break the myth of rate of university entrance. The high entrance rate does not mean the quality or national competitiveness. <u>In the past</u>, Taiwan always maintains the good competitive with other nations because of good brains that are educated by qualified academy. <u>Nowadays</u>, the higher education is like to produce the products without quality in Taiwan. Take the economic view, no quality no competitiveness that the employers always can not find an appropriate employee. In short, <u>Taiwanese government should not only restrict the number of university also supervise and provide the good learning environment for academic students.</u>		Situation Solution Problem Evaluation CompS Segment-Contrasts ContS	Preview Details ↓ <u>Summary</u> (authorial comment)		<i>Generalization</i> Example

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal & Bonding
According to the reports, education is the most important part of a country. <i>Particularly, the small nations should focus more on the issues of this field in order to promote the national competitiveness.</i> Now, for Taiwan, we should face the problem of <i>increasing the number of admissions of Taiwanese university degree programs</i> as a result of Taiwan does not seem to receive the advantages <i>after</i> having more and more university. For this reason, I agree with the Taiwanese Government should restrict the number of university. As I mentioned previously, <i>having good education of a country will promote the competitiveness.</i> However, the point is the government should provide the high quality of education <i>and also</i> to supervise every university. Taiwanese need to break the myth of rate of university entrance. The high entrance rate does not mean the quality or national competitiveness. <i>In the past,</i> Taiwan always maintains the good competitive with other nations because of good brains that are educated by qualified academy. <i>Nowadays,</i> the higher education is like to produce the products without quality in Taiwan. Take the economic view, <i>no quality no competitiveness that the employers always can not find an appropriate employee.</i> <i>In short, Taiwanese government should not only restrict the number of university also supervise and provide the good learning environment for academic students.</i>	Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Supplementary Alternation Simple Contrast Statement-Amplification	Means-Purpose Reason-Result Reason-Result (inverted) Reason-Result Grounds-Conclusion Grounds-Conclusion (All above mentioned)	Chronological Sequence Bonding Bonding (Rhetorical coupling) Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
About ten years ago, the Taiwan government has its education reformed focusing on encouraging students to go to universities. This is to fulfill the dream of enhancing competitiveness of Taiwan in the economic slump. All of the sudden, the university flourished. Recently, the percentage of college goers in Taiwan reach 90 percent, in other words, everyone goes to universities. This result may bring a bright future for Taiwan, but before the dream is realized, the policy brought the bitterness first: there are not enough appropriate employment opportunities for university graduates. Therefore, the need of calling the stop for accepting every student in college should be concerned and restriction on admission should be set. People may argue that with more university students, with the assumption of better quality of students, it will increase the competitiveness of Taiwan. However, what lacks to be considered is the current job market requires more low class workers than those high quality professions. With failure on finding the dream job, most graduates choose to stay at home, being dependent on their parents who may no longer have money to support the big family. In order to survive, those bright college students commit crimes, ironically, the education cultivate a group of smarter criminals. The government should, therefore, consider the reality and take immediate action on the unbalance job market. To sum up, it needs immediate action to restrict the number of admissions of Taiwanese university degree program. With more graduates coming out on the market with fewer demands for the profession, it will eventually harm the economic structure of this society which may lead to self-destruction.	Situation Problem Solution Situation Problem Solution Evaluation	ContS ContS (expanded) CompS	Preview Details Conclusion		

Classification Texts – English - EFL Teachers

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The following table depicts the death tolls in various age groups in New Zealand from April 1996 to April 1997. The types of road users are divided into 6 different groups. Among them the drivers took up the highest total death number, which was 253. The second highest number was occupied by passengers (178). While the numbers of road death of motorcyclists, pedestrians, and cyclists were 51, 57, and 17, respectively, there was still 1 unknown type of person killed in the year. In terms of the age groups, 25-39 age group contained the highest number of road death. Within one year a total of 152 people lost their lives on roads, and 83 of them were drivers, 39 were passengers, 18 were motorcyclists, and only 2 were cyclist. Among 8 age groups, except the unknown group, only 15 people from 0 to 4 years old died and they were all passengers. There were 2 people, one driver and one pedestrian, killed without age identification. The age group with the second most serious death toll was from 15 to 19 years old. In this group the number showed 97 lives among all types of road users, including the only one unknown type of road user. In conclusion, the most road deaths were drivers whereas cyclists consisted of the least number of deaths, except for 1 unknown person. The data also shows the people among 25 to 39 were belonged to the group which was prone to road deaths in the 12 months period.			Preview Details preview details preview details Conclusion		

Text	Internal discourse Structuring		
	Associative	Logico-Deductive	Temporal
The following table depicts the death tolls in various age groups in New Zealand from April 1996 to April 1997. The types of road users are divided into 6 different groups. Among them the drivers took up the highest total death number, which was 253. The second highest number was occupied by passengers (178). While the numbers of road death of motorcyclists, pedestrians, and cyclists were 51, 57, and 17, respectively, there was still 1 unknown type of person killed in the year. In terms of the age groups, 25-39 age group contained the highest number of road death. Within one year a total of 152 people lost their lives on roads, and 83 of them were drivers, 39 were passengers, 18 were motorcyclists, and only 2 were cyclist. Among 8 age groups, except the unknown group, only 15 people from 0 to 4 years old died and they were all passengers. There were 2 people, one driver and one pedestrian, killed without age identification. The age group with the second most serious death toll was from 15 to 19 years old. In this group the number showed 97 lives among all types of road users, including the only one unknown type of road user. In conclusion, the most road deaths were drivers whereas cyclists consisted of the least number of deaths, except for 1 unknown person. The data also shows the people among 25 to 39 were belonged to the group which was prone to road deaths in the 12 months period.	Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Statement-Exception Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Statement-Exception Statement-Amplification		Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
As we can see from the table, the data about road deaths in New Zealand for one year are analyzed according to nine age groups and six types of road users, including driver, passenger, motorcyclist, pedestrian, cyclist and unknown. The table shows that most people die from “driving”, the total of which reaches to 253 people. The dead drivers are mostly centered at the age of 25-29 years old. The second largest number of road deaths consists of 178 passengers, and most of them are teenagers (aged from 15-19 years old). 57 pedestrians are the third biggest group members that were dead on the road, mainly from the 60-plus group. The fourth are the motorcyclists, the majority of whose ages range from 25-39 years old. The fifth are the cyclists. However, there is no significant evidence to indicate which age group has most road deaths when cycling because the figures shown are quite similar among different age groups. Last but not least, the unknown cause of one’s death is made by one person in the 15-19 age group.			Preview Details preview details preview details preview details preview details preview details preview details (No Conclusion)		

Text	Internal discourse Structuring		
	Associative	Logico-Deductive	Temporal
As we can see from the table, the data about road deaths in New Zealand for one year are analyzed according to nine age groups and six types of road users, including driver, passenger, motorcyclist, pedestrian, cyclist and unknown. The table shows that most people die from “driving”, the total of which reaches to 253 people. The dead drivers are mostly centered at the age of 25-29 years old. The second largest number of road deaths consists of 178 passengers, and most of them are teenagers (aged from 15-19 years old). 57 pedestrians are the third biggest group members that were dead on the road, mainly from the 60-plus group. The fourth are the motorcyclists, the majority of whose ages range from 25-39 years old. The fifth are the cyclists. However, there is no significant evidence to indicate which age group has most road deaths when cycling because the figures shown are quite similar among different age groups. Last but not least, the unknown cause of one’s death is made by one person in the 15-19 age group.	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Simple Comparison Concession-Contraexpectation	Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Hello everyone, I would like to draw your attention on the road death report from April 1996 – 1997. Please take a very close look of the statistical data about the road deaths here. If you follow me closely, you should be able to discover that the death toll of drivers outnumbered the other types of road users. In addition, the number for the motorcyclist group was about the same as that of the pedestrian group. In light of age group, people of 25-39 years had high death rate for the driver group and the motorcyclist group. People of 15-19 years received higher death rate for the passenger group, whereas more people of the 60+ years died in the pedestrian group. Age didn't really matter for the cyclist group. All in all it is very sad to see the large amount of people died on the road and death doesn't choose any particular group for particular age. Therefore be cautious on the road.			Preview Details (no preview) details preview details Conclusion 		

Text	Internal discourse Structuring		
	Associative	Logico-Deductive	Temporal + Bonding
Hello everyone, I would like to draw your attention on the road death report from April 1996 – 1997. Please take a very close look of the statistical data about the road deaths here. If you follow me closely, you should be able to discover that the death toll of drivers outnumbered the other types of road users. In addition, the number for the motorcyclist group was about the same as that of the pedestrian group. In light of age group, people of 25-39 years had high death rate for the driver group and the motorcyclist group. People of 15-19 years received higher death rate for the passenger group, whereas more people of the 60+ years died in the pedestrian group. Age didn't really matter for the cyclist group. All in all it is very sad to see the large amount of people died on the road and death doesn't choose any particular group for particular age. Therefore be cautious on the road.	Statement-Amplification (to . . . cyclist group) Simple Contrast Statement-Amplification Simple Comparison Statement-Amplification Simple Comparison Simple Contrast Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification	Condition-Consequence Grounds-Conclusion Grounds-Conclusion	Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
One out of every three drivers died of road accidents was in their prime years, 25-39, according to the data of road deaths in New Zealand for the twelve months to April 1997. Among the 253 drivers died of road death, 83 were recorded in that year range, 72 died between age 15 to 24, and 97 above age 40. Passenger-wise, the data shows 44 passengers died at the age of 15-19; 39 passengers died at the age of 25-39. Young children below age 14 registered 33 deaths. All together there were 94 passengers died before they turned 25. 25 motorcyclists died between age 15 to 24, tallying seven more deaths than their older rival, age 25-39. Out of 51 motorcyclists died of road accidents, 43 were between 15-39 years old. This may imply that motorcycle is less popular with older road users, hence less casualty. As for the pedestrians, the highest death toll switches to 60+ years, with 13 leading the pack of 57. Perhaps it is a result of slower response time due to ageing. Cyclists shows the lowest road deaths from the data, a mere 17, compared to 57 pedestrians, 51 motorcyclists, and 178 passengers died of road accidents.			No Preview preview details Details preview details preview details preview details preview details (No Conclusion) 		

Text	Internal discourse Structuring		
	Associative	Logico-Deductive	Temporal
One out of every three drivers died of road accidents was in their prime years, 25-39, according to the data of road deaths in New Zealand for the twelve months to April 1997. Among the 253 drivers died of road death, 83 were recorded in that year range, 72 died between age 15 to 24, and 97 above age 40. Passenger-wise, the data shows 44 passengers died at the age of 15-19, 39 passengers died at the age of 25-39. Young children below age 14 registered 33 deaths. All together there were 94 passengers died before they turned 25. 25 motorcyclists died between age 15 to 24, tallying seven more deaths than their older rival, age 25-39. Out of 51 motorcyclists died of road accidents, 43 were between 15-39 years old. This may imply that motorcycle is less popular with older road users, hence less casualty. As for the pedestrians, the highest death toll switches to 60+ years, with 13 leading the pack of 57. Perhaps it is a result of slower response time due to ageing. Cyclists shows the lowest road deaths from the data, a mere 17, compared to 57 pedestrians, 51 motorcyclists, and 178 passengers died of road accidents.	Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Simple Contrast Statement-Amplification	<u>Grounds-Conclusion</u> <u>Grounds-Conclusion</u> <u>Reason-Result</u> <u>Grounds-Conclusion</u> <u>Reason-Result</u>	Bonding Bonding Bonding use of'; or , instead of 'and

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Road Deaths in New Zealand in One Year to April 1997 This report is about the situation of death among road users in one year until April 1997 in New Zealand. <i>The types of road user are divided into various categories which are driver, passenger, motorcyclist, pedestrian as well as cyclist. In addition, the road users are also grouped according to their age. Those who are unable to be identified the cause of death or ages are remained as unknown.</i> Among all the types of road users, the highest death rate is shown in the category of driver followed by passenger, pedestrian, motorcyclist and cyclist respectively. There are 253 drivers passed away in one year, which is around fifteen times more than in the case of cyclists. In terms of the age group, the most death cases are found in those who age from 25 to 39. Furthermore, as one can see in the table, people who died under the age of 20 are mostly passengers while those over 20 years of age are mostly drivers. To sum up, according to the report of road deaths in New Zealand, the highest death rate of road users is found among the drivers who are between 25 to 39 years old.			Preview preview details Details preview details preview details ↓ Conclusion		

Text	Internal discourse Structuring		
	Associative	Logico-Deductive	Temporal
Road Deaths in New Zealand in One Year to April 1997 This report is about the situation of death among road users in one year until April 1997 in New Zealand. The types of road user are divided into various categories which are driver, passenger, motorcyclist, pedestrian as well as cyclist. In addition, the road users are also grouped according to their age. Those who are unable to be identified the cause of death or ages are remained as unknown. Among all the types of road users, the highest death rate is shown in the category of driver followed by passenger, pedestrian, motorcyclist and cyclist respectively. <i>There are 253 drivers passed away in one year, which is around fifteen times more than in the case of cyclists.</i> In terms of the age group, the most death cases are found in those who age from 25 to 39. Furthermore, as one can see in the table, people who died under the age of 20 are mostly passengers while those over 20 years of age are mostly drivers. To sum up, according to the report of road deaths in New Zealand, the highest death rate of road users is found among the drivers who are between 25 to 39 years old.	Statement-Amplification (paragraphs 2 & 3) Statement-Amplification Statement-Amplification Supplementary Alternation Simple Contrast Statement-Amplification ↙ Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast	Grounds-Conclusion	Bonding Bonding Bonding Bonding

Explanation Texts – English - EFL Teachers

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
To run a successful business is not sheer luck. It takes time and effort. To ensure success, some factors should be taken into account in running a small scale business. First, an attempt should be made to understand your target customers. This suggests two things. One, you should know your customers' likes and dislikes of your product. You can work out a marketing plan accordingly. Two, you ought to learn about your customers' expectations of your service. Such understanding can ensure their satisfaction and loyalty. Next, a careful choice of your location is crucial. You should seek a location not only safe but accessible for your customers. This may attract a flow of foot traffic or plentiful number of customers. Third, expenses need to be carefully budgeted. You should select premises with rents not excessive, which can reduce the monthly fixed costs. You also have to control levels of stock. In doing so, you can have sufficient cash flow and prevent overspending. Finally, the experience of your competitions can be valuable. You should accumulate as much information as you can about your competitors. Don't forget to keep documents of their marketing strategies and pricing information. You will find them very useful when it is your time to determine your pricing strategy.			Preview Details preview details preview details preview details preview details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal + Bonding
To run a successful business is not sheet luck. It takes time and effort. To ensure success, some factors should be taken into account in running a small scale business. First, an attempt should be made to understand your target customers. This suggests two things. One, you should know your customers' likes and dislikes of your product. You can work out a marketing plan accordingly. Two, you ought to learn about your customers' expectations of your service. Such understanding can ensure their satisfaction and loyalty. Next, a careful choice of your location is crucial. You should seek a location not only safe but accessible for your customers. This may attract a flow of foot traffic or plentiful number of customers. Third, expenses need to be carefully budgeted. You should select premises with rents not excessive, which can reduce the monthly fixed costs. You also have to control levels of stock. In doing so, you can have sufficient cash flow and prevent overspending. Finally, the experience of your competitions can be valuable. You should accumulate as much information as you can about your competitors. Don't forget to keep documents of their marketing strategies and pricing information. You will find them very useful when it is your time to determine your pricing strategy.	Statement-Amplification	Means-Purpose	Bonding
	Statement-Amplification Statement-Amplification	Means-Purpose Reason-Result Reason-Result	Bonding Bonding Bonding Bonding
	Statement-Amplification Supplementary Alternation	Reason-Result	Bonding Bonding
	Statement-Amplification	Reason-Result Reason-Result	Bonding Bonding Bonding
	Statement-Amplification	Reason-Result	Bonding Bonding Temporal Overlap

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Run Your Own Small Business Are you not tired of satisfying your boss' unreasonable requests? If your answer is yes, then you should think about starting your own business. Start small and think big. If you can plan well before you start, you will be successful. Below, there are some key factors to help you start your own small business. Before you start, you need to do some research about your customers. Knowing your customers' likes and dislikes of your products is important. You may need to conduct a customer survey about your products. With the information you collected, you can develop a marking plan. Moreover, if you want your customers to be satisfied and loyal to your service, you should find out what their expectations are. Next, you need to find a suitable location for your business with the consideration of the costs. Most important of all, you should find a location with a considerable flow of people. Think about who your target customers are. If your business targets students, then you should find a place near a college, for example. Another consideration is the rents. You need to know that the rents in a crowded area are much more expensive. So, sometimes you may need to compromise. Do not overwhelm our costs. Finally, you need to control your profits and expense. Understanding your competitors is essential. You need to keep files of their advertising and pricing information. Use them as a reference to determine your pricing strategy. You need to adjust the price of your products accordingly in order to be competitive. Besides, you need to control the levels of stock. You need to make sure that you have adequate cash flow and prevent overspending. If you are not good at keeping your finance, consider a part-time accountant. All in all, to have a successful small business is not impossible if you understand your customers well, if you have a suitable location, and if you can control your profits and expenses. Remember these key factors, you will be able to run a successful small business.			Preview ↓ Details preview details preview details preview details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Run Your Own Small Business Are you not tired of satisfying your boss' unreasonable requests? If your answer is yes, then you should think about starting your own business. Start small and think big. If you can plan well before you start, you will be successful. Below, there are some key factors to help you start your own small business. Before you start, you need to do some research about your customers. Knowing your customers' likes and dislikes of your products is important. You may need to conduct a customer survey about your products. With the information you collected, you can develop a marketing plan. Moreover, if you want your customers to be satisfied and loyal to your service, you should find out what their expectations are. Next, you need to find a suitable location for your business with the consideration of the costs. Most important of all you should find a location with a considerable flow of people. Think about who your target customers are. If your business targets students, then you should find a place near a college, for example. Another consideration is the rents. You need to know that the rents in a crowded area are much more expensive. So, sometimes you may need to compromise. Do not overwhelm our costs. Finally, you need to control your profits and expense. Understanding your competitors is essential. You need to keep files of their advertising and pricing information. Use them as a reference to determine your pricing strategy. You need to adjust the price of your products accordingly in order to be competitive. Besides, you need to control the levels of stock. You need to make sure that you have adequate cash flow and prevent overspending. If you are not good at keeping your finance, consider a part-time accountant. All in all, to have a successful small business is not impossible if you understand your customers well, if you have a suitable location, and if you can control your profits and expenses. Remember these key factors, you will be able to run a successful small business.	Statement-Amplification (everything that follows) Statement-Amplification Simple Contrast Statement-Exemplification Statement-Amplification Concession-Contraexpectation Statement-Amplification	Condition-Consequence Condition-Consequence Reason-Result Means-Result Condition-Consequence Condition-Consequence Reason-Result Reason-Result Means-Purpose Means-Purpose Condition-Consequence Grounds-Conclusion (the above paragraph) Condition-Consequence Condition-Consequence	Bonding Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Key Factors in Running a Successful Small Business What are key factors in running a successful small business? The following factors in terms of location, service, and management should be kept in mind. To start with, you must choose a location that is safe and accessible for customers so as to ensure a flow of foot traffic – plentiful numbers of customers. The more people gather, the more money flows. Second, you should understand customers’ expectations of your service to ensure customer satisfaction and loyalty. If you know what they want, you can offer reliable service which will bring them back again and again. Third, you need to know your customers’ likes and dislikes of your product because such an understanding assists you develop a marketing plan, like planning product promotion. Fourth, you have to select premises with rents that are not excessive so that the monthly fixed costs will not be too high. What follows is stock control. If you are aware of the customers’ preference, you may control the levels of stock efficiently. This leads to assets control, naming to ensure adequate cash flow and to prevent overspending. Last but not least, studying competitors by keeping files of their advertising and pricing information can help you determine the pricing strategy. The Chinese gold rule says, “To be undefeated in competition is to know yourself and your competitors as well.” If the above factors can be taken into serious account, you will be in the right path and gain the profitable benefits in running a small business successfully.			Preview Details preview details preview details preview details preview details details preview details preview details preview details preview details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Key Factors in Running a Successful Small Business What are key factors in running a successful small business? The following factors in terms of location, service, and management should be kept in mind. To start with, you must choose a location <i>that is safe and accessible for customers</i> so as to ensure a flow of foot traffic – plentiful numbers of customers. The more people gather, the more money flows. Second, you should understand customers' expectations of your service to ensure customer satisfaction and loyalty. If you know what they want, <i>you can offer reliable service which will bring them back again and again</i>. Third, you need to know your customers' likes and dislikes of your product because such an understanding assists you develop a marketing plan, like planning product promotion. Fourth, you have to select premises with rents <i>that are not excessive</i> so that the monthly fixed costs will not be too high. What follows is stock control. <i>If you are aware of the customers' preference, you may control the levels of stock efficiently</i>. This leads to assets control, naming to ensure adequate cash flow and to prevent overspending. Last but not least, <i>studying competitors by keeping files of their advertising and pricing information</i> can help you determine the pricing strategy. The Chinese gold rule says, "To be undefeated in competition is to know yourself and your competitors as well." If the above factors can be taken into serious account, you will be in the right path and gain the profitable benefits in running a small business successfully.	Statement-Amplification (the next paragraph) Statement-Amplification Paraphrase Statement-Amplification Statement-Exemplification Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification	Means-Purpose Condition-Consequence Means-Purpose Condition-Consequence Reason-Result Reason-Result Means-Purpose Condition-Consequence Means-Result Means-Purpose Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Six Ways to Run a Successful Small Business When running a small business, it is important to identify key factors that will help one maximize profits. After choosing the products one wants to sell, <u>the business owner could use six strategies to achieve success.</u> These include <u>choosing the right location</u>, understanding customers' expectations of service, knowing customers' preferences, selecting premises with reasonable rents, controlling the stock level, and studying the competitors. Each strategy, in its own way, helps the business draw more customers, reach highest satisfaction, and achieve desired economic goals. <u>Taking the first strategy for example</u>, if a business owner chooses a location <u>that is convenient for the public both by foot and car, then he successfully reduces access problems.</u> A successful store is the franchised 7-11 Convenience Store. The 7-11 stores are usually located at corners of major intersections near residential areas. The store thus easily draws customers who live in the buildings nearby and who could walk to the store within a short distance. Furthermore, people who do not live in the area can also stop by the store as they drive past the major intersection. The choice of location is therefore essential for success of a small business. Other strategies also help to achieve other goals for the business. If one understands customer's expectations of service, then he can ensure customer satisfaction and loyalty. If one surveys and learns the customers' likes and dislikes, then one can develop suitable marketing plans to sell the products. In addition, a business owner should choose areas with reasonable rents because this will minimize monthly fixed costs for the business. Then, one should control stock levels in the store so that adequate cash flow can be ensured and overspending could be prevented. Finally, one should know its enemies. That is, a small business owner should study his or her competitors by collecting flyers and prices of other stores so that he or she can create the best pricing strategy. There are numerous strategies one could use to build a successful small business. Each kind of business has its own characteristics and thus its own needs. The key strategies for running a bookstore may differ greatly from those for running a restaurant. It is thus difficult to generalize ways to build a successful business. However, the six strategies mentioned provide a small business owner with a general direction and a foundation to begin with. To conclude, if one wishes to run a successful small business, he or she should keep these common tips in mind.			Preview <u>preview details</u> Details <u>preview details</u> <u>preview details</u> ↓ Summary Conclusion		Generalization Examples

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Six Ways to Run a Successful Small Business When running a small business, it is important to identify key factors that will help one maximize profits. After choosing the products one wants to sell, the business owner could use six strategies to achieve success. These include choosing the right location, understanding customers' expectations of service, knowing customers' preferences, selecting premises with reasonable rents, controlling the stock level, and studying the competitors. Each strategy, in its own way, helps the business draw more customers, reach highest satisfaction, and achieve desired economic goals. Taking the first strategy for example, if a business owner chooses a location that is convenient for the public both by foot and car, then he successfully reduces access problems. A successful store is the franchised 7-11 Convenience Store. The 7-11 stores are usually located at corners of major intersections near residential areas. The store thus easily draws customers who live in the buildings nearby and who could walk to the store within a short distance. Furthermore, people who do not live in the area can also stop by the store as they drive past the major intersection. The choice of location is therefore essential for success of a small business. Other strategies also help to achieve other goals for the business. If one understands customer's expectations of service, then he can ensure customer satisfaction and loyalty. If one surveys and learns the customers' likes and dislikes, then one can develop suitable marketing plans to sell the products. In addition, a business owner should choose areas with reasonable rents because this will minimize monthly fixed costs for the business. Then, one should control stock levels in the store so that adequate cash flow can be ensured and overspending could be prevented. Finally, one should know its enemies. That is, a small business owner should study his or her competitors by collecting flyers and prices of other stores so that he or she can create the best pricing strategy. There are numerous strategies one could use to build a successful small business. Each kind of business has its own characteristics and thus its own needs. The key strategies for running a bookstore may differ greatly from those for running a restaurant. It is thus difficult to generalize ways to build a successful business. However, the six strategies mentioned provide a small business owner with a general direction and a foundation to begin with. To conclude, if one wishes to run a successful small business, he or she should keep these common tips in mind.	Statement-Amplification Statement-Amplification Statement-Exemplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Supplementary Alternation Supplementary Alternation Statement-Amplification Statement-Amplification Simple Contrast Concession-Contraexpectation Supplementary Alternation	Condition-Consequence Reason-Result ↑ Grounds-Conclusion Condition-Consequence Condition-Consequence Means-Purpose Reason-Result Means-Purpose Means-Result Means-Purpose Grounds-Conclusion Grounds-Conclusion Condition-Consequence	Temporal Overlap Chronological Sequence Bonding Bonding Bonding Bonding Bonding Bonding Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
It is difficult for small business runner to start and expand their business because of limited funds and resources. However, the following advices cover several key factors and give you an idea of how to run a small business. First, it is important to choose a location that is safe and easily accessible to your customers. A place that customers can go shopping by foot will increase the chances to sell your products. Remember to select premises with rents that are not excessive to you, otherwise you may not able to afford the high monthly fixed costs. Second, you need to understand your customers' expectations of your services. You can only make money and earn the customers' loyalty when they satisfied with what you provide. Besides, knowing your customers' preference makes it possible for you to develop a suitable marketing plan to expand your business. Third, studying your competitors is an inevitable step to excel in the cruel competition. It is an effective way to keep files of the advertising and pricing information of your competitors, these files will help you determine your pricing strategy and thereby attract more customers. Another thing to be remembered is that you need to carefully control the levels of stock and inventory, otherwise you may be in the position of inadequate cash flow and overspending, which definitely will endanger your business. Following the above suggestion may not guarantee a successful business, but it surely will keep you in a right tract toward the right direction.			Preview preview details preview details preview details preview details Conclusion	Details 	

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Recount Texts – English - EFL Teachers

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Development of Japanese Economy Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan' economy. At the end of World War 2, Japan suffered from starvation rations because its merchant fleet was destroyed and it was cut off from its food suppliers--China, Korea and Formosa. During the Post War Period, Japan's economy started to take off based on a social contract between the Government, banks, corporate sector, and the people. Japanese Government directed banks to invest in strategic sectors; corporate sector promised lifelong employment and people maintained high rates of savings. In 1990, Japan's GDP was ranked the second highest in the world, which was twice that of Germany and 70% that of the USA. Furthermore, Japan's GDP per capita was even ranked the third highest in the world. However, from 1990 to 2000, Japan's economic performance was stagnant. Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession, which was equal to 24% of current GDP. The government gross debt--130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan's economy was incapable of growth due to currently misallocation of capital, labor, and technology. Although Japan's economy has been recovering, its development at different stages demonstrates the instability, which still exists in current economy.	Overview (General situation & current Problem Situation 1 Problem 1 (specific) Solution 1 Evaluation 1 Problem 2 (Solution 2) (Evaluation 2)		Preview Details  Conclusion (summary)		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The current economy of Japan is slowing recovering from the war still having problems. <i>This countries now a certain number of new companies, but they are not strong enough. The second problem comes from their aging population with a low birth rate.</i> That is, after the Second World War Japan has had improvement, but that may be temporary because of the configurations of economy and manpower. In the end of the Second World War, Japan was economically fallen apart like China, Korea, and Formosa. The merchant fleet was war destroyed, and the nation was cut off from its food suppliers. Before the war Japan had the most productive factories in Asia, and the country had a food supply line from underdeveloped countries including Taiwan and parts of China occupied by Japan. However, the loss of the war also announced the loss of both. Most of the factories were burned and the sea supply lines were lost under US Navy bombardment. The Post War period was a time Japan tried to recover its economy powers. Development after 1945 was based on a social contract between the Japanese government, banks, corporate sector, and people. The government directed banks to invest in strategic sectors, pouring most of its source to the mostly needed places. The corporate sector promised lifelong employment, so the country had steady support of man powers. People maintained high rates of savings, providing a promising base of capital to the whole nation. In short, the post-war economic of Japan was a highly focused mechanism with an aim to recover the country. In the 1990 Japan became one of the decisive economy powers in the world. It had a second highest GDP on the globe, which was twice that of Germany and 70% that of the USA. The GDP per capita of Japan was also the third highest in the world. The country's post-war recovery policy was obviously effective. After a decade of stagnant performance, this country now faces a low economy growth in the year of 2000. The authority of Japan has tried different booting measurements. For example, since 1990 the government has spent 20-billion Yen in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) and has had a gross debt 130% of GDP by 1999, which was worst in the OECD2. However, most of them still seem fruitless. Japan still faces massive misallocation of capital, labor, and technology. To conclude, an over look of Japanese economy from the end of 1945 to 2000 is that this country has had improvement after the war, but coming with the development are problems that the post-war policy can no longer resolve.	(Situation) (Problem) (Evaluation) Situation 1 Problem 1 Solution 1 Evaluation 1 Problem 2 Solution 2 Evaluation 2 Evaluation		Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The current economy of Japan is slowing recovering from the war still having problems. This countries now a certain number of new companies, but they are not strong enough. The second problem comes from their aging population with a low birth rate. That is, after the Second World War Japan has had improvement but that may be temporary because of the configurations of economy and manpower.	Statement-Amplification Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation	Grounds-Conclusion Reason-Result	Chronological Sequence Bonding Chronological Sequence
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The Post War period was a time Japan tried to recover its economy powers. Development after 1945 was based on a social contract between the Japanese government, banks, corporate sector, and people. The government directed banks to invest in strategic sectors, pouring most of its source to the mostly needed places. The corporate sector promised lifelong employment, so the country had steady support of man powers. People maintained high rates of savings, providing a promising base of capital to the whole nation. In short, the post-war economic of Japan was a highly focused mechanism with an aim to recover the country.	Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Means-Result Means-Purpose	
In the 1990 Japan became one of the decisive economy powers in the world. It had a second highest GDP on the globe, which was twice that of Germany and 70% that of the USA. The GDP per capita of Japan was also the third highest in the world. The country's post-war recovery policy was obviously effective.	Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast	Grounds-Conclusion Means-Result	Chronological Sequence Bonding Bonding
After a decade of stagnant performance, this country now faces a low economy growth in the year of 2000. The authority of Japan has tried different booting measurements. For example, since 1990 the government has spent 20-billion Yen in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) and has had a gross debt 130% of GDP by 1999, which was worst in the OECD2. However, most of them still seem fruitless. Japan still faces massive misallocation of capital, labor, and technology. To conclude, an over look of Japanese economy from the end of 1945 to 2000 is that this country has had improvement after the war, but coming with the development are problems that the post-war policy can no longer resolve	Statement-Amplification (The authority~ technology) Statement-Exemplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification	Means-Purpose	Chronological Sequence Bonding Chronological Sequence Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The economic development in Japan has shown some up and downs since World War 2. In 1945, at the end of World War 2, Japan's economy was at a extremely low point where its merchant fleet was destroyed, and it was also cut off from its food suppliers such as China, Korea, and Taiwan. After World War 2, Japanese government, banks, corporate sectors and the people have devoted themselves to the nation's economic development. Three major phenomena observed during that time were (1) government directed banks to invest in strategic sectors; (2) corporate sectors promised lifelong employment and (3) people maintained high rates of savings. The efforts Japanese government, its corporate sectors and its people put together had made Japan the second highest in the world based on the GDP report in 1990. The total value of the goods or services produced in Japan was twice that of Germany, 70% that of the USA, and Japan's GDP per capital was the third highest in the world. Unfortunately, Japan failed to continue this kind of economic growth after 1990. The government had spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy between 1990 and 2000, it had produced little result. The government gross debt had also reached 130% of GDP in 1999 which was the worst in the OECD. Japan was incapable of economic growth and had massive misallocation of capital, labor, and technology during that time. Since 2000, the economy has been slowly recovering even though there are some concerns. For example, some improvement may only be temporary. Out of those newly established companies, there may not be enough strong ones. The ageing population with low birth rate is another big concern as well. It will take years to see if Japan can reach the same economic status as it once did in 1990.	Situation 1 Problem 1 Solution 1 Evaluation 1 Problem 2 Situation 2 Solution 2 Evaluation 2 Problem Situation Evaluation Problem		Preview Details  Conclusion		Generalization Example 1 Example 2 Example 3

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The economic development in Japan has shown some up and downs since World War 2. In 1945, at the end of World War 2, Japan's economy was at a extremely low point where its merchant fleet was destroyed, and it was also cut off from its food suppliers such as China, Korea, and Taiwan. After World War 2, Japanese government, banks, corporate sectors and the people have devoted themselves to the nation's economic development. Three major phenomena observed during that time were (1) government directed banks to invest in strategic sectors; (2) corporate sectors promised lifelong employment and (3) people maintained high rates of savings. The efforts Japanese government, its corporate sectors and its people put together had made Japan the second highest in the world based on the GDP report in 1990. The total value of the goods or services produced in Japan was twice that of Germany, 70% that of the USA, and Japan's GDP per capital was the third highest in the world.	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Exemplification Statement-Amplification Simple Contrast Statement-Amplification Supplementary Alternation Simple Contrast Simple Contrast Simple Contrast	Means-Result Reason-Result	Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Bonding Bonding Chronological Sequence Bonding
Unfortunately, Japan failed to continue this kind of economic growth after 1990. The government had spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy between 1990 and 2000, it had produced little result. The government gross debt had also reached 130% of GDP in 1999 which was the worst in the OECD. Japan was incapable of economic growth and had massive misallocation of capital, labor, and technology during that time. Since 2000, the economy has been slowly recovering even though there are some concerns. For example, some improvement may only be temporary. Out of those newly established companies, there may not be enough strong ones. The ageing population with low birth rate is another big concern as well. It will take years to see if Japan can reach the same economic status as it once did in 1990.	Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Exemplification Simple Comparison	Means-Purpose Means-Result Condition-Consequence	Chronological Sequence Bonding Bonding Bonding Bonding Chronological Sequence Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Modern Japan represents a country powerful in economy. Researching the country's economic history, the situation after the Second World War could be the worst period that Japanese may not want to repeat. As a defeated nation in 1945, Japan faced a cruel truth that it was cut off from its food suppliers mainly were the neighbouring countries. The whole nation was facing the shortage of food and other daily life goods.	Statement-Amplification Simple Contrast Statement-Amplification	Reason-Result	Chronological Sequence Chronological Sequence Bonding
The Japanese government realised that the important key to succeed is developing the nation's economy. It introduced some regulations that included directing banks to invest in strategic sectors, and encouraging companies promise lifelong employment. Meanwhile, it also launched a promise of maintaining high rates of savings in order to urge Japanese people to save.	Statement-Amplification Statement-Amplification Statement-Amplification	Means-Purpose	Bonding Bonding Temporal Overlap
The hard-working endeavoured by the government paid off slowly during the 1990s. In the period, the nation's GDP had enormously increased to be the second highest in the world, twice that of Germany and 70% that of the USA. However, in the year 2000, the economic performance did not move as well as expected. The government gross debt 130% of GDP in 1999 which was the worst in the OECD. Many companies went bankrupt and middle-aged employees were sacked. The results were blamed due to the incapable of growth, massive misallocation of capital, labour and technology.	Concession-Contraexpectation Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result (paragraph 2) Reason-Result	Chronological Sequence Chronological Sequence Bonding Bonding
Recent state of the economy is struggling from slow recovery and also facing many other problems, such as ageing population with low birth rate, and not having enough strong new companies. The government will have to comprehend profoundly the economic phenomena to lead the nation into a different era.	Statement-Exemplification	Reason-Result Means-Purpose	Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Japanese economy is now slowly recovering after the end of World War 2. In 1945 Japan was a starving nation that experienced the destroyed merchant fleet and food cut-off from China, Korea, and Formosa. However, Japan developed and improved its' economy based on a social contract between the government, banks, corporate sector, and people in the following decades. On one hand, the government directed banks to invest in strategic sector; while the corporate sector promised lifelong employment and people maintained high rate of saving on the other. In 1990 Japan reached the third highest GDP per capita and the second highest GDP in the world which, the later, was twice that of Germany and 70% that of the U.S.A.. By the way, in year 2000 Japan encountered the time of stagnant performance. An economical recession caused by the increasing government spending to 20 billion Yen, which contributed 24% of current GDP. The government incurred gross debts 130 % of GDP in 1999 (the worst in OECD), incapability of growth, and misallocation of capital, labor, and technology. As a result, Japanese economy is slowly recovering, but still having problems such as some on-going improvement that may be temporary, not enough strong new companies, and aging population with birth rate.	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 (Situation) (Problem)		Preview Details  Conclusion		Generalization Example 1 Example 2

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Japanese economy is now slowly recovering after the end of World War 2. In 1945 Japan was a starving nation that experienced the destroyed merchant fleet and food cut-off from China, Korea, and Formosa. However, Japan developed and improved its' economy based on a social contract between the government, banks, corporate sector, and people in the following decades. On one hand, the government directed banks to invest in strategic sector; while the corporate sector promised lifelong employment and people maintained high rate of saving on the other. In 1990 Japan reached the third highest GDP per capita and the second highest GDP in the world which, the later, was twice that of Germany and 70% that of the U.S.A.. By the way, in year 2000 Japan encountered the time of stagnant performance. An economical recession caused by the increasing government spending to 20 billion Yen, which contributed 24% of current GDP. The government incurred gross debts 130 % of GDP in 1999 (the worst in OECD), incapability of growth, and misallocation of capital, labor, and technology. As a result, Japanese economy is slowly recovering, but still having problems such as some on-going improvement that may be temporary, not enough strong new companies, and ageing population with birth rate.	Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Exemplification Statement-Amplification	Reason-Result Reason-Result Means-Result Reason-Result	Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Chronological Sequence Bonding Temporal Overlap Bonding Bonding Bonding Bonding Chronological Sequence Chronological Sequence Bonding Chronological Sequence Bonding Bonding

Appendix 12.2: Analyzed texts (texts written in Chinese by the Taiwanese Chinese specialists)

Argument Texts - Chinese Specialists

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
				Preview (repeated bit)	Topic	Generalization
針對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」這個說法，個人認為其優缺點如下所述： 優點部分：由於國內各高中職進入大學的入學率已超過 90%導致在人力市場上大學畢業生人力的供過於求，因此對各大專院校入學許可數目部份做限制，依供需理論而言，可以減少大學生的供應數量，等待就業市場對大學生人力的需求回升。這是一個短期的政策性作法，可以迫使大專院校因為這個入學許可數目的限制，而依據國內產業市場的狀況調整內部的科系，進而產生符合市場需求的人力，降低畢業即失業的狀況。 缺點部分：由於各大專院校的設置皆經由教育部同意才能設校運作，因此當教育部對於入學許可數目作出限制時，將使部分學校之營運立刻產生困難，而引此司法上的糾紛。此外由於入學管道的多元，因此對入學數目的限制是限制在那些學校那個入學管道的決定過程，以及對學生入學權利的公平性是否產生影響，都是需要小心謹慎的面對的。 以上是個人對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」的意見，請指教。	The (Taiwanese) Ministry of Education should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates in Taiwan today”. Based on this statement, <i>I personally think there are advantages and disadvantages as follows.</i> The advantages: because the university admission rate is higher than 90% in Taiwan for senior high school students and vocational schools students, the result is that the number of university graduates exceeds the market demand for manpower, therefore, the number of admissions of Taiwanese university degree programs should be partly restricted, according to the theory of supply and demand. This would decrease the number of university students until the demand for the university student manpower revives in the employment market. This is a short-term policy which, because of the restriction on admission numbers, would make universities and colleges rearrange their departments according to the employment situation and produce the right amount of manpower, improving the situation in which graduation leads to unemployment. The disadvantages: Because colleges can be established and developed (only) when they get approval by the Ministry of Education, restriction of admission numbers by the Ministry of education would mean that some schools would have problems in running and this could cause legal disputes. In addition, there are problems due to multiple channels of admission which the MOE should be careful to consider: the restriction policy should take account of particular schools and (admission) channels during the process of decision making and (determine) whether it will have an unfair impact students’ study rights. Above-mentioned is my personal opinion about “The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programs” as there are not enough appropriate employment opportunities for university graduates In Taiwan today”, <i>please give your advice/comments. advice/comments.</i>	Situation & Problem 1 Solution 1 Evaluation 1 Evaluation 2 Problem 2 Solution 2	CompS ContS CompS	Details Conclusion	Restriction Illustration	Examples

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
針對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」這個說法，個人認為其優缺點如下所述： 優點部分：由於國內各高中職進入大學的入學率已超過90%導致在人力市場上大學畢業生人力的供過於求，因此對各大專院校入學許可數目部份做限制，依供需理論而言，可以減少大學生的供應數量，等待就業市場對大學生人力的需求回升。這是一個短期的政策性作法，可以迫使大專院校因為這個入學許可數目的限制，而依據國內產業市場的狀況調整內部的科系，進而產生符合市場需求的人力，降低畢業即失業的狀況。 缺點部分：由於各大專院校的設置皆經由教育部同意才能設校運作，因此當教育部對於入學許可數目作出限制時，將使部分學校之營運立刻產生困難，而引此司法上的糾紛。此外由於入學管道的多元，因此對入學數目的限制是限制在那些學校(和?)那個入學管道的決定過程，以及對學生入學權利的公平性是否產生影響，都是需要小心謹慎的討論。 以上是個人對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」的意見，請指教。	The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates In Taiwan today. Aiming at this statement, I personally think that advantages (and) disadvantages are stated as follows. The advantages: <i>because the university admission rate is higher than 90% in Taiwan for senior high schools students and vocational schools students, it results in university graduates exceeds the demand at manpower markets, therefore, the number of admissions of Taiwanese university degree programmes should be partly restricted, according to the theory of supply (and) demand, this (proposition) can (help to) decrease the number of university students, (the government/people) can wait until the demand for the manpower of university students revive at the employment market. This is a short-term policy (scheme) (which) can make universities (and) colleges rearrange their departments because of the restriction of the number of admission, and so according to the situation of the employment, and then it will produce the right number of manpower, lower (improve) the situation in which graduation leads into unemployment.</i> The disadvantages: <i>Because each university (and) college is established (and) developed by way of approval of Ministry of Education. Therefore, when the Ministry of Education restricted the number of admission, some schools had running problems immediately, and caused legal dispute. In addition, due to multiple channels of admission, (the MOE) should be careful to face (the problems): the restriction policy (of the number of admission) will be carried out on which schools (and) on which channel during the process of making decision, and (check) if it will have influence on fairness of students' studying rights.</i> Above-mentioned is my personal opinion about "The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates In Taiwan today", please give your advice.	Statement-Amplification (the next 2 paras) Statement-Amplification (Lack of subject) Statement-Amplification Statement-Amplification Statement-Amplification (the above 2 paras)	Reason-Result Reason-Result Reason-Result Grounds-Conclusion Means-Purpose Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion Reason-Result Reason-Result	(no "and") No "and" No "and" Bonding Bonding No 'and' No 'and' Chronological Sequence Bonding Bonding No subject and object No 'and' Bonding (Use of comma instead of 'and')

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
茲就此議題在正反兩面陳述如下。 就人權中的受教權以及暢通教育彈性管道而言，教育部不應進行此等限制。在任何社會及政府下，任何人均有權利繼續學習。這不只滿足其求知慾，也提供擴大大心發展，增廣視野的機會。故，予以剝奪即侵犯人權。另，個人生涯發展中，有可能因一時困厄而無法接受大學教育而進入職場，若因此等限制，當有機會或有心再進入大專受教時，可能因名額有限而受阻。故，此等限制就像個人而言，實屬不當。 反之，此限制有其必要主要是由政府及社會的角度審度，其理由可歸納為三：(一)就某些產業而言，大學生的需求量已不如研究所畢業或高中職畢業者。(二)一定比率的大學生學非所用，浪費教育資源，不限制某些科系的入學人數，對社會及個人均屬不當。(三)目前某些產業極需高中職資格者擔任中階技術人員或員工，但因學歷主義作祟，令高中職畢業生(尤其是高職生)，紛往大專院校謀取機會。若不限制大專入學人數，產業結構的中階或基礎人員若非依賴外勞，只有降低人員素質至國中、小畢業者，恐非社會及經濟發展之福。 總而言之，就正反兩面因素綜合考量，教育部理應和其他各部會做出全盤研商，就國家發展，各產業所需就業人才，人民受教意願及發展淺能等各方面，研擬出實在可行且切合未來變化的教育政策及方案，教育是百年大計其所影響，不只是個人百年的發展，而是一個社會，國家百年，甚至更長久的命運。 In conclusion, considering the obverse and reverse two sides together, the Ministry of Education should have a overall discussion and research with the other ministries and commissions, for national development, demands of employment in various industries, people's hopes for education and development of potentiality so on, to plan achievable and adjustable educational policies and programs for future changes, education is a hundred-year national plan which influences not only individuals' but also society's and a nation's development for 100 years, the nation's fate for a longer time.		ContS CompS	Preview Details (preview) (details) ↓ (preview) (details) ↓ Conclusion Conclusion	Topic + Restriction Illustration ↓	Generalization Examples ↓

Text	Internal Discourse Structuring		
茲就此議題在正(和)反兩面陳述如下 就人權中的受教權以及暢通教育彈性管道而言，教育部不應進行此等限制。在任何社會及政府下，任何人均有權利繼續學習。這不只滿足其求知慾，也提供擴大大智發展，增廣視野的機會。故，予以剝奪即侵犯人權。另，個人生涯發展中，有可能因一時困厄而無法接受大學教育而進入職場，若因此等限制，當有機會或有心再進入大專受教時，可能因名額有限而受限。故，此等限制就像個人而言，實屬不當。 反之，此限制有其必要主要是由政府及社會的角度審度，其理由可歸納為三：(一)就某些產業而言，大學生的需求量已不如研究所畢業或高中職畢業者。(二)一定比率的大學生學非所用，浪費教育資源，不限制某些科系的入學人數，對社會及個人均屬不當。(三)目前某些產業極需高中職資格者擔任中階技術人員或員工，但因學歷主義作祟，令高中職畢業生(尤其是高職生)，紛往大專院校謀取機會。若不限制大專入學人數，產業結構的中階或基礎人員若非依賴外勞，只有降低人員素質至國中、小畢業者，忍非社會及經濟發展之福。 總而言之，就正(和)反兩面因素綜合考量，教育部理應和其他各部會做出全盤研商，就國家發展，各業所需就業人才，人民受教意願及發展淺能等各方面，研擬出實在可行且切合未來變化的教育政策及方案，教育是百年大計其所影響，不只是個人百年的發展，而是一個社會，國家百年，甚至更長久的命運。	Associative Statement-Amplification (the next 2 paras) Statement-Amplification Statement-Amplification Supplementary Alternation Simple Contrast Statement-Amplification Supplementary Alternation Supplementary Alternation Concession-Contraexpectation Supplementary Alternation Statement-Amplification	Logico-Deductive Reason-Result Means-Purpose Grounds-Conclusion Reason-Result Reason-Result Condition-Consequence Reason-Result Grounds-Conclusion Reason-Result Reason-Result Condition-Consequence Reason-Result Condition-Consequence Condition-Consequence Condition-Consequence Reason-Result Means-Purpose Reason-Result	Temporal Omission of 'and' Bonding Bonding Bonding Temporal Overlap Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding (Omission of 'and') Bonding Bonding Bonding Bonding Bonding Using Commas instead of "and"

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
當各級大專院校已多如便利商店般，而學生多如過江之鯽時，偏生現今大學畢業又缺乏就業機會，「畢業即失業」這樣的口號使不再是個「隱」憂，而是在明白不過的「堪憂」了！ 面對這樣時代問題，遂有人提出「教育部應該限制各級大專許可學生之數目加以化解的方案」，提出這樣看法的人，是植基於「學有所用」的功用效益觀點上，認為如果高學歷，高失業率或是學不能用，則學習何益？不僅是增加社會成本，而且不符合經濟效益。 然而或曰：大學教育的本質為何？意義何在？是爲了就業所以才就讀大學嗎？如果爲了找工作謀生存，所以升大學，恐怕未必能如願，倒不如到技職補教班，還更實際些。事實上，如果我們願意循其本的探究大學的教育本質的話，當會發現「大學之道」絕非「就業」而已矣。君不聞古典智慧《大學》開宗明義便說：「大學之道在明明德，在新民，在止於至善。」用我們現代的話說，就是：大學教育的目的在於尋回我們每個人的主體性，完成自己並進而成全他人。服務社會，以圓成生命的最高理想。準此觀之，大學本非職業先修班，而是一種全人的人格教育。所以大學畢業生缺乏就業機會和大學生過量並不是緊閉大學門檻就可以化解的。 綜合上述兩種意見，各有觀點，亦皆有理。讀大學雖非「謀食」更有「謀道」理想，然而理想不能盡棄現實。所以大專院校如果培育眾才，卻無法將所學運用於世，形同社會之蠹，的確形成社會的負擔，不過，減少招生人數是否就能化解問題，似乎也不濟事，個人以爲門戶可以開放，但把關要嚴格，這可確保人才的培養，不過這是消極之道，更積極作爲是，課程設計要務實多元，讓學生不僅學具專精，且深俱文化涵養，讓人人在大學裡都可以是成熟的「大人」，又可以是博通學問的「大學生」。 Synthesizing above mentioned opinions, (I think) each has its viewpoint, and also sounds reasonable. Studying at a university is for seeking for 'high ideals', not just for 'food', but (we) cannot ignore reality for ideals. Therefore, if college and universities want to educate people, but they cannot teach them how to apply what they learn in their work, they will be like bookworms in the society, it will actually become the burden of the society, but will reducing the number of recruitment solve the problem, it seems useless in coping with this situation, I personally think the door to universities should be open, but should strictly checking entrance, this will insure students' educational qualification, but this is a passive solution, a more active way is that curriculum should be practical and multiple, let students be not only professional at their majors but also culturally cultivated, let every student at university become a mature 'adult' and an knowledgeable university student.	Situation Problem Solution Evaluation 1 Evaluation 2	ContS CompS ContS	Preview Details preview details preview details Conclusion Conclusion		Generalization (generalization examples) Examples

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
當各級大專院校已多如便利商店般，而學生多如過江之鯽時，偏生現今大學畢業又缺乏就業機會，「畢業即失業」這樣的口號使不再是個「隱」憂，而是在明白不過的「堪憂」了！ 面對這樣時代問題，遂有人提出「教育部應該限制各級大專許可學生之數目加以化解的方案，提出這樣看法的人，是植基於「學有所用」的功用效益觀點上，認為如果高學歷，高失業率或是學不能用，則學習何益？不僅是增加社會成本，而且不符合經濟效益。 然而或曰：大學教育的本質為何？意義何在？是為了就業所以才就讀大學嗎？如果為了找工作謀生存，所以升大學，恐怕未必能如願，倒不如到技職補教班，還更實際些。事實上，如果我們願意循其本的探究大學的教育本質的話，當會發現「大學之道」絕非「就業」而已矣。君不聞古典智慧《大學》開宗明義便說：「大學之道在明明德，在新民，在止於至善。」用我們現代的話說，就是：大學教育的目的在於尋回我們每個人的主體性，完成自己並進而成全他人。服務社會，以圓成生命的最高理想。準此觀之，大學本非職業先修班，而是一種全人的人格教育。所以大學畢業生缺乏就業機會和大學生過量並不是緊閉大學門戶就可以化解的。 綜合上述兩種意見，各有觀點，亦皆有理。讀大學雖非「謀食」更有「謀道」理想，然而理想不能盡棄現實。所以大專院校如果培育眾才，卻無法將所學運用於世，形同社會之蠹，的確形成社會的負擔，不過，減少招生人數是否就能化解問題，似乎也不濟事，個人以為門戶可以開放，但把關要嚴格，這可確保人才的培養，不過這是消極之道，更積極作為是，課程設計要務實多元，讓學生不僅學具專精，且深俱文化涵養，讓人人在大學裡都可以是成熟的「大人」，又可以是博通學問的「大學生」。	Paraphrase Denial-correction Statement-Amplification Statement-Amplification Supplementary Alternation Concession-Contradiction Statement-Amplification Statement-Amplification Concession-Contradiction (paragraph 2) Contrastive Alternation (paragraph 3) Denial-Correction Statement-Amplification Denial-Correction Statement-Amplification Statement-Amplification Denial-Correction Concession-Contradiction Statement-Amplification Concession-Contradiction Denial-Correction Concession-Contradiction Concession-Contradiction Contrastive Alternation Statement-Amplification Concession-Contradiction Concession-Contradiction Statement-Amplification	Reason-Result Means-Purpose Reason-Result Condition-Consequence Reason-Result Reason-Result Condition-Consequence Condition-Consequence Means-Purpose Means-Purpose Grounds-Conclusion Reason-Result Reason-Result Condition-Consequence Means-Purpose Means-Purpose Means-Purpose	Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas instead of "and"

Text	Overall Rhetorical Structuring				
	PSN	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
大專院校屬於高等學府，培育社會菁英。既為菁英，本就有其資格限制與比率分配。然台灣由於高等政策前幾年之漫無節制，使得大專院校林立，大學生比率逐年提高，甚至到了供過於求的地步。在此情形下，遑論學生入學時水準無從挑選，連其畢業時之專業亦無從要求。過多的高等畢業生，卻具備中等能力，怎不會令業界搖頭，以及職務工作僧多粥少呢？再不限制學生人數，則專業品質、工作機會皆將惡性循環，每況愈下。 但若從求知權力而言，則任何學生皆有就學的需求，政府亦應保障其受教機會。故硬性、形式之入學人數限制，實違反此一基本人權，而台灣高等教育之陷入庸質化，正由於硬性、形式之開放政策所致。 正本清源之方，正在於資格與標準之設定。入學有標準做把關；畢業有資格做考核，如此，學生之數目自應逐步減縮自然之比率。不此之圖，冀求在學校與學生之數量做工夫，只會治絲益棼而已，不可不慎思啊！ In order to effect radical reform, qualification and standards have to be established. There are standards as check points for entering universities; there are qualifications as evaluation points, therefore, number of students will gradually reduce to a normal rate. If not, (the government) only hopes to consider the number of schools and students, it will be messy, (so) (the government) should not think carelessly.		ContS CompS	preview details ↓ preview details ↓ Conclusion ↓ Conclusion Preview Details ↓		Generalization Examples ↓

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
大專院校屬於高等學府，培育社會菁英。既為菁英，本就有其資格限制與比率分配。然台灣由於高等政策前幾年之漫無節制，使得大專院校林立，大學生比率逐年提高，甚至到了供過於求的地步。在此情形下，遑論學生入學時水準無從挑選，連其畢業時之專業亦無從要求。過多的高等畢業生，卻具備中等能力，怎不會令業界搖頭，以及職務工作僧多粥少呢？再不限制學生人數，則專業品質、工作機會皆將惡性循環，每況愈下。 但若從求知權力而言，則任何學生皆有就學的需求，政府亦應保障其受教機會。故硬性、形式之入學人數限制，實違反此一基本人權，而台灣高等教育之陷入庸質化，正由於硬性、形式之開放政策所致。 正本清源之方，正在於資格與標準之設定。入學有標準做把關；畢業有資格做考核，如此，學生之數目自應逐步減縮自然之比率。不此之圖，冀求在學校與學生之數量做工夫，只會治絲益棼而已，不可不慎思啊！	Concession-Contraexpectation Simple Contrast Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation (paragraph 1) (paragraph 2) Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Condition-Consequence Condition-Consequence Reason-Result Reason-Result Means-Result Condition-Consequence Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas or semicolons instead of "and"

Text	Translation	Overall Rhetorical Structuring			
		PSn	Matching	General-Particular	
Argument RT				Preview-Details	Generalization-Examples
所謂「十年樹木，百年樹人」，教育乃百年大計，牽涉一國人力的培育，一國國力的儲備，代為籌策者，應有真知灼見並能洞燭機先，方能深思熟慮為國家做長遠的教育規劃。 然近年由於選舉競爭激烈，教育亦淪為政治籌碼之一，政黨為拉籠選票，酬庸選民，在各縣市廣設大專院校，一時之間各級大專院校或升格或興設，如雨後春筍，相繼成立。因此高中升學率高達百分之 96，大學就學機會高達百分之 110，充分地滿足了大眾升學大專的心願與需求，表面看來，教育事業彷彿生機蓬勃，榮景大發。 目前台灣是一個「大學生滿街走，研究生多如狗」的國度，全民學歷普遍提升，然而大學教育品質，未見提升，而亂象紛呈，正方興未艾，令人憂心。 僅就就學機會來探討，教育部應該限制各級大專院校入學許可之學生人數。一則因台灣產業，近年大量外移至工資成本低廉的就業市場，以致就業機會減少，極多的大學畢業生，難以謀得適才適所的職務，又不願低就下層的勞力工作，因此延緩進入職場生產行列，花費龐大教育資源所培植之高級人力，竟投閒置散，這是否是國家教育資源的極大浪費？其二，多數大學畢業生，皆由臨老的父母，以平生積蓄的養老金，供奉這些年輕待業家中的子女，這是否造成老年族經濟負擔與壓力？其三，大專畢業生，多年苦讀，所學無用，個人價值無從發揮，自我實現難以達成，這是否為社會伏下不安定的因素？ 「一日之所需，百工斯為備」健全的社會，需有各階層的人力，目前大量培植大專院校學生，將使金字塔的人口結構失衡，每人皆為設計師、工程師，誰來維修下水道與馬路？教育部是否應該限制各級大專院校許可的學生人數？懇請決策較預百年大計的高階長官深思熟慮。	They say: "It takes ten years to grow a tree, 100 years to educate the young". Education is a 100-year national policy, to do with cultivation of manpower of a whole nation, a store of national power. Policy planners should have correct and penetrating views and should be able to take steps in advance. They can then contemplate thoroughly making long-term educational plans for the country. However, in recent years, because of drastically competitive elections, education has fallen into one of the political cracks - political parties attract voters by extensively establishing colleges and universities in different counties and cities. In order to solicit votes, different levels of colleges and universities were promoted or established during that time, (they are) like spring bamboo shoots mushrooming after rain, setting-up one by one. Therefore, the entrance rate of senior high schools is up to 96%, the opportunity for studying at universities is high - up to 110%. (This) has fully satisfied people's wishes and needs in terms of entering universities. Looked at from the surface, the educational industry seems very vigorous, prosperous. At present, Taiwan is the country where "(the) streets are full of undergraduates and graduates - as many as dogs". Education for all has been promoted, but the quality of tertiary education has not been raised, and various confusing scenes are still developing. (the situation is) worrisome. Talking about opportunities only, the Ministry of Education should restrict the number of admissions for different levels of colleges. First, because a lot of Taiwanese industry has moved to employment markets where labor costs are cheaper in recent years, employment opportunities have decreased - plenty of university graduates have difficulties in finding appropriate jobs, and don't want to take low-class labor jobs, so (they) delay getting into the vocational production line. The high-level manpower, (on which the government) has spent an enormous amount of educational resources, is however unemployed. Is this not a huge waste of national education resources? Secondly, most university graduates depend on their ageing parents who use their life-time savings to support these young unemployed children. Does this create an economic burden and pressure on old people? Thirdly, college graduates study hard for many years, (but) what (they) learn is useless. (Their) personal values cannot be realized/ achieve. Will this create social instability? In a perfect society in which "all the various crafts are done for one day's needs", there should be manpower of all levels. At present highly educated college and university students will make the population structure unbalanced. (If) everyone is a designer, (or) engineer, who comes to maintain sewers and roads? Should the Ministry of Education restrict the number of admission s at all levels of universities and colleges? (I) earnestly request the senior officials at a high level to make 100-year educational policies for the future in a deliberate manner.			Preview Details preview details preview details Conclusion (authorial comment and advice)	Generalization Generalization Examples generalization example generalization example

Text	Internal Discourse Structuring			
	Translation	Associative	Logico-Deductive	Temporal
所謂「十年樹木，百年樹人」， 教育乃百年大計 ，牽涉一國人力的培育，一國國力的儲備，代為籌策者，應有真知灼見並能洞燭機先，方能深思熟慮為國家做長遠的教育規劃。	They say: "It takes ten years to grow a tree, 100 years to educate the young". Education is a 100-year national policy, to do with cultivation of manpower of a whole nation, a store of national power. Policy planners should have correct and penetrating views and should be able to take steps in advance. They can then contemplate thoroughly making long-term educational plans for the country.	Statement-Amplification	Reason-Result Means-Result	Bonding
然近年由於選舉競爭激烈，教育亦淪為政治籌碼之一，政黨為拉籠選票，酬庸選民，在各縣市廣設大專院校，一時之間各級大專院校或升格或興設，如雨後春筍，相繼成立。因此，大學就學機會高達百分之110，充分地滿足了大眾升學大專的心願與需求，表面看來，教育事業彷彿生機蓬勃，榮景大發。	However, in recent years, because of drastically competitive elections, education has also fallen into one of the political cracks - political parties attract voters by extensively establishing colleges and universities in different counties and cities. In order to solicit votes, different levels of colleges and universities were promoted or established during that time, (they are) like spring bamboo shoots mushrooming after rain, setting-up one by one. Therefore, the entrance rate of senior high schools is up to 100%, the opportunity for studying at universities is high - up to 110% (This) has fully satisfied people's wishes and needs in terms of entering universities. Looked at from the surface, the educational industry seems very vigorous, prosperous.	Concession-Contraexpectation (paragraph 1) Statement-Amplification Supplementary Alternation Statement-Exemplification Statement-Amplification	Reason-Result Means-Purpose Means-Result Reason-Result Grounds-Conclusion	Bonding
目前台灣是一個「大學生滿街走，研究生多如狗」的國度，全民學歷普遍提升，然而大學教育品質，未見提升，而亂象紛呈，正方興未艾，令人憂心。	At present, Taiwan is the country where "(the) streets are full of undergraduates and graduates - as many as dogs", Education for all has been promoted, but the quality of tertiary education has not been raised, and various confusing scenes are still developing, (the situation is) worrisome.	Concession-Contraexpectation Statement-Exemplification Concession-Contraexpectation	Reason-Result	Bonding
僅就就學機會來探討，教育部應該限制各級大專院校入學許可之學生人數。一則因台灣產業，近年大量外移至工資成本低廉的就業市場，以致就業機會減少，極多的大學畢業生，難以謀得適才(又)適所的職務，又不願低就下層的勞力工作，因此延緩進入職場生產行列，花費龐大教育資源所培植之高級人力，竟投閒置散，這是否是國家教育資源的極大浪費？其二，多數大學畢業生，皆由臨老的父母，以平生積蓄的養老金，供奉這些年輕待業家中的子女，這是否造成老年族經濟負擔與壓力？其三，大專畢業生，多年苦讀，所學無用，個人價值無從發揮，自我實現難以達成，這是否為社會伏下不安定的因素？	Talking about opportunities only, the Ministry of Education should restrict the number of admissions for different levels of colleges. First, because a lot of Taiwanese industry has moved to employment markets where labor costs are cheaper in recent years, employment opportunities have decreased - plenty of university graduates have difficulties in finding appropriate jobs, and don't want to take low-class labor jobs, so (they) delay getting into the vocational production line. The high-level manpower, (on which the government) has spent an enormous amount of educational resources, is however unemployed. Is this a huge waste of national education resources or not? Secondly, most university graduates depend on their ageing parents who use their life-time savings to support these young unemployed children. Does this create an economic burden and pressure on old people or not? Thirdly, college graduates study hard for many years, (but) what (they) learn is useless. (Their) personal values cannot be realized/ achieved. Will this create social instability or not?	Statement-Amplification Concession-Contraexpectation Contrastive Alternation Statement-Amplification Contrastive Alternation Concession-Contraexpectation Contrastive Alternation	Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Means-Purpose Grounds-Conclusion Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding
「一日之所需，百工斯為備」健全的社會，需有各階層的人力，目前大量培植大專院校學生，將使金字塔的人口結構失衡，每人皆為設計師、工程師，誰來維修下水道與馬路？教育部是否應該限制各級大專院校許可的學生人數？懇請決策較預百年大計的高階長官深思熟慮。	In a perfect society in which "all the various crafts are done for one day's needs", there should be manpower of all levels. At present highly educated college and university students will make the population structure unbalanced. (If) everyone is a designer, (or) engineer, who comes to maintain sewers and roads? Should the Ministry of Education restrict the number of admissions at all levels of universities and colleges or not? (I) earnestly request the senior officials at a high level to make 100-year educational policies for the future in a deliberate manner.	Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Contrastive Alternation	Grounds-Conclusion Condition-Consequence Grounds-Conclusion (above-mentioned reasons)	Bonding Using commas instead of 'and'

Classification Texts - Chinese Specialists

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據統計，截至 1997 年春季為止，紐西蘭全年十二個月內車禍肇事死亡人數高達 557 人。其中駕駛人死亡人數 253 人、汽車乘客因車禍死亡 178 人、摩托車騎士及行人共計 108 人、腳踏車騎士及其它因素死亡者計 18 人。 在這項統計數字當中也顯示，因車禍喪生年齡層主要集中於青壯年，其中 25—39 歲死亡人數高達 154 人、40—59 歲死亡人數達 83 人。以人口結構而言，這二個年齡層為家庭中主要經濟支柱，若不幸發生意外喪生，影響家庭甚劇，間接影響社會安定，造成國家無形的負擔與損失。 因此，紐西蘭交通局呼籲：駕駛人務必小心駕駛，做好上路前的安全檢查，以確保自己及所有用路人的安全，避免意外一再發生，導致無可挽回的遺憾。	According to the statistics dated to the spring in 1997, there were 557 people died in traffic accidents throughout the whole year twelve months. Among them, 253 people were drivers, 178 people were passengers, 108 people were motorcyclists and pedestrians, 18 people were cyclists and others. The statistical numbers also show that the people who died in accidents are mostly young and mid-aged. Among them, 154 people aged from 25 to 39, 83 people aged from 40 to 59. According to the structure of the population, these two age groups are the financial pillars of families. If they die in accidents, their deaths will have a great influence on their families, have an indirect influence on the society, cause invisible burden and loss on the country. Therefore, New Zealand Transport Bureau declares that drivers should drive carefully, give the car a safety check before driving on the road in order to make themselves and all the road users safe and prevent repeated accidents that result in un-retrievable tragedies	Situation & Problem (added information) Solution (added information)		Preview Details preview details ↓ preview details ↓ Conclusion (Speaking for N.Z. Transport Ministry)		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
根據統計，截至 1997 年春季為止，紐西蘭全年十二個月內車禍肇事死亡人數高達 557 人。其中駕駛人死亡人數 253 人，汽車乘客因車禍死亡 178 人，摩托車騎士及行人共計 108 人，腳踏車騎士及其它因素死亡者計 18 人。 在這項統計數字當中也顯示，因車禍喪生年齡層主要集中於青壯年，其中 25—39 歲死亡人數高達 154 人，40—59 歲死亡人數達 83 人。以人口結構而言，這二個年齡層為家庭中主要經濟支柱，若不幸發生意外喪生，影響家庭甚劇，間接影響社會安定，造成國家無形的負擔與損失。 因此，紐西蘭交通局呼籲：駕駛人務必小心駕駛，做好上路前的安全檢查，以確保自己及所有用路人的安全，避免意外一再發生，導致無可挽回的遺憾。	According to the statistics dated to the spring in 1997, there were 557 people died in traffic accidents throughout the whole year twelve months. Among them, 253 people were drivers, 178 people who died due to accidents were passengers, 108 people were motorcyclists and pedestrians, 18 people were cyclists and others. The statistical numbers also show that the people died due to accidents are mostly young and in their prime time of life. Among them, 154 people aged from 25 to 39, 83 people aged from 40 to 59. According to the structure of the population, these two age groups are the financial pillars of families. If they die in accidents, their deaths will have a great influence on their families, have an indirect influence on the society, cause invisible burden and loss on the country. Therefore, New Zealand Transport Bureau declares that drivers should drive carefully, give the car a safety check before driving on the road in order to make themselves and all the road users safe, prevent accidents from happening repeatedly, from resulting in irretrievable tragedies	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Grounds-Conclusion Condition-Consequence Grounds-Conclusion Means-Purpose Means-Result	Bonding Bonding Bonding Bonding Chronological Sequence Bonding Use of ‘,’ instead of ‘and’

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據一項統計資料顯示，截至一九九七年春季為止，在紐西蘭發生的交通事故中，十二個月下來，總計有五百五十七人因此喪生。這些喪生者包括汽車駕駛人、乘客、摩托車騎士、行人、腳踏車騎士等，並且，各個年齡層都有。發生事故的機會與使用的交通工具有很大的關係，以成人而言，汽車駕駛人、摩托車騎士的死亡率是最高的；汽車上的乘客也容易因此跟著發生意外。像行人或是腳踏車騎士因為行進速度慢，加上是直接行動於公開場地，也容易發生意外。此外，高於二十歲以上的死亡數字是遠高於二十歲以下的人。由此可見，青壯年死於交通意外的比例顯然高過兒童。			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據一項統計資料顯示，截至一九九七年春季為止，在紐西蘭發生的交通事故中，十二個月下來，總計有五百五十七人因此喪生。這些喪生者包括汽車駕駛人、乘客、摩托車騎士、行人、腳踏車騎士等，並且，各個年齡層都有。發生事故的機會與使用的交通工具有很大的關係，<u>以成人而言，汽車駕駛人、摩托車騎士的死亡率是最高的；汽車上的乘客也容易因此跟著發生意外。像行人或是腳踏車騎士因為行進速度慢，加上是直接行動於公開場地，也容易發生意外。</u>此外，高於二十歲以上的死亡數字是遠高於二十歲以下的人。由此可見，青壯年死於交通意外的比例顯然高過兒童。	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Supplementary Alternation Simple Contrast Statement-Exemplification Simple Contrast Simple Contrast	Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Using commas instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
魂歸西天，天不假年 1997 春季止，一年內(紐西蘭)共 457 人死於車禍(本刊訊)。1996 夏季起，至 1997 春季止，在紐西蘭的道路上，共有 457 人死於車禍。 457 個死亡者中，就身份來看，以「汽車駕駛人」喪生的情形最嚴重，計有 253 個，占總死亡率的百分之五十五強。其次為乘客，共 178 個魂歸西天。 就年齡來看，則以 15 歲至 19 歲者死亡率最高，凡 97 個與世長辭，占總死亡人口的百分之二十一。 而在總死亡人口中，「年齡不明者」有二人、「身分不明者」有一人，這應是死亡時「面目全非」且「未帶任何證件」所致。	(Use of the style of newspaper report)		Preview Details preview details preview details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
魂歸西天，天不假年 1997 春季止，一年內(紐西蘭)共 457 人死於車禍 (本刊訊)。 1996 夏季起，至 1997 春季止，在紐西蘭的道路上，共有 457 人死於車禍。 457 個死亡者中，就身份來看，以「汽車駕駛人」喪生的情形最嚴重，計有 253 個，占總死亡率的百分之五十五強。其次為乘客，共 178 個魂歸西天。 就年齡來看，則以 15 歲至 19 歲者死亡率最高，凡 97 個與世長辭，占總死亡人口的百分之二十一。 而在總死亡人口中，「年齡不明者」有二人、「身分不明者」有一人，這應是死亡時「面目全非」且「未帶任何證件」所致。	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification	Reason-Result	Bonding Bonding Bonding Bonding Bonding Using 'comma' instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據紐西蘭 1996~1997 道路死亡紀錄顯示，汽車駕駛人及乘客是死亡人數分別為 253 人及 178 人，是死亡人數最高的兩種類別。而依照年齡層來看，又以 25~39 歲青壯年佔死亡人最高比例。 這項調查是以使用交通工具種類別及年齡層分布作為根據，結果顯示汽機車使用人及乘客死亡人數，高於使用人力之交通工具的行人與腳踏車騎士，可看出速度愈快的交通工具造成死亡人數愈多。年齡層分布方面，各個種類的交通工具都顯示 25~39 歲最高，其次則是 40~59 歲，顯示這年齡層正是使用機械交通工具的族群。 按照這項調查顯示，「十次車禍九次快」似乎再次獲得印證，為確保交通安全及個人寶貴生命，保持安全車速，小心駕駛仍是不可輕忽的原則。 According to this survey shown (in the table), “ nine out of ten accidents is due to speeding” has been proved once again, in order to secure traffic safety and individuals’ lives, (you/people) keeping safe speed, driving carefully is still a discreet principle.	Problem Solution Problem Solution		Preview Details preview details preview details Conclusion Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據紐西蘭 1996~1997 道路死亡紀錄顯示，汽車駕駛人及乘客是死亡人數分別為 253 人及 178 人，是死亡人數最高的兩種類別。而依照年齡層來看，又以 25~39 歲青壯年佔死亡人最高比例。 這項調查是以使用交通工具種類別及年齡層分布作為根據，結果顯示汽機車使用人及乘客死亡人數，高於使用人力之交通工具的行人與腳踏車騎士，可看出速度愈快的交通工具造成死亡人數愈多。年齡層分布方面，各個種類的交通工具都顯示 25~39 歲最高，其次則是 40~59 歲，顯示這年齡層正是使用機械交通工具的族群。 按照這項調查顯示，「十次車禍九次快」似乎再次獲得印證，為確保交通安全及個人寶貴生命，保持安全車速，小心駕駛仍是不可輕忽的原則。	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast	Grounds-Conclusion Condition-Consequence Grounds-Conclusion Grounds-Conclusion Reason-Result Means-Purpose	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using comma instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
以下是 1997 年紐西蘭道路交通事故所造成人員死亡的專題報導。歡迎收看。 根據紐西蘭道路交通安全局(?)的一份年度資料統計數字顯示, 1997 年春季爲止的 12 個月內, 全紐西蘭道路交通事故所造成 人員死亡的總數是 557 人, 其中直接造成了汽車駕駛人死亡的有接近半數約 45% 的 253 人, 有 31% 的 178 個受害者是乘客, 摩托車騎士死亡者佔 9% 的 51 人, 無辜行人有 57 人喪命, 佔了一成。有 3% 的遭殃者是自行車騎士 17 人。有 1 個身份不明的青少年死亡也被列入統計。 以下是依據年齡層分別所作的統計, 有 3/4 的死亡者是集中在 15 -- 19 歲的少年人, 和 20 -- 24 歲的青年人, 和 25 -- 39 歲的壯年人, 和 40 -- 59 歲的盛年人士。 其中以 154 個意氣風發的壯年人死亡, 佔了全部死亡人數的 28%, 排名第一。分別是 83 個汽車駕駛人, 39 個乘客, 18 個摩托車騎士, 12 個行人, 2 個自行車騎士 其次是人生正待起步的 97 個少年人, 在這一年度的道路交通事故上賠掉性命。分別是 31 個汽車駕駛人, 44 個乘客, 13 個摩托車騎士, 5 個行人, 3 個自行車騎士, 1 個身份不明的死者。一共有 90 個。 上了年紀的 60 歲以上老人魂歸西天。他們是 45 個汽車駕駛人, 27 個乘客, 2 個摩托車騎士, 13 個行人, 3 個自行車騎士。 再次是 83 個是正當事業有成的盛年人撒手人寰。分別是 52 個汽車駕駛人, 18 個乘客, 12 個摩托車騎士, 4 個行人, 2 個自行車騎士。 有 74 個血氣方剛的青年人, 在這個年度的道路交通中, 喪失掉了寶貴的生命。分別是 41 個汽車駕駛人, 17 個乘客, 5 個摩托車騎士, 6 個行人, 2 個自行車騎士。 有 19 個 10 -- 14 歲較大兒童無辜喪命。他們是 11 個乘客, 4 個行人, 4 個自行車騎士。 更有 18 個 5 -- 9 歲天真兒童不幸罹難。他們是 7 個乘客, 1 個摩托車騎士, 7 個行人, 3 個自行車騎士。 最是無辜的是有 15 個 0 歲的襁褓嬰兒和幼小稚子女夭折。 另外還有年齡不明的汽車駕駛人和行人各有一人。 以上是 1997 年紐西蘭道路交通事故所造成人員死亡的專題報導。 謝謝紐西蘭道路交通安全局(?)提供給我們報導的資料。謝謝你的收看。再會 Above mentioned is the report about the deaths caused by road accidents in New Zealand in 1997. [I would like to] thank NZ Transport Bureau for providing us with the information, and thank you for reading this. Goodbye.			Preview Details preview details preview details Summary Conclusion Summary Conclusion		

Explanation Texts - Chinese Specialists

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
由圖表可知，經營小本生意成功的要素 (一) 經營小本生意成功的要素，主要有兩點：一是顧客至上；二是合理的管理。 (二) 所謂「顧客至上」，就是以顧客消費者動機為依歸。首先，應選擇一個安全便利的地方，確保源源不絕的顧客群。其次，應明瞭顧客對你服務的期望，確保顧客的滿意與忠誠。在經營時當以顧客為經營的中心，如適時瞭解顧客對產品的好惡，有助於服務與消費關係的建立及維繫。 (三) 「合理的管理」，就是應注意妥善選擇生產地點，租金切勿過高；每月的預定花費要有節持適當的流動基金；又如研究競爭對手，建立廣告及價目表的檔案，有助於決定價格之策略。 (四) 無論是誰，只要能完成以上所說的顧客至上、合理管理這兩個要素，相信一定能將小本生意經營得有聲有色。	Based on the graph to know, the key factors in running a successful small business (The chart indicates the key factors involved in running a small business) (1) <i>There are two main factors in running a successful small business: the first one is to have a great regard for your customers; the second one is to have reasonable management.</i> (2) The so-called “to have a great regard for your customers” is to consider the customers’ motivation importantly. First, choose a safe and accessible place, in order to ensure a flow of customers. Next, understand customers’ expectation of your service, in order to ensure customer satisfaction and loyalty. While running the business, consider your customers as the centre of your business, for example, understand your customers’ likes and dislikes of your products, to assist in establishing and maintaining the relation between service and consumption. (3) Reasonable management is that you should notice how to choose a good location, rents should not be too high; monthly costs should kept within limits, and levels of stock should be controlled, keep adequate cash flow; and for example study your competitors, establish their files of advertising and pricing information, to help with decisions of pricing strategy. No matter who (will run a small business), as long as she/he can fulfil above-mentioned two key factors, having a great regard for your customers and having reasonable management, (it is believed/ I) believe that she/he can run a small business very successfully.			Preview (preview) (details) Details preview details ↓ preview details ↓ Conclusion		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
由圖表可知，經營小本生意成功的要素	Based on the graph to know, the key factors in running a successful small business.	Statement-Amplification		
(一) 經營小本生意成功的要素，主要有兩點：一是顧客至上；二是合理的管理。	(1) There are two main factors in running a successful small business: the first one is to have a great regard for your customers; the second one is to have reasonable management.			Bonding Bonding
(二) 所謂「顧客至上」，就是以顧客消費者動機為依歸。首先，應選擇一個安全便利的地方，確保源源不絕的顧客群。其次，應明瞭顧客對你服務的期望，確保顧客的滿意與忠誠。在經營時當以顧客為經營的中心，如適時瞭解顧客對產品的好惡，有助以服務與消費關係的建立及維繫。	(2) The so-called “to have a great regard for your customers” is to consider the customers’ motivation importantly. First, choose a safe and accessible place, in order to ensure a flow of customers. Next, understand customers’ expectation of your service, in order to ensure customer satisfaction and loyalty. While running the business, consider your customers as the centre of your business, for example, understand your customers’ likes and dislikes of your products, to assist in establishing and maintaining the relation between service and consumption.	Statement-Amplification Statement-Amplification	Means-Purpose Means-Purpose	Bonding Bonding Bonding Temporal Overlap
(三) 「合理的管理」，就是應注意妥善選擇生產地點，租金切勿過高；每月的預定花費要有節制，並要控管存貨的多寡，保持適當的流動基金；又如研究競爭對手，建立廣告及價目表的檔案，有助於決定價格之策略。	(3) Reasonable management is that you should notice how to choose a good location, rents should not be too high, monthly costs should kept within limits, and levels of stock should be controlled, keep adequate cash flow; and for example study your competitors, establish their files of advertising and pricing information, to help with your decisions of pricing strategy.	Statement-Exemplification	Means-Purpose	Bonding Bonding
(四) 無論是誰，只要能完成以上所說的顧客至上、合理管理這兩個要素，相信一定能將小本生意經營得有聲有色。	(4) No matter who (will run a small business), as long as she/he can fulfil above-mentioned two key factors, having a great regard for your customers, having reasonable management, (it is believed/ I) believe that a small business will be run very successfully.	Statement-Amplification Statement-Exemplification	Reason-Result Means-Purpose Means-Purpose	Bonding Bonding Bonding
		Concession-Contraexpectation Statement-Amplification Statement-Amplification	Grounds-Conclusion	Using commas or semi-colons instead of ‘and’

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一樁成功的小本生意 小本生意之魅力在於它是小本，同為本錢不重，不至於關乎生死存亡，但如果成功小本生意亦可以富甲一方。但是小生意易投資，也易失敗，因為投資門檻低，競爭者眾，要在之中殺開一條生路，若不付出十二萬分的努力，幾乎是不可能成功的， 小生意之成功要素可分為兩個層面，其一是成本控制，其二是服務品質。無奈正反兩面常是對立的，服務品質愈好，則成本愈高。成本控制包含房租不可過高，庫存不可太多，太久貨物原料必須壓低價格。但是為了眾多同行競爭，價格又不可過高，服務態度及品質會決定顧客之滿意度，因此又不可無限度的壓低成本。 因為如此的困難，所以成本中的每一分或全使用的效度就很重要，所謂錢要花在刀口上，為了使效度提升，所以要明白三件事，一是顧客在哪裡？二是如何使用通路？三是如何提升品質？尤其是顧客群的鎖定，可以決定物品的風格及價格，這樣可以避免與同行打價格戰。品質的提升的話盡可能採取不必再加成本的方式，而以創意的方式完成，貼近顧客的喜好。要殺出活路，以創意與堅持，精準鎖定顧客是成功的不二法門，千萬不要憑自己的喜好，一廂情願的傻做，必敗無疑。 For struggling to survive (subject – YOU- omitted), knowing your customers well with persistence and creativity is the key to success, don't do with your own likes, with your own wishful thinking foolishly, you will fail without doubt.			Preview Details/ (preview) (details) ↓ (preview) (details) ↓ Conclusion Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一樁成功的小本生意 小本生意之魅力在於它是小本，同為本錢不重，不至於關乎生死存亡，但如果成功小本生意亦可以富甲一方。但是小生意易投資，也易失敗，因為投資門檻低，競爭者眾，要在之中殺開一條生路，若不付出十二萬分的努力，幾乎是不可能成功的。 小生意之成功要素可分為兩個層面，其一是成本控制，其二是服務品質。無奈正反兩面常是對立的，服務品質愈好，則成本愈高。成本控制包含房租不可過高，庫存不可太多，太久貨物原料必須壓低價格。但是為了眾多同行競爭，價格又不可過高，服務態度及品質會決定顧客之滿意度，因此又不可無限度的壓低成本。 因為如此的困難，所以成本中的每一分或全使用的效度就很重要，所謂錢要花在刀口上，為了使效度提升，所以要明白三件事，一是顧客在哪裡？二是如何使用通路？三是如何提升品質？尤其是顧客群的鎖定，可以決定物品的風格及價格，這樣可以避免與同行打價格戰。品質的提升的話盡可能採取不必再加成本的方式，而以創意的方式完成，貼近顧客的喜好。要殺出活路，以創意與堅持，精準鎖定顧客是成功的不二法門，千萬不要憑自己的喜好，一廂情願的傻做，必敗無疑。	Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Statement-Amplification Denial-Correction	Condition-Consequence Reason-Result Condition-Consequence Condition-Consequence Means-Purpose Reason-Result Reason-Result Reason-Result Reason-Result Means-Purpose Means-Purpose Condition-Consequence	Using commas instead of 'and' Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
小本生意的經營，若能掌握竅門，也能創造成功典範，它是創業的基石，也是將來能否造就大企業的前哨戰。為什麼一家小肉包店門庭若市？而一些裝潢豪華的餐廳，反而門可羅雀，而面臨倒閉？這都是經營方法的問題。 成功的經營，必須在人、時、地、事四大方向下功夫。 在人方面：經營者需任勞任怨，誠懇實在，以客為尊，接受建議，瞭解客人的希望，滿意程度，讓他們有下次再來的動機。也要清楚競爭對手或同業的經營策略與成效，如他們的廣告，價目表等各種資訊。 在時方面：控制產品供需的尖峰時段，機動配合，不宜讓人久候掃興。也要配合時令，推出應景產品(如夏季冰品，冬季熱湯圓…)。 在地方面：選擇安全便利的地點，但租金不可太高，注意環境的整潔及小飾品的擺設，特殊吸引人的招牌廣告等等。 在事方面：注意存貨程度的管控管，確保適當租金流向，並避免過度花費。尤其量入為出，不宜盲目擴大信用，造成資金缺口。 成功的企業家，來自機伶的頭腦，求新求變的態度，有眼光有魄力，穩紮穩打。成功絕非偶然。 A successful entrepreneur should have a smart brain, an attitude of seeking innovations and changes, insight (and) resolution, run (a small business) steadily and step by step. Success is not accidental.			Preview ↓ Details (preview) (details) ↓ (preview) (details) ↓ (preview) (details) ↓ (preview) (details) ↓ Conclusion Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
小本生意的經營，若能掌握竅門，也能創造成功典範，它是創業的基石，也是將來能否造就大企業的前哨戰。爲什麼一家小肉包店門庭若市？而一些裝潢豪華的餐廳，反而門可羅雀，而面臨倒閉？這都是經營方法的問題。 成功的經營，必須在人、時、地、事四大方向下功夫。在人方面：經營者需任勞任怨，誠懇實在，以客爲尊，接受建議，瞭解客人的希望，滿意程度，讓他們有下次再來的動機。也要清楚競爭對手或同業的經營策略與成效，如他們的廣告，價目表等各種資訊。 在時方面：控制產品供需的尖峰時段，機動配合，不宜讓人久候掃興。也要配合時令，推出應景產品(如夏季冰品，冬季熱湯圓…)。 在地方面：選擇安全便利的地點，但租金不可太高，注意環境的整潔及小飾品的擺設，特殊吸引人的招牌廣告等等。 在事方面：注意存貨程度的管控管，確保適當租金流向，並避免過度花費。尤其量入爲出，不宜盲目擴大信用，造成資金缺口。 成功的企業家，來自機伶的頭腦，求新求變的態度，有眼光有魄力，穩紮穩打。成功絕非偶然。	Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Supplementary Alternation Statement-Exemplification Statement-Amplification Statement-Exemplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Correction-Denial	Condition-Consequence Reason-Result Means-Purpose Reason-Result Means-Purpose Means-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Using commas instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
要經營一樁成功的小本生意必須掌握下列六個重要技巧：1. 確保源源不絕的顧客群；2. 確保顧客之滿意及忠誠；3. 明瞭顧客對你的產品之好與惡；4. 可幫助決定價格之策略；5. 確保適當現金流向，並避免過度花費；6. 每月訂定之花費不要太高。 至於前述六個重要技巧，則仍須分別注意下列細節：在「確保源源不絕的顧客群」方面，則須「選擇一個安全便利的地點」；在「確保顧客之滿意及忠誠」方面，則須「明瞭顧客對你服務之期望」；在「可幫助決定價格之策略」方面，則須「研究你的競爭者-- 建立他們的廣告及價目表的資料檔案」；在「確保適當現金流向，並避免過度花費」方面，則須注意「存貨程度之控管」；在「每月訂定之花費不要太高」方面，則須注意「生意地點的選擇，租金切勿過高」。			General Particular Preview Details General Particular		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
要經營一樁成功的小本生意必須掌握下列六個重要技巧：1. 確保源源不絕的顧客群；2. 確保顧客之滿意及忠誠；3. 明瞭顧客對你的產品之好與惡；4. 可幫助決定價格之策略；5. 確保適當現金流向，並避免過度花費；6. 每月訂定之花費不要太高。 至於前述六個重要技巧，則仍須分別注意下列細節：在「確保源源不絕的顧客群」方面，則須「選擇一個安全便利的地點」；在「確保顧客之滿意及忠誠」方面，則須「明瞭顧客對你服務之期望」；在「可幫助決定價格之策略」方面，則須「研究你的競爭者，建立他們的廣告及價目表的資料」；在「確保適當現金流向，並避免過度花費」方面，則須注意「存貨程度之控管」；在「每月訂定之花費不要太高」方面，則須注意「生意地點的選擇，租金切勿過高」。	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification		Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using';', 'commaa or '—as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
想要經營一樁成功的小本生意，以下有幾點建議供您參考。 首先，要掌握每月的花費勿太高，並且避免過度花費。比如在生意地點的選擇上，要選擇一個安全便利的地點，以確保源源不絕的顧客群，但請注意租金切勿過高。同時，也要控管存貨的數量，以確保適當的現金流向。 第二，要瞭解顧客對您所提供服務的期望，以及對您產品之好惡，以確保顧客之滿意及忠誠度。 此外，也要研究您的競爭對手，建立其廣告及價目表資料檔案，以幫助您做價格策略的決定。 以上的建議，您亦可參照隨文所附之表格，可以幫助您更容易瞭解此文。 You can also refer to the above suggestions in the attached table, (which) can help you understand this text easily.			Preview preview details General details General Details (Reminder) (Reminder) Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
想要經營一樁成功的小本生意，以下有幾點建議供您參考。 首先，要掌握每月的花費勿太高，並且避免過度花費。比如在生意地點的選擇上，要選擇一些安全便利的地點，以確保源源不絕的顧客群，但請注意租金切勿過高。同時，也要控管存貨的數量，以確保適當的現金流向。 第二，要瞭解顧客對您所提供服務的期望，以及對您產品之好惡，以確保顧客之滿意及忠誠度。 此外，也要研究您的競爭對手，建立其廣告及價目表資料檔案，以幫助您做價格策略的決定。 以上的建議，您亦可參照隨文所附之表格，可以幫助您更容易瞭解此文。	Statement-Exemplification Statement-Amplification Concession-Contradiction Supplementary Alternation (without a signal word ‘或 or’)	Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Purpose	Bonding Bonding Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding Use of commas instead of “and”

Recount Texts-Chinese Specialists

Text	Translation	Overall Rhetorical Strutting				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
二次大戰末期，由於日本商務船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢荒而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。 90 年代後的日本，經濟迅速復甦，到 1990 年，其國內生產總值(GDP)已居全世界第二高，為德國的 2 倍，更達美國全國的百分之七十，景況十分活絡。然從 1990 年之後，到了 2000 年，整體日本的經濟發展卻出現了 10 年不景氣的表現。大量錯置的基金，勞力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於 10 項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國 GDP 總值的 24%，造成政府整體負債額佔國內 GDP 的 130%，於全球經濟合作與發展組織中最差的國家。 當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率的影響之下，落在日本青年人有膀上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景，未來整體而言，仍頗有堪虞之處。	At the end of World War II, because Japanese merchant fleet was destroyed by the Allied Forces, it caused the food supplies from China, Japan, Formosa, Korea were cut off, (it)caused Japanese society to solve the problem by putting on rations owing to starvation. Then after the war because of the economic reestablishment, Japanese economic development strategy is managing it in a national concentrative way, the government made various social contracts with banks, corporate sector in order to recover and prosper economy. After 90s in Japan, economy recovered rapidly. In 1990, her GDP was second highest in the world which was twice that of Germany, even 70% that of the USA, the situation was very prosperous. However, after 1990, until 2000, the entire economic development in Japan had a decade of stagnant performance. Due to massive misallocation of capital, the skills in labour and technology could neither be gained nor be improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy in the present recession. these funds were 24% of current GDP, which caused the government gross debt 130% of GDP, was the worst country in the OECD (The Organisation for Economic Cooperation and Development). At present, (seeing)the state of Japanese economy, it is slowly recovering, but still having problems, especially under the influence of (the problems of)ageing population and low birth rate, the burden on the shoulders of Japanese youth is the highest (heaviest) in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in current Japan, that may be temporary, on the whole in future, there still will be some worries.	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Situation Problem		No Preview Details ↓ Conclusion		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
二次大戰末期，由於日本商務船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢餓而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。	At the end of World War II, because Japanese merchant fleet was destroyed by the Allied Forces, it caused the food supplies from China, Japan, Formosa, Korea were cut off. (it) caused Japanese society to solve the problem by putting on rations owing to starvation. And after the war because of the economic reestablishment, Japanese economic development strategy is managing it in a national concentrative way, the government made various social contracts with banks, corporate sector in order to recover and prosper economy.	Statement-Amplification	Reason-Result Reason-Result Reason-Result Reason-Result Means-Purpose	Chronological Sequence Bonding Chronological Sequence
90 年代後的日本，經濟迅速復甦，到 1990 年，其國內發生產總值(GDP)已居全世界第二高，為德國的 2 倍，更達美國全國的百分之七十，景況十分活絡。然從 1990 年之後，到了 2000 年，整體日本的經濟發展卻出現了 10 年不景氣的表現。大量錯置的基金，勞力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於 10 項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國 GDP 總值的 24%，造成政府整體負債額佔國內 GDP 的 130%，於全球經濟合作與發展組織中最差的國家。	After 90s in Japan, economy recovered rapidly. In 1990, her GDP was second highest in the world which was twice that of Germany, even 70% that of the USA, the situation was very prosperous. However, after 1990, until 2000, the entire economic development in Japan had a decade of stagnant performance. Due to massive misallocation of capital, the skills in labour and technology could neither be gained nor be improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy in the present recession, these funds were 24% of current GDP, it caused the government gross debt 130% of GDP, was the worst country in the OECD (The Organization for Economic Cooperation and Development).	Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result Means-Purpose Means-Result	Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding
當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率的影響之下，落在日本青年人有膀上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景，未來整體而言，仍頗有堪慮之處。	At present, (seeing) the state of Japanese economy, it is slowly recovering, but still having problems, especially under the influence of (the problems of) ageing population, low birth rate, the burden on the shoulders of Japanese youth is the highest (heaviest) in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in current Japan, that may be temporary, on the whole in future, there still will be some worries.	Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation	Reason-Result Reason-Result	Chronological Sequence Bonding Using commas instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本為經濟強國，其設計、開發、行銷的能力，素為各國學習的對象，多年前「日本能，美國為何不能？」所產生之風潮令人印象深刻，媒體、出版業則紛紛以此為主題爭相報導。二次世界大戰後日本如何從戰敗國成為經濟強國？現今的日本經濟發展現況如何？他山之石可以攻錯，日本經濟的興衰史，將帶給吾人省思。 1945 年正逢二次世界大戰之末期，日本在世界各國的侵略有如強弩之末，當時日本的商務船隊被毀，而來自中國、韓國、台灣之食物補給也被同盟國美國等截斷，日本國內因飢荒而需實施食物配給，人民生活極為匱乏。 戰後的日本奮發圖強，軍國主義所造成的現狀，讓日本當局痛定思痛，制定相關法律，並依據與政府、銀行、法人組織部門之間的社會契約，訂定國家採集中管理的方式，全力發展經濟，其主要的政策包括：政府指示銀行投資策略性的部門；法人組織部門承諾終身雇用；以及人民維持高存款率等策略。 1990 是日本經濟的高峰，其國內生產總值(GDP)為全世界第二高，而 GDP 之資金，則為全世界第三高，是美國的百分之七十，足足領先當時的工業先進國家德國兩倍，其傲人的經濟表現，帶給日本國民富足的生活品質。 2000 年由於全球經濟的不景氣，以及日本政府政策的錯誤，使得日本在「經濟合作與發展組織機構(OECD)中表現最差，政府總體負債佔國內生產總值之 130%。日本政府自 1990 年起，在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟(佔國內生產總值的 24%)；讓日本的經濟無法成長，大量錯置的資金、勞力及工業技術，更讓日本經濟雪上加霜，帶給了十年經濟不景氣的表現。 日本經濟發展之現況如何？是否能再創經濟的風華，世界各國仍在觀望之中。目前日本經濟雖在緩慢復原中，但仍存在著一些問題，沒有強而有力的新興公司；老化人口、出生率低；落在年輕人肩膀上的賦稅重擔亦是目前全世界最高的。以上總總讓經濟學家預測日本現今的經濟狀況雖有改善，但很可能只是暫時的，日本政府仍需在政策上尋求解決的方案。 What is the present development of Japanese economy? Will they have a good success again, the other countries are watching it. At present, Japanese economy is slowly recovering, but still having some problems, not enough strong new companies; ageing population with low birth rate; the burden of tax on young peoples shoulders is now the highest in the whole world. Above mentioned problems have caused economists to predict that the present condition of Japanese economy is improving, but it may be temporary, Japanese government still need to find out and plan solvable policies.	Situation 1 Problem 1 Situation 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Situation Problem Evaluation Solution in need Situation Problem Evaluation Solution in need		Preview Details ↓ Conclusion ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本為經濟強國，其設計、開發、行銷的能力，素為各國學習的對象，多年前「日本能，美國為何不能？」所產生之風潮令人印象深刻，媒體、出版業則紛紛以此為主題爭相報導。二次世界大戰後日本如何從戰敗國成為經濟強國？現今的日本經濟發展現況如何？他山之石可以攻錯，日本經濟的興衰史，將帶給吾人省思。	Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification (the following paragraphs)	Reason-Result Reason-Result Means-Purpose	Chronological Sequence
1945 年正逢二次世界大戰之末期，日本在世界各國的侵略有如強弩之末，當時日本的商務船隊被毀，而來自中國、韓國、台灣之食物補給也被同盟國美國等截斷，日本國內因飢荒而面臨極度之恐慌，人民生活極端困苦。	Statement-Amplification Statement-Exemplification	Reason-Result Reason-Result	Chronological Sequence Bonding
戰後的日本奮發圖強，軍國主義所造成的現狀，讓日本當局痛定思痛，制定相關法律，並依據與政府、銀行、法人組織部門之間的社會契約，訂定國家採集中管理的方式，全力發展經濟，其主要的政策包括：政府指示銀行投資策略性的部門；法人組織部門承諾終身雇用；以及人民維持高存款率等策略。	Statement-Amplification Statement-Amplification	Reason-Result Means-Purpose	Chronological Sequence Bonding Bonding
1990 是日本經濟的高峰，其國內生產總值(GDP)為全世界第二高，而 GDP 之資金，則為全世界第三高，是美國的百分之七十，足足領先當時的工業先進國家德國兩倍，其傲人的經濟表現，帶給日本國民富足的生活品質。	Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Simple Contrast	Reason-Result Grounds-Conclusion (above sentences) Reason-Result Reason-Result Reason-Result Means-Purpose Reason-Result Reason-Result	Chronological Sequence Bonding Chronological Sequence Bonding Bonding Bonding
2000 年由於全球經濟的不景氣，以及日本政府政策的錯誤，使得日本在「經濟合作與發展組織機構」(OECD)中表現最差，政府總體負債佔國內生產總值之 130%。日本政府自 1990 年起，在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟(佔國內生產總值的 24%)；讓日本的經濟無法成長，大量錯置的資金、勞力及工業技術，更讓日本經濟雪上加霜，帶給了十年經濟不景氣的表現。	Statement-Amplification Statement-Amplification	Reason-Result Reason-Result	Chronological Sequence Bonding
日本經濟發展之現況如何？是否能再創經濟的風華，世界各國仍在觀望之中。目前日本經濟雖在緩慢復原中，但仍存在著一些問題，沒有強而有力的新興公司；老化人口、出生率低；落在年輕人肩膀上的賦稅負擔亦是目前全世界最高的。以上總總讓經濟學家預測日本現今的經濟狀況雖有改善，但很可能只是暫時的，日本政府仍需在政策上尋求解決的方案。	Statement-Amplification (all the following) Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast Statement-Amplification (above paragraphs)	Reason-Result Reason-Result	Chronological Sequence Bonding Using commas instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
由於 1945 年太平洋戰爭末期，美軍實施潛艇封鎖政策，致日本之商隊被毀，來自中國、韓國與台灣的物質，全遭截斷，日本雖嚴格實施食物配給制，但其經濟發展因慘遭打擊，而嚴重惡化，人民生活於戰亂、貧窮且陷於水深火熱之中。 戰後，為促成經濟快速成長，日本政府策略性指示銀行投資重要民生產業，加上法人組織部門承諾終身僱用員工，以及人民皆能維持高存款率等因素，致日本很快於戰後的廢墟中，脫穎而出。至 1990 年，其國內生產總值（GDP）居全世界第二高，為德國的兩倍；是美國的 70%，且其 GDP 之資金，是全世界第三高，實在令人佩服。 但因日本政府自 1990 年起，大量花費金錢約兩百億日圓於公共建設中，以冒充不景氣中的經濟（約佔國內生產總值的 24%），卻一方面促成政府整體負債佔國內生產總值的 130%，為「經濟命無與發展組織（OECD）」中最差者；另一方面亦因而大量錯置資金，勞力與工業技術，致經濟成長遭遇瓶頸，而深陷長達於十年的不景氣之中。 經過多年的努力奮鬥，如今日本經濟雖已經有緩慢復甦的現象，但因至今仍未有強而有力的新興公司出現，加上人口老化迅速，以及低出生率，落在年輕人肩膀上的賦稅重擔，居今世界最高等問題，因此日本經濟雖已有些改善，但亦可能只是短暫的，值得吾人繼續觀察、評估。 After many years' efforts, Japanese economy has now a phenomenon of recovery, but because of the problems (such as) no strong new companies, (and) rapidly increasing ageing population, and low birth rate, the heaviest burden of tax on young people shoulders in the whole world, (so) Japanese economy has some improvement, but it may be just temporary, it is worth for us continuing to observe and evaluate it.	Situation 1 Problem 1 Solution 1 Evaluation Problem 2 Situation 2 Solution 2 Evaluation 2 Situation 3 Problem 3 Solution 3 Evaluation 3 Situation Problem Evaluation Situation/ Problem Evaluation		(No preview) Details  Conclusion Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
由於 1945 年太平洋戰爭末期，美軍實施潛艇封鎖政策，日本之商路被切，來自中國、韓國與台灣的物質，全遭截斷，日本雖嚴格實施食物配給制，但其經濟發展因慘遭打擊，而嚴重惡化，人民生活於戰亂、貧窮且陷於水深火熱之中。 戰後，為促成經濟快速成長，日本政府策略性指示銀行投資重要民生產業，加上法人組織部門承諾終身僱用員工，以及人民皆能維持高存款率等因素，致日本很快於戰後的廢墟中，脫穎而出。至 1990 年，其國內生產總值（GDP）居全世界第二高，為德國的兩倍；是美國的 70%，且其 GDP 之資金，是全世界第三高，實在令人佩服。 但因日本政府自 1990 年起，大量花費金錢約兩百億日圓於公共建設中，以冒充不景氣中的經濟（約佔國內生產總值的 24%），卻一方面促成政府整體負債佔國內生產總值的 130%，為「經濟命脈與發展組織（OECD）」中最差者；另一方面亦因而大量錯置資金，勞力與工業技術，致經濟成長遭遇瓶頸，而深陷長達十年的不景氣之中。 經過多年的努力奮鬥，如今日本經濟雖已經有緩慢復甦的現象，但因至今仍未有強而有力的新興公司出現，加上人口老化迅速，以及低出生率，落在年輕人肩膀上的賦稅重擔，居今世界最高等問題，因此日本經濟雖已有些改善，但亦可能只是短暫的，值得吾人繼續觀察、評估。	Concession-<u>Contraexpectation</u> Statement-Amplification (the rest of sentences) Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Concession-<u>Contraexpectation</u> (Paragraph 2) (Paragraph 3) Statement-Amplification Concession-<u>Contraexpectation</u> Statement-Amplification Simple Contrast Concession-<u>Contraexpectation</u> Simple Contrast Statement-<u>Exemplification</u> Concession-<u>Contraexpectation</u>	Reason-<u>Result</u> Reason-<u>Result</u> Reason-<u>Result</u> Reason-<u>Result</u> Means-<u>Purpose</u> Means-<u>Result</u> Means-<u>Purpose</u> Means-<u>Result</u> Reason-<u>Result</u> Reason-<u>Result</u>	Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Using commas instead of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
二次大戰後的日本經濟 1945 第二次世界大戰末期，日本的經濟嚴重蕭條。在對外貿易上，日本商務船隊被毀，對外經貿往來幾近停擺；在民生物資方面，來自中國、韓國、台灣的食物補給被截斷，國內已因飢荒而需食物配給。 戰後的日本，為提昇經濟，走出戰敗的陰霾，遂依據與政府、銀行、法人組織部門之間的社會契約，採集中管理的國家經濟政策。其中影響日本後來經濟成長最重要的三點，即為：一、政府指示銀行投資策略性的部門；二、法人組織部門承諾終身雇用；三、人民維持高存款率。 歷經四十餘年的生聚努力，在 1990 年時，日本國內生產總值（GDP）已是全世界第二高，是德國的兩倍，美國的百分之七十。其經濟發展之奇蹟，令世界各國刮目相看。 然所謂盛極而衰，自 1990 年後，日本政府整體負債已佔國內生產總值之 130%（在「經濟合作與發展組織」國家中敬陪末座）。而經濟成長衰退，連帶地產生了大量錯置的資金、勞力、工業技術。更有甚者，日本政府居然花費了兩百億日圓，用在十項刺激消費的措施中，意圖掩飾不景氣中經濟（而所花費的金額，竟佔國內生產總值的 24%）。（註：兩百億日圓會不會太少了？） 自 2000 後，日本雖在十年不景氣中，緩慢復原，經濟即使有些改善，因日本未來的經濟發展，仍有不少潛在的問題，如：未能再出現強而有力的新興公司，如過去的傲視全球的國際、新力等跨國大企業；老化人口，低出生率，落在年輕人肩膀上的賦稅重擔是全世界最高的，嚴重影響競爭力。 日本今後的經濟會如何發展，曾以經濟成就傲視全球的日本，是否還能再度讓紅日旗發出震懾世人的光芒，全世界都在拭目以待。 How will Japanese economy develop in future (?), will Japan whose economical achievement was once proudly superior to other countries will make their national flag brightly beam to surprise the people of world again(?), the whole world is waiting to see.	Situation 1 Problem 1 Situation 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Problem		(Preview) Details ↓ Conclusion Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
二次大戰後的日本經濟 1945 第二次世界大戰末期，日本的經濟嚴重蕭條。在對外貿易上，日本商務船隊被毀，對外經貿往來幾近停擺；在民生物資方面，來自中國、韓國、台灣的食物補給被截斷，國內已因戰事而需食物配給。 戰後的日本，為提昇經濟，走出戰敗的陰霾，遂依據與政府、銀行、法人組織部門之間的社會契約，採集中管理的國家經濟政策。其中影響日本後來經濟成長最重要的三點，即為：一、政府指示銀行投資策略性的部門；二、法人組織部門承諾終身雇用；三、人民維持高存款率。 歷經四十餘年的生聚努力，在 1990 年時，日本國內生產總值（GDP）已是全世界第二高，是德國的兩倍，美國的百分之七十。其經濟發展之奇蹟，令世界各國刮目相看。 然所謂盛極而衰，自 1990 年後，日本政府整體負債已佔國內生產總值之 130%（在「經濟合作與發展組織」國家中敬陪末座）。而經濟成長衰退，連帶地產生了大量錯置的資金、勞力、工業技術。更有甚者，日本政府居然花費了兩百億日圓，用在十項刺激消費的措施中，意圖掩飾不景氣中經濟（而所花費的金額，竟佔國內生產總值的 24%）。（註：兩百億日圓會不會太少了？） 自 2000 後，日本雖在十年不景氣中，緩慢復原，經濟即使有些改善，但可能只是暫時的。因日本未來的經濟發展，仍有不少潛在的問題，如：未能再出現強而有力的新興公司，如過去的傲視全球的國際、新力等跨國大企業；老化人口，低出生率，落在年輕人肩膀上的賦稅重擔是全世界最高的，嚴重影響競爭力。 日本今後的經濟會如何發展，曾以經濟成就傲視全球的日本，是否還能再度讓紅日旗發出震懾世人的光芒，全世界都在拭目以待。	Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Exemplification Statement-Exemplification Simple Contrast	Reason-Result Reason-Result Reason-Result Means-Purpose Grounds-Conclusion Reason-Result Means-Purpose Reason-Result Reason-Result	Chronological Sequence Using punctuations instead of 'and' Chronological Sequence Chronological Sequence Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
進入二十一世紀的今日年代，一般認為日本的經濟發展現況雖仍有若干困難尚待克服，但應已走在緩慢復甦的道路上；其實這些局部改善的跡象，可能只是短暫的好景，其背後的隱憂，似乎還未受到社會大眾應有的重視。 回顧最近半個多世紀以來的日本的經濟形勢演變歷史 可追溯至二次世界大戰剛結束的 1945 年，由於戰爭失敗導致的無條件投降，一方面日本龐大的商務船隊多在戰爭中遭到摧毀，另方面日本在戰爭初期因佔領中國、韓國及台灣所建構的食物補給管道逐一被切斷，導致戰後的日本其國內反倒發生飢荒而必須採取食物配給制度。 其後在美國大力支持其戰後重建及韓戰時期高度物質需求的刺激之下，日本經濟得到了重建的機會。此時的國家依據其與銀行、法人組織間的社會契約，採取集中事權的管理制度，當時政府可以指導銀行投資策略性的經濟部門，而各類法人組織均承諾採行終身雇用制度，且一般人民多能維持高存款率；這幾項特色促使日本的經濟發展在 1990 年代之初達到頂峰，當時日本的國內生產總值(GDP)一度位居全世界第二，達到美國的百分之七十，或德國的兩倍，而其 GDP 的資金，更曾高居世界第三。 但至二十世紀的末期，日本經濟卻意外地陷入長達十年的不景氣低谷，當時日本政府以經濟不景氣為由，希望能經由政府率先投資來帶動整體經濟的繼續發展；於是自 1990 年起，日本政府在其十項擴充投資的措施中，一共投注了兩百億日圓的大量經費，大約佔其國民生產總值的 24%，但如此作的結果不但無法使其經濟向上提升，且大量錯置的資金、勞動力及工業技術，更導致政府部門的整體負債高達國內生產總值之 130%，以致於在“經濟合作與發展組織”的各國中表現殿後。 如今日本經濟雖然已出現自谷底逐漸翻身的跡象，但深入觀察後將可發現，多年來仍少出現強而有力的新興公司，加上人口老化嚴重，而嬰兒出生率卻一直徘徊在低檔，可以預見未來落在其年輕人肩膀上的稅賦將是全世界最重的；因此這些長期性的社會結構性問題等隱憂，可能終將逐步侵蝕日本得來不易的短暫經濟復甦成果。 At present, a sign has shown that Japanese economy is gradually rising from the valley, but after being deep into observations, (you can) find out that, after so many years, (there are) still not many strong new companies, along with serious ageing population, and the birth rate lingering low, it can predict that the burden of tax on young people's shoulders will be the heaviest in the whole world; therefore, the worries in these long-term problems of social structures may finally gradually erode away ephemeral success on Japanese recovering economy, which was not easy to achieve.	Situation 1a Problem 1 Solution 1a Situation 1b Solution 1b Evaluation Situation 2 Problem 2 Solution 2 Evaluation 2 Situation Problem Evaluation		Preview ↓ Details ↓ Conclusion ↓ Conclusion		

Text	Internal Discourse Structuring	Logico-Deductive	Temporal
進入二十一世紀的今日年代，一般認為日本的經濟發展現況雖仍有若干困難尚待克服，但應已走在緩慢復甦的道路上；其實這些局部改善的跡象，可能只是短暫的好景，其背後的隱憂，似乎還未受到社會大眾應有的重視。	Associative ~~Concession~~ -Contraexpectation Concession- ~~Contraexpectation~~ Statement-Amplification (The rest of paragraphs)		Use of commas instead of 'and'
回顧最近半個多世紀以來的日本的經濟形勢演變歷史，可追溯至二次世界大戰剛結束的1945年，由於戰爭失敗導致的無條件投降，一方面日本龐大的商務船隊多在戰爭中遭到摧毀，另一方面日本在戰爭初期因佔領中國、韓國及台灣所建構的食物補給管道逐一被切斷，導致戰後的日本其國內反倒發生飢荒而必須採取食物配給制度。		Reason-Result Reason-Result Reason-Result	Chronological Sequence Bonding Bonding Bonding
其後在美國大力支持其戰後重建及韓戰時期高度物質需求的刺激之下，日本經濟得到了重建的機會。此時的國家依據其與銀行、法人組織間的社會契約，採取集中事權的管理制度，當時政府可以指導銀行投資策略性的經濟部門，而各類法人組織均承諾採行終身雇用制度，且一般人民多能維持高存款率；這幾項特色促使日本的經濟發展在1990年代之初達到頂峰，當時日本的國內生產總值(GDP)一度位居全世界第二，達到美國的百分之七十，或德國的兩倍，而其GDP的資金，更曾高居世界第三。	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Concession-Contraexpectation (paragraph 3) Statement-Amplification Concession-Contraexpectation	Reason-Result Means-Result	Chronological Sequence Bonding Bonding
但至二十世紀的末期，日本經濟卻意外地陷入長達十年的不景氣低谷，當時日本政府以經濟不景氣為由，希望能經由政府率先投資來帶動整體經濟的繼續發展；於是自1990年起，日本政府在其十項擴充投資的措施中，一共投注了兩百億日圓的大量經費，大約佔其國民生產總值的24%，但如此作的結果不但無法使其經濟向上提升，且大量錯置的資金、勞動力及工業技術，更導致政府部門的整體負債高達國內生產總值之130%，以致於在“經濟合作與發展組織”的各國中表現殿後。		Reason-Result Means-Result Reason-Result	Chronological Sequence Bonding Bonding
如今日本經濟雖然已出現自谷底逐漸翻升的跡象，但深入觀察後將可發現，多年來仍少出現強而有力的新興公司，加上人口老化嚴重，而嬰兒出生率卻一直徘徊在低檔，可以預見未來落在其年輕人肩膀上的稅賦將是全世界最重的；因此這些長期性的社會結構性問題等隱憂，可能終將逐步侵蝕日本得來不易的短暫經濟復甦成果。	Concession-Contraexpectation Simple Contrast	Grounds-Conclusion Grounds-Conclusion (above mentioned sentences)	Chronological Sequence Bonding Bonding Bonding

Appendix 12.3: Analyzed texts (texts written in English by the Taiwanese EFL students)

Argument Texts-English - EFL Students

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
I think the problems are not there are not appropriate employment opportunities for university students. <i>It's for the some college students think that they are college students they should require more high-class and high pay salary. They can't stand to do the so called "ordinary job".</i> I think the problem is not focus on restrict the number of admissions of college degree. Government should focus on how to raise the quality of students. Student should prepared themselves well and well-developed they own talent or ability before they graduate. That's really a practical solutions to the problems.	~~Statement-Amplification~~ ~~Denial-Correction~~ <i>Statement-Amplification</i> <i><u>Simple Contrast</u></i> ~~Denial-Correction~~ ~~Supplementary Alternation~~ ~~Statement-Amplification~~	<i>Reason-Result</i> ~~Grounds-Conclusion~~	Bonding Bonding Chronological Sequence

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, there are so many students who graduate from universities can't find a good job. As far as I am concerned, the reason why our society shows this phonomonam is that there exists too many universities. In this case, we will take it for granted that <u>students graduate from the universities</u>. <i>For instance, if there are two thousand employment opportunities and twenty thousand graduates.</i> It is obvious that we do not have enough opportunities for our graduates to get the job. When it comes to this question, we should consider that whether we have to try to cut down the amount of admissions of our university		CompS	Preview Details 		<u>Generalization</u> <i>Example</i>

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, there are so many students who graduate from universities can't find a good job. As far as I am concerned, the reason why our society shows this phenomenon is that there exists too many universities. In this case, we will take it for granted that students graduate from the universities. For instance, if there are two thousand employment opportunities and twenty thousand graduates. It is obvious that we do not have enough opportunities for our graduates to get the job. When it comes to this question, we should consider that whether we have to try to cut down the amount of admissions of our university	<u>Statement</u>-Amplification Statement-Amplification <u>Statement</u>-Amplification Statement-Exemplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification Contrastive Alternation	Reason-Result Grounds-Conclusion Condition-Consequence	Bonding Temporal Overlap

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In Taiwan, we can find that the government become weaker and weaker. It makes us worry about many things for the students of university graduates in Taiwan. It probably seem to lose job when you are graduated from the university. More and More people are worrying about these problems. These problem also connect with the economics of Taiwan. Everyone feel that a lot of things all get the high price.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In Taiwan, we can find that the government become weaker and weaker. It makes us worry about many things for the students of university graduates in Taiwan. It probably seem to lose job when you are graduated from the university. <i>More and more</i> people are worrying about these problems. <i>These problem also connect with the economics of Taiwan.</i> Everyone feel that a lot of things all get the high price.	~~Statement~~-Amplification Simple Contrast ~~Statement~~-Amplification Simple Contrast Statement-Amplification	Reason-Result Grounds-Conclusion Grounds-Conclusion	Temporal Overlap Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, almost every student go to university and almost every student graduate from university. That means, almost every student get at least one university degree program. And that's the reason why there are not enough appropriate employment opportunities for the graduates today. In my opinions, I don't think that there are not enough employment opportunities. Most of the people have one university degree, and why some of them can get a good job, and some of them can't? Actually, it depends on how hard can you work, how do you improve yourself and what can you do for the job. Of course that all the companys want to hire a hard-working person, insted of a lazy one. Some of the people are too lazy and not hard-working. They always complained about everything in their lives, and they did noting on their work. So, they lose their job and can not find a new one. Sooner or later, they will start to say there are not enough opportunities for them. I think that there are all kinds of work in the world. You can try different kinds of opportunities, instead of one. Then, you'll find out that, there are still a lot of opportunities for us.	Situation Problem Problem (restated) Solution Situation Problem Solution Evaluation		Preview Details 		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In my opinion, I think that the Government should restrict the number of admission of Taiwanese university degree programs, because there are too many university in Taiwan, but the born raise is lower than before, that's the reason why everyone can enter the university easily. The other reason is that the (quality) of the students is worse year by year. Because of that, I think that the Government should think some ways to solve those problems, otherwise, many college students will get in problem with finding jobs.		CompS 	Preview Details 		

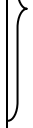
Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In my opinion, I think that the Government should restrict the number of admission of Taiwanese university degree programs, because there are too many university in Taiwan, but the born raise is lower than before, that's the reason why everyone can enter the university easily. The other reason is that the of the students is worse year by year. Because of that, I think that the Government should think some ways to solve those problems, otherwise, many college students will get in problem with finding jobs.	Statement-Amplification Concession-Contraexpectation Simple Contrast Simple Contrast Statement-Amplification	Reason-Result Reason-Result Reason-Result Reason-Result Condition-Consequence	Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
I do agree with this statement. In recent years, entering into a university is not as difficult as before because there are too many universities in Taiwan. In past years, students have to study very hard, so that they can enter to a university. After they graduated, a lot of companies want them to work in the companies because those students are so excellent. However, modern students are much lazier than the students from past years. There are too many college students, but companies are not as much as those students. That's why they can't find a good job. I totally agree with government restrict the number of admissions of university degree programs.		CompS	Preview Details ↓ Summary		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
I do agree with this statement. In recent years, entering into a university is not as difficult as before because there are too many universities in Taiwan. In past years, students have to study very hard, so that they can enter to a university. After they graduated, a lot of companies want them to work in the companies because those students are so excellent. However, modern students are much lazier than the students from past years. <i>There are too many college students</i>, but <i>companies are not as much as those students</i>. That's why they can't find a good job. I totally agree with government restrict the number of admissions of university degree programs.	Statement-Amplification (the rest of paragraph) Concession-Contraexpectation Simple Contrast Concession-Contraexpectation Simple Contrast	Reason-Result Means-Result Reason-Result <i>Reason-Result</i> Grounds-Conclusion	Chronological Sequence

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
I don't think that concept of Taiwanese Government is correct. There are two reasons on my opinion. First, the educated in Taiwan is progressing now. For example, most universities start to push pupils learn what their own interesting. Everyone should have useful in some kind of work in the future. Besides, universities also encourage pupils work in society which could give them a lot experience after they graduate. Second, universities support a lot of chance		CompS 	Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
I don't think that concept of Taiwanese Government is correct. <i>There are two reasons on my opinion.</i> First, the educated in Taiwan is progressing now. For example, most universities star to push pupils learn what their own interesting. Everyone should have useful in some kind of work in the future. Besides, universities also encourage pupils work in society which could give them a lot experience after they graduate. Second, universities support a lot of chance	Statement-Amplification <i>Statement-Amplification</i> Statement-Exemplification Statement-Amplification	Reason-Result Reason-Result	Bonding

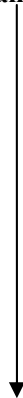
Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
As we know that there are more less and less about the employment opportunities in Taiwan. Of course, the Taiwanese government should respond half of response. There are more and more universities produced in Taiwan. It is said “The universities students full all the streets”. That’s why the government should restrict the number of admissions of Taiwanese university degree the programs.		CompS 	Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
As we know that there are more less and less about the employment opportunities in Taiwan. Of course, the Taiwanese government should respond half of response. There are more and more universities produced in Taiwan. <i>It is said</i> “The universities students full all the streets”. That’s why the government should restrict the number of admissions of Taiwanese university degree the programs.	Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification	<u>Grounds-Conclusion</u> <u>Reason-Result</u> <u>Reason-Result</u>	

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In Taiwan, most of graduate students are confront a problem that are not enough appropriate employment opportunities. It is because there are too many people graduate suddenly, and the society is already full of jobs. Nowadays, a lot of people who graduate from university they even do not have enough skills for jobs. Also, there are another problem on there. The people who do not want to take a responsibility for themselves. So many companies do not want to employ the people who are fresh man. Nevertheless, the companies want to keep the people who have enough experience to the job rather than the freshman. In spite of the retirement's age still raise gradually, old people do not retires, so how to enhance the employment of opportunities?	Problem 1 Situation Problem 2 (with 2 parts) (int) Problem 3 (int)		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In Taiwan, most of graduate students are confront a problem that are not enough appropriate employment opportunities. It is because there are too many people graduate suddenly, and the society is already full of jobs. Nowadays, a lot of people who graduate from university they even do not have enough skills for jobs. Also, there are another problem on there. The people who do not want to take a responsibility for themselves. So many companies do not want to employ <i>the people</i> who are fresh man. Nevertheless, the companies want to keep <i>the people who have enough experience to the job rather than</i> the freshman. In spite of the retirement's age still raise gradually, <i>old people do not retires</i>, so how to enhance the employment of opportunities?	Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation	Reason-Result Reason-Result	Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
According to the repost, today there are not enough appropriate employment opportunities for university graduates in Taiwan. This problem bring out many people and parents' arguments, so that they think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programs. Most of people think that there are more and more student graduated from university with not enough skills and bad attitudes; some of them said		CompS	Preview Details ↓		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Today everyone in earth should be educated, study shouldn't only for those student who smart or rich. In education everyone are equal, that's what education should do! Though our number of admissions of university are higher than other country, it seems our education are less than past, but it's not my thought, I say, this thing represent out country are rich and every are educated. A modern country's citizen not only living in rich or safety but also get knowledge. We should proud that our people are smart. And the thing government should restrict is our "Country things Confidential Fees". Much people get education in the first step, than the second step is improve "Education Department".		ContS CompS	No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSN	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In some situations I think <u>the Taiwanese Government should to restrict the number of admission of Taiwanese university degree programs as there are not enough appropriate.</u> But in another situation, it isn't needed. There are too many university <u>in Taiwan</u> that always occurs some strange situations, <i>for example, some schools only have about 500 persons to study in.</i> I think in this situation, Taiwanese don't have too much		ContS	Preview Details ↓		<u>Generalization</u> <i>Example</i>

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, it is commonplace that when asking about a person's certificate. It is more likely that seventy percentages or more will show that they own the college degree. But it seems that for these days, for a college student with a university degree is actually the basic. In Taiwan, too many universities are set up. I agree with the propose to abolish the universities.			Preview (No Details)		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
I totally agree this statement. In my point nowadays, more and more people graduated from university. When they graduated, they can't find a proper job. One way can solve this problem is that Taiwanese Government should restrict the number of admissions of Taiwanese university are constructed, many people can take degree of university if they have enough money.		CompS 	Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
It is more people to study in university. Even though having a high educational level, we are difficult to find a job which is good for us. I think the way to improve is to add work opportunities. People only want to have a job which can earn lots of money and near home. In fact, there are many jobs needing people to work. The government should think			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Increasing Number of Universities in Taiwan Today, in Taiwan, it seems to be easy entering an university even the student didn't do well on the entering exam. Actually, some people or experts say that the college students in Taiwan have no competitions in these years. What's the phomenone result in the situation? I think it's because the Taiwanese Government cannot restrict the increasing numbers of universities. But I think it may not be a negative phonomone. Because it means that everyone from the all ages still has the chance to enter an university and gets the degree. Entering an university is no more difficult than before, but how to be admitted by a great public university is the issue that we should discuss these days.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
More and more university graduates in Taiwan have to face a serious problem—hard to find an appropriate job. In Taiwan, it's easier to admit by universities than before. The graduates have the same degrees of education, but most of them have different degrees of abilities. If the graduates have good and enough abilities, he can find a good job easily.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are more and more universities in Taiwan. Most of people have the university degree. People do not have enough appropriate employment opportunities because there are so many universities. I think the government set up so many universities because they want to help everyone can get a good education. On the contrary, some of the universities can't educate people well, because they do not have enough resource. Because of this reason, some famous companies do not hire people even they have university degree. The government		ContS 	No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Actually, this is a serious problem in Taiwan. Everyone wants to get the university degree in order to get better job. There are a lot of university set up for earn money. They don't care about the quality of students. The government should build up a role to get the degree or students will just have degree without any skill. Until students get the enough knowledge and professional ability, they can get the degree.		CompS 	Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, there are more and more students graduating from the university. In fact, the amount of university students will be higher and higher. Almost everyone graduates from university; no matter the university's quality is good or not. This will cause a lot of problems. The most important thing is that the employment opportunities will decrease. Because everyone needs a job, it is difficult to find a chance to work. The Taiwanese Government should do some change on this kind of problem. First, Taiwanese Government should restrict the number of admissions of Taiwanese university degree.	Situation Problem Solution		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
As the matter of fact, I don't really agree giving out too much number of admissions of Taiwanese Universities degree programs. It decreases the employment opportunities for university graduates indeed. Everyone gets the same degree, then does it make sense? By the contrast, there has some advantages. Lots of people get more chances to learn more which increase the educate level of people in Taiwan. In my opinion, Taiwanese universities should be more aware of the employment opportunities decreasing problems. Avoiding this problem is what the Taiwanese Government and universities should do,		} ContS	Preview Details ↓ Conclusion		

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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are two many university nowadays and the level of these graduates is going down every year. Some schools want to earn money in order to set up new classes but without well organized. In this way, the students who graduate from these classes won't find a good job. Because of this situation, the government should observe every school every year to look out how are the classes in every school organized. If we find some classes have no contribution and they don't work hard on it, we can cut the classes off and also can reduce the money resource from government. In this way, the schools will be very careful on organizing the classes, and the graduation test should be higher and higher depend on the students' level in order to encourage them to study hard.			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In my opinion, this is very serious problem in Taiwan. Too many university, students in Taiwan are not afraid of without any school to get in. In that way, it's too easy to get to a university , so they won't appreciate about it. The Government should (restrict) the number of university. On the other hand, the university should increase their competition, help the students to find the job before they graduated. Also students have take their response.		} CompS	Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Most of university students face a big problem that they can't find job after graduating some of studies that everyone can be college students whether you pass text or not. However, I don't think these are main reason. Students have low quality that students and school must have to take responsibility for it. Students have work hard on course and learn how to use knowledge into the daily life. Besides, Teachers have to provide good informations to students			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Classification Texts-English - EFL Students

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
A brief report about the road deaths in NZ. According the table below, we can clearly see that the passengers in the age of 15-19 years cause the most of the death in 1997. And the driver in 25-39 years also shows that the maximum of dieing by accident. So we will know that riding a bicycle will be safer than other transportation in New Zealand. The total numbers of that are just about 17 people. And why are drivers cause the most of the numbers in New Zealand? Don't it be the safest transportation? Because of the reason I mentioned, that will be waited to survey and make the investigation.			Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
A brief report about the road deaths in NZ. According the table below, we can clearly see that the passengers in the age of 15-19 years cause the most of the death in 1997. And the driver in 25-39 years also shows that the maximum of dieing by accident. So we will know that riding a bicycle will be safer than other transportation in New Zealand. The total numbers of that are just about 17 people. And why are drivers cause the most of the numbers in New Zealand? Don't it be the safest transportation? Because of the reason I mentioned, that will be waited to survey and make the investigation.	Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast	Grounds-Conclusion Reason-Result	Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
This table shows the road death in New Zealand in a year. From this table, we can see that driver is the highest in those types on the table. In addition, middle-ager is the most so that we may guess speeding and drinking-driving are the most possible reasons to cause death. Second is passenger. Every age level shows the number on the table. That means, using safety equipments correctly is very important when driving, no matter children and adults.	Statement-Amplification (the rest of sentences) Statement-Amplification Simple Contrast Simple Contrast	Grounds-Conclusion Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Temporal Overlap Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are many traffic accidents occurring in New Zealand this year. According to the report, most drivers died in the traffic accident. Because of the highest death number of driver, drivers need to concentrate on their driving. The second higher traffic accident is on passenger. When passengers get on the car, you have to fasten your seat belt immediately. Don't talk to the driver too often, It will distract their	Problem Solution		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are a form about the road death for one year to April 1997. there are the people who often get the car accident. That are drivers, passengers, motorcyclists, pedestrians, cyclists and unknown. The total of drivers is the highest number in the form. The total number is 253 and most deaths focus on the age of 25 to 39. Perhaps they drink and drive or speed up over the limitation. As to the passengers, the highest number in the age group is 15-19.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are a form about the road death for one year to April 1997. There are the people who often get the car accident. That are drivers, passengers, motorcyclists, pedestrians, cyclists and unknown. The total of drivers is the highest number in the form. The total number is 253 and most deaths focus on the age of 25 to 39. Perhaps they drink and drive or speed up over the limitation. As to the passengers, the highest number in the age group is 15-19.	Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Supplementary Alternation Simple Contrast	Reason-Result	Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
According to this research, it shows the danger on the road. As we can see, the main kind of death is driver. Since people who drive in cars can drive very fast, it will usually cause damage hurts and even cause to death. And the second one is passenger. Here we can see, compare to others, people in age 0-4 years die on the road quite much, children have no idea about dangers and they can't take good care of themselves. They often walk or play on the streets without any growups besides, so it may cause car accidents. And the third one is motorcyclist. And the people's ages are around 15-39. Which means, young people. Young people who don't drive cars ride motorcycles. Many researches consist that young people like to speed.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
According to this research, it shows the danger on the road. As we can see, the main kind of death is driver. Since people who drive in cars can drive very fast, it will usually cause damage hurts and even cause to death. And the second one is passenger. Here we can see, compare to others, people in age 0-4 years die on the road quite much, children have no idea about dangers and they can't take good care of themselves. <i>They often walk or play on the streets without any growups besides so it may cause car accidents</i>. And the third one is motorcyclist. And the people's ages are around 15-39. Which means, young people. Young people who don't drive cars ride motorcycles. Many researches consist that <i>young people like to speed</i>.	~~Statement~~-Amplification (the rest of paragraph) ~~Statement~~-Amplification ~~Statement~~-Amplification ~~Simple Contrast~~ ~~Statement~~-Amplification ~~Statement~~-Amplification ~~Supplementary Alternation~~ ~~Statement~~-Amplification ~~Statement~~-Amplification ~~Denial~~-Correction ~~Statement~~-Amplification	Reason-Result Reason-Result <i>Reason-Result</i> Grounds-Conclusion (the previous 3 sentences)	Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
This table shows us the investigation about the road deaths in New Zealand in 1997. Abviously, we can see the drivers occupyps the most part of the table, which means people who drove tends to death easily in a car accident. Concerning the passengers who stayed on the car, especially on bus, they usually died in a huge amount of number. And according to the table, we can see the average age group which resulted in the major accidents was 25-39 years. People in this age period seemed to be more impulsive than other ages.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
This table shows us the investigation about the road deaths in New Zealand in 1997. Obviously, we can see the drivers occupies the most part of the table, which means people who drove tends to death easily in a car accident. Concerning the passengers who stayed on the car, especially on bus, they usually died in a huge amount of number. And according to the table, we can see the average age group which resulted in the major accidents was 25-39 years. People in this age period seemed to be more impulsive than other ages.	Statement-Amplification ~~Statement-Amplification~~ Simple Contrast ~~Statement-Amplification~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~ Simple Contrast	Reason-Result	Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, it's very convenience going everywhere. We can walk, ride bikes, ride motorcycles, or drive, but some accidents happen on the way. The firm shows data about road deaths in New Zealand for one year. In this year, the total number of deaths in about 550. Most of them are driver and passengers.			General Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, it's very convenience going everywhere. We can walk, ride bikes, ride motorcycles, or drive, but some accidents happen on the way. The firm shows data about road deaths in New Zealand for one year. In this year, the total number of deaths in about 550. Most of them are driver and passengers.	~~Statement-Amplification~~ ~~Supplementary Alternation~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~		Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, there are many people take their own transportation to work or to school. The table below show us in the city different type of road user. There are 253 drivers, from age 15-60, driving cars to work. We know that many people have their own transportations. According to the below, middle-age people is the highest of having their own cars. There are about 178 people taking the public transportation, especially among age 15-19 because they are all teenagers who do not have their own cars or motorcycles.			General Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, there are many people take their own transportation to work or to school. The table below show us in the city different type of road user. There are 253 drivers, from age 15-60, driving cars to work. We know that many people have their own transportations. According to the below, middle-age people is the highest of having their own cars. There are about 178 people taking the public transportation, especially among age 15-19 because they are all teenagers who do not have their own cars or motorcycles.	Supplementary Alternation Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Supplementary Alternation	Reason-Result	

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Today there are more and more accidents happened nowadays, and it also causes death amount increase. Here are some statistic which shows that in the year, from April 1996 to April 1997, how many road users died during which ages. <i>According to the data, the figure above the report, the factors of death can simply divide into six categories. Among these factors, the type “driver” of road users cause about 253 death number, this figure is not only surprised people but also showing that most of roads deaths in New Zealand is drivers.</i> Thinking about the reason and comparing the news, we can easily get the result easily. The most obvious causes might be drink-driving, speeding...	Statement-Amplification Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Amplification Statement-Exemplification Simple Contrast	Reason-Result Means-Result	Bonding Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
According the following chart, it shows the data about road death in New Zealand for one year. There are kinds of road users, such as drivers, passengers, motorcyclists, pedestrians, and cyclists. Though each type of users are divided with ages. As the data has pointed out, we can understand that car users (drivers) has caused the most death on road, in addition, drivers and passengers are hardly separated. It's because that most of vehicles, just as cars, vans, buses and even trucks, they usually take one or more passengers. Another effect that shows by age is the elders couldn't control the machine very well. However, there's an interesting part has shown the most deadly tragedy is caused by age between 25- 39. In my opinion, men and women at this period, they drive to work everyday, they had the most using percentage. Second, we can said that the number has quickly decrease in other road user table except drivers. Indeed, there might be argued that the traffic problem in New Zealand is well separating and managing traffics in fast road and highway. What's the reason I pointed out this question, according the table, 51 deaths in motorcycle, 57 pedestrians died, and only 17 dead cyclists. In other hand, we can say the New Zealand Government has well organized the rapid and slow road. Finally, we all wish that everybody could walk and drive safely.	Statement-Amplification (the rest of paragraph) Statement-Exemplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Simple Contrast Statement-Exemplification Supplementary Alternation Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Statement-Exception Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The drivers have high road deaths rate in New Zealand. It's very terrible rate for everyone to see. The age between twenty-five to thirty-nine's drivers are most dangerous. We must notice it carefully. However, the passengers are also have high road death rate in New Zealand. The age is between fifteen to nineteen' passengers are most dangerous. Traffic is a part of our life, we have to notice it and don't forget to be concentrate on cross the roads no matter that you drive or walk.			No Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The road deaths people have rised every year, especially the drivers. And the passengers death people come after. Third is the pedestrian. In the period of 25 -39 years. The death people is highest in every type of road users. But on the contrary, the motorcyclist death people have decreased in the last years. Although we don't know what reasons cause these accidents, but the death people are incredible. We also can see that the passenger death people are surprising, that present if you are just a passenger but do nothing you might have an accident.			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The road deaths people have rised every year, Especially the drivers. And the passengers death people come after. Third is the pedestrian. In the period of 25 -39 years. The death people is highest in every type of road users. But on the contrary, the motorcyclist death people have decreased in the last years. Although we don't know what reasons cause these accidents, but the death people are incredible. We also can see that the passenger death people are surprising, that present if you are just a passenger but do nothing you might have an accident.	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification Simple Contrast Concession-Contraexpectation (the above paragraph) Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation	Condition-Consequence	Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The road deaths The following table is easy to see that people deaths in driver more easier than the other ways. Especially the vast majority 25-39 years people easy happen accident. Maybe the data analysis shows the young people may pay more attention to caution mark in road. In other way, be worth thinking that the passenger's safety measure enough or not? Maybe we are watchful and reverent can avoid some accident. The teenagers in 15-19 years have not provided with judgement and handle ability. If they don't have the driving license, parents must forbid they use any vehicle. Only everyone following the traffic regulations, we can have more safe traffic life.			No Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The road deaths The following table is easy to see that people deaths in driver more easier than the other ways. Especially <i>the vast majority 25-39 years people easy happen accident</i>. Maybe the data analysis shows the young people may pay more attention to caution mark in road. In other way, be worth thinking that the passenger's safety measure enough or not? Maybe we are watchful and reverent can avoid some accident. The teenagers in 15-19 years have not provided with judgement and handle ability. If they don't have the driving license, parents must forbid they use any vehicle. Only everyone following the traffic regulations, we can have more safe traffic life.	~~Statement~~-Amplification ~~Statement~~-<u>Amplification</u> ~~Statement~~-Amplification ~~Contrastive~~ Alternation	<i>Reason-<u>Result</u></i> ~~Condition~~-Consequence ~~Reason~~-~~Result~~ ~~Condition~~-Consequence ~~Condition~~-Consequence	Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Here is the table of road deaths in New Zealand. The numbers in the table are showing how many people died in a certain way in different ages of group. For example, in 1997, drivers in the age of 25 to 39 years old is 83. It means in 1997 there were 83 people in the age of 25 to 39 died when they were driving. For another example, passengers are included in this table as well. In the same year, we found out that 44 passengers died.			Preview Details 		Generalization Example 1 Example 2

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Here is the table of road deaths in New Zealand. The numbers in the table are showing how many people died in a certain way in different ages of group. For example, in 1997, drivers in the age of 25 to 39 years old is 83. It means in 1997 there were 83 people in the age of 25 to 39 died when they were driving. For another example, passengers are included in this table as well. In the same year, we found out that 44 passengers died.	Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Exemplification Statement-Amplification Statement-Exemplification Statement-Amplification Statement-Amplification		Temporal Overlap Bonding Temporal Overlap

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Traffic accidents are always the serious problems in New Zealand. <i>According to a survey about road death in New Zealand for one year of 1997, 557 people were dead in the traffic accident</i>; of which 253 people were drivers, and 178 people were passengers, according for NO. 1 and NO.2 of the road deaths. The third, fourth, fifth, and sixth were motorcyclist, pedestrian, cyclist and unknown people. Also, the data shows the age group of the road deaths, the age of 25-39 years is the largest percent of the drivers and motorcyclists; the age of 15-19 years, the passengers; the 60+ years of the pedestrians			General Preview Details 	Topic-Restriction-Illustration Restriction-Illustration 	

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Car accident issue Car accident is the point of death every year in every country. People learn the safety way to drive just at practice place, when they get the licence, they drive in their own way and not good at all. Everyone will think that car accident won't happen on them, but it's always did. And sometime driver need to rest, but he or she didn't, they might get accident, too. The most important thing is some teenagers drive car or ride the motorcycle after drunk, it could makes driver and passenger, even the walker around get into danger. The road Deaths in NZ – 12 months to April 1997, the death of driver have 253 person, the passenger and motorcyclist have 229. It's a warning of road safety, Every driver needs to pay attention to the question, teach their chidren that respect the life, no mather someone else or theirself. The gaverment also needs to appeal people to know the seriousness.	Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Supplementary Alternation Simple Contrast Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Supplementary Alternation	Grounds-Conclusion Grounds-Conclusion Reason-Result Means-Purpose	Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, the traffic systems become very convenient. People can use bus, MRT, car, or motorcycle to any place they want to go. Traffic life become big and big, so the traffic be dangerous day by day. Some people like to drive fast or drive after drinking. It makes many people die in the traffic accident. But it is not only driver, the rider is also dangerous because some rider like to ride fast or go through the red light. Accord the number about road deaths in New Zealand for one year. The drivers' deaths is the fist one in the city. And the passengers' deaths is the second one. It means not only the driver or rider be dangerous, the passengers' deaths should be attention. The table also shows the pedestrians' deaths more than motorcycles' deaths. It shows if you walked on the road, you should be carefully. The traffic light and rule is protect us, but many people don't like to follow it. Some people drive after drinking and some like to go through the red light. Because people don't like to follow the traffic rule, it makes more accident by days. Can we believe the traffic rule or light? Think about yourself and others self-safely. The traffic systems will become more convenient and safely.	Statement-Amplification Supplementary Alternation Statement-Amplification Supplementary Alternation Concession-Contraexpectation (the above 2 sentences) Supplementary Alternation Statement-Amplification (the rest of paragraph) Statement-Amplification Supplementary Alternation Statement-Amplification Simple Contrast Statement-Amplification Concession-Contraexpectation Statement-Amplification Supplementary Alternation Simple Contrast	Reason-Result Reason-Result Reason-Result Condition-Consequence Reason-Result Condition-Consequence	Bonding Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Traffic is an important issues in this world. For example, there are a data. about road deaths in New Zealand for one year. It's 12 months to April 1997. According to this report, we can find the dangest age of road user. The number one is 25~ 39 years old. Not only driver but also motorcyclist and pedestrian. People think they have great driver skill when they between 25~ 29, so they always ignore the traffic rules. That's become the accident, then we can do more advetisement for this age. How to let traffic be hotter in the future. Maybe, we call strong the rules and law. The most important thing is following traffic rules from heart. Then we can avoid the accident.	Statement-Exemplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result Reason-Result Reason-Result Means-Result	Bonding Bonding Temporal Overlap Chronological Sequence Bonding Chronological Sequence

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Following is the data of the traffic accident caused by different types of users in New Zealand from April 96' to April 97'. Adult drivers from the age of 25-39 caused 83 deaths in a year. Passengers then at the age of 15-19 get the most death. Let's see the motorcyclist, this type of users make the death number the highest one at the same age of 25-39 and pedestrian had the number of 13 over 60 years old. At the last glance, cyclist only fell on the number of 4 at the age of 10-14. Unknown road users got only one death at 15-19.	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification		Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
According to this list, you can see the data show as about road deaths by traffic accident in New Zealand each per year. In fact, the safety about road user is most important issue in every country. For example, the road deaths in NZ – 12 months to April 1997. You can find out the most factors cause the accident is driver who driving careless. So that the passengers always get into an endanger condition.			Preview Details ↓ (repeated bits) ↓ Details ↓		Generalization } Example

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
<u>According to this list, you can see the data show as about road deaths by traffic accident in New Zealand each per year.</u> In fact, the safety about road user is most important issue in every country. For example, the road deaths in NZ – 12 months to April 1997. <i>You can find out the most factors cause the accident is driver who driving careless.</i> So that the passengers always get into an endanger condition.	~~Statement~~-Amplification (the rest of paragraph) ~~Statement~~-Amplification Simple Contrast ~~Statement~~-Exemplification Simple Contrast ~~Statement~~-Amplification ~~Statement~~-Amplification	<i>Reason</i>-Result	

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The following are the data about road deaths in New Zealand, it could be divided by type of road users into six parts. Drivers. Passenger. Motorcyclist. Pedestrian. Cyclist. As we can see. The highest death happens in the part of Drivers which is during 25-39 years, in the part of Passenger which is during 15-19 years, in the part of Motorcyclist which is during 25-39 years, in the part of Pedestrian which is 60 up years. In the part of Cyclist which is during 10-14 years, and the last part is unknown, which is during 15-19 years.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Road deaths in New Zealand According to these data, we can see that the 0-4 years age group all are passengers, because they are child. The age is too young, some children couldn't walk, and they couldn't ride bicycle or motorcyclist. So 0-4 years's group just can be passenger. The group for 5-9 years most are passenger or pedestrian, 3 people can ride children's bicycle. but it's too unbelievable that one children can ride motorcyclist! The 10-14 years group most are passengers. The 15-19 years group could be driver, because some country allowed the 16 or 18 year's people can get driving license, so the driver is appear. the 20-59 years group most people driver. The 60+ years people rode motorcycle are fewer than before. Total say that driver and passenger are the most for people.			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Road deaths in New Zealand According to these data, we can see that the 0-4 years age group all are passengers, because they are child. <i>The age is too young, some children couldn't walk, and they couldn't ride bicycle or motorcyclist. So 0-4 years's group just can be passenger.</i> The group for 5-9 years most are passenger or pedestrian, 3 people can ride children's bicycle, <i>but it's too unbelievable that one children can ride motorcyclist!</i> The 10-14 years group most are passengers. <i>The 15-19 years group could be driver, because some country allowed the 16 or 18 year's people can get driving license, so the driver is appear.</i> the 20-59 years group most people driver. The 60+ years people rode motorcycle are fewer than before. Total say that driver and passenger are the most for people.	~~Statement-Amplification~~ ~~Statement-Amplification~~ ~~Supplementary Alternation~~ ~~Supplementary Alternation~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Supplementary Alternation~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~	~~Reason-Result~~ ~~Reason-Result~~ ~~Grounds-Conclusion~~ ~~Reason-Result~~ ~~Grounds-Conclusion~~	Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Many people death by traffic accident in New Zealand. The number one on dead is driver, total 253 people dead in one year, and highest is 25-39 years people. So, the drive is the best danger than any one. The second is passenger, every age have dead in accident, and the highest is 15-19 years people. the less people dead is cyclist, only 17 people and the highest is 10-14 years people dead in one year. The second less is motorcyclist.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Many people death by traffic accident in New Zealand. The number one on dead is driver, <i>total 253 people dead in one year, and highest is 25-39 years people.</i> So, the drive is the best danger than any one. The second is passenger, every age have dead in accident, and the highest is 15-19 years people. the less people dead is cyclist, <i>only 17 people</i> and the highest is 10-14 years people dead in one year. The second less is motorcyclist.	Statement-Amplification (the rest of paragraph) Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Simple Contrast	<i>Grounds-</i>Conclusion	Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are many kinds of road deaths in New Zealand, including driver, passenger, motorcyclist, pedestrian, cyclist, and unknown. The most is driver. The number of driver is 253. 15-19 years is 31, 20-24 years is 41, 25-39 years is 83, 40-59 years is 52, over 60 years is 45, and one people is unknown. The second is passenger. The number is 178. 0-4 years is 15, 5-9 years is 7, 10-14 years is 11, 15-19 years is 44, 20-24 years is 17, 25-39 years is 39, 40-59 years is 18. Over 60 years is 27. The third is pedestrian. The number is 57, 5-9 years is 7, 10-14 years is 4, 15-19 years is 5, 20-24 years is 4, 25-39 years is 12, 40-59 years is 6, over 60 years is 13, and one people is unknown. The number of motorcyclist is 51, 5-9 years is 1, 15-19 years is 13, 20-24 years is 12, 25-39 years is 18, 40-59 years is 5, and over 60 years is 2. the number of cyclist is 17.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are many kind of road deaths in New Zealand, including driver, passenger, motorcyclist, pedestrian, cyclist, and unknown. The most is driver. The number of driver is 253, 15-19 years is 31, 20-24 years is 41, 25-39 years is 83, 40-59 years is 52, over 60 years is 45, and one people is unknown. The second is passenger. The number is 178, 0-4 years is 15, 5-9 years is 7, 10-14 years is 11, 15-19 years is 44, 20-24 years is 17, 25-39 years is 39, 40-59 years is 18, Over 60 years is 27. The third is pedestrian. The number is 57, 5-9 years is 7, 10-14 years is 4, 15-19 years is 5, 20-24 years is 4, 25-39 years is 12, 40-59 years is 6, over 60 years is 13, and one people is unknown. The number of motorcyclist is 51, 5-9 years is 1, 15-19 years is 13, 20-24 years is 12, 25-39 years is 18, 40-59 years is 5, and over 60 years is 2, the number of cyclist is 17.	Statement-Exemplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification		Bonding Bonding Bonding Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There is a list about road deaths in New Zealand for one year. It show to us out of driver, passenger, motorcyclist, pedestrian, cyclist and unknown driver is the most serious of all. It report that 29-39 years driver have the highest death probability most young people maybe drive too fast or drink before drive, it's also can cause of car accident and death. In passenger list. It report that 15-19 years is the highest death probability, cause of death maybe some young boys and girls when they across road they were too dash.	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Exception Simple Contrast Statement-Amplification Simple Contrast Supplementary Alternation Statement-Amplification Simple Contrast	Reason-Result Reason-Result Reason-Result	Bonding Chronological Sequence Bonding Bonding Bonding Bonding Temporal Overlap

Explanation Texts - English-EFL Students

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Are you desiring to run a successful business like Yong-Ching Wang, one of the most well-known businessman in Taiwan? If you do, do keep the following key factors in mind. Being a good businessman, first of all, you must understand your customers' expectations of your service, so that you can ensure customer satisfaction and it will bring you the loyalty of purchasers. Besides, you'd better try to know your customers' likes and dislikes of your product so as to assist you to develop a marketing plan. Only in that way, you can modify your plan and make far much progress of promotion. Another point you need to notice is, select premises with rents that are not excessive; as a result, the monthly fixed costs won't be too high. Furthermore, control of levels of stock in order to ensure adequate cash flow and prevents overspending. It will save money for your company. Moreover, the geography of your company is also as important as others. Choose a location that is safe and accessible for customers and ensure a flow of foot traffic that plentiful numbers of customers will choose. At last, apart from the interfeior structure, you also need to get familiar with your competitors. Study them, keep files of their advertising and pricing information. Only in that way of taking others' information for reference, it will help to determine your pricing strategy. Not only do you learn from others, but also you can modify and improve your plan. Wish you a successful businessman!!			General Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are many people want to run a small business. They have to pay attention to a lot of factors to run it. However, <i>running a successful business is very difficult.</i> First of all, you must to make sure your products can attract customers. You have to understand what customers want and what customers expect. You can give them something they want. Indeed, your business is successful. Second, it's very important to save your costs. You have to ensure the monthly costs not too high. In fact, you already earn money. Third, having a good _____ is also very important. You can use some ways to let customers know your business such as advertisements in the TV, Internet, radio and newspaper. What's more, your location choice is the most important factors. Many successful business take it to the key. Right location choise is a key which open your successful business key. The successful business have a lots key factors. If you take notice to them, you will have a successful business.	Statement-Amplification (the next paragraph) Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Exemplification Simple Contrast Statement-Amplification	Reason-Result Reason-Result Means-Result Means-Result Reason-Result Reason-Result Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are some advices in running a successful small business. We must notice these then you will do the best. Before you open a store to do a small business, the first thing is to choose a location that is safe and accessible. Nice location will bring more people. Second, you have to let customers to know your products. You can use the poster pop, TV advertisement or boardcast. If they know your products, customers will go to your store and buy it. Third, after they buy your products, you can ask them whether they are satisfy or not. To understand customers' expectation of your service is also the most important thing that you can't ignore. Finally, you can invest the stock if you could afford it. To invest the stock can help you make more money. However, you have to control of levels of stock and to ensure adequate cash flow and to prevent overspending. If you notice these key factor and accept these advices, you will be a successful businessman.	Statement-Amplification Statement-Amplification Supplementary Alternation Contrastive Alternation Statement-Amplification Simple Contrast Concession-Contraexpectation	Means-Result Condition-Consequence Condition-Consequence Condition-Consequence	Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are some important factors of running a successful small business. First of all, you have to choose a safe and accessible location for the customers to ensure a flow of foot traffic. Second, the premises with rents are not excessive because monthly fixed costs will not to high in this way. Third, you get to know your customers' like and dislikes of your product which can assists you to develop a marketing pan, then, you not only have to know the customers like your product or not, but also to understand their expectation of your service that can ensure their satisfaction and loyalty. Besides, to control of levels of stock is important, too. You should make sure adequate cash flow and prevents overspending. Finally, you can study competitors-keep files of their advertising and pricing information that will help you to determine your pricing strategy. All of these are the key factor to run a business. If you can keep them on mind, you will be successful one day.			Preview Details 		

Text	Internal Discourse Structuring		
	Statement-Associative	Logico-Deductive	Temporal
There are some important factors of running a successful small business. First of all, you have to choose a safe and accessible location for the customers to ensure a flow of foot traffic. Second, the premises with rents are not excessive because monthly fixed costs will not too high in this way. Third, you get to know your customers' like and dislikes of your product which can assists you to develop a marketing pan, then, you not only have to know the customers like your product or not, but also to understand their expectation of your service that can ensure their satisfaction and loyalty. Besides, to control of levels of stock is important, too. You should make sure adequate cash flow and prevents overspending. Finally, you can study competitors-keep files of their advertising and pricing information that will help you to determine your pricing strategy. All of these are the key factor to run a business. If you can keep them on mind, you will be successful one day.	Statement-Amplification (the rest of paragraph) Statement-Amplification Contrastive Alternation Statement-Amplification	Means-Result Reason-Result Means-Result Means-Result Means-Result Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, there are lots of people want to have their own small business. However,, you have to consider many conditions when running a business. There are some advices for you to have a successful small business. First of all, you need to choose a location that is safe and accessible for the customers. Otherwise, the place where you choose must be convenient on the foot traffic. Second, you have to consider about what your customers like and dislike of your product and to know their expectations of your service. Having good products and services are very important when running a business. Third, the prices of your products are one of the things you need to care about. You could not make your prices too high or too low, so try to help to determine your pricing strategy. Whenever you want to having a successful business. Making a god marketing plan is also the thing you must do. Your work will go very efficiently if you do really make a good marking plan. The last on you need to consider about is			General Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, there are lots of people want to have their own small business. However, you have to consider many conditions when running a business. There are some advices for you to have a successful small business. First of all, you need to choose a location that is safe and accessible for the customers. Otherwise, the place where you choose must be convenient on the foot traffic. Second, you have to consider about what your customers like and dislike of your product and to know their expectations of your service. Having good products and services are very important when running a business. Third, the prices of your products are one of the things you need to care about. You could not make your prices too high or too low, so try to help to determine your pricing strategy. Whenever you want to having a successful business. Making a good marketing plan is also the thing you must do. Your work will go very efficiently if you do really make a good marking plan. The last one you need to consider about is	Concession-Contraexpectation Statement-Amplification (the rest of paragraph) Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Supplementary Alternation	Reason-Result Grounds-Conclusion Condition-Consequence	Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Temporal Overlap Bonding Temporal Overlap Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
A successful small business must be focus on a lot of things. If you do that perfectly, you will make lots of money. But before that, you have to follow some instructions. First, you have to assit you to develop a marketing plan because you can know your customers' likes and dislikes of your product. Second, be ensure customer satisfaction and loyalty so that you can understand costomers' expectations of your service. Third, if you want to ensure a flow of foot traffic plentiful numbers of customers so you need to choose a location that is safe and accessible for customers. Fourth, you need to help determine your pricing strategy so you must study competitors keep files of their advertising and pricing information. In addition, you have ensures adequate cash flow and prevents overspending, if you do that, you can control of levels of stock. Finally, you need to select premises with rents that are not excessive because you can fix costs not too high in every month. From mentioned above, if you can prepare many things and check everything on the right way, you will be a successful small business in the future.			General Preview Details  Summary		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, we are live in compite society. Everyone have job. Do you want have a successful small business? Do you want your business to successful? Of course yes. There are several advice to you First, Ensures customer satisfaction and loyalty. If you want your company has good prestige, then you must be honest to your customer. Otherwise, you need to know what's customers' want and expectations. Due to this reason, Second, you need to assists your develop a marketing plan. Such as you can do survey from different area and get understanding that what's customers' likes and dislikes. Then you can produce the product that people want. Besides, Choose a location that is safe and accessible for customers is also important. Before you choose a location, you have to ensures a flow of food traffic – plentiful numbers of customers. It's a important step to success. However, Ensures adequate cash flow and prevents overspending also indispensable. In my conclusion, Those reasons	Statement-Amplification Supplementary Alternation Statement—Exemplification Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result Condition-Consequence Reason-(Result)	Bonding Bonding Bonding Bonding Bonding Chronological Sequence Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
To get a successful small business is not an easy job to do. You must using your brain to think. Thinking and knowing what are you doing and being clear on your goal. There are some guideline we may follow. For example we must understand customers' expections of our service, What they likes and dislike of our product, develop a marketing plan, choose a safe and accessible location and so forth. This are the first step we can do, and after we can doing those rules, We can check out those mistake, and below are the things we could be happened. For example ensures customer satisfaction, fixed coss not too high and determine pricing strategy. Though it is not an easy job we still have to try our best to make it. These are the basic way to get success, but we can get depend on us. Remember it and a successful business will not far on you.			General Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
To get a successful small business is not an easy job to do. You must using your brain to think. Thinking and knowing what are you doing and being clear on your goal. There are some guide line we may followed. For example we must understand customers' expection of our service, What they likes and dislike of our product, develop a marketing plan, choose a safe and accessible location and so forth. This are the first step we can do, and after we can doing those rules, We can check out those mistake, and below are the things we could be happened. For example ensures customer satisfaction, fixed costs not too high and determine pricing strategy. Though it is not an easy job we still have to try our best to make it. These are the basic way to get success, but we can get depend on us. Remember it and a successful business will not far on you.	Statement-Amplification Statement-Exemplification Statement-Exemplification Concession-Contraexpectation Concession-Contraexpectation	Reason-Result	Bonding Bonding Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
To start a business is quite difficult. These are some advices that you can follow. First, you have to choose a location that is safe and accessible for customers and have plentiful numbers of customers. Because if your store is easy to arrive, then people are willing to go to your store. Second, knowing what product does people like and buying them but you have to control of levels of stock to prevents overspending and over stock. Third, knowing your customers' likes and dislikes of your product that can help you to develop a marketing plan, and also to understand customers' expectation of your service to ensure customers satisfaction and loyalty. Doing business doesn't have any rules and you have to think your owe business stragedy. The honest is the most important. Good luck for you.			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Many people would like to start their own business with minimum capital. Here comes the question, what are the essential elements for a successful business? Human resources? Awesome equipments? Or just money? Lets take a look at the key factors and see how experienced businessmen say. First, you need to understand what your customers expectations and fulfill them, satisfy them with our services. By serving them, you will easily get to know their likes and dislikes of your product. Believe me, that will help you develop your marketing plan. Second, have your costs fixed regularly. That would really do your business good. The less it costs, the more you save. Sometimes it relates to the levels of stock. Businessmen always try to cash their merchant. Third, keep informed from your competitors and yourself, which helps you determine the pricing strategy. And the last one, provide a comfortable place for your customers. They are where your money from. Take good care of them, give them a safe and accessible location to have a close proximity look at your product. I am sure that as long as you meet all the advices above, successful small business owner will be you next time.			General Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
To start a successful small business. Choosing a location that is safe and accessible for customers is important, so that customers, will come for your store often. Understanding what customers' expectation of your service ensures customer satisfaction and loyalty. You also have to know your customers' likes and dislikes of you product so that can assists you to develop a marketing plane. To win others, you certainly have to understand them. So keep files of competitors' advertising and pricing information helping you to determine pricing strategy. To ensure adequate cash flow and prevents overspending, you have to control the levels of stock. Keep last thing in mind, select premises with rents that are not excessive, because monthly fixed costs not too high. To run a successful small business, these are the principle you shouldn't ignore.			Details  Summary		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
First of all, knowing your customers' likes and dislikes of your product is very important to run a small business. People must come to buy something because of the things you sell is what they need. Costomers may not pay for what they don't want to buy. Therefore, to do a survey before your business is necessary. Besides, customers' likes and dislikes may change year by year even day by day. Your business must keep flexible. It means that you have to chang your products anytimes. Secondly, understanding costomers'expectation of your service is also key points cotroling the effect. Some people may come to buy your product because of your good service. Ensuring the satisfaction and loyalty of your customer is also essential. In conclusion, you have to treat your costomer just like your own family. It would be the main point of your business.			Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
First of all, knowing your customers' likes and dislikes of your product is very important to run a small business. People must come to buy something because of the things you sell is what they need. Customers may not pay for what they don't want to buy. Therefore, to do a survey before your business is necessary. Besides, customers' likes and dislikes may change year by year even day by day. Your business must keep flexible. It means that you have to change your products anytimes. Secondly, understanding customers' expectation of your service is also key points controlling the effect. Some people may come to buy your product because of your good service. Ensuring the satisfaction and loyalty of your customer is also essential. In conclusion, you have to treat your costomer just like your own family. It would be the main point of your business.	Statement-Amplification Statement-Amplification (the rest of paragraph) Statement-Amplification	Means-Purpose Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Chronological Sequence Bonding Bonding (misuse of and) Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are two aspects that you have to pay attention to when starting a successful small business. One is about the customers. Knowing your customers' likes and dislikes of your product will assist you to develop a marketing plan. And you have to understand customers' expectations of your service to ensure customers' satisfaction and loyalty. Furthermore, choosing a location that is safe and accessible for customers will attract plentiful numbers of customers. The other aspect is about your money management. You should to know your competitors' advertising and pricing information to help you with determining the pricing strategy. Besides, control the levels of stock to ensure adequate cash flow and prevent overspending. Also, select premises with rents that are not excessive and monthly fixed costs should not be too high. Doing all of these key factors well will make your small business run successfully.			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are two aspects that you have to pay attention to when starting a successful small business. One is about the customers. Knowing your customers' likes and dislikes of your product will assist you to develop a marketing plan. And you have to understand customers' expectations of your service to ensure customers' satisfaction and loyalty. Furthermore, choosing a location that is safe and accessible for customers will attract plentiful numbers of customers. The other aspect is about your money management. You should to know your competitors' advertising and pricing information to help you with determining the pricing strategy. Besides, control the levels of stock to ensure adequate cash flow and prevent overspending. Also, select premises with rents that are not excessive and monthly fixed costs should not be too high. Doing all of these key factors well will make your small business run successfully.	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Means-Purpose Means-Purpose Means-Result	Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Among these advices, I think the most important thing is to know customers, competitors and the business you're running itself well. It's because only by knowing every thing that connects to your business could you do the most correct decision for yourself and for the business. To run a successful business, first you have to find a appropriate location that fits to your business. If you want to run a high class restaurant, then you can't set the restaurant at the surberb. After finding a good location, you have to collect the information of your competitors nearby. While knowing your competitors, don't forget to do some researches on which group of customers you want to focus in. Understand what they want and what they need and make sure they will come back again and again. Adjust the way how you run business to fit the customer's tastes is also very important. Be careful to control the level of stock. That's why you need to know what the customers like and what they dislike.			General Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text					
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
What are the keys of being a successful small business? There are several advices show people who want to have their own business. First, know your customers' likes and dislikes of your product. In this way, your customers' opinions can let you improve the disadvantages of the products. Their opinions can also assist you to develop a marketing plan. Second, understand customers' expectation of your service and ensure customers' satisfaction and loyalty. If the customers feel satisfy your service, they might buy your products again. Third, study competitors, keep files of their advertising and pricing information. It may help you to determine your pricing strategy. Knowing your enemy is quiet important. Forth, choose a location what is safe and accessible for customers because they don't want to be in danger when doing business. Fifth, control of levels of stock, and ensure adequate cash flow and prevents overspending. Finally, select premises with rents that are not excessive and monthly fixed costs not too high. These advices might help you to have a successfulsmall business. However, the most important step is that whether you have determination to run the business or not.			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Do you want to have a successful business? What kind of strategies are needed when we are running a business? Now, here are some suggestions which is good for you. First, you need to understand customers' expectin of your service. Then you have to make sure customer satisfaction and loyalty. Second, you need to choose a location that is safe and accessible for customers and ensure a flow of foot traffic plentiful number of customers. Third, you need to study competitors-keep files of their advertising and pricing information and help to determine your pricing strategy. Fourth, you need to control of levels of stock and ensure adequate cash flow and prevents overspending. Fifth, you need to select premises with rents that are not excessice and monthly fixed costs are not too high. The last one is knowing your customers' like and dislike of your product and assists you to develop a marketing plan. I think you will run a successful small business by following the six steps. Having a nice heart to serve people is also important, too.			General Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
How to Run a Successful Business There are six main factors for running a successful business. First of all, you have to understand your customers' expectation of your service and try your best to ensure their satisfaction and loyalty. In this way, It may build up the trust between you and your customers. In order to run a successful business, the good relationship plays an important role. Secondly, to know your customers' like and dislike of your product, it may help you to develop a marketing plan. To know the flows, and try hard to improve it. As a result, you may have more and more customers. Thirdly, you'd better choose a location that is safe and accessible for customers and ensure that it is convenience and safe for them to park. If your company is located in an inappropriate position. You would lost some customers. Fourth, you have to ensure adequate cash flow and prevents overspending. And well control of levels of stock. In this way, your company can operate fluently without some financial problems. Fifth, you have to control your monthly fixed costs not too high and select premises with rents that are not excessive, it may avoid overspending. Finally, make sure that you determine your pricing strategy, knowing what will you do and how to do it all the time. And your company can be operate accurately and fluently. It is quite easy for everyone to run a successful business. As long as you follow the tips which I have mentioned. Make sure that everyone is cooperative. And take care of every members of your company. To be a successful leader, and you may run a business successfully.			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Key Factors in Running a successful Small Business What are the key factors in running a successful small business? First of all, the place is important. Ensures a flow of foot traffic-plentiful numbers of customers then you can choose a location that is safe and accessible for customers. Second, ensures customer satisfaction and loyalty, you have to understand the customers' expectations of your service. Third, assists you to develop a marketing plan, because you have to know what your customers' likes and dislikes of your product.. Forth, helps to determine your pricing strategy, you need to study competitors keep files of their advertising and pricing information. Furthermore, ensures adequate cash flow and prevents overspending, you have to control of levels of stock. Finally, monthly fixed costs not too high, be sure select premises with rents that are not excessive. All of above are some simple key factors in running a successful small business.			Preview Details  Summary		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
A Successful Small Business There are six points to make a successful small business. The first point is that we should understand customers' expectations of your service. Customers are very important for us. We have to ensure them satisfaction and loyalty. Next, choosing a location that is safe and accessible for customers. If it is not convenient for customers, they don't want to come. It is important to ensures a flow of foot traffic-plentiful numbers of customers. Studying competitors to keep files of customers' advertising and pricing information is the third point. This way can help you to determine your pricing strategy. The forth point is that we should control of levels of stock. We have to ensure adequate cash flow and prevents overspending. Selecting premises with rents that are not excessive is also very important. Monthly fixed costs not too high. The most important thing is to know our customers' like and dislikes of our product. If it is not good for them, they wouldn't come. We can say that our business is controlled by our customers. Knowing our customers can assist us to develop a marketing plan. Making a successful business is our task, but the development of business is controlled by our customers we not only focus on our business, we also have to take care of our customers.			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
A Successful Small Business There are six points to make a successful small business. The first point is that we should understand customers' expectations of your service. Customers are very important for us. We have to ensure them satisfaction and loyalty. Next, choosing a location that is safe and accessible for customers. If it is not convenient for customers, they don't want to come. It is important to ensure a flow of foot traffic- plentiful numbers of customers. Studying competitors to keep files of customers' advertising and pricing information is the third point. This way can help you to determine your pricing strategy. The forth point is that we should control of levels of stock. We have to ensure adequate cash flow and prevents overspending. <i>Selecting premises with rents that are not excessive is also very important.</i> Monthly fixed costs not too high. The most important thing is to know our customers' like and dislikes of our product. If it is not good for them, they wouldn't come. We can say that our business is controlled by our customers. Knowing our customers can assist us to develop a marketing plan. Making a successful business is our task, but the development of business is controlled by our customers we not only focus on our business, we also have to take care of our customers.	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result (lack of signal words) Condition-Consequence Grounds-Conclusion Means-Result Means-Purpose Means-Result Condition-Consequence Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
A Successful Small Business As a matter of fact, there are some factors to achieve a successful small business satisfy you customers, choose a proper location, control of level of stock, keep files of the advertising and pricing information for these “study competitors, select premises with rents that are not excessive... and so on. Actually, know your customers well is your first key to success, because in this manner, you can develop a marketing plan more precisely, and ensures your customer satisfaction and loyalty are also vital to your business. Moreover, choosing a safe and accessible place is quite important stuff you should take into consideration. If your company is easy-accessed, it must be more attractive to the customers, of course, another factor which leads your business to success is studying competitions, that will result in helping you to determine your pricing strategies. Furthermore, money is quite vital thing you should give a more detail plan on. You should control of level of stock, ensure adequate cash flow and prevents overspending, and select premises with rents that are not excessive, you should take care of the monthly fixed not costs too high, or you will get your business in big trouble. If you can achieve these goals, congratulations you must have a successful small business.			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
A Successful Small Business If you want to start your small business, but you do not be familiar with it. There are some key points that you can follow them to develop your business effectively. First of all, you have to understand your customers deeply, knowing what customers' expectations of your service and also knowing their like and dislikes of your product. Besides, you have to choose a location that is safe and accessible for customers to shop. Then, you definitely need ensure your customer satisfaction and loyalty. Second, according to customers' likes and dislikes to develop a marketing plan. Study competitors-keep files of their advertising and pricing information that helps you to determine the pricing strategy. Then, control of levels of stock that ensures adequate cash flow and prevents overspending. Third, you need to select premises with rent that are not excessive and fix costs monthly not to high. All in all, keep those key factors that mentioned in above. Therefore, running a successful small business is not difficult at all, Maybe the world will be yours one day.			General Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
A Successful Small Business If you want to start your small business, but you do not be familiar with it. There are some key points that you can follow them to develop your business effectively. First of all, you have to understand your customers deeply, knowing what customers' expectations of your service and also knowing their like and dislikes of your product. Besides, you have to choose a location that is safe and accessible for customers to shop. Then, you definitely need ensure your customer satisfaction and loyalty. Second, according to customers' likes and dislikes to develop a marketing plan. Study competitors-keep files of their advertising and pricing information that helps you to determine the pricing strategy. Then, control of levels of stock that ensures adequate cash flow and prevents overspending Third, you need to select premises with rent that are not excessive and fix costs monthly not too high. All in all, keep those key factors that mentioned in above. Therefore, running a successful small business is not difficult at all. Maybe the world will be yours one day.	~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~	~~Condition~~-~~Consequence~~ ~~Means~~-~~Purpose~~ ~~Grounds~~-~~Conclusion~~	~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There are some key factors to you if you want to run a business successfully. First, you should choose a location that is safe and accessible for customers. That can let customers feel comfortable. Also, in order to increase customer satisfaction and loyalty, you must understand customer's expectations of your service. That is because they are customers and they go shopping and buy things they want. They hope can have good service. The most important is that you have to know your customer's likes and dislikes of your product. You can do a survey then assists you to develop a marketing plan. Customers are important but your management is more important. While you run a small business, you should study competitors and keep files of their advertising and pricing information. You must know something from your competitors and it can let you improve your shortcoming. Following these key factors, you can do it.			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There are some key factors to you if you want to run a business successfully. First, you should choose a location that is safe and accessible for customers. That can let customers feel comfortable. Also, in order to increase customer satisfaction and loyalty, you must understand customer's expectations of your service. That is because they are customers and they go shopping and buy things they want. They hope can have good service. The most important is that you have to know your customer's likes and dislikes of your product. You can do a survey then assists you to develop a marketing plan. Customers are important but your management is more important. While you run a small business, you should study competitors and keep files of their advertising and pricing information. You must know something from your competitors and it can let you improve your shortcoming. Following these key factors, you can do it.	Statement-Amplification Simple Contrast Statement-Amplification Concession-Contraexpectation Statement-Amplification	Condition-Consequence Means-Result Means-Purpose Reason-Result Means-Result Means-Result	Bonding Bonding Bonding Bonding Bonding (misuse of 'and') Bonding Chronological Sequence Temporal Overlap Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In order to be successful on running a business, there are something that you have to notice. First one is to ensure customer satisfaction and loyalty. It means to understand customer's expectations of your service. Second, assists you to develop a marketing plan is that to know your customers' likes and dislikes of your product. Third, calculate the monthly spend and make sure the costs won't too high. Forth, you have to control of levels of stock to ensure adequate cash flow and prevents overspending. Fifth, running business is like learn a subject. You have to study competitors-keep files of their advertising and pricing information to help determine your pricing strategy. The last one is important in the beginning, that is to choose a location that is safe and accessible for customers. To have a convinient parking space and traffic is very important for your business. You have to ensure a flow of foot traffic-plentiful numbers of customers. In conclusion, you have to use your brain to think about how to run a business, It's not only a business, but also a lesson for you to work hard. You have to take the customers' point of view to help you and also check how other business work on their manage. God helps those who help themselves.			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In order to be successful on running a business, there are something that you have to notice. First one is to ensure customer satisfaction and loyalty. It means to understand customer's expectations of your service. Second, assists you to develop a marketing plan is that to know your customers' likes and dislikes of your product. Third, calculate the monthly spend and make sure the costs won't too high. Forth, you have to control of levels of stock to ensure adequate cash flow and prevents overspending. Fifth, running business is like learn a subject. <i>You have to study competitors- keep files of their advertising and pricing information to help determine your pricing strategy.</i> The last one is important in the beginning, that is to choose a location that is safe and accessible for customers. To have a convenient parking space and traffic is very important for your business. You have to ensure a flow of foot traffic-plentiful numbers of customers. In conclusion, you have to use your brain to think about how to run a business. It's not only a business, but also a lesson for you to work hard. You have to take the customers' point of view to help you and also check how other business work on their manage. God helps those who help themselves.	<u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification <u>Statement</u>-Amplification	Means-Purpose Means-Purpose Means-Purpose Grounds-Conclusion (the above paragraph) Means-Purpose Means-Purpose	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Recount Texts-English - EFL Students

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The economy of the Japan has decreasing. That means it is not as good as usual. It effect might be the competition between other strong countries such as the United States. The information infers that in World War 2, the merchant feet has destroyed and was cut off from its food supplies in many Asia countries like China, Korea, and Formosa. In 1990, GDP in Japan stand the second highest in the world and is twice that of Germany, 70% that of the USA. For the GDP per capita, Japan is the third highest in the world. Since 1990, the government spent ￥20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). It is obviously that in this age, Japan has grown up in the economy field.			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The economy of the Japan has decreasing. That means it is not as good as usual. It effect might be the competition between other strong countries such as the United States. The information infers that in World War 2, the merchant feet has destroyed and was cut off from its food supplies in many Asia countries like China, Korea, and Formosa. In 1990, GDP in Japan stand the second highest in the world and is twice that of Germany. 70% that of the USA. For the GDP per capita, Japan is the third highest in the world. Since 1990, the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). It is obviously that in this age, Japan has grown up in the economy field.	~~Statement~~-Amplification ~~Statement~~-Exemplification ~~Statement~~-Amplification ~~Statement~~-Exemplification Simple Contrast Simple Contrast Simple Contrast ~~Statement~~-Amplification Simple Contrast ~~Statement~~-Amplification ~~Statement~~-Amplification	Means-Purpose	Chronological Sequence Bonding Bonding Chronological Sequence Bonding (Using a comma instead of “and”)

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
After World War 2, Japanese economy had almost collapsed. They suffered from starvation rations because their merchant fleet destroyed. Besides, Japan was cut off from its food suppliers. To solve these problems, Japanese government had to plan to improve their economy. Statist development based on a social contract between the Government, banks, corporate sector, the people. government directed banks to invest in strategic sectors. Corporate sector promised lifelong employment. People maintained high rates of savings. Thanks to these efforts, Japanese economy gradually became better and better. In 1990, GDP in Japan had reached the second highest in the world. However, in the year 2000, Japanese economy faced decade of stagnant performance. Since 1990 the government spent ¥ 20 billion yen in 10 supplementary spending packages to simulate the economy in the present recession.	Problem 1 Situation 1 Solution 1 Evaluation 1 Evaluation 2 Situation 2 Solution 2 Situation 2/ Problem 2		No Preview		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The development of the Japanese economy since World War 2 is change. In 1945, at the end of World War 2, Japanese economy always destroyed it was cut off the food suppliers from China, Korea and Formosa. Its build is slowly. In 1900, the GDP of Japan is the second highest in the world, it's a good thing, it means Japan is stronger than before, the economy also better than most of other country in the world. In 2000, the government of Japan spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession. It maintained in capable of growth, currently massive misallocation of capital, labour and technology.	General situation Specific Situation 1 Problem 1 Situation 2 Situation 3 Solution 3 Problem 3 Evaluation 3		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The development of the Japanese economy since World War 2 is change. In 1945, at the end of World War 2, Japanese economy always destroyed it was cut off the food suppliers from China, Korea and Formosa. Its build is slowly. In 1900, the GDP of Japan is the second highest in the world. it's a good thing, it means Japan is stronger than before. the economy also better than most of other country in the world. In 2000, the government of Japan spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession. It maintained in capable of growth, currently massive misallocation of capital, labour and technology.	Statement-Amplification (the rest of text) Statement-Amplification Simple Contrast Statement-Amplification	Reason-Result Means-Purpose Means-Result	Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Bonding (Using a comma instead of "and")

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Development of the Japanese Economy Japan is one of the important nations in Asia. However, the development of the Japanese Economy is unstable. In 1945, at the end of World War 2, Japan needed starvation because the merchant fleet destroyed. Also, at the same time, Japan was cut off its food suppliers which are China, Korea, and Formosa. Another was which affect Japanese Economy is Post War Period. Statist development based on a social contract between the Government, banks, corporate sector, the people. The Government directed banks to invest in strategic sectors, and corporate sector promised lifelong employment. In addition, People maintained high rates of savings. Then, in 1990, Japan got the second highest in the w			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Development of the Japanese Economy Japan is one of the important nations in Asia. However, the development of the Japanese Economy is unstable. In 1945, at the end of World War 2, Japan needed a starvation rations because the merchant fleet destroyed. Also, at the same time, Japan was cut off its food suppliers which are China, Korea, and Formosa. Another was which affect Japanese Economy is Post War Period. Statist development based on a social contract between the Government, banks, corporate sector, the people. the Government directed banks to invest in strategic sectors. and corporate sector promised lifelong employment. In addition, People maintained high rates of savings. Then, in 1990, Japan got the second highest in the w	Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result	Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence (Using a comma or periods as “and”)

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Japanese economy since World War 2 Japanese economy have some improvement in this years. However, it still have problems such as not enough strong new companies and ageing population with low birth rate. Because of low birth rate, not enough strong people to work. Therefore, new companies can't grow-up. However, Japanese economy in 1945 at the end of World War 2. It's the best situation. Most of merchant fleet destroyed. Besides, China, Korea, and Formosa cut off their food suppliers. Therefore, Japan's government direct banks to invest in strategic sectors to deal with these kinds of things. And then people maintained high rates of savings. According to these development of Japanese economy since World War 2, we know that Japanese economy already improve a lot. I believe that they can become better in the future.	Concession-Contraexpectation Statement-Exemplification Concession-Contraexpectation (the above paragraph) Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Means-Purpose Means-Result Grounds-Conclusion	Chronological Sequence Bonding Bonding Bonding Chronological Sequence (Using a comma or periods as "and")

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Nowadays, we can see little by little the Japanese economy is recovering in the world. But they still having some problems. For example, they are not enough strong companies and they ageing population with low birth rate. They should be improve that, but that may be temporary. But in the past, the economy in 1945, at the end of World War 2, Japan's merchant fleet have been destroyed. Japan also cut off the food supplies of China, Korea, and Formosa. They want to stand for their state of economy. Then, the economy in the year 1990, their GDP is the second highest in the world. It's very amazing. And statist development based on a social contract between the government, banks, corporate sector, the people during the Post War Period. They have many ways to improve it. Government directed banks to invest in strategic sectors, corporate sector also promised lifelong employment. Japan is really a smart country, they know their problem and then solving it exactly. That's why we can see not only their	General Situation Problem Situation 1 Problem 1 Situation 2 Evaluation 2 Response/Solution 1		Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Nowadays, we can see little by little the Japanese economy is recovering in the world. But they still having some problems. For example, they are not enough strong companies and they ageing population with low birth rate. They should be improve that, but that may be temporary. But in the past, the economy in 1945, at the end of World War 2, Japan's merchant fleet have been destroyed. Japan also cut off the food supplies of China, Korea, and Formosa. They want to stand for their state of economy. Then the economy in the year 1990, their GDP is the second highest in the world. It's very amazing. And statist development based on a social contract between the government, banks, corporate sector, the people during the Post War Period. They have many ways to improve it. Government directed banks to invest in strategic sectors, corporate sector also promised lifelong employment. Japan is really a smart country, they know their problem and then solving it exactly. That's why we can see not only their	Concession-Contraexpectation Statement-Exemplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast Statement-Amplification Statement-Amplification	Reason-Result	Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding (Using a comma or periods as "and") Chronological Sequence Bonding Bonding Chronological Sequence

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Recalling to the economy of Japanese since World War 2, it seems not as well as now. Nowadays there still have problems that need to face. First, there have some improvement, but that may be temporary. Secondly, they do not have enough strong new companies. In addition, the ageing population with low birth rate. In 1945, at the end of World War 2. The merchant fleet destroyed, and then they were cut of from its food supplies, such as China, Korea, and Formosa. The situation of the Japanese economy in 1990. The GDP of Japan is the second highest in the world. In 2000, there were about 24% of current GDP since 1990. Besides, the government gross debt 130% of GDP in 1999. The incapable of growth, currently massive misallocation of capital	Statement-Amplification (the next paragraph) Statement-Amplification (the rest of 1st paragraph) Concession-Contraexpectation Statement-Amplification Statement-Exemplification Statement-Amplification Simple Contrast		Bonding Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The development of the Japanese There have some information about the development of the Japanese economy since World War 2. First of all, the state of the Japanese economy now is slowly recovering but still having problems. Because of some improvement, but that may be temporary, not enough strong new companies and ageing population with low birth rare. Second, due to Japan's merchant fleet destroyed and cut off from its food supplies, starvation rations affect the Japanese economy in 1945 at the end of World War 2. Third, the state of the Japanese economy in the year 2000 was decade of stagnant performance. Since 1990 the government spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) and the government gross debt 130% of GDP in 1999 that was the worst in the DECD, also cause incapable of growth, currently massive misallocation of capital, labour, and technology. Last, Japanese economy develop during the Post War Period that statist development based on a social contract between the Government, banks, corporate sector, the people. so that the government directed banks to invest in strategic sectors, corporate sector promised lifelong employment and people maintained high rates of savings. Above of all, there are some information about the development of the Japanese economy since World War 2 that course different ways to affect the Japanese economy.	General Situation Situation Problem Solution Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The development of the Japanese There have some information about the development of the Japanese economy since World War 2. First of all, the state of the Japanese economy now is slowly recovering but still having problems. Because of some improvement, but that may be temporary, not enough strong new companies and ageing population with low birth rare. Second, due to Japan's merchant fleet destroyed and cut off from its food supplies, starvation rations affect the Japanese economy in 1945 at the end of World War 2. Third, the state of the Japanese economy in the year 2000 was decade of stagnant performance. Since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) and the government gross debt 130% of GDP in 1999 that was the worst in the DECD, also cause incapable of growth, currently massive misallocation of capita labour, and technology Last, Japanese economy develop during the Post War Period that statist development based on a social contract between the Government, banks, corporate sector, the people. So that the government directed banks to invest in strategic sectors, corporate sector promised lifelong employment and people maintained high rates of savings. Above of all, there are some information about the development of the Japanese economy since World War 2 that course different ways to affect the Japanese economy.	Statement-Amplification (the rest of paragraph) Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification (the next 3 sentences) Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement Amplification	 Reason-Result Means-Purpose Means-Result Means-Result Means-Result	Bonding Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Bonding Bonding Bonding Chronological Sequence Bonding

Text	Overall Rhetorical Structuring					
	PSn	Matching	General-Particular			
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example	
The state of the Japanese economy still having problems There are some improvement, but that maybe temporary. There is not enough strong new companies. Also the ageing population with low birth rate. In 1945, the starvation rations problem's is very serious. First, Japan's merchant fleet destroyed. Second Japan was cut off from its food supplies. In 1990, Japanese GDP is the second highest in the world. It's twice that of Germany, also 70% that of the USA. And the GDP per capita is the third highest in the world. In 2000, there are some decade of stagnant performances of the Japanese economy. First, since the 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession. Second, the government gross debt 130% of GDP in 1999. Third, there is incapable of growth, currently massive misallocation of capital, labour, and technology. Finally, statist development based on social contract between the government, banks, corporate sectors, and the people.	With only situations and		preview details ↓ preview details ↓ preview details ↓ preview details ↓			

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The state of the Japanese economy still having problems <u>There are some improvement, but that maybe temporary.</u> There is not enough strong new companies. <u>Also</u> the ageing population with low birth rate. <u>In 1945,</u> the starvation rations problem's is very serious. <u>First,</u> Japan's merchant fleet destroyed. <u>Second</u> Japan was cut off from its food supplies. <u>In 1990,</u> Japanese GDP is the second highest in the world. <u>It's twice</u> that of Germany. <u>also</u> 70% that of the USA. <u>And</u> the GDP per capita is <u>the third highest in the world.</u> <u>In 2000,</u> there are some decade of stagnant performances of the Japanese economy. <u>First,</u> since the 1990 the government spent ¥ 20 billion in 10 supplementary spending packages <u>to simulate the economy in the present recession.</u> <u>Second,</u> the government gross debt 130% of GDP in 1999. <u>Third,</u> there is incapable of growth, currently massive misallocation of capital, labour, <u>and</u> technology. Finally, statist development based on social contract between the government, banks, corporate sectors, <u>and</u> the people.	<u>Statement-Amplification</u> <u>Concession-Contraexpectation</u> <u>Statement-Amplification</u> <u>Simple Contrast</u> <u>Statement-Amplification</u> <u>Simple Contrast</u> <u>Simple Contrast</u> <u>Simple Contrast</u> <u>Statement-Amplification</u>	<u>Means-Purpose</u>	<u>Bonding</u> <u>Chronological Sequence</u> <u>Bonding</u> <u>Bonding</u> <u>Chronological Sequence</u> <u>Bonding</u> <u>Bonding</u> <u>Chronological Sequence</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u>

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Japanese economy now slowly recovering but still having problems. The three major problems, first problem, some improvement, but that may be temporary. Second problem, not enough strong new companies. Third problem, ageing population with low birth rate. Taiwan economy has such problems, too. Especially the third one, more and more old population in the society. Japanese economy in 1945, at the end of World War 2. Japan's merchant fleet destroyed and was cut off from its food suppliers. However, in 1990, Japan's GDP became the second highest in the world. It's twice that of Germany and 70% that of the USA. And GDP per capita-third highest in the world. In the year 2000, the decade of stagnant performance. Government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). Incapable of growth, currently massive misallocation of capital, labour and technology.	Situation & Problem Solution Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Japanese economy now slowly recovering but still having problems. The three major problems, <i>first problem, some improvement, but that my be temporary</i>. Second problem, not enough strong new companies. Third problem, ageing population with low birth rate. Taiwan economy has such problems, too. Especially the third one, more and more old population in the society. Japanese economy in 1945, at the end of World War 2. Japan's merchant fleet destroyed and was cut off from its food suppliers. However, in 1990, Japan's GDP became the second highest in the world. It's twice that of Germany and 70% that of the USA. And GDP per capita-third highest in the world. In the year 2000, the decade of stagnant performance. Government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). Incapable of growth, currently massive misallocation of capital, labour and technology.	~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Amplification~~ ~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~ ~~Concession~~-~~Contraexpectation~~ Simple Contrast ~~Statement~~-~~Amplification~~ Simple Contrast Simple Contrast ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Amplification~~	Means-Purpose Means-Result	Bonding Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In 1945, at the end of World War 2, the Japanese economy was cut off from its food suppliers. Until 1990, the Japanese GDP per capita- third highest in the world, and In the year 2000, Japanese economy has incapable of growth, currently massive misallocation of capital, labour and technology. In the Post War Period, Japanese economy develop by people maintained high rate of savings. Now, the Japanese economy is slowly recovering but still having problem, such as not enough strong new companies, ageing population with low birth rare... and so on, and we expect it's growing in the future	With only situations and		No Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In 1945, at the end of World War 2, the Japanese economy was cut off from its food suppliers. Until 1990, the Japanese GDP per capita- third highest in the world, and In the year 2000, Japanese economy has incapable of growth, currently massive misallocation of capital, labour and technology. In the Post War Period, Japanese economy develop by people maintained high rate of savings. Now, the Japanese economy is slowly recovering but still having problem, such as not enough strong new companies, ageing population with low birth rare... and so on, and we expect it's growing in the future.	Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Exemplification	Means-Result	Chronological Sequence Chronological Sequence Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The development of the Japanese economy has drastically achieved since World War 2. As a matter of fact, Japanese economical development based on a social contract between the Government, banks corporate sector, the people during the Post War Period. And at the end of World War 2, the state of the Japanese economy was awful. For example, Japan was cut off from its food suppliers. However, Japanese economy was the second highest in the world in 1990. It improved so much in the year 2000 because the government spent ¥20 billion in 10 supplementary spending to simulate the economy in the preset recession. Even though Japanese economy was slowly recovering, but still having problems. For instance, the birth rate of population is becoming much lower than before. Moreover, some improment may be temporary. In short, Japanese economy has extremely changed from World War 2 to now.	With only the situations and		Preview Details  Summary		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The development of the Japanese economy has drastically achieved since World War 2. As a matter of fact, Japanese economical development based on a social contract between the Government, banks corporate sector, the people during the Post War Period. And at the end of World War 2, the state of the Japanese economy was awful. For example, Japan was cut off from its food suppliers. However, Japanese economy was the second highest in the world in 1990. It improved so much in the year 2000 because the government spent ¥20 billion in 10 supplementary spending to simulate the economy in the preset recession. Even though Japanese economy was slowly recovering, but still having problems. For instance, the birth rate of population is becoming much lower than before. Moreover, some improvement may be temporary. In short, Japanese economy has extremely changed from World War 2 to now.	Statement-Amplification (the rest of paragraph) Statement-Exemplification Concession-Contraexpectation Simple Contrast Concession-Contraexpectation Statement-Exemplification Concession-Contraexpectation Statement-Amplification (the above sentences)	Reason-Result Means-Purpose	Chronological Sequence Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Japanese Economy The development of Japanese economy at this moment has a big progresses, although there still have problems. As we look back to the different period we do think the progress is worthy compliment. In 1945, Japan had experienced starvation rations. During this time, Japans merchant fleet destroyed. Worst of all, Japan was cut off from its food supplier, China, Korea, Formosa. Japan was the second highest in the world in GDP. It should that its goods or services produced had well performance in 1990. Japan had twice gross domestic product of Germany and 70% of the USA. GDO per capita was the third highest in the world. As for the year 2000, Japan had decade of stagnant performance. Since 1990 the government spent ¥20 billion in 10 supplementary spending package, to simulate the economy in the present recession. As a result, the government gross debt 130% of GDP in 1999. It also caused the incapable of growth, currently massive misallocation of capital, labour and technology. During the Post war Period, statist development based on a social contract between the Government, banks, corporate sector and the people. Government directed banks to invest in strategic sectors, corporate sector promised lifelong employment, and people maintained high rates of savings. After these years, Japanese economy finally encounters the difficulty. Although Japanese have some improvement, it may be temporary. And they still have a lot of space to deal with their problems, such as not enough strong new companies and ageing population with low birth rate	Concession-Contraexpectation Statement-Amplification (the rest of text) Statement-Amplification (the rest of paragraph) Simple Contrast Statement-Exemplification Statement-Amplification Supplementary Alternation Simple Contrast Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Exemplification	Means-Purpose Means-Result	Temporal Overlap Chronological Sequence Using commas or periods as and Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
There was a terrible war called World War 2. Many countries had strongly hurt and a lot of problem. Japan was one of these countries. Many Japanese suffered from starvation in 1945, at the end of World War 2. Because their merchant fleet destroyed and Japan was cut off from its food suppliers such as China, Korea, and Formosa. The GDP of Japan was the second highest in the world in 1990. What's GDP? It meant Gross Domestic Product. The GDP of Japan was twice that of Germany, and 70% that of the USA. Besides, the GDP			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
There was a terrible war called World War 2. Many countries had strongly hurt and a lot of problem. Japan was one of these countries. Many Japanese suffered from starvation in 1945, at the end of World War 2. Because Their merchant fleet destroyed and Japan was cut off from its food suppliers such as China, Korea, and Formosa. The GDP of Japan was the second highest in the world in 1990. What's GDP? It meant Gross Domestic Product. The GDP of Japan was twice that of Germany, and 70% that of the USA. Besides, the GDP	~~Statement~~-Amplification ~~Statement~~-Amplification (the rest of text) ~~Statement~~-Amplification ~~Statement~~-Exemplification Simple Contrast Paraphrase Simple Contrast Simple Contrast ~~Statement~~-Amplification	Reason-Result	Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
As we know Japanese economy is strong now. Japanese produce a lot of things to sell to other countries. Their electronic equipment and high technology are very famous. In the past, Japan is a poor country. They rebuilt economic step by step by themselves. We all know that Japan lose World War 2. On the other hand, they also lose their economic. After World War 2, Japan's merchant fleet destroyed. They also cut off from its food suppliers China and Korea didn't supply Japan food. Japan was very poor. Japanese do not afraid of these kinds of bad situation. They began to sell a lot of thing to other countries. In this way, they can earn money from other countries. In 1990, Japan became the second place of produced goods in the world. In 2000, Japan spent much money on improving their economic. In the Post War Period, Japanese maintained high rates of saving to help up in this situation. Japanese economy is quite good now but there are still some problems. There are not enough powerful company in Japan. The birth rate is low. They don't have much strong people to help economic.	Situation Problem Solution Evaluation/ (note)		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
As we know <i>Japanese economy is strong now</i>. Japanese produce a lot of things to sell to other countries. Their electronic equipment <i>and</i> high technology are very famous. <i>In the past, Japan is a poor country</i>. They rebuilt economic step by step by themselves. We all know that Japan lose World War 2. On the other hand, they <i>also</i> lose their economic. <i>After World War 2</i>, Japan's merchant fleet destroyed. <i>They also cut off from its food suppliers</i> China <i>and</i> Korea didn't supply Japan food. <i>Japan was very poor</i>. Japanese do not afraid of these kinds of bad situation. They began to sell a lot of thing to other countries. <i>In this way</i>, they can earn money from other countries. <i>In 1990</i>, Japan became <i>the second place</i> of produced goods in the world. <i>In 2000</i>, Japan spent much money on improving their economic. <i>In the Post War Period</i>, <i>Japanese maintained high rates of saving to help up in this situation</i>. Japanese economy is quite good <i>now</i> <i>but there are still some problems</i>. There are not enough powerful company in Japan. <i>The birth rate is low</i>. They don't have much strong people to help economic.	<i>Statement-Amplification</i> <i>Simple Contrast</i> <i>Statement-Amplification</i> (the next paragraph) <i>Statement-Amplification</i> <i>Statement-Amplification</i> <i>Concession-Contraexpectation</i> <i>Simple Contrast</i> <i>Concession-Contraexpectation</i> <i>Statement-Amplification</i>	<i>Reason-Result</i> <i>Grounds-Conclusion</i> <i>Means-Result</i> <i>Means-Purpose</i>	<i>Bonding</i> <i>Bonding</i> <i>Chronological Sequence</i> <i>Bonding</i> <i>Bonding</i> <i>Chronological Sequence</i> <i>Chronological Sequence</i> <i>Chronological Sequence</i>

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Economy is a very important and also complex as a contry's basic statement. Today we will talk about the Japanese economy. When time trace back to 1945, the World War 2 have just ended. Japanese economy is depressed in more than one aspect, the food suppliers is cut off, merchant fleet destroyed. But there is a big improvement 45 years later. Japanese economy make a big progress, for example: Japanese GDP became second highest in the world and the profit is also up to 70% that of USA. The GDP per capita is the third highest in the world is obvious indication of the outstanding of Japanese economy. In year 2000, the Japanese economy has something change weaker than before, the government try to make effort to stimulate the economy in the present recession, but the Japenese gross debt 130% of GDP which was the worse in the OECD. The evidences to incidate the weak of Japanese Economy include incapable of growth, currently massive misallocation of capital, labour and technogy. To fix this situation, government directed banks to invest in strategic sectors, to protect the right of workers, that corporate sector promised lifelong employment. People preparing before voting for maintain high rates of savings.	General Situation Situation 1 Problem 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Solution 2		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Economy is a very important and also complex as a contry's basic statement. Today we will talk about the Japanese economy. When time trace back to 1945, the World War 2 have just ended. <i>Japanese economy is depressed in more than one aspect, the food suppliers is cut off, merchant fleet destroyed.</i> But there is a big improment 45 years later. Japanese economy make a big progress. for example: Japanese GDP became second highest in the world and the profit is also up to 70% that of USA. The GDP per capita is the third highest in the world is obvious indication of the outstanding of Japanese economy. In year 2000, the Japanese economy has something change weaker than before. the government try to make effort to stimulate the economy in the present recession, but the Japanese gross debt 130% of GDP which was the worse in the OECD. The evidences to incidate the weak of Japanese Economy include incapable of growth, currently massive misallocation of capital, labour and technology. To fix this situation, government directed banks to invest in strategic sectors, to protect the right of workers, that corporate sector promised lifelong employment. People preparing before voting for maintain high rates of savings.	~~Statement~~-Amplification (the rest of text) ~~Statement~~-Amplification ~~Concession~~-Contraexpectation ~~Statement~~-Exemplification Simple Contrast Simple Contrast Simple Contrast ~~Statement~~-Amplification Simple Contrast ~~Concession~~-Contraexpectation ~~Statement~~-Amplification ~~Statement~~-Amplification	~~Means~~-Purpose ~~Means~~-Purpose ~~Means~~-Purpose	Bonding Temporal Overlap Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
In 1945, at the end of World War 2, Japanese economy had the starvation rations. After World War 2, not only Japan's merchant fleet has been destroyed, but also Japan was cut off from its food suppliers. After the World War 2, Japanese statist development based on a social contract between the government, banks, corporate sector, the people. In that time, the government directed bank to invest in strategic sectors and corporate sector promised lifelong employment. So that people maintained high rates of saving. However, the situation of Japanese economy in 1990 had a great change; their GDP was the second highest in the world. It included 70% that of the USA and twice that of Germany. Japanese economy is changing and becoming better and better. The decade of stagnant performance here showed since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). But the government gross debt 130% of GDP in 1999 (worst in the OECD). Japanese economy incapable of growth, currently massive misallocation of capital, labour, and technology. Now, Japanese economy is slowing recovering but still having problems. They have made some improvement, but that may be temporary; because they don't have enough strong new companies, and also the ageing population with low birth rate effect them. How to improve these questions seems so important for Japan.	Situation 1 Problem 1 Response/ Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2		No Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
In 1945, at the end of World War 2, Japanese economy had the starvation rations. After World War 2, not only Japan's merchant fleet has been destroyed, but also Japan was cut off from its food suppliers. After the World War 2, Japanese statist development based on a social contract between the government, banks, corporate sector the people. In that time, the government directed bank to invest in strategic sectors and corporate sector promised lifelong employment. So that people maintained high rates of saving However, the situation of Japanese economy in 1990 had a great change: their GDP was the second highest in the world. It included 70% that of the USA and twice that of Germany. Japanese economy is changing and becoming better and better. The decade of stagnant performance here showed since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). But the government gross debt 130% of GDP in 1999 (worst in the OECD). Japanese economy incapable of growth, currently massive misallocation of capital, labour, and technology. Now, Japanese economy is slowing recovering but still having problems. They have made some improvement, but that may be temporary; because they don't have enough strong new companies, and also the ageing population with low birth rate effect them. How to improve these questions seems so important for Japan.	Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Simple Contrast Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation	Means-Result Means-Purpose Reason-Result Grounds-Conclusion	Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Omission of 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
Japanese Economy The economy of Japan now is slowly recovering, but still having problems. They may have some improvement, but that may be temporary. Recently, there are many new companies growing up, but they are not strong enough. Those reasons make the economy of Japan is slowing covering. Back to 1945, at the end of World World 2, Japan's merchant fleet destroyed because of the bumbs. Therefore, they don't have anything to sale to another countries. Worst of all, Japan was totally cut off from its food suppliers from China, Korea and Formosa. Those reasons make them have a really hard time. When it come to 1990, the economy of Japan started to grow very quickly, their GDP were the second highest in the world, it was twice that of German and the 70% of USA. And the GDP per capita were the third highest in the world. In the year 2000, since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). Therefore, the government gross debt 130% of GDP in 1999 (worst in DECD). But the incapable of growth, currently massive misallocation, labor, and technology is the best of Japan. How did Japanese economy develop during the Post War Period? Statist development based on a social contract between the government, banks, corporate sector and the people. The government directed banks to invest in strategic sectors. And the corporate sector promised lifelong employment. Therefore, the people maintained high rates of savings.	Situation 1 Problem 1 Evaluation 1 & 2 Situation 3 Solution 3 Problem 3 Evaluation 3 Situation 2 Response (Solution) 2 Evaluation 2		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
Japanese Economy The economy of Japan now is slowly recovering, but still having problems. They may have some improvement, but that may be temporary. Recently, there are many new companies growing up, but they are not strong enough. Those reasons make the economy of Japan is slowing covering. Back to 1945, at the end of World War 2, Japan's merchant fleet destroyed because of the bombs. Therefore, they don't have anything to sale to another countries. Worst of all, Japan was totally cut off from its food suppliers from China, Korea and Formosa. Those reasons make them have a really hard time. When it come to 1990, the economy of Japan started to grow very quickly, their GDP were the second highest in the world, it was twice that of German and the 70% of USA. And the GDP per capita were the third highest in the world. In the year 2000, since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). Therefore, the government gross debt 130% of GDP in 1999 (worst in DECD). But the incapable of growth, currently massive misallocation, labor, and technology is the best of Japan. How did Japanese economy develop during the Post War Period? Statist development based on a social contract between the government, banks, corporate sector and the people. The government directed banks to invest in strategic sectors. And the corporate sector promised lifelong employment. Therefore, the people maintained high rates of savings.	Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Statement-Amplification	Reason-Result Reason-Result Reason-Result Reason-Result Means-Purpose Reason-Result Reason-Result Means-Result	Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Japanese economy is slowly recovering but still having problems in recent years. Japanese have made some improvement, but that may be temporary, and they don't have enough strong new companies. Especially, their ageing population are going lower and lower birth rate. In 1945, Japan is starvation rations because their merchant fleet destroyed. Not only this, but also they were cut off from its food supplier like China, Korea and Formosa at the end of World War 2. When it goes to 1990, the GDP of Japan became the second highest in the world. Their GDP is twice of Germany and 70% of USA. Japan was successful to improve their economy. Even the GDP in each capital was the third highest in the world. However, in the year 2000, Japan have decade of stagnant performance. Since 1990, Japanese government spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession and the government gross debt 130% of GDP which is the worst in the OECD. During the Post War Period, the statist development of Japanese economy	Problem 1 Situation 1 Evaluation 2 Evaluation 3 Situation 3 Solution 3 Problem 3 Situation 2		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Japanese economy is slowly recovering but still having problems in recent years. Japanese have made some improvement, but that may be temporary, and they don't have enough strong new companies. Especially, their ageing population are going lower and lower birth rate. In 1945, Japan is starvation rations because their merchant fleet destroyed. Not only this, but also they were cut off from its food supplier like China, Korea and Formosa at the end of World War 2. When it goes to 1990, the GDP of Japan became the second highest in the world. Their GDP is twice of Germany and 70% of USA. Japan was successful to improve their economy. Even the GDP in each capital was the third highest in the world. However, in the year 2000, Japan have decade of stagnabt performance. Since 1990, Japanese government spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession and the government gross debt 130% of GDP which is the worst in the OECD. During the Post War Period, the statist development of Japanese economy based on a social contract.	Concession-Contraexpectation Concession-Contraexpectation Statement-Exemplification Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result Means-Purpose	Bonding Chronological Sequence Bonding Bonding Chronological Sequence Chronological Sequence Chronological Sequence Bonding Chronological Sequence

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Economy Development of Japan (5) The economy of Japan is in slowly recovering but still having problems. Nowadays, though there are some improvement, it seems that may be temporary. Moreover, new companies are not strong enough. Besides these, ageing population with low birth Rate results in the difficiency of Japanese economy. (2) But dating back to 1945, the end of World War 2, the economy dropped with higher starvation rations. It was reported that Japan's merchant fleet destroyed like a rocket. Furthermore, Japan was cut off from it food suppliers such as China, Korea, and Formosa. (1) During the Post War Period, statist development based on a social contract between the Government, banks, cooperate sector, and the people. Government directed banks to invest in strategic sectors. On the other hand, corporate sector promised lifelong employment. Thus, people maintained high rates of savings. (3) In 1990, it was estimated that the GDP of Japan within the world ranked second highest. Compare with Germany, it is twice. In contrast of U.S.A., the figure is 70%. The GDP per capita was third highest in the world.	Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation (the above paragraph) Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast	Reason-Result Reason-Result Means-Result Means-Result	Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Chronological Sequence Bonding (Bonding) Chronological Sequence

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Development of The Japanese Economy At the end of World War 2, Starvation rations are the state of the Japanese economy in 1945 Japan's merchant fleet destroyed. Also, Japan was cut off from its food suppliers. In 1990, the GDP of Japanese is the second highest in the world. Japanese have twice that of Germany and 70% that of the USA. The GDP per capita is the third highest in the world. In 2000, the state of Japanese economy is stagnant performance since 1990 the government spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession. Then, the government gross debt 130% of GDP in 1999. Currently massive misallocation of capital, labour and technology is incapable of growth. During the Post War Period, the Japanese economy is statist developing based on a social contract between the Government, banks, corporate sector, the people. Now, Japanese economy is slowly recovering but still having problems. First, Japanese economy have not enough strong new companies. Finally, ageing population with low birth rate. All of these are the problems of Japanese economy now.	Situation 1 Problem 1 Situation 2 Situation 3 Problem 3 Solution 3 Evaluation 3 Situation 4 Situation 5		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Development of The Japanese Economy At the end of World War 2, Starvation rations are the state of the Japanese economy in 1945 Japan's merchant fleet destroyed. Also, Japan was cut off from its food suppliers. In 1990, the GDP of Japanese is the second highest in the world. Japanese have twice that of Germany and 70% that of the USA. The GDP per capita is the third highest in the world. In 2000, the state of Japanese economy is stagnant performance since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession. Then, the government gross debt 130% of GDP in 1999. Currently massive misallocation of capital, labour and technology is incapable of growth. During the Post War Period, the Japanese economy is statist developing based on a social contract between the Government, banks, corporate sector, the people. Now, Japanese economy is slowly recovering but still having problems. First, Japanese economy have not enough strong new companies. Finally, ageing population with low birth rate. All of these are the problems of Japanese economy now.	Simple Contrast Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Means-Purpose Means-Result Reason-Result	Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The state of the Japanese economy now is slowly recovering but still having problems. There are some improvement, but that may be temporary. Also, not enough strong new companies, and ageing population with low birth rate. At the end of World War 2, the state of the Japanese economy in 1945 was starvation rations. It included Japan's merchant fleet destroyed and Japan was cut off from its food suppliers such as China, Korea, Formosa. The situation of the Japanese economy in 1990 was gross domestic product—second highest in the world. It is twice that of Germany, 70% that of the USA, and grass domestic product per capita—third highest in the world. The state of the Japanese economy in the year 2000 is decade of stagnant performance since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) the government gross debt 130% of GDP in 1999 (worst in the Organisation for Economic Cooperation and Development.) The Japanese economy develop during the Post War Period by the statist development based on a social contract between the government, banks, corporate sector, the people. Government directed banks to invest in strategic sectors, and people maintained high rates of savings.	General Situation Situation 1 Situation 2 Situation 3 Solution 3 Problem 3 Evaluation 3 Situation 4 Response/ Solution 4 Evaluation 4		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The state of the Japanese economy now is slowly recovering but still having problems. There are some improvement, but that may be temporary. Also, not enough strong new companies, and ageing population with low birth rate. At the end of World War 2, the state of the Japanese economy in 1945 was starvation rations. It included Japan's merchant fleet destroyed and Japan was cut off from its food suppliers such as China, Korea, Formosa. The situation of the Japanese economy in 19990 was gross domestic product—second highest in the world. It is twice that of Germany, 70% that of the USA, and grass domestic product per capita—third highest in the world. The state of the Japanese economy in the year 2000 is decade of stagnant performance since 1990 the government spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) the government gross debt 130% of GDP in 1999 (worst in the Organisation for Economic Cooperation and Development.) The Japanese economy develop during the Post War Period by the statist development based on a social contract between the government, banks, corporate sector, the people. Government directed banks to invest in strategic sectors, and people maintained high rates of savings.	~~Concession-Contraexpectation~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Statement-Exemplification~~ ~~Statement-Amplification~~ Simple Contrast Simple Contrast Simple Contrast Simple Contrast ~~Statement-Amplification~~ ~~Statement-Amplification~~ Simple Contrast ~~Statement-Amplification~~ Statement-Amplification	Means-Purpose Means-Result Reason-Result	Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence (Omission of 'and')

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Development of the Japanese Economy Since W.W.2 In 1945, at the end of World War 2, Japanese economy is starvation rations. Many Japan's merchant fleet destroyed. Moreover, Japan was cut off from its food suppliers like China, Korea, Formosa. During the Post War Period, Japanese economy development based on a social contract between the government, banks, corporate sector, and the people. Government directed banks to invest in strategic sectors, and Corporate sector promised lifelong employment. Also, people maintained high rates of savings. In 1990, the situation of the Japanese economy is twice that of German, 70% that of the USA, and GDP is the second highest in the World. GDP per capita is the third highest in the world. In 2000, Japanese economy decades of stagnant performance. Since 1990 the government spent ¥ 20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). The government gross debt 130% of GDP in 1999. It's the worst in the OECD. At this time, Japanese economy is incapable of growth, currently massive misallocation of capital, labour, and technology. The situation of Japanese economy now is slowly recovering but still having problems. It still has some improvement, but that may be temporary. There is not enough strong new companies. Also, Japanese ageing population with low birth rate is another problem to them.	Situation 1/ Problem 1 Response/ Solution 1 Evaluation 1/ Situation 2 Evaluation 3 Solution 3 Problem 3 Situation 3 Situation 4		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
The Development of the Japanese Economy Since W.W.2 In 1945, at the end of World War 2, <i>Japanese economy is starvation rations. Many Japan's merchant fleet destroyed. Moreover, Japan was cut off from its food suppliers like China, Korea, Formosa.</i> During the Post War Period, Japanese economy development based on a social contract between the government, banks, corporate sector, and the people. Government directed banks to invest in strategic sectors, and Corporate sector promised lifelong employment. Also, people maintained high rates of savings. In 1990, the situation of the Japanese economy is twice that of German, 70% that of the USA, and GDP is the second highest in the World. GDP per capita is the third highest in the world. In 2000, Japanese economy decades of stagnant performance. Since 1990 the government spent ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP). The government gross debt 130% of GDP in 1999. It's the worst in the OECD. At this time, Japanese economy is incapable of growth, currently massive misallocation of capital, labour, and technology. The situation of Japanese economy now is slowly recovering but still having problems. It still has some improvement, but that may be temporary. There is not enough strong new companies. Also, Japanese ageing population with low birth rate is another problem to them.	Statement-Amplification Statement-Amplification Statement-Exemplification Simple Contrast Simple Contrast Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Concession- Contraexpectation Concession- Contraexpectation Statement-Amplification	Reason-Result Means-Purpose	Chronological Sequence Bonding (Omission of 'and') Chronological Sequence Bonding Bonding Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence Chronological Sequence Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
What do you think about today's economy? Getting better or worse? Now we are going to talk about Japanese economical situation since World War 2. As we knew, Japan got an extremely attack from World War 2, and did they recover or not? Nowadays, Japan still is a strong, creative and high technical country. However at the end of World War 2 in 1945, the state of the Japanese economy was starvation rations. But from the drastically attack from World War 2, they faced a huge difficulty of economy. They can not farm in the field, the worst thing is they died in young age, therefore lead the economy badly. Though they got so many problems, they still found the solution. By social contrast between the Government, banks, corporate sector, the people they solve the problems little by little. They got the GDP- second highest in the world in 1990, and in 2000, they decaded of stragenant performance. From now on, Japanese economy is slowly recovering but still having problems. It is obviously that they find so many good ways to deal with these difficult problems. But I think they should think about what will let they make much more money in the future.	Contrastive Alternation Statement-Amplification (the rest of text) Contrastive Alternation Concession-Contraexpectation Statement-Amplification Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation	Reason-Result Grounds-Conclusion Means-Result Means-Result Means-Purpose	Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding Chronological Sequence (Omission of 'and' or wrong use of ',')

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
The Japanese economy since World War 2 still have had problems. There were some improvement, but that may be temporary. For example, there were many new companies but they were not enough strong. And ageing population with low birth rate. Japan's merchant fleet destroyed and was cut off from its food suppliers. In 1945, at the end of Wrold War 2. But Japanese economy have become better year by year. The situation of the Japanese economy were twice that of Germany, 70% that of the USA, GDP per capita- third highest in the World in 1990. The Japanese government have spend ¥20 billion in 10 supplementary spending packages to simulate the economy in the present recession since 1990. the government gross debt 130% of GDP in 1999 including incapable of growth, currently massive misallocation of capital, labour, and technology. The Japanese economy developed the savings that Post War Period. Until now, the Japanese economy still have had high state in the world. Because government directed banks to invest in strategic sectors. Corporate sector promised lifelong employment.	With only situations		Preview Details 		

Appendix 12.4: Analyzed texts (texts written in Chinese by the Taiwanese EFL students)

Argument Texts-Chinese - EFL Students

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
經常有人提到現在大學生滿街跑，讀大學已經不足為奇了。其中一個主要原因便在於大學入學，越來越容易，教育部若不限制各級大專院校入學許可生之數目，恐怕大學學歷將如同高中學歷，而且學生素質良莠不齊，但相反的，教育部倘若降低了大學入學許可人數，台灣的教育生態是否又會回到以往的狀況！而且教育部也鼓勵各級大專院校的成立，這無非是為了提高台灣教育平均水準，是故，是否限制大學入學許可生入學數目，或者，該如何調整，這就考驗著政府的智慧了～！	Some people often mention that roads are full of university students, studying at the university is not unusual. One of the reasons is that it is easier and easier to enter universities, if the Ministry of Education does not restrict the number of admissions to various levels of colleges and universities, the qualification university will be like senior-high-school qualification, and the quality of students is intermingled: some good and some bad. But on the contrary, if the Ministry of Education decreases the number of admissions, will educational situation in Taiwan go back to the past situation again! And the Ministry of Education also encourages to establish various levels of colleges and universities, this is only done to raise the average standard of Taiwanese education, so, should restrict the number of admissions of universities, or how should it adjust, this will test the wisdom of government～!		ContS	Preview ↓ Details ↓ Conclusion		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
經常有人提到現在大學生滿街跑，讀大學已經不足為奇了。其中一個主要原因便在於大學入學，越來越容易，教育部若不限制各級大專院校入學許可生之數目，恐怕大學學歷將如同高中學歷，而且學生素質良莠不齊，但相反的，教育部倘若降低了大學入學許可人數，台灣的教育生態是否又會回到以往的狀況！(?) 而且教育部也鼓勵各級大專院校的成立，這無非是為了提高台灣教育平均水準，是故，是否限制大學入學許可生入學數目，或者，該如何調整，這就考驗著政府的智慧了～！	Some people often mention that roads are full of university students. studying at the university is not unusual. One of the reasons is that it is easier and easier to enter universities. if the Ministry of Education does not restrict the number of admissions to various levels of colleges and universities, the qualification university will be like senior-high-school qualification, and the quality of students is intermingled: some good and some bad. But on the contrary, if the Ministry of Education decreases the number of admissions, will educational situation in Taiwan go back to the past situation again or not! (?) And the Ministry of Education also encourages to establish various levels of colleges and universities, this is only done to raise the average standard of Taiwanese education, so, should restrict the number of admissions of universities or not, or how should it adjust, this will test the wisdom of government~!	Statement-Amplification Simple Contrast Simple Comparison Concession-Contraexpectation Simple Contrast Contrastive Alternation Contrastive Alternation Supplementary Alternation	Reason-Result Condition-Consequence Condition-Consequence Means-Purpose Grounds-Conclusion (above 2 sides of opinions)	Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
從以前就常聽說，第一志願的大學畢業，卻找不到工作，只好去當清潔工，現今的大專院校，感覺像是以營利為目的，“科技大學”聽起來好聽，不過它跟私立高職一樣，只要有錢就能進去唸，才會導致畢業生過多。我的想法是，其實也不用限制錄取學生數，因為還是有想認真學習的人，和因為高中唸不好想重新開始的人，而“科技大學”就成了他們倚靠的路（因為程度不夠好上不了大學），總而言之，學校不是以營利為目的的，希望他們收學生時可以經過認真的篩選，不是只是“你有錢就進來吧！”		ContS	Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
從以前就常聽說，第一志願的大學畢業，卻找不到工作，只好去當清潔工，現今的大專院校，感覺像是以營利為目的，“科技大學”聽起來好聽，不過它跟私立高職一樣，只要有錢就能進去唸，才會導致畢業生過多。我的想法是，其實也不用限制錄取學生數，因為還是有想認真學習的人，和因為高中唸不好想重新開始的人，而“科技大學”就成了他們倚靠的路（因為程度不夠好上不了大學），總而言之，學校不是以營利為目的的，希望他們收學生時可以經過認真的篩選，不是只是“你有錢就進來吧！”	Statement-Amplification Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Comparison Statement-Amplification Statement-Amplification Denial-Correction	Reason-Result Condition-Consequence Reason-Result Reason-Result Means-Result Reason-Result Grounds-Conclusion (the above sentences)	Using commas as ‘and’ Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今大學畢業生的素質已不如前，雖然是“大學生”但是由於大學的普遍，人口的減少，對於入學的要求也就相對的減降低，甚至只要繳交學費就可以入學的學校也不勝枚舉，所以大學一畢業也不一定能找到好工作，我想這應該是將畢業的大學生最大的煩惱吧！但是要自己去找工作，或許是公司會在你還沒畢業就找上你，如果你是個很有才能的人，真的不用會怕找不到就業機會！當然，大學的文憑是不夠的，現在已經是“博士滿街跑”了，由此可見，學歷高不一定代表很有能力。			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今大學畢業生的素質已不如前，雖然是“大學生”的普遍，人口的減少，對於入學的要求也就相對的減降低，甚至只要繳交學費就可以入學的學校也不勝枚舉，所以大學一畢業也一定能找到好工作，我想這應該是將畢業的大學生最大的煩惱吧！ 但是要自己去找工作，或許是公司會在你還沒畢業就找上你，如果你是個很有才能的人，真的不用會怕找不到就業機會！當然，大學的文憑是不夠的，現在已經是“博士滿街跑”了，由此可見，學歷高不一定代表很有能力。	Simple Contrast Concession-<i>Contraexpectation</i> Statement-Amplification Contrastive Alternation	Reason-Result Condition-Consequence Reason-Result Grounds-Conclusion Condition-Consequence Reason-Result Grounds-Conclusion	Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
因為現在的學生越來越少，而學校卻越來越多，漸漸導致學校的招生困難，也有可能是因為原住民學生有加分的權利，導致不會讀書的也可以上好學校，而學校為了要配合他們就把課程簡單化，幾年的學習下來，我們所學的東西，可能就比一些國家還要弱，而我們的競爭力也就會下降，而我國的學生都希望自己的工作可以輕鬆而薪水又高，不願意做吃苦耐勞的工作，所以，我覺得不是沒有適量的就業機會，而是沒有我國學生想做的適當工作。			No Preview Details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
因為<u>現在的學生越來越少</u>，<u>而學校卻越來越多</u>，漸漸導致學校的招生困難，<u>也有</u>可能是因為原住民學生有加分的權利，導致 <u>不會讀書的也可以上好學校</u>，<u>而 學校為了要配合他們 就把課程簡單化</u>，<u>幾年的學習下來</u>，我們所學的東西，可能就比一些國家還 <u>要弱</u>，<u>而我們的競爭力也</u>就會下降，<u>而</u>我國的學生都希望自己的工作可以輕鬆<u>而薪水又高</u>，<u>不願意做吃苦耐勞的工作</u>，所以，我覺得<u>不是沒有適量的就業機會</u>，<u>而</u> <u>是沒有我國學生想做的適當工作。</u>	Concession-~~Contraexpectation~~ Simple Contrast Simple Contrast Simple Contrast Denial-Correction	Reason-~~Result~~ Reason-~~Result~~ Reason-~~Result~~ Means-Purpose Grounds-~~Conclusion~~ Grounds-~~Conclusion~~ Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今大學畢業生缺乏適量的就業機會，是因為社會經濟的蕭條，商場上所提供的就業機會太少。在消費高而所得低的台灣社會，已經很少人有想創業的念頭，相反的中小企業說倒就倒，造成中老年人的失業率增加，莘莘學子為了逃避就業與當兵的問題，開始攻讀碩士、博士學位，現今有多少博士在路邊收垃圾、掃地，我想還不是教育部限制各大專院校入學許可學生之數目就可以解決的問題，這關係到整個台灣對文憑所給予的價值觀，整個台灣的經濟情況，還有對出國留學工作比較有出息的迷思，這些都是我們應該從根本反省起的，而不是只單單責怪教育部，大學畢業生的就業機會是關係到每一個人的最低生活層面。	Concession-Contraexpectation Denial-Correction Denial-Correction Simple contrast Denial-Correction	Reason-Result Reason-Result Grounds-Conclusion Reason-Result Reason-Result Means-Purpose Means-Result Grounds-Conclusion	Using commas as ‘and’ Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
正面 社會競爭力很大，如果採取這種政策，可以把更優秀的學生集中起來，彼此間的程度也差異不大，而且可以把這些人加以訓練，學習更多，更專精的技術，培育這些人才，這是比較正面的看法，而且現在大學到處是，也很多新的科系，因此要大學學歷似乎沒有那麼困難，而且現在學生素質也比以前的差，要和別人競爭，恐怕是吃虧的，而中國大陸他們就是因為人口多，就業或是一些機會名額太少，造就他們每個人都努力充實自己，就為了找到一份工作，和其他人、其他國家競爭，因此他們有些國中、高中生的程度都比我們大學碩士生資質差很多！ 反面 如果以反面的觀點來看，對這些天生資質不好卻很上進的學生而言，這項政策是對他們不利的，雖然並不是多數人，但是對他們而言，有的即使很努力還是不能考進所謂的“好學校”那是不是就代表他沒有機會和社會上的人有平等的機會了！在起跑點上也沒有所謂的公平了！而且假使以剛上面提到的精菁學生，如果真的人數比名額超過許多，那是不是代表其他人也沒有機會了呢？我還是認為要培育對一些產業有興趣的、有用的人才，如果怕找不到工作，更應該充實自我內涵，才是解決之道！		S CompS ContS	preview details ↓ preview details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
正面: 社會競爭力很大, 如果採取這種政策, 可以把更優秀的學生集中起來, 彼此間的程度也差異不大, 而且可以把這些人加以訓練, 學習更多, 更專精的技術, 培育這些人才, 這是比較正面的看法, 而且現在大學到處是, 也很多新的科系, 因此要大學學歷似乎沒有那麼困難, 而且現在學生素質也比以前的差, 要和別人競爭, 恐怕是吃虧的, 而中國大陸他們就是因為人口多。就業或是一些機會名額太少, 造就他們每個人都努力充實自己, 就為了找到一份工作, 和其他人、其他國家競爭, 因此他們有些國中、高中生的程度都比我們大學碩士生資質差很多! 反面: 如果以反面的觀點來看, 對這些天生資質不好卻很上進的學生而言, 這項政策是對他們不利的, 雖然並不是多數人, 但是對他們而言, 有的即使很努力還是不能考進所謂的“好學校”那不是就代表他沒有機會和社會上的人有平等的機會了! 在起跑點上也沒有所謂的公平了! 而且假使以剛上面提到的精菁學生, 如果真的人數比名額超過許多, 那是不是代表其他人也沒有機會了呢? 我還是認為要培育對一些產業有興趣的、有用的人才, 如果怕找不到工作, 更應該充實自我內涵, 才是解決之道!	Simple Contrast Simple Contrast Statement-Amplification (the above sentences) Simple Contrast Supplementary Alternation Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation Contrastive Alternation Statement-Amplification Statement-Amplification	Reason-Result (down to 培育 …人才) Condition-Consequence (down to 培育 …人才) Reason-Result Means-Purpose Means-Result Grounds-Conclusion Reason-Result Condition-Consequence Reason-Result Reason-Result Means-Purpose Reason-Result Condition-Consequence Grounds-Conclusion Condition-Consequence Grounds-Conclusion (the above sentences) Condition-Consequence	Using commas as ‘and’ Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
大學的學歷變成找工作最基本的條件，而現今社會有許多玩樂的東西，學生一般上課外，就會在外面兼差、玩樂，或者做一些沒有意義的事（唱歌、睡覺）而大學又是屬於老師比較不會管的學習階段，所以經常翹課、睡覺，平常就沒在念書，正課又不好好經營，很容易就把高中的東西忘掉，唸書的心也會懈怠，等到出社會時，好的人更好，爛的人爛到一個極限，好的工作沒有能力去勝任，不好的工作也不願意去做，而且 " 草莓族 " 心態又那麼重，被老闆罵幾句就受不了，這種心態要如何在這社會上找到工作呢？工廠外移，就業機會減少，而且大家的學歷也差不多，很多市場也呈現飽和狀態，許多學生選擇自己當老闆，但是市場很競爭，如果沒有耳目一新的創意出現，很容易被淘汰掉，打工年齡逐漸上升，優秀人才也越來越少，我覺得學校平常應該給學生多些實習機會，多從事於相關的工作，才不會盲目的打工，拘泥於眼前的小利益，這樣不僅可以在出社會前先卡位，做事也會比較上手。			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
大學的學歷變成找工作最基本的條件，而現今社會有許多玩樂的東西，學生一般上課外，就會在外面兼差、玩樂，或者做一些沒有意義的事（唱歌、睡覺）而大學又是屬於老師比較不會管的學習階段，所以經常翹課、睡覺，平常就沒在念書，正課又不好好經營，很容易就把高中的東西忘掉，唸書的心也會懈怠，等到出社會時，好的人更好，爛的人爛到一個極限，好的工作沒有能力去勝任，不好的工作也不願意去做，而且“草莓族”心態又那麼重，被老闆罵幾句就受不了，這種心態要如何在這社會上找到工作呢？工廠外移，就業機會減少，而且大家的學歷也差不多，很多市場也呈現飽和狀態，許多學生選擇自己當老闆，但是市場很競爭，如果沒有耳目一新的創意出現，很容易被淘汰掉，打工年齡逐漸上升，優秀人才也越來越少，我覺得學校平常應該給學生多些實習機會，多從事於相關的工作，才不會盲目的打工，拘泥於眼前的小利益，這樣不僅可以在出社會前先卡位，做事也會比較上手。	Concession-Contraexpectation Supplementary Alternation Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification	Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion Reason-Result Reason-Result Condition-Consequence Reason-Result Means-Result Means-Result	Using commas as ‘and’ Bonding Bonding Bonding Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
正: 反: <u>如果限制的話</u>, 就回到民國七、八十年代一樣, 聽到是大學畢業, 就會馬上錄取, 而且 <u>現在的社會</u>, 大學畢業已經是很普及的事, 如果只是未了缺乏適量的就業機會而限制入學許可人數, 這樣只會降低全國人民的素質, 而且會引發更多的問題, 失業人數可能會劇增, <u>如果要解決就業問題, 必須想其他方法</u>。		S CompS	No Preview preview details ↓ preview details ↓ Conclusion Details ↓		

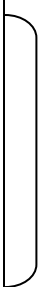
Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
如果限制的話，就回到民國七、八十年代一樣，聽到是大學畢業，就會馬上錄取，而且現在的社會，大學畢業已經是很普及的事，如果只是未了缺乏適量的就業機會而限制入學許可人數，這樣只會降低全國人民的素質，而且會引發更多的問題，失業人數可能會劇增，如果要解決就業問題，必須想其他方法。	Statement-Amplification Statement-Amplification	Condition-Consequence Condition-Consequence Means-Result Condition-Consequence	Temporal Overlap Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
正: 現今大學畢業生素質之差異，就業之窘況，已違反了教育部廣設大學之美意，而學生爲了多爭取入學機會，對推徵考試的金錢相對大增，而社會為了過濾素質不一的“人才”也提高了工作門檻，結果竟造成了碩士學位濫竽充數之情況，如此，只不過又把學歷主義再循環罷了！ 反: 為了提升國民知識普及率，教育部主張推廣大學，試圖大量培育各領域之人才。另一方面，也為了破除以往學歷掛帥之迷思，平衡每個人的就業門檻，降低競爭的懸殊率。		CompS CompS ContS	No Preview preview details ↓ preview details ↓ Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今大學畢業生素質之差異，就業之窘況，已違反了教育部廣設大學之美意，而學生爲了多爭取入學機會，對推徵考試的金錢相對大增，而社會為了過濾素質不一的“人才”也提高了工作門檻，結果竟造成了碩士學位濫竽充數之情況，如此，只不過又把學歷主義再循環罷了！為了提升國民知識普及率，教育部主張推廣大學，試圖大量培育各領域之人才。另一方面，也為了破除以往學歷掛帥之迷思，平衡每個人的就業門檻，降低競爭的懸殊率。	Statement-Amplification (the rest of paragraph)	Reason-Result Means-Purpose Means-Result <i>Grounds-Conclusion</i> Means-Purpose Means-Purpose Means-Purpose	Bonding Bonding Bonding Using commas as “and”

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現在的人常說：「大學畢業即是失業」。為什麼會有這種問題呢？我認為大概是因為現在大學的素質越來越低，讀大學的學生越來越多，不像以前的人們為了考大學讀書讀得拼死拼活，反觀現在，只要高中畢業就是可以直接有大學唸，當然大學生的教育品質就降低了！且現在的大學，有些太過自由，使學生沒有讀書風氣，混了4年畢業，出了社會便會因大家實力相當，也沒有一技之才，一窩瘋的在同一種行業競爭。而現在的學生很多都認為「我大學畢業，出社會後的薪水一定不能太少！」就因學生們都有著這樣的觀念導致同類型的工作競爭力變大，這樣一來大學生畢業便缺乏就業機會了！			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現在的人常說：「大學畢業即是失業」。為什麼會有這種問題呢？我認為大概是因為現在大學的素質越來越低，讀大學的學生越來越多，不像以前的人們為了考大學讀書讀得拼死拼活，反觀現在，只要高中畢業就是可以直接有大學唸，當然大學生的教育品質就降低了！且現在的大學，有些太過自由，使學生沒有讀書風氣，混了 4 年畢業，出了社會便會因大家實力相當，也沒有一技之才，一窩瘋了在同一種行業競爭。而現在的學生很多都認為「我大學畢業，出社會後的薪水一定不能太少！」就因學生們都有著這樣的觀念導致同類型的工作競爭力變大，這樣一來大學生畢業便缺乏就業機會了！	Statement-Amplification Simple Comparison Statement-Amplification (the rest of paragraph) Simple Contrast Statement-Amplification	Reason-Result Means-Purpose Grounds-Conclusion Condition-Consequence Reason-Result Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Chronological Sequence Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今社會由於大學畢業生多，所以相對了就業機會也就會減少，大多數的大學畢業生畢業後因為工作機會少，只求可以找到工作就好，反而忽視了原有的專業技能，所以<u>教育部應限制大專院校入學名額</u>，使所有擁有專業知識及技能的畢業生能順利的找到與自己所學相同性質的工作，但相對的在校時也必須更認真的學習。限制入學名額的結果或許會令更多學生失去唸書的機會，但有可能會有更多學生珍惜每一個可以學習的機會，而不是只求有學校念就好。現在工作機會多，只是看你有沒有把所學的用在對的地方。		 ContS	Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今社會由於大學畢業生多，所以相對了就業機會也就會減少，大多數的大學畢業生畢業後因為工作機會少，只求可以找到工作就好，反而忽視了原有的專業技能，所以教育部應限制大專院校入學名額，使所有擁有專業知識及技能的畢業生能順利的找到與自己所學相同性質的工作，但相對的在校時也必須更認真的學習。限制入學名額的結果或許會令更多學生失去唸書的機會，但有可能會有更多學生珍惜每一個可以學習的機會，而不是只求有學校念就好。現在工作機會多，只是看你有沒有把所學的用在對的地方。	Concession-Contraexpectation Concession-Contraexpectation Simple Comparison Concession-Contraexpectation Simple Contrast Simple Contrast Denial-Correction Concession-Contraexpectation	Reason-Result Reason-Result Reason-Result Means-Purpose	Chronological Sequence Bonding Temporal Overlap Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今大學錄取率真的高的誇張，在路上處處可見大學生，教育部開放那麼多所公、私立學校，目的到底是要提升整體的教育水準呢？還是為了讓一部分的族群吸金？那麼多的大專院校所培育出來的學生素質，好的就是那些少數族群，而其他學生呢？他們是想混個大學生的文憑嗎？現在台灣產業逐漸外移到大陸，而一年有 2 0 多萬的大學畢業生，<u>在我們台灣現存的社會中，真的有那麼多的工作機會嗎？</u>之前某一國小要招考一位老師，但卻吸引了 1 2 4 人去報名，那沒考上的流浪教師呢？該何去何從？政府在施行政策時是否有考慮周到，教育的改革到底是好是壞，更誇張的是杜部長連三隻小豬都覺得那是成語！？我覺得政府應該好好反省，凡事三思而後行。 What is more exaggerative is that Minister Du even considers ‘three little pigs’ as a proverb! I think the Government should search themselves well, should think thrice before acting everything.		CompS 	No Preview Details  Conclusion Conclusion		<i><u>Generalization Example</u></i>

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今大學錄取率真的高的誇張，在路上處處可見大學生，教育部開放那麼多所公、私立學校，目的到底是要提升整體的教育水準呢？還是為了讓一部分的族群吸金？那麼多的大專院校所培育出來的學生素質，好的就是那些少數族群，而其他學生呢？他們是想混個大學生的文憑嗎？現在台灣產業逐漸外移到大陸，而一年有20多萬的大學畢業生，在我們台灣現存的社會中，真的有那麼多的工作機會嗎？之前某一國小要招考一位老師，但卻吸引了124人去報名，那沒考上的流浪教師呢？該何去何從？政府在施行政策時是否有考慮周到，教育的改革到底是好是壞，更誇張的是杜部長連三隻小豬都覺得那是成語！？我覺得政府應該好好反省，凡事三思而後行。	Statement-Amplification Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Contrastive Alternation Contrastive Alternation Simple Contrast Statement-Amplification	Means-Purpose Grounds-Conclusion Grounds-Conclusion Grounds-Conclusion	Bonding Bonding Temporal Overlap Chronological Sequence Using commas as 'and'

Text	Internal Discourse Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
學歷固然重要，但是最基本必須重視的是就業時的態度和抗壓性。在現在，每個人都有平等的權利能夠受到高等教育，限制其數目對於各級大專院校來說雖有其必要性，但我覺得限制頂多只能解決濫竽充數的問題。大學生的數量爆發，所以該限制各校之入學的數目，以免大群的畢業生缺乏適量的就業機會？在這點看來，似乎很合理，大學生的素質大不如前，我們能做的，就是一些治標的方法？或者該好好解決的，是現在的學生，對於工作的努力和態度。		CompS ContS	Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
學歷固然重要，但是最基本必須重視的是就業時的態度和抗壓性。 在現在，每個人都有平等的權利能夠受到高等教育，限制其數目對於各級大專院校來說雖有其必要性，但我覺得限制頂多只能解決濫竽充數的問題。大學生的數量爆發，所以該限制各校之入學的數目，以免大群的畢業生缺乏適量的就業機會？在這點看來，似乎很合理，大學生的素質大不如前，我們能做的，就是一些治標的方法？或者該好好解決的是，現在的學生，對於工作的努力和態度。	Concession-Contraexpectation Concession-Contraexpectation <i>Statement-Amplification</i> Simple Contrast Statement-Amplification Supplementary Alternation <i>Statement-Amplification</i>	Grounds-Conclusion Means-Purpose Reason-Result Means-Purpose Grounds-Conclusion	Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今社會就業市場已將近飽和，工作機會比以前少了很多，而每年從各級大專院校畢業的畢業生，大部分都無法找到自己喜歡的工作。現在的大學入學率太高，學校畢業門檻太寬鬆，導致學生不論好壞都可入學，都可以畢業，畢業即失業的比率越來越高。若一開始就把大學入學門檻設定提高，讓能擁有資格，且也願意認真念書學習的人進入學校念書，這樣，學生素質能提高，當老師也能教授更多更好的內容，不至於因學生素質過低老師無法教授，程度較好的學生畢業後，也比較能在這飽和的市場裡，找到一份工作，也不會失業率年年升高。 但就反面來說，那些無法進入大學就讀的人，或許因而得從事薪水較低，層級較低的工作。也許反而會造成社會的問題，也許會有更多中輟生，更多人不願好好學習，到達更上一階層，始終過著低下、貧困的生活。社會貧富不均，人民所得低落。		The diagram shows two identical blocks, each consisting of a small purple square with the letter 'S' followed by the text 'CompS'. These two blocks are connected by a large right-facing curly bracket. To the right of this bracket is the label 'Conts'.	Preview preview details ↓ preview details ↓ Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今社會就業市場已將近飽和，工作機會以比以前少了很多，而每年從各級大專院校畢業的畢業生，大部分都無法找到自己喜歡的工作。現在的大學入學率太高，學校畢業門檻太寬鬆，導致學生不論好壞都可入學，都可以畢業，畢業即失業的比率越來越高。若一開始就把大學入學門檻設定提高，讓能擁有資格，且也願意認真念書學習的人進入學校念書，這樣，學生素質能提高，當老師也能教授更多更好的內容，不至於因學生素質過低老師無法教授，程度較好的學生畢業後，也比較能在這飽和的市場裡，找到一份工作，也不會失業率年年升高。 但就反面來說，那些無法進入大學就讀的人，或許因而得從事薪水較低，層級較低的工作。也許反而會造成社會的問題，也許會有更多中輟生，更多人是不願好好學習，到達更上一階層，始終過著低下、貧困的生活。社會貧富不均，人民所得低落。	Simple Contrast Supplementary Alternation Simple Comparison Simple Contrast Simple Contrast Concession-Contraexpectation (The above paragraph) Simple Contrast Simple Contrast	Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion Condition-Consequence Means-Purpose Means-Result Grounds-Conclusion Reason-Result Grounds-Conclusion Grounds-Conclusion Grounds-Conclusion Means-Purpose Grounds-Conclusion (the above sentences)	Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
我同意教育部應該限制各級大專院校入學許可之數目，以嚴格把關進入大專院校就讀之學生素質水準，提升整體的競爭力；想對的，我也支持學生有受教育，往高等學府繼續就讀的權力。只是在廣開門路的同時，也要制定相關的入學標準來輔助，不能只是為了設學校而設學校，招學生而招學生，失去了教育真正的目的；另外除了入學許可學生數目之限制，也應該嚴格限制畢業生的畢業門檻，讓有實力的學生出社會就業，在大專院校培養的能力，能創造適量的就業機會，而非畢業即失業的窘境。		CompS ContS	No Preview preview details preview details Details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
我同意教育部應該限制各級大專院校入學許可之數目，以嚴格把關進入大專院校就讀之學生素質水準，提升整體的競爭力；想對的，我也支持學生有受教育，往高等學府繼續就讀的權力，只是在廣開門路的同時，也要制定相關的入學標準來輔助，不能只是為了設學校而設學校，招學生而招學生，失去了教育真正的目的；另外除了入學許可學生數目之限制，也應該嚴格限制畢業生的畢業門檻，讓有實力的學生出社會就業，在大專院校培養的能力，能創造適量的就業機會，而非畢業即失業的窘境。	Statement-Amplification Simple Contrast Concession-Contraexpectation Correction-Denial Correction-Denial Simple Comparison	Means-Purpose Means-Purpose Means-Purpose Means-Result Means-Purpose Means-Result Reason-Result	Bonding Bonding Temporal Overlap Bonding Bonding Using commas or periods as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
以目前的經濟狀況來看台灣，確實是比其他國家的情況還更低落，但並不代表著說，就業機會變少了，以本國知名的求職網站上所需求之職缺，不管是求才還是求職的各大廠商或個人也都可以順利找出適合的就職道路。 例如：1 0 4 人力或1 1 1 1 人力的網站裡仍有許多廠商急徵人才，但往往徵求不到人才，此原因最主要的是因為工作內容不適應或是沒興趣等等的相關因素。 最終的結果卻造成了，人人都趨往高學歷，人人都眼觀著高優渥的工作，反而卻讓自己失去許多的就業機會。			No Preview Details ↓		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
要就業的話，說實在的，學歷還是得大學畢業最為恰當，國內的大專院校真的是多到爆，錄取率百分之九十以上，但有太多學校只是想賺學生的錢，根本就不關心學生的未來，所以說台灣的大學生沒有競爭力，跟學生個人學習態度有關係，但我認為應該是大學生聯考要改進，讓真正會念書的繼續往大學念，而不是隨便考就有學校念，這樣造成大學生多，市場就業率低，工作是很好找，只是薪水高低看你做不做，大學畢業等於失業，是因為大多大學生只是混個文憑。		CompS 	No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
要就業的話，說實在的，學歷還是得大學畢業最為恰當，國內的大專院校真的是多到爆，錄取率百分之九十以上，但有太多學校只是想賺學生的錢，根本就不關心學生的未來，所以說台灣的大學生沒有競爭力，跟學生個人學習態度有關係，但我認為應該是大學生聯考要改進，讓真正會念書的繼續往大學念，而不是隨便考就有學校念，這樣造成大學生多，市場就業率低，工作是很好找，只是薪水高低看你做不做，大學畢業等於失業，是因為大多大學生只是混個文憑。	~~Statement~~-Amplification ~~Concession~~-~~Contraexpectation~~ ~~Concession~~-~~Contraexpectation~~ ~~Statement~~-Amplification ~~Correction~~-Denial ~~Concession~~-~~Contraexpectation~~ ~~Contrastive Alternation~~ ~~Simple Comparison~~	~~Condition~~-~~Consequence~~ ~~Grounds~~-~~Conclusion~~ ~~Reason~~-~~Result~~ ~~Means~~-~~Purpose~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~	Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
目前各大專院校的畢業生，越來越多，該怎樣面對，別人所說畢業如失業，以目前台灣這塊就業市場來，要在學校提升自己的能力，只有在大學的期間才是你真正的黃金時期，錯過了就會影響你往後的生活，一個企業家唯有在學生時期失敗沒關係，在學校是可以被允許，但是出社會，別人看的是結果，而不是你的努力，有努力但是結果不是老闆所想要的，那也是不被認同的，你的態度會影響你工作態度。 有能力就會有工作能力沒有一定的準則。 態度將會影響你一生。			No Preview Details		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
限制各級大專院校入學數目，我覺得“壞處”佔多數，現在大學生充斥，就業機會缺乏，但卻可以提高台灣的平均教育程度，為了就業所以會努力獲取“高學位”，也能自我增值文化水準也能提高，我覺得沒什麼不好！如果強制學生數目，這樣會使高學歷族群人數減少，大學生更珍貴，不會失業，但會有更多“非高學歷的人因此失業”，所以這是限制數目的缺點。 而優點則是減少學店大學，因為現在人人都要上大學，所以大學成立越來越多系，也越來越多間，多半是想多收學生多賺點學費！也會造成學生不良心態：隨便考都有大學可以念，隨便也有大學文憑！所以如果限制學生數目，大學生減少，那想考大學就非得好好念書，想畢業有大學文憑也得用功念書！而且因為大學生族群減少，企業界無利可圖，私立學店大學也可以減少，大學生的學費也不會那麼貴了，所以限制學生數目，這是個優點。		S CompS S CompS ContS	Preview preview details ↓ Summary preview details ↓ Summary Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
限制各級大專院校入學數目，我覺得“壞處”佔多數，現在大學生充斥，就業機會缺乏，但卻可以提高台灣的平均教育程度，爲了就業，所以會努力獲取“高學位”，也能自我增值，文化水準也能提高，我覺得沒什麼不好！如果強制學生數目，這樣會使高學歷族群人數減少，大學生更珍貴，不會失業，但會有更多“非高學歷的人因此失業”，所以這是限制數目的缺點。 而優點則是減少學店大學，因為現在人人都要上大學，所以大學成立越來越多系，也越來越多間，多半是想多收學生多賺點學費！也會造成學生不良心態：隨便考都有大學可以念，隨便也有大學文憑！所以如果限制學生數目，大學生減少，那想考大學就非得好好念書，想畢業有大學文憑也得用功念書！而且因為大學生族群減少，企業界無利可圖，私立學店大學也可以減少，大學生的學費也不會那麼貴了，所以限制學生數目，這是個優點。	Statement-Amplification (the rest of paragraph) Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Simple Contrast Statement-Amplification (the rest of paragraph) Simple Contrast Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification	Means-Result Means-Purpose Reason-Result Means-Result Grounds-Conclusion Condition-Consequence Grounds-Conclusion Means-Result Reason-Result Grounds-Conclusion Reason-Result Condition-Consequence Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
可以限制，因為行業由於太多相同的人競爭，導致社會就業機會相對減少，那些失去自己所喜愛的往往會為了討生活，做其他工作，限制人數的話，考生會慎重決定自己所要的是什麼？不會茫然的亂選了。 不限制好處在於喜歡這科系的人不用因為不小心中了這科系的人而不能念。有些人因為自己沒中喜歡的，就會念別的科系，那些喜歡的人如果因為人數限制，就無法念了，所以我覺得人數限不限制不是個問題？重要性其實沒有很大，我倒是覺得喜不喜歡這科系的人能不能念？我個人覺得這個問題滿大的！因為喜歡的人不能念，不喜歡的卻能念，那這樣他們很可憐。當然，靠自己努力爭取才是！因為喜歡，所以才會努力！最後，我認為人數的限制其實滿重要的，因為失業率的提高，不限制的話，考生們不會去努力思考自己要的是什麼？		S CompS ContS	No Preview preview details ↓ preview details ↓ Conclusion Details ↓		

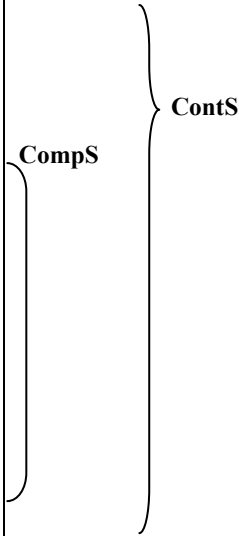
Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
可以限制，因為行業由於太多相同的人競爭，導致社會就業機會相對減少，那些失去自己所喜愛的往往會為了討生活，做其他工作，限制人數的話，考生會慎重決定自己所要的是什麼？不會茫然的亂選了。 不限制好處在於喜歡這科系的人不用 因為不小心中了這科系的人而不能念。有些人因為自己沒中喜歡的，就會念別的科系，那些喜歡的人如果因為人數限制，就無法念了，所以我覺得人數限不限制不是個問題？重要性其實沒有很大，我倒是覺得喜不喜歡這科系的人能不能念？我個人覺得這個問題滿大的！因為喜歡的人不能念，不喜歡的卻能念，那這樣他們很可憐。當然，靠自己努力爭取才是！因為喜歡，所以才會努力！最後，我認為人數的限制其實滿重要的，因為失業率的提高，不限制的話，考生們不會去努力思考自己要的是什麼？	Statement-Amplification (the rest of paragraph) Statement-Amplification (the rest of paragraph) Statement-Affirmation Contrastive Alternation Statement-Amplification Simple Contrast Contrastive Alternation Concession-Contraexpectation Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Condition-Consequence Reason-Result Reason-Result Reason-Result Condition-Consequence Reason-Result Grounds-Conclusion Reason-Result Reason-Result Reason-Result Condition-Consequence	Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今的大學生只能說到處都是，大學已經不像以前那樣高的水準了，因為書讀得越來越輕鬆，導致大學生很爛，很多需要就業人才的公司機關，也漸漸得提高員工的學歷入取，現在讀出了碩士也不以為奇，大學生流落到沒工作或者幫忙洗碗，掃廁所，在外界眼裡也習以為常，會造成這樣社會現象比較正面的說法是真是的大學生已達到飽和了，有太多的競爭對手，同學歷的一堆就算了，還有一堆人是跑在前頭的高學歷的頭銜往往被人所重視。比較反面的說法我覺得就與學歷無關了。現在的社會很現實，即使你沒有工作能力，毫無工作經驗可言，但你只要有一個漂亮的外表，就會得到工作，這已經無關年齡層了，有些公司機關為了省酬勞，會用一些沒經驗的學生，因為他們沒學歷，沒經驗，自然會對他的工作的報酬感到滿意而不會計較，我覺得這二種不一樣的心態也跟教育程度有密切關係。		ContS	Preview preview details ↓ preview details ↓ Conclusion Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今的大學生只能說到處都是，大學已經不像以前那樣高的水準了，因為書讀得越來越輕鬆，導致大學生很爛，很多需要就業人才的公司機關，也漸漸得提高員工的學歷入取。現在讀出了碩士也不以為奇，大學生流落到沒工作或者幫忙洗碗、掃廁所，在外界眼裡也習以為常，會造成這樣社會現象比較正面的說法是真的大學生已達到飽和了，有太多的競爭對手，同學歷的一堆就算了，還有一堆人是跑在前頭的高學歷的頭銜往往被人所重視。比較反面的說法我覺得就與學歷無關了。現在的社會很現實，即使你沒有工作能力，毫無工作經驗可言，但你只要有一個漂亮的外表，就會得到工作，這已經無關年齡層了，有些公司機關為了省酬勞，會用一些沒經驗的學生，因為他們沒學歷，沒經驗，自然會對他的工作的報酬感到滿意而不會計較。我覺得這二種不一樣的心態也跟教育程度有密切關係。	Statement-Amplification (the rest of paragraph) Statement-Amplification Concession-Contraexpectation Supplementary Alternation Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification (the rest of sentences) Statement-Amplification Concession-Contraexpectation Statement-Amplification Correction-Denial	Reason-Result Reason-Result Reason-Result Reason-Result Condition-Consequence Means-Purpose Reason-Result Grounds-Conclusion (the above sentences up to 比較反面的說法)	Bonding Bonding Bonding Bonding Using commas as ‘and’

Text					
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
正: 隨著教育的普及化，現今在台灣，已經有了許多的大學畢業生。雖然有效的提高整體國民的素質，但是在未來，我們還是不免會有些擔憂，在這樣知識飽和的年代，究竟有多少新知識份子能被用盡其才呢？在這樣的情況下，教育部限制各級大專院校的學生數目，似乎也能被視為一件合理化的事，如果在人數上有所限制，那麼大家一定會有所警覺，為了登上巔峰，用盡全力的加強自己的能力。這樣，素質才能有所提升。 反: 也許現在許多大學畢業生都缺乏了足夠的就業機會，但其實教育部仍然不該限制入學的人數，因為接受教育是每個國民的權力，不該被剝奪，而且現在若是人人都有書可以念，國家的文盲人數絕對會被強力的壓低，那麼我們的未來生活品質才能有所保障。大家又要學習到知識，找到一技之長，相信每個人藉由各種不同的方法，都能夠讓我們的家園更加美好。		S CompS ContS	preview details ↓ preview details ↓ Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
正: 隨著教育的普及化, 現今在台灣, 已經有了許多的大學畢業生。雖然有效的提高整體國民的素質, 但是在未來, 我們還是不免會有些擔憂, 在這樣知識飽和的年代, 究竟有多少新知識份子能被用盡其才呢? 在這樣的情況下, 教育部限制各級大專院校的學生數目, 似乎也能被視為一件合理化的事, 如果在人數上有所限制, 那麼大家一定會有所警覺, 為了登上巔峰, 用盡全力的加強自己的能力。這樣, 素質才能有所提升。 反: 也許現在許多大學畢業生都缺乏了足夠的就業機會, 但其實教育部仍然不該限制入學的人數, 因為接受教育是每個國民的權力, 不該被剝奪, 而且現在若是人人都有書可以念, 國家的文盲人數絕對會被強力的壓低, 那麼我們的未來生活品質才能有所保障。大家又要學習到知識, 找到一技之長, 相信每個人藉由各種不同的方法, 都能夠讓我們的家園更加美好。	Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification	Reason-Result Grounds-Conclusion Condition-Consequence Means-Purpose Means-Result Reason-Result Condition-Consequence Grounds-Conclusion Means-Purpose Means-Purpose Grounds-Conclusion	Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今台灣社會高學歷，導致自我意識提高，正面的是，社會階級提高，各方面水準提升，文化素養提高，社會秩序安定，等等.....。但就工作機會而言，高學歷帶來的並非全然都是正面的，好比說，學歷高自然的自我意識也高，相對的工作的要求也高。在社會上，<u>每個層級的工作皆有</u>，<u>而不是所有工作都是為了某個族群而成立</u>，<u>假設一個大學外文系的學生出社會找工作，或許就不會往餐廳服務生的方面找工作，而是往更符合自己期許的方向前進</u>，而這樣的後果就造成了服務生的層級永遠就只能這樣，或許可以說是高學歷帶來的反效應。			Preview Details 		<u>Generalization</u> <i>Example</i>

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今台灣社會高學歷，導致自我意識提高，正面的，社會階級提高，各方面水準提升，文化素養提高，社會秩序安定，等等……。 但就工作機會而言，高學歷帶來的並非全然都是正面的，好比說，學歷高自然的自我意識也高，相對的工作的要求也高。在社會上，每個層級的工作皆有，而不是所有工作都是為了某個族群而成立，假設一個大學外文系的學生出社會找工作，或許就不會往餐廳服務生的方面找工作，而是往更符合自己期許的方向前進，而這樣的後果就造成了服務生的層級永遠就只能這樣，或許可以說是高學歷帶來的反效應。	Statement-Amplification Concession-Contraexpectation Statement-Denial Statement-Exemplification Statement-Amplification (the rest of sentences) Concession-Contraexpectation Contrastive Alternation Denial-Correction Contrastive Alternation	Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion Condition-Consequence Means-Result Grounds-Conclusion (the above sentences)	Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現今，各大專院校為何不限制入學許可的學生。原因是如果沒有這些學生，他們又如何賺錢呢？所以已經沒有限制過於拘謹，也這樣，滿街都是大學生的窘境，正是當今應該加以重視的，大學生又為何缺乏工作機會，是因為價值觀的問題所在，刻板印象中造成大學生應有高薪高福利的錯誤想法，並不是沒工作，而是他們看不起這份低落的工作。 或許高入取率也沒什麼不好，如此一來增加了國人的生活水準，想升等可是天資不足的人，如今也一償所願，生活無憂、自在，至於想出類拔萃的人，他們自然會選擇他們理想中的公立、私立，突出的學習殿堂，其實也跟入取率沒有多少的牽連。但我覺得學歷固然重要，但我覺得社會經驗固然也很重要，你今天再怎麼成功，但是不懂得怎麼與人相處，我想，一切都是枉然的。		CompS ContS CompS	No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現今，各大專院校為何不限制入學許可的學生。原因是如果沒有這些學生，他們又如何賺錢呢？所以已經沒有限制過於拘謹，也這樣，滿街都是大學生的窘境，正是當今應該加以重視的，大學生又為何缺乏工作機會，是因為價值觀的問題所在，刻板印象中造成大學生應有高薪高福利的錯誤想法，並不是沒工作，而是他們看不起這份低落的工作。 或許高入取率也沒什麼不好，如此一來增加了國人的生活水準，想升等可是天資不足的人，如今也一償所願，生活無憂、自在，至於想出類拔萃的人，他們自然會選擇他們理想中的公立、私立，突出的學習殿堂，其實也跟入取率沒有多少的牽連。但我覺得學歷固然重要，但我覺得社會經驗固然也很重要，你今天再怎麼成功，但是不懂得怎麼與人相處，我想，一切都是枉然的。	~~Statement~~-Amplification ~~Statement~~-Amplification ~~Denial~~-Correction Contrastive Alternation Simple Contrast ~~Statement~~-Amplification (the rest of sentences) ~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Denial~~ ~~Concession~~-~~Contraexpectation~~ ~~Concession~~-~~Contraexpectation~~	~~Condition~~-~~Consequence~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Grounds~~-~~Conclusion~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Grounds~~-~~Conclusion~~ ~~Condition~~-~~Consequence~~	Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
教育部應該限制各級大專院校入學許可學生的數目，是肯定句。目前的大學生學位可以說是人手一個，不用擔心沒有學校可以讀，只要注意有沒有錢交學費，許多三流的大學就好像是學位販賣機，付了錢就可以就讀，而學生的成績也多是低得不可思議的學生，我認為這嚴重破壞了大學生的素質，同樣有“大學生”的稱號，內涵卻是天差地遠，由於學位氾濫，在求職上更顯困難，廠商或公司開始轉求高學位，如碩士、博士。對於日漸普遍的大學生則降低需求量，這大概是大專院校學位的學生缺乏就業機會的主因。早年的大學生，想當稀少，每個大學生都是相當不簡單的人才，反觀現在的大學生庸才不正，政府真該限制入學標準。		CompS	Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
教育部應該限制各級大專院校入學許可學生的數目，是肯定句。目前的大學生學位可以說是人手一個，不用擔心沒有學校可以讀，只要注意有沒有錢交學費。許多三流的大學就好像是學位販賣機，付了錢就可以就讀，而學生的成績也多是低得不可思議的學生，我認為這嚴重破壞了大學生的素質，同樣有“大學生”的稱號，內涵卻是天差地遠，由於學位氾濫，在求職上更顯困難，廠商或公司開始轉求高學位，如碩士、博士。對於日漸普遍的大學生則降低需求，這大概是專院校學位的學生缺乏就業機會的主因。早年的大學生，想當稀少，每個大學生都是相當不簡單的人才，反觀現在的大學生庸才不正，政府真該限制入學標準。	Statement-Amplification Statement-Amplification (the rest of sentences) Denial-Correction Concession-Contraexpectation Supplementary Alternation Statement-Exemplification Simple Contrast	Reason-Result Reason-Result Grounds-Conclusion Grounds-Conclusion Reason-Result Reason-Result Means-Result Reason-Result Grounds-Conclusion Grounds-Conclusion	Bonding Using commas as ‘and’

Classification Texts-Chinese - EFL Students

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
據表格數據顯示，以紐西蘭來說，駕駛汽車的死亡率遠高出機車騎士許多，這也許是因為在大家的觀念哩，開車遠比騎車安全，也因此對於危險較無防備，一旦有意外事故發生，往往嚴重性也遠大於機車車禍。另外駕駛汽車雖然因為難度較高而有駕照(年齡)上的限制，但死亡率仍高出其他許多，這即有可能是因為青壯年期(15-16 以上) 經驗不足，也可能是工作繁重或過於勞累導致意外的發生。	According to the figures shown in the table, speaking of New Zealand, the death rate of car drivers is much higher than that of motorbike riders, this maybe because, in people's minds, driving cars is much safer than riding motorbikes, so they take less precautions against danger, once a car accident happens, it is usually more serious than a motorbike accident. Besides, because driving cars is more difficult, the ages for applying a driving licence is restricted, but the death rate is still higher than many others (transports), this is probably because in (drivers') young and middle period, they lack experiences, it may also because of heavy workloads or overtiredness which cause accidents.			No Preview Details 		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
據表格數據顯示，以紐西蘭來說，駕駛汽車的死亡率遠高出機車騎士許多，這也許是因為在大家的觀念哩，開車遠比騎車安全，也因此對於危險較無防備，一旦有意外事故發生，往往嚴重性也遠大於機車車禍。另外，駕駛汽車雖然因為難度較高而有駕照(年齡)上的限制，但死亡率仍高出其他許多，這即有可能是因為青壯年期(15-16 以上)經驗不足，也可能是工作繁重或過於勞累導致意外的發生。	According to the figures shown in the table, speaking of New Zealand, the death rate of car drivers is much higher than that of motorbike riders, this maybe because, in people's minds, driving cars is much safer than riding motorbikes, so they also take less precautions against danger, once a car accident happens, it is usually more serious than a motorbike accident, too. Besides, because driving cars is more difficult, the ages for applying a driving licence is restricted, but the death rate is still higher than many others (transports), this is probably because in (drivers') young and middle period, they lack experiences, it is also probably because of heavy workloads or overtiredness which cause accidents.	Statement-Amplification (the rest of paragraph) Simple Contrast Statement-Amplification Simple Contrast Concession-Contraexpectation Simple Contrast Concession-Contraexpectation Simple Contrast Statement-Amplification Supplementary Alternation	Reason-Result Reason-Result Reason-Result Condition-Consequence Reason-Result Reason-Result Reason-Result	Overusing commas Using commas instead of 'and' Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據紀錄顯示：紐西蘭全年 12 個月道路死亡人口達最多者為汽車駕駛人，死亡人數高達 253 人，年齡曾多集中於 20-59 歲左右，因此我們可以於此資料得知汽車駕駛人的死亡原因多半是闖紅燈，或是違反行使交通規則而鑄下大錯。在此呼籲社會大眾要小心行駛，請勿因有駕照還違規。紀錄顯示了第二高的死亡人數為 178 人的乘客。死亡原因可能為司機方面的疏失所帶來的災禍。現今計程車司機多半為霸道不講理又橫衝直撞者，導致交通容易繁亂無章，公車也是主因之一，在山路意外的案例也經常發生，呼籲社會大眾注意遵守交通規則為上策。	Situation Problem Solution Situation Problem Solution		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據紀錄顯示：紐西蘭全年 12 個月道路死亡人口達最多者 為汽車駕駛人，死亡人數高達 253 人，年齡曾多集中於 20-59 歲左右，因此我們可以於此資料得知汽車駕駛人的死亡原因多半是闖紅燈，或是違反行使交通規則而鑄下大錯。在此呼籲社會大眾要小心行駛，請勿因有駕照還違規。紀錄顯示了第二高的死亡人數為 178 人的乘客。死亡原因可能為司機方面的疏失所帶來的災禍。現今計程車司機多半為霸道不講理又橫衝直撞者，導致交通容易繁亂無章，公車也是主因之一，在山路意外的案例也經常發生，呼籲社會大眾注意遵守交通規則為上策	Statement-Amplification Simple Contrast Supplementary Alternation Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification (the next 3 sentences)	Grounds-Conclusion Reason-Result Reason-Result Grounds- Conclusion (the above sentences) Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion (the above sentences)	Using commas instead of 'and' Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
交通意外層出不窮，因其死亡的人數也節節上升。就紐西蘭而言，光是 1996 年就有 557 人!其中以汽車駕駛人最多，乘客其次。而機車騎士及行人也各有多達 50 多人，腳踏車騎士亦有 17 名死於交通意外。這樣的數據是否能令你產生警惕?這些人大多都在生命美好的時驟然死去，留給親戚朋友無限遺憾，如果生命可以重來，她們一定會更小心!但是人生卻是不能重來的，讓這些數據在我們心底留下警惕，提醒我們要更加小心，不要在生命璀璨時留下深深的遺憾!			Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
交通意外層出不窮，因其死亡的人數也節節上升。就紐西蘭而言，光是 1996 年就有 557 人!其中以汽車駕駛人最多，乘客其次。而機車騎士及行人也各有多達 50 多人，腳踏車騎士亦有 17 名死於交通意外。這樣的數據是 否能令你產生警惕? 這些人大多都在生命美好的時驟然死去，留給親戚朋友無限遺憾，如果生命可以重來，她們一定會更小心!但是 人生卻是不能重來的，讓這些數據在我們心底留下警惕，提醒我們要更加小心，不要在生命璀璨時留下深深的遺憾	Statement-Amplification Simple Contrast Statement-Amplification Contrastive Alternation Concession-Contraexpectation Simple Contrast	Reason-Result Reason-Result Condition-Consequence Reason-Result Means-Purpose	Using commas as 'and' Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據統計，紐西蘭到 1997 年春季為止，道路死亡人數依其年齡／分類為以下表格：汽車駕駛人總死亡人數高達 253 人，其中以 25-39 歲佔高比例。乘客總死亡人數也達 178 人，15-19 歲佔較大比例。機車騎士總死亡人數 58 人，25-39 歲較多。行人總死亡人數 57 人，以 60 歲以上年齡較高者比例較多，其他還有教踏車騎士和身份不明者 18 位。道路事故發生頻繁，民眾更應注意行車即穿越馬路安全。汽車駕駛員及乘客繫好安全帶及兒童安全座椅，騎乘機車請戴安全帽，穿越馬路請走斑馬線。馬路如虎口，遵守交通規則，行車安全沒煩惱。以上是記者黃詩亞為您做的分析報導。 Above is the reporter, Huang Shih-Ya's analytical report made for you.	Problem Solution Evaluation (like final comment or signature line)		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據統計，紐西蘭到 1997 年春季為止，道路死亡人數依其年齡 分類為以下表格：汽車駕駛人總死亡人數高達 253 人，其中以 25-39 歲佔高比例。乘客總死亡人數也達 178 人，15-19 歲佔較大比 例。機車騎士總死亡人數 58 人，25-39 歲較多。行人總死亡人數 57 人，以 60 歲以上年齡較高者比例較多，其他還有教踏車騎士和 身份不明者 18 位。道路事故發生頻繁，民眾更應注意行車即穿越 馬路安全。汽車駕駛員及乘客繫好安全帶及兒童安全座椅，騎乘 機車請戴安全帽，穿越馬路請走斑馬線。馬路如虎口，遵守交通 規則，行車安全沒煩惱。以上是記者黃詩亞為您做的分析報導。	Statement-Amplification (the rest of paragraph) Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Simple Comparison Statement-Amplification (the above sentences)	Reason-Result Means-Result Reason-Result	Using commas as 'and' Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據紐西蘭全年 12 個月道路死亡之紀錄中顯示汽車駕駛人死亡總數 253 人而搭乘的乘客死亡人數為 178 人摩托車騎士有 51 人 行人，腳踏車騎士及身份不明者分別是 57 人、17 人、及 1 人。以駕駛汽車的人死亡人數最高，其中死亡年齡均在 25-39 歲，死亡原因大多數為酒後駕車或車速過快制所引起。在此道路死亡紀錄中還顯示乘客死亡總人數平均高達 178 人在記錄中排名第二。在計此呼籲駕駛人在開車時，若身邊有乘客請務必小心駕駛，以免造成樂極生悲，不可挽回的悲劇。	Situation Problem Solution		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據紐西蘭全年 12 個月道路死亡之紀錄中顯示汽車駕駛人死亡總數 253 人而搭乘的乘客死亡人數為 178 人 摩托車騎士有 51 人 行人，腳踏車騎士及身份不明者分別是 57 人、17 人、及 1 人。以駕駛汽車的人死亡人數最高，其中死亡年齡均在 25-39 歲，死亡原因大多數為酒後駕車或車速過快所引起。在此道路死亡紀錄中還顯示 乘客死亡總人數平均高達 178 人 在記錄中排名第二。在此呼籲駕駛人在開車時，若身邊有乘客請務必小心駕駛，以免造成榮極生悲，不可挽回的悲劇。	Statement-Amplification Simple Contrast Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result Condition-Consequence Means-Purpose	Using commas as 'and' Bonding Bonding Bonding Bonding Temporal Overlap

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據數據指出，紐西蘭汽車駕駛人的死亡人數遠高於其他交通工具，由於地廣人稀，紐西蘭最常使用的交通工具就是汽車，在交通事故中死亡的人數占了高達 90%的驚人數字，而在其中更以 20-59 歲的青壯年死亡人數眾多，但這是否意味著青少年的交通教育需要加強仍有待商榷。			No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據數據指出，紐西蘭汽車駕駛人的死亡人數遠高於其他交通工具，由於地廣人稀，紐西蘭最常使用的交通工具就是汽車，在交通事故中死亡的人數占了高達 90% 的驚人數字，而在其中更以 20-59 歲的青壯年死亡人數眾多，但這是否意味著青少年的交通教育需要加強仍有待商榷。	Statement-Amplification (the rest of paragraph) Simple Contrast Statement-Amplification Simple Contrast Concession-Contraexpectation Contrastive Alternation	Reason-Result Reason-Result Grounds-Conclusion	Using commas as ‘and’ Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
汽車駕駛人為道路死亡榜首的第一位，政府實施的駕駛人員繫安全帶的措施並沒有真正的落實，汽車為紐西蘭的主要工具，政府必須加強宣導，而且汽車駕駛的行駛出問題，這帶來乘客及其他行駛的人，也會造成交通阻塞，政府應該加強宣導及實行，這樣可以把傷害降到最低。	Problem Solution Problem Solution		No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
汽車駕駛人為道路死亡榜首的第一位，政府實施的駕駛人員繫安全帶的措施並沒有真正的落實，汽車為紐西蘭的主要工具，政府必須加強宣導，而且汽車駕駛的行駛出問題，連帶來乘客及其他行駛的人，也會造成交通阻塞，政府應該加強宣導及實行，這樣可以把傷害降到最低。	Statement-Amplification (the rest of paragraph) Concession-Contraexpectation	Grounds-Conclusion Reason-Result Condition-Consequence Means-Result Reason-Result	Using commas as ‘and’ Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
此篇數據讓我們看出，絕大部分的死亡人數都在汽車駕駛人和乘客最多，這也顯示出行車與座車的人的安全。從這統計中，可以大概猜出，開車的駕駛人與座車的乘客，大部分都沒有繫安全帶的習慣，因此數據所顯示的死亡人數有漸漸上升的趨勢。爲了避免這類的事再次發生在你我的身上，所以當開車或搭車時，一定要繫上安全帶；騎腳踏車和路上的行人，必須再三確定左右無來車，再過馬路。這是減少道路死亡率最有效的辦法。	Problem Solution Evaluation		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
此篇數據讓我們看出，絕大部分的死亡人數都在汽車駕駛人和乘客最多，這也顯示出行車與座車的人的安全。從這統計中，可以大概猜出，開車的駕駛人與座車的乘客，大部分都沒有繫安全帶的習慣，因此數據所顯示的死亡人數有漸漸上升的趨勢。爲了避免這類事故再次發生在你我的身上，所以當開車或搭車時，一定要繫上安全帶；騎腳踏車和路上的行人，必須再三確定左(或)右無來車，再過馬路。這是減少道路死亡率最有效的辦法。	~~Statement~~-Amplification ~~Statement~~-Amplification ~~Statement~~-<u>Amplification</u> Supplementary Alternation Supplementary Alternation	~~Grounds~~-Conclusion Reason-~~Result~~ ~~Means~~-Purpose ~~Reason~~-<u>Result</u> ~~Means~~-~~Result~~ ~~Means~~-~~Result~~	Bonding Bonding Bonding Bonding Temporal Overlap Bonding Chronological Sequence Using ‘,’ / ‘;’ as ‘and’

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
現在為您報導紐西蘭今年 12 個月道路死亡紀錄 (Now (I) report to you about this year's (statistical) record of road death in New Zealand.)。總死亡人數中，汽車駕駛人 253 名，乘客 178 名，摩托車騎士 51 名，行人 53 名，腳踏車騎士 17 名，身分不明者 1 名。以上面數據看來汽車駕駛人死亡人數最高，乘客則次之。 在年齡層來看，汽車駕駛 25-39 歲的人死亡率最高，則乘客為 15-19 歲，各別為 83 和 44 人。以上報導顯示紐西蘭道路死亡率最高的是 25-39 的汽車駕駛人。此年齡層大、至上為年輕力壯的上班族。請大家多注意交通安全以達到降低死亡人數的目的。 Please let's pay attention to traffic safety for the purpose of decreasing the number of death			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
現在為您報導紐西蘭今年 12 個月道路死亡紀錄。總死亡人數中，汽車駕駛人 253 名，乘客 178 名，摩托車騎士 51 名，行人 53 名，腳踏車騎士 17 名，身分不明者 1 名。以上面數據看來汽車駕駛人死亡人數最高，乘客則次之。 在年齡層來看，汽車駕駛 25-39 歲的人死亡率最高，則乘客為 15-19 歲，各別為 83 和 44 人。以上報導顯示紐西蘭道路死亡率最高的是 25-39 的汽車駕駛人。此年齡層大至上為年輕力壯的上班族。請大家多注意交通安全以達到降低死亡人數的目的。	~~Statement-Amplification~~ Statement-Amplification ~~Statement-Amplification~~ Simple Contrast ~~Statement-Amplification~~ Simple Contrast ~~Statement-Amplification~~ Statement-Amplification ~~Statement-Amplification~~ Simple Contrast	<i>Grounds-Conclusion</i> Means-Purpose	Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據統計報告指出，載至 1997 年春季，紐西蘭在一年內約有 600 人道路死亡。其中佔最高比例的是汽車駕駛人。其次是乘客，再來是摩托車騎士和行人。值得關注的是年齡層集中在 25-39 歲的成年人族群。由此可見政府落實交通安全相關法則不夠徹底，人民的守法意識薄弱，須再加強宣導及取締。	Situation Problem Solution		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據統計報告指出，載至 1997 年春季，紐西蘭在一年內約有 600 人道路死亡。其中佔最高比例的是汽車駕駛人。其次是乘客，再來是摩托車騎士和行人。值得關注的是年齡層集中在 25-39 歲的成年人族群。由此可見 政府落實交通安全相關法則不夠徹底，人民的守法意識薄弱，須再加強宣導及取締。	Statement-Amplification Simple Contrast Statement-Amplification	Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據調查，在 1997 年春天為止，今年紐西蘭 12 個月道路死亡總人數裡，汽車駕駛人有 253 人，乘客 178 人，摩托車騎士 51 人，行人 57 人，腳踏車騎士 17 人，身分不明者一人，共 557 人。由表格中可看出，除了乘客與腳踏車騎士的最高死亡人口，集中在 15-19 歲的範圍之外，其餘項目裡死亡人口多集中於 25-39 歲的範圍裡。由此我們可以看出，紐西蘭的道路使用者中，最注意到路安全駕駛多半是 25-39 歲的青壯年人口。其中又以汽車駕駛人的死為人口為最多數，這顯示紐西蘭的道路安全宣導，須將重點放在 25-39 歲的汽車駕駛人上面。			Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據調查，在 1997 年春天為止，今年紐西蘭 12 個月道路死亡總人數裡，汽車駕駛人有 253 人，乘客 178 人，摩托車騎士 51 人，行人 57 人，腳踏車騎士 17 人，身分不明者一人，共 557 人。由表格中可看出，除了乘客與腳踏車騎士的最高死亡人口，集中在 15-19 歲的範圍之外，其餘項目裡死亡人口多集中於 25-39 歲的範圍裡。由此我們可以看出，紐西蘭的道路使用者中，最不注意到路安全駕駛多半是 25-39 歲的青壯年人口。其中又以汽車駕駛人的死為人口為最多數，這顯示紐西蘭的道路安全宣導，須將重點放在 25-39 歲的汽車駕駛人上面。	Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Exception Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification	Grounds-Conclusion Grounds-Conclusion	Bonding Bonding Using commas as 'and'

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
在現今社會中，科技愈來愈發達，交通工具也愈來愈進步。但隨著交通的發達 交通意外死亡人數也增加不少。在 1997 年時，在紐西蘭的直路死亡人數累計就高達 557 人，而其中以開汽車而死亡的人數更高達 253 人，而在這裡面 15-19 歲就有 31 個人，顯示年齡有下降的趨勢。甚至有 5-9 歲的兒童，因騎摩托車而死亡。現今社會雖然發達，但是政府機關應面對相對來的問題，不要讓這個社會在繼續下去，這只會使我們原地踏步無法前進。	~~Statement-Amplification~~ <del>Concession-Contr</del>~~expectation~~ ~~Statement-Amplification~~ Concession-Contr	~~Reason-Result~~ Means-Result ~~Grounds-Conclusion~~ ~~Reason-Result~~ Condition-Consequence ~~Means-Purpose~~ ~~Reason-Result~~	Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
紐西蘭一整年在道路死亡紀錄為何？其中死亡人數最多為汽車駕駛人，253 人。而年齡層中以 25-39 歲最多，顯示上班族，在上下班路程中易發生事故，而 15-19 歲為未成年，技術不成熟，死亡人數也有 31 人，顯示考取駕照的重要性。 死亡人數第二的乘客，年齡層最廣，包含 30-40 歲，代表民眾都最借由汽車，公車等來載嬰幼兒，摩托騎士部分，因摩托車撞擊力較小；相對的死亡率也降低。 行人部份以 60 歲上的老年人口為最多數，老人行動不便，無法閃躲，是值得我們注意的地方，腳踏車騎士則為死亡人數最少。			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
紐西蘭一整年在道路死亡紀錄為何？其中死亡人數最多為汽車駕駛人，253 人。而年齡層中以 25-39 歲最多，顯示上班族，在上下班路程中易發生事故，而 15-19 歲為未成年，技術不成熟，死亡人數也有 31 人，顯示考取駕照的重要性。死亡人數第二的乘客，年齡層最廣，包含 30-40 歲，代表民眾都最借由汽車，公車等來載運幼兒，摩托騎士部分，因摩托車撞擊力較小，相對的死亡率也降低。 行人部份以 60 歲上的老年人口為最多數，老人行動不便，無法閃躲，是值得我們注意的地方，腳踏車騎士則為死亡人數最少。	Statement-Amplification (the rest of text) Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast	Grounds-Conclusion Reason-Result Grounds-Conclusion Grounds-Conclusion Reason-Result Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
從以上數據來看，發生交通事故最頻繁的年齡，大多集中在 25-39 歲之間，由此可推論此一年齡層的人外出次數及搭/騎乘交通工具佔整人口結構的大多數，進而判定此一群組為社會中堅人力資源，所以他們可能因工作上的需求或是從事服務必須外出執行任務抑或是工作，因此這個年齡結構的死亡率較其他年齡層來的高，至於行人及腳踏車的事故死亡人數則集中在 10-19 歲或者是高齡的長者，此項數據可能是受到法律影響，在法律上此年齡尚未成年，因此騎乘腳踏車或步行的機會較中年人多而導致此一現象。			No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
從以上數據來看，發生交通事故最頻繁的年齡，大多集中在 25-39 歲之間，由此可推論此一年齡層的人外出次數及搭 / 騎 乘交通工具佔整人口結構的 大多數，進而判定此一群組為社會中堅人力資源，所以他們可能固工作上的需求或是從事服務必須外出執行任務抑或是工作，因此這個年齡結構的死亡率 較 其他年齡層來的高，至於 行人及 腳踏車的事故死亡人數 則集中在 10-19 歲 或是高齡的長者，此項數據可能是受到法律影響，在法律上此年齡尚未成年，因此騎乘腳踏車或步行的機會 較 中年人 多 而導致此一現象。	Statement-Amplification (the rest of sentences) Supplementary Alternation Simple Contrast Supplementary Alternation Simple Contrast Statement-Amplification Supplementary Alternation Statement-Amplification Supplementary Alternation Simple Contrast Statement-Amplification	Grounds-Conclusion Grounds-Conclusion Grounds-Conclusion Reason-Result Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
由調查表格顯示死亡者多來自汽車駕駛人，我認為有以上的結果可知車子發生意外撞擊力道，對於前座駕駛來講是最具威脅性，而駕駛人可能是血氣方剛的年輕族群，由於車速過快導致能逃過一劫的駕駛少之又少。 而行人方面，由數據顯示多以老人死亡為主，原因可能有很多包括老人家無法清楚看到路況、行動緩慢、不遵守交通規則等.....但是主要的還是年紀大了，急救時就比一般年輕人來的脆弱。 腳踏車騎士年齡死亡的差距沒有很大，發生機率普遍的不算高，在 20-24 歲沒有死亡率方面來看，可能屬於上班族方面，他們多以大眾運輸或車子代步所以在數據上的死亡數目為零。 汽車駕駛 0-14 歲沒有死亡紀錄。代表多數可能意外是從正面撞擊也許後面乘客會存活下來。或者年紀較小的搭車的機會較小。			No Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
由調查表格顯示死亡者多來自汽車駕駛人，我認為有以上的結果可知車子發生意外撞擊力道，對於前座駕駛來講是最具威脅性，而駕駛人可能是血氣方剛的年輕族群，由於車速過快導致能逃過一劫的駕駛少之又少。 而行人方面，由數據顯示多以老人死亡為主，原因可能有很多包括老人家無法清楚看到路況、行動緩慢、不遵守交通規則等.....但是主要的還是年紀大了，急救時就比一般年輕人來的脆弱。 腳踏車騎士年齡死亡的差距沒有很大，發生機率普遍的不算高，在 20-24 歲沒有死亡率方面來看，可能屬於上班族方面，他們多以大眾運輸或車子代步所以在數據上的死亡數目為零。 汽車駕駛 0-14 歲沒有死亡紀錄。代表多數可能意外是從正面撞擊也許後面乘客會存活下來。或者年紀較小的搭車的機會較小。	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Simple Contrast Statement-Amplification Statement-Amplification Supplementary Alternation Statement-Amplification Supplementary Alternation	Grounds-Conclusion Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Using commas as 'and'

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據數據中表示，<u>佔多數的死亡之年齡為 25-39 歲</u>，<u>此年齡層為青壯年時期</u>，死亡率<u>最高</u>，<u>也是</u>使用道路最頻繁的一環；<u>會有如此驚人的顯示</u>，我想可以分析以下幾點： 1. 年輕人常因為不耐煩的等待交通號誌，<u>就因為趕時間而不守交通規則</u>。 2. 汽車駕駛人多半為上班族，常<u>因為交際應酬、酒駕、甚至超速</u>，<u>往往釀成車禍的發生</u>，<u>更而</u>造成其他用路人的生命安全。 3. 乘客也是死亡率高的一群，<u>因為多數乘客的安全措施往往有漏洞</u>，<u>而且駕駛人的行車速度難以掌控</u>，<u>一旦煞車不及</u>，<u>後果不堪設想</u>。 4. 使用腳踏車的人士以學齡層的小朋友居多。<u>死亡的發生父母應付很大的責任</u>，<u>常常是讓小朋友獨自騎乘玩耍</u> <u>或</u> <u>雙載而行</u>，<u>是相當危險的</u>，<u>況且腳踏車不如摩托車</u>，<u>夜間行駛</u>，<u>其他用路人難以發現</u>，<u>行車速度慢</u>，<u>一個不小心人就脫離了車</u>，<u>生命也消失了</u>。	<u>Statement-Amplification</u> <u>Statement-Amplification</u> <u>Simple Contrast</u> <u>Statement-Amplification</u> (the rest of sentences) <u>Statement-Amplification</u> <u>Statement-Amplification</u> <u>Statement-Amplification</u> <u>Statement-Amplification</u> <u>Simple Contrast</u> <u>Supplementary Alternation</u> <u>Simple Contrast</u>	<u>Grounds-Conclusion</u> <u>Reason-Result</u> <u>Reason-Result</u> <u>Reason-Result</u> <u>Reason-Result</u> <u>Condition-Consequence</u> <u>Grounds-Conclusion</u> <u>Reason-Result</u> <u>Reason-Result</u> <u>Condition-Consequence</u> <u>Reason-Result</u>	<u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據此篇表格，一年之總死亡人數為 557 人，而汽車駕駛人就佔全體的約 2 分之 1。乘客則佔約 10 分之 3 左右，由此可知汽車駕駛人跟乘客是整個交通體系的危險份子，該如何降低每年的道路死亡人數應該駕駛者開始宣導，而駕駛者佔大宗的是 25 歲-39 歲的壯年人應呼籲他們千萬不要因為一時的不注意而造成一生的遺憾，而且汽車駕駛人應特別小心，手中握有其他人的生命，而乘客也該告誡駕駛者小心駕駛，而行人、腳踏車騎士，摩托車騎士也應特別注意周遭安全。如果大家皆能互相互讓遵守交通規則，那麼道路死亡紀錄也會節節下降，造就安全的生活環境。	Problem Solution Evaluation		Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據此篇表格，一年之總死亡人數為 557 人，而汽車駕駛人就佔全體的約 2 分之 1。乘客則佔約 10 分之 3 左右，由此可知汽車駕駛人跟乘客是整個交通體系的危險份子，該如何降低每年的道路死亡人數應從駕駛者開始宣導，而駕駛者佔大宗的是 25 歲-39 歲的壯年人應呼籲他們千萬不要因為一時的不注意而造成一生的遺憾，而且汽車駕駛人應特別小心，手中握有其他人的生命，而乘客也該告誡駕駛者小心駕駛，而行人、腳踏車騎士、摩托車騎士也應特別注意周遭安全。如果大家皆能互相互讓遵守交通規則，那麼道路死亡紀錄也會節節下降，造就安全的生活環境。	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Grounds-Conclusion Reason-Result Reason-Result Reason-Result Reason-Result Means-Result Condition-Consequence Grounds-Conclusion	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas or full stops as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據紐西蘭全年的道路死亡紀錄，發現所乘汽車的駕駛人佔多數，年齡大約在 25-39 歲，而從會開車的駕駛人裡總共就佔了 253 人，可想行車人數的多寡，必須小心注意，另外在乘客的紀錄方面，以搭乘交通工具的上下課及上下班的年輕人和中年人，年齡大約 15-19 跟 25-39。比例占多數，而由數字統計，乘客的死亡年齡是所有年齡最廣泛的，總計死亡人數 178 人，在報導顯示也可以發現行人的死亡人數竟高於摩托車騎士，年齡也較廣，要民眾即時在行走時也需小心，還有腳踏車騎士雖然佔少數，但也要小心，由以上報導交通意外，不管是哪種工具，都必須注意，將傷害減到最低。			No Preview Details Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據紐西蘭全年的道路死亡紀錄，發現所乘汽車的駕駛人佔多數，年齡大約在 25-39 歲，而從會開車的駕駛人裡總共就佔了 253 人，可想行車人數的多寡，必須小心注意，另外在乘客的紀錄方面，以搭乘交通工具的上下課及上下班的年輕人~~和~~中年人，年齡大約 15-19 跟 25-39。比例佔多數，而由數字統計，乘客的死亡年齡是所有年齡最廣泛的，總計死亡人數 178 人，在報導顯示也可以發現行人的死亡人數竟高於摩托車騎士，年齡也較廣，要民眾即使在行走時也需小心，還有腳踏車騎士雖然佔少數，但也要小心，由以上報導交通意外，不管是哪種工具，都必須注意，將傷害減到最低。	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast	Grounds-Conclusion Reason-Result Reason-Result Grounds-Conclusion Means-Purpose	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據以上的報導，可見年齡層越低死於親自駕駛的機率越低，在忙碌的生活之中，許多奔馳於道路上的上班族，年青族群的出事率大於小孩、老人族群，而其中有一名為身分不明者，年齡在15-19 歲之間。也許這也正是我們所必須密切關注的問題，正值成長期的孩童，容易在外遊蕩，出事也未有明確的身分，因此會有身份不明者的出現，在成長末期約 20 歲左右因剛好擁有駕照加上血氣方剛，很容易在道路上出現意外，這也是道路死亡記錄挺高的一項，希望駕駛人在行車安全上能多加注意，以上報導結束！ (I) hope drivers should pay attention to driving safety, above report is over!			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據以上的報導，可見年齡層越低死於親自駕駛的機率越低，在忙碌的生活之中，許多奔馳於道路上的上班族，年青族群的出事率大於小孩、老人族群，而其中有一名為身分不明者，年齡在15-19 歲之間。也許這也正是我們所必須密切關注的問題，正值成長期的孩童，容易在外遊蕩，出事也未有明確的身分，因此會有身分不明者的出現，在成長末期約 20 歲左右因剛好擁有駕照加上血氣方剛，很容易在道路上出現意外，這也是道路死亡記錄挺高的一項，希望駕駛人在行車安全上能多加注意，以上報導結束！	Statement-Amplification (the rest of sentences) Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification	Grounds-Conclusion Grounds-Conclusion Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding Bonding sing commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
請參閱左圖觀看所需的資料，由此可知中年人死亡機率最高，並幾乎都是駕駛汽車或乘客，故道路使用者大多是中年人士，騎腳踏車騎士是使用道路最少的，死亡率也就比行人還低。			No Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
請參閱左圖觀看所需的資料， <u>由此可知中年人死亡機率最高，並</u> <u>幾乎都是駕駛汽車或乘客，故道路使用者大多是中年人士，騎腳</u> <u>踏車騎士是使用道路最少的，死亡率也就比行人還低。</u>	<u>Statement-Amplification</u> Simple Contrast Supplementary Alternation Simple Contrast Simple Contrast	<u>Grounds-Conclusion</u> Reason-Result	<u>Bonding</u> <u>Bonding</u> sing commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據以上報導可得知騎腳踏車及走路是十分安全的，其次是摩托車。汽車駕駛人死亡率又以 25-39 歲最高，佔了 32%，乘客死亡率已 15-19 歲最高，佔了 24%！行人死亡率以 60 歲以上最高，佔了 22%!「馬路如虎口」！小心安全最重要，不論是行人或駕駛都應時時注意安全，切勿超速。			No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據以上報導可得知騎腳踏車及走路是十分安全的，其次是摩托車。汽車駕駛人死亡率又以 25-39 歲最高，佔了 32%，乘客死亡率以 15-19 歲最高，佔了 24%！行人死亡率以 60 歲以上最高，佔了 22%！「馬路如虎口」！小心安全最重要，不論是行人或是駕駛都應時時注意安全，切勿超速。	Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Comparison Simple Contrast Supplementary Alternation	Reason-Result Grounds-Conclusion	Bonding Bonding Bonding sing commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
根據交通部管理局的統計，汽車發生車禍的人數居為之首，而發生的年紀也多半在於 25-39 歲之間；而位居第二的是公車乘客，發生年紀多為青少年 15-19 歲之間，摩托車騎士則位居第三，年紀則位居 25-39 歲，由此可得知汽、機車發生車禍的年紀統計，多半為 25-39 歲之中年人，而其餘占青少年居多，所以也是希望介於此年齡的民眾，多注意行車安全。			No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
根據交通部管理局的統計，汽車發生車禍的人數居為之首，而發生的年紀也多半在 25-39 歲之間；而位居第二的是公車乘客，發生年紀多為青少年 15-19 歲之間，摩托車騎士則位居第三，年紀則位居 25-39 歲，由此可得知汽、機車發生車禍的年紀統計，多半為 25-39 歲之中年人，而其餘占青少年居多，所以也是希望介於此年齡的民眾，多注意行車安全。	Statement-Amplification (the rest of paragraph) Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Simple Contrast	(the above sentences) Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding sing commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
「行車小心」、「馬路如虎口」.....等，諸多交通通用語，皆是為用路人的安全所設，可是從有交通工具開始，交通意外卻不曾斷過，更可怕的是死亡人數持續升高；死亡年齡卻不斷降低，讓我們不禁自問，問題不是出於車子、道路，而是在於我們自己？ 根據紐西蘭調查的數據顯示出：1997 年(春季為止)死於交通意外的民眾，共有 557 位。汽車高達 253 人，接近總數的一半。行人方面也高達 178 人，僅次低於汽車。 如果我們依然認為交通意外是駕駛人的事情，那就大錯特錯了。根據紐西蘭顯示行人死於交通意外人數也高達 57 人，高居第三名。 這些數據顯示，我們對於交通的安全性和道德方面的教育似乎不夠。台灣地小人多，住在台灣的我們是否更要思考這個問題呢？如果每個人多看一秒、多停一秒，也許「馬路如虎口」就可以成為歷史名詞了。			Preview  Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
「行車小心」、「馬路如虎口」.....等，諸多交通用語，皆是為用路人的安全所設，可是從有交通工具開始，交通意外卻不曾斷過，更可怕的是死亡人數持續升高；死亡年齡卻不斷降低，讓我們不禁自問，問題不是出於車子、道路，而是在於我們自己？ 根據紐西蘭調查的數據顯示出：1997 年（春季為止）死於交通意外的民眾，共有 557 位。汽車高達 253 人，接近總數的一半。行人方面也高達 178 人，僅次低於汽車。 如果我們依然認為交通意外是駕駛人的事情，那就大錯特錯了。根據紐西蘭顯示 行人死於交通意外人數也高達 57 人，高居第三名。 這些數據顯示，我們對於交通的安全性，道德方面的教育似乎不夠。台灣地小人多，住在台灣的我們是否更要思考這個問題呢？如果每個人多看一秒、多停一秒，也許「馬路如虎口」就可以成為歷史名詞了。	Simple Comparison Concession-~~Contraexpectation~~ Simple Contrast Concession-~~Contraexpectation~~ Statement-~~Amplification~~ Denial-Correction Statement-~~Amplification~~ Statement-~~Amplification~~ Statement-~~Amplification~~ Statement-~~Amplification~~ Simple Contrast Statement-~~Amplification~~ Simple Contrast Simple Comparison	Means-Purpose Reason-Result Condition-Consequence Grounds-Conclusion Reason-Result Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Bonding Using commas or full stops as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
交通事故佔紐西蘭的死因有著不可或缺的地位，至一九九七年春季為止，根據統計，上表是紐西蘭全年十二個月的道路死亡紀錄，年齡層由零到60 歲以上及年齡不明，另外，使用道路的使用者更區分為汽車駕駛人、乘客、摩托車騎士、行人、腳踏車騎士及身分不明者六大類。其中以汽車駕駛人死亡人數較多，年齡層從具有汽車駕照考照資格的十五歲青少年至六十歲以上，約有兩百五十三人。以大眾運輸為主的乘客也不在少數，總死亡人數已達一百七十八人。摩托車騎士及行人的總死亡人數則不分軒輊，分別是各五十一人及五十七人。腳踏車騎士的總死亡人數，有十七人。無法辨識身分則最少，僅有一人。			Preview Details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
交通事故佔紐西蘭的死因有著不可或缺的地位，至一九九七年春季為止，根據統計，上表是紐西蘭全年十二個月的道路死亡紀錄，年齡層由零到 60 歲以上及年齡不明，另外，使用道路的使用者更區分為汽車駕駛人、乘客、摩托車騎士、行人、腳踏車騎士及身分不明者六大類。其中以汽車駕駛人死亡人數較多，年齡層從具有汽車駕照考照資格的十五歲青少年至六十歲以上，約有兩百五十三人。以大眾運輸為主的乘客也不在少數，總死亡人數已達一百七十八人。摩托車騎士及行人的總死亡人數則不分軒輊，分別是各五十一人及五十七人。腳踏車騎士的總死亡人數，有十七人。無法辨識身分則最少，僅有一人。	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Amplification Simple Comparison Statement-Amplification Statement-Amplification Simple Contrast	Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
汽車，聰明科技下的一種產物，更是方便人們的一種時代下的產物。享受刺激，創造新的紀錄更是青壯年齡最喜歡的開車方式。但是往往因為行車狀況不佳或是開車狀況不好倒致車禍死亡的人數也是在這個人口年齡層的級距中。在紐西蘭的有關單位數據顯示：1997 年因為交通意外而身亡的人數就有 557 個人；因為汽車死亡的就高達 253 人，這樣的數字真的會讓人很害怕。在這個社會中，不僅僅是駕駛人要注意，連行人也要好好注意自己的對於交通的安全性。	Simple Contrast Concession-<u>Contraexpectation</u> Supplementary Alternation Statement-<u>Amplification</u>	Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding Using commas or semi-colon as 'and'

Explanation Texts-Chinese - EFL Students

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
要經營成功的小本生意，首先要選擇一個安全便利的地點，這樣可以確保源源不絕的顧客群，再來要明瞭顧客對你的產品是喜愛或厭惡，也要去清楚知道顧客對你服務時的態度是否滿意。但是這些是基本要素，如果有認真地去觀察顧客，那生意會源源不絕。另一點最重要的是，你如何控管錢、貨物這兩方面。在你所選擇的地點，租金不要太高，如果是開在自家裡，那就更好了。在來你可以去看其他店家所出的價目表跟廣告傳單，研究這些書面資料，或者建立檔案這都可以幫助你決定產品的價格高低。最重要的是，存貨之控管。因為如果訂太多產品而破壞品質時，只會浪費錢，所以要確保產品的新鮮，還有要注意資金的流向，要避免過度花費，這樣才能有效的管理一間店。	(If you want to) run a successful business, first choose a safe and convenient place, in so doing it can ensure a flow of customers, then should understand customers' likes and dislikes of your products, should also clearly know if customers are satisfied with your attitudes when you serve them. But these are basic factors, if (you) earnestly observe your customers, your business will be like an endless flow. Another most important point is how to control money (and) goods. At your chosen place, rents should be not too high, if you run (the business) at your home, it will be much better. Then you can look at other shops' price lists and advertising flyers, study these written information, or establish files (.) these can help you decide the high or low price of goods. The most important thing is, control levels of stock. Because if (you) order too many goods, you will undermine the quality, only waste money, so (you) should notice cash flow, prevent overspending, in so doing (you) will manage a shop effectively.			Preview Details  (No Conclusion)		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
要經營成功的小本生意，首先要選擇一個安全便利的地點，這樣可以確保源源不絕的顧客群，再來要明瞭顧客對你的產品是喜愛或厭惡，也要去清楚知道顧客對你服務時的態度是否滿意。但是這些是基本要素，如果有認真地去觀察顧客，那生意會源源不絕。另一點最重要的是，你如何控管錢、貨物這兩方面。在你所選擇的地點，租金不要太高，如果是開在自家裡，那就更好了。在來你可以去看其他店家所出的價目表跟廣告傳單，研究這些書面資料，或者建立檔案這都可以幫助你決定產品的價格高低。最重要的是，存貨之控管。因為如果訂太多產品而破壞品質時，只會浪費錢，所以要確保產品的新鮮，還有要注意資金的流向，要避免過度花費，這樣才能有效的管理一間店。	To run a successful business, first choose a safe (and) convenient place, in so doing it can ensure a flow of customers, (and) then should understand customers' likes or dislikes of your products, should also clearly know if customers are satisfied with your attitudes or not when you serve them. But these are basic factors, if (you) earnestly observe your customers, your business will be like an endless flow. Another most important point is how to control money, goods. At your chosen place, rents should not be too high, if you run (the business) at your home, it will be much better. Then you can look at other shops' price lists and advertising flyers, study these written information, or establish files (.) these can help you decide the high (or) low price of goods. The most important thing is, control levels of stock. Because if when (you) order too many goods, undermine the quality, you will only waste money, so (you) should notice cash flow, and (you) should note cash flow, should prevent over-spending, in so doing (you) will manage a shop effectively.	Supplementary Alternation Contrastive Alternation Concession-Contraexpectation Simple Contrast Statement-Amplification Statement-Amplification Supplementary Alternation Contrastive Alternation Statement-Amplification Simple Contrast Statement-Amplification Concession-Contraexpectation	Means-Purpose Means-Result Means-Purpose Condition-Consequence Condition-Consequence Means-Purpose Condition-Consequence Reason-Result Means-Result	Chronological Sequence Chronological Sequence Bonding Temporal Overlap Bonding Chronological Sequence Bonding Temporal Overlap Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
1. 一樁成功的生意最先 最先需要知道的就是市場或顧客的需求與期望，藉此來改善產品的缺點，以做到最好。 2. 研究對手的優缺點，以改善自己的缺點；也可以藉此比較價格的差異，以訂定出最完美的價格。 3.選擇地點，針對你的產品選擇出一個適當的地點，以利最佳銷售。 4. 在成本的開銷上先做一個評估，在這個地點上，預估一天或一個禮拜的銷售額，以利成本的控管，切記於開幕期間，切勿累積過多的存貨。 5.在開幕期間，需有好的政策吸引顧客上門，且要有好的口碑，這樣顧客才會再來第二次。 6.在客戶上門之後，就是要注意售後服務了，好的售後服務可是增加顧客的忠誠度，也會樹立自己公司的好口碑。			No Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
1. 一樁成功的生意最先最先需要知道的就是市場 或 顧客的需求與期望，藉此來改善產品的缺點，以做到最好。 2. 研究對手的優缺點，以改善自己的缺點；也可以藉此比較價格的差異，以訂定出最完美的價格。 3. 選擇地點，針對你的產品選擇出一個適當的地點，以利最佳銷售。 4. 在成本的開銷上先做一個評估，在這個地點上，預估一天 或 一個禮拜的銷售額，以利成本的控管，切記於開幕期間，切勿累積過多的存貨。 5. 在開幕期間，需有好的政策吸引顧客上門，且要有好的口碑，這樣顧客才會再來第二次。 6. 在客戶上門之後，就是要注意售後服務了，好的售後服務 可是增加顧客的忠誠度，也 會樹立自己公司的好口碑。	Supplementary Alternation Supplementary Alternation Statement-Amplification Statement-Amplification Supplementary Alternation Concession-Contraexpectation Statement-Amplification	Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Result Means-Result	Bonding Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence Temporal Overlap Bonding Temporal Overlap Bonding Chronological Sequence Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
在經營小本生意必須先了解顧客對你的產品的喜好或者是厭惡度，可先從問卷來做市場調查。接著藉由問卷的調查後，可清楚明瞭顧客要的是什麼？喜好程度？等等的問題後，在加以改善後，就可以選擇一個便利又安全的地點準備開店了，但切記地點的選擇，租金不可太高唷！開店最需要的就是商品，有商品才能賣，存貨的部份，需控制到剛好的數量，多一點沒關係，若太多消不出去那就不好了，接著開始研究附近的競爭對手，研究他們的廣告、價目表的檔案，可依據這些資料加以改善自己的產品促銷及價目的調整，這樣就能確保顧客的滿意及忠誠度 和一群源源不絕的顧客群了。			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
在經營小本生意必須先了解顧客對你的產品的喜好或者是厭惡度，可先從問卷來做市場調查。接著藉由問卷的調查後，可清楚明瞭顧客要的是什麼？喜好程度？等等的問題後，在加以改善後，就可以選擇一個便利又安全的地點準備開店了，但切記地點的選擇，租金不可太高唷！開店最需要的就是商品，有商品才能賣，存貨的部份，需控制到剛好的數量，多一點沒關係，若太多消不出去那就不好了，接著開始研究附近的競爭對手，研究他們的廣告、價目表的檔案，可依據這些資料加以改善自己的產品促銷及價目的調整，這樣就能確保顧客的滿意及忠誠度 和一群源源不絕的顧客群了。	Statement-Amplification Supplementary Alternation Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexoectation Statement-Amplification	Means-Purpose Reason-Result Condition-Consequence Means-Purpose Means-Result	Temporal Overlap Chronological Sequenceo Chronological Sequenceo Chronological Sequenceo Chronological Sequenceo Bonding Chronological Sequenceo Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一樁成功的生意是靠許多因素組成的其中之一滿足顧客需求，首先必須了解顧客對你服務之期望（顧客需求）在調查顧客對產品的好惡且加以改善，來確保顧客的滿意及忠誠度。而選擇一個安全且便利的地點是做生意很重要的要素－地點的選擇，好的地點可確保源源不絕得顧客群。存貨的控管若有貨過多或過少都是不適當的，過多則會浪費資源，現金過度花費，但卻使高品質堆積無法售出，存貨過少則會供不應求，效率低。而選擇地點必然重要，但我們必須去評估此地的租金是否過高是否符合成本效益，不要將所有的資本花費過多在租金上，成本必須均勻分配，而競爭者的成本花費及他們所用所行銷策略，方法，我們可以用來比較和參考有助於我們對產品的決定，和行銷策略的決定。一樁成功的小生意，由適當的成本，價格的訂定，顧客滿意度及忠誠度（顧客的好惡）顧客……，各種因素所組成。			Preview Details Summary		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一樁成功的生意是靠許多因素組成的，其中之一滿足顧客需求，首先必須了解顧客對你服務之期望（顧客需求）在調查顧客對產品的好惡且加以改善，來確保顧客的滿意及忠誠度。而選擇一個安全且便利的地點是做生意很重要的要素——地點的選擇，好的地點可確保源源不絕得顧客群。存貨的控管，若有貨過多或過少都是不適當的，過多則會浪費資源，現金過度花費，但卻使高品質堆積無法售出，存貨過少則會供不應求，效率低。而選擇地點必然重要，但我們必須去評估此地的租金是否過高，是否符合成本效益，不要將所有的資本花費過多在租金上，成本必須均勻分配，而競爭者的成本花費及他們所用，所行銷策略，方法，我們可以用來比較和參考有助於我們對產品的決定，和行銷策略的決定。一樁成功的小生意，由適當的成本，價格的訂定，顧客滿意度及忠誠度（顧客的好惡）顧客……，各種因素所組成。	Statement-Amplification Statement-Amplification Supplementary Alternation Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Contrastive Alternation Contrastive Alternation Statement-Amplification Denial-Correction Statement-Amplification Statement-Amplification	Means-Purpose Means-Purpose Condition-Consequence Reason-Result Grounds-Conclusion Reason-Result Means-Purpose	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
經營小本生意成功的要素：（顧客至上）1.地點：選擇一個確保便利的地點，以確保源源不絕的顧客。2.服務：明瞭顧客對你服務之期望，以確保顧客之滿意及忠誠。3.產品：明瞭顧客對你的產品之好與惡。（成本控管）1.租金：生意地點的選擇，租金勿過太高，而且控制每月支花費不要太高。2.存貨：確實掌握存貨程度之控管，而且要確保適當現金流向，並避免過度花費 3.競爭者：研究你的競爭者－建立他們的廣告及價目表的資料檔案，這個動作可以幫助決定價格的策略。 只要懂得運用前面幾點，就可輕鬆經營一樁成功的小本生意！！但是相信只要覺得顧客至上，顧客永遠是對的，就能鞏固一些忠實顧客！！顧客的滿意也是成功的關鍵！多多去接觸客戶，了解所需。			Preview Details  Summary Conclusion		

Text	Internal Discourse Structuring					
	Associative		Logico-Deductive		Temporal	
經營小本生意成功的要素：顧客至上。1.地點：選擇一個確保便利的地點，以確保源源不絕的顧客。2.服務：明瞭顧客對你服務之期望，以確保顧客之滿意及忠誠。3.產品：明瞭顧客對你的產品之好與惡。成本控管。1.租金：生意地點的選擇，租金勿過太高，而且控制每月支花費不要太高。2.存貨：確實掌握存貨程度之控管，而且要確保適當現金流向，並避免過度花費。3.競爭者：研究你的競爭者—建立他們的廣告及價目表的資料檔案，這個動作可以幫助決定價格的策略。	Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification (the rest of sentences) Statement-Amplification Statement-Amplification Statement-Amplification		Means-Purpose Means-Purpose Means-Purpose Condition-Consequence Means-Result Reason-Result		Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas as ‘and’	
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一樁成功的小本生意，是需要幾個要素：1.地點的選擇，一個安全便利的地點是非常需要的，有固定的顧客群及安全的場所。這樣才會財源廣進。 2. 服務，親切的服務以及和善的態度，確保顧客得滿意及忠誠度。 3.產品，產品的品質好壞，會影響顧客會不會再回訪，很重要的關鍵。 4.成本，生意地點的選擇，租金切勿過高，否則會入不敷出。 5.存貨，適當存貨的控管，避免一些不必要的花費。 6.競爭，了解你的競爭對手，可幫助決定價格的策略。知己知彼，百戰百勝。其實不管策略再怎麼好，只要有心，不管做什麼事情都會成功地。			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
想要經營一樁成功的小本生意，以下 3 點基本要素提供給您參考：1.地點：選擇一個好的地點，得考慮到的，是否安全便利？是否可確保源源不絕的顧客群，以及長期發展性。2.顧客：必須要了解顧客對你產品的好與惡，顧客給你的意見將是最珍貴的，還有，你滿足顧客對你服務的期望了嗎？你抓住他的心，相對的他會產生對你的忠誠。3.金錢：從生意地點的選擇到存貨程度的控管，都和金錢息息相關，每月訂定之花費不要太高，確保適當現金流向，避免過度花費。另外，競爭者的情報也要下工夫去研究，可幫助決定價格之策略。正所謂知己知彼，百戰百勝。			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
想要經營一樁成功的小本生意，以下 3 點基本要素提供給您參考： 1. 地點：選擇一個好的地點，得考慮到的， 是否 安全便利？ 是否 可確保源源不絕的顧客群， 以及 長期發展性。2. 顧客： 必須要了解顧客對你產品的好與惡 ，顧客給你的意見將是最珍貴的， 還有 ，你滿足顧客對你服務的期望了嗎？ 你抓住他的心 ， 相對的他會產生對你的忠誠 。3. 金錢：從生意地點的選擇到存貨程度的控管，都和金錢息息相關。 每月訂定之花費不要太高 ， 確保適當現金流向 ， 避免過度花費 。另外，競爭者的情報 也要 下工夫去研究， 可幫助決定價格之策略 。正所謂 知己知彼 ， 百戰百勝 。	Statement-Amplification (the rest of paragraph) Statement-Amplification Contrastive Alternation Contrastive Alternation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Means-Result Means-Purpose Means-Purpose Means-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding *Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
要有一個成功的生意，很多的因素都是牽引的關鍵，要有目標，地點，適當的調查資料。第一，選擇地點真的很重要，一個安全又便利的地方才會吸引力，不過重點是要做一些判斷，千萬不要選擇到租金太高的地方，不然賺的錢就都去付租金了。第二，要了解顧客之需求，知道多一點顧客的想法會使自己更賺錢，了解他們對自己服務的期望以及對產品的喜好程度。第三，知己知彼，這樣才知道如何訂價，還可以隨時控制存貨量。有了以上的做法後，這樣才可以建立顧客的忠誠度，還會有越來越多的客人，花費控制及知道如何訂出賺最多卻也讓顧客覺得便宜最多的產品，這樣就製造出了雙贏的結果。很多的地方都考量到後，這個樣子就可以完成一樁成功的小本生意囉！！			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
要有一個成功的生意，很多的因素都是牽引的關鍵，要有目標，地點，適當的調查資料。第一，選擇地點真的很重要，一個安全又便利的地方才會有吸引力，不過重點是要做一些判斷，千萬不要選擇到租金太高的地方，不然賺的錢就都去付租金了。第二，要了解顧客之需求，知道多一點顧客的想法會使自己更賺錢，了解他們對自己服務的期望以及對產品的喜好程度。第三，知己知彼，這樣才知道如何訂價，還可以隨時控制存貨量。有了以上的做法後，這樣才可以建立顧客的忠誠度，還會有越來越多的客人，花費控制及知道如何訂出賺最多，卻也讓顧客覺得便宜最多的產品，這樣就製造出了雙贏的結果。很多的地方都考量到後，這個樣子就可以完成一樁成功的小本生意囉！！	Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result Condition-Consequence Means-Result Means-Result Means-Result Means-Result Condition-Consequence	*Using commas as 'and' Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
想要做一個成功的小本生意，你必須注意下列幾點要點。第一，選擇一個安全便利的地點，以確保顧客群的流動。第二，了解客戶是否滿意自己的服務，讓顧客滿意，以建立顧客忠誠度。第三，多方探聽顧客對自己的產品的喜好厭惡以能適時改進產品或服務。第四，每月固定支出不可過高，如房租、水電。第五，控管存貨程度，不可囤積過多貨物，並確認現金流向是否適量，以避免過度花費。第六，研究自己的競爭對手，並建立它們的行銷資料檔案，用以決定自己產品的價格和行銷手法。只要能確實做到上述六點，相信一個成功的小本生意之路離你不遠矣。			Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
想要做一個成功的小本生意，你必須注意下列幾點要點。第一，選擇一個安全便利的地點，以確保顧客群的流動。第二，了解客戶是否滿意自己的服務，讓顧客滿意，以建立顧客忠誠度。第三，多方探聽顧客對自己的產品的喜好，厭惡以能適時改進產品或服務。第四，每月固定支出不可過高，如房租、水電。第五，控管存貨程度，不可囤積過多貨物，並確認現金流向是否適量，以避免過度花費。第六，研究自己的競爭對手，並建立它們的行銷資料檔案，用以決定自己產品的價格和行銷手法。只要能確實做到上述六點，相信一個成功的小本生意之路離你不遠矣。	Statement-Amplification (the rest of paragraph) ~~Statement-Amplification~~ ~~Contrastive Alternation~~ ~~Contrastive Alternation~~ ~~Supplementary Alternation~~ ~~Statement-Exemplification~~ ~~Statement-Amplification~~ ~~Contrastive Alternation~~	~~Means-Purpose~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Condition-Consequence~~	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding 'Using commas as 'and''

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
先由最重要的六大點去分析，在進而看到更遠的因素，一個成功的小本生意大致上可擁有：第一，源源不絕的客戶群，也就是穩定收入的來源。第二，顧客之滿意及忠誠，就是熟客或評價。第三，顧客對產品的想法，網羅顧客的意見和想法很重要。第四，決定價格的策略，依照顧客的意見來替產品做調漲或降價。第五，確保資金流向，熟悉資金的花費流向，掌握一切。第六，花費不要過高，不需要花冤枉錢，錢要用在刀口上。有了這六大點為主，在用其他五小點為輔，想要源源不絕的客源，就要安全便利的地方。要確保顧客的滿意程度，就要了解顧客對你的服務期望。如何決定價錢的策略就要研究你的競爭者。想確保自己的資金流向，就要在存貨程度之控管上下功夫，讓花費不要太高，又要再生意地點的擇像租金等切勿過高。遵循以上法擇，成功的生意也可簡單。			Preview Details ↓ preview details ↓ Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一開始一定要知道顧客的需求，然而你在去把你的產品定位，產品定位的前一步是選定你所選定的目標市場，你的競爭者也需要分析她們的SWOT 分析。 你的優點是跟你的強點再跟你的劣勢去做比較，你的定價策略分成兩大因素：外在與內在。外在則是：目標對象，市場競爭，市場訂價，內在就是成本，配銷通路，存貨方面要想如果這期沒銷出去，你的存貨是否會變成你的負擔。要如何節流資金，如果以長期的長度來看，一開始在還沒知名度時是比較開銷大，然而如果做兩年後就會知道那方面比較需要省，你剛開始選定的店，是先考慮附近是否有競爭者，再由租金去做評估，怎麼知道顧客要的服務與期望，可以先用問卷市場調查，這樣才能大概了解他們要什麼，到最後你想要幾年會回本，如果不在你預期內回本，那還要繼續嗎?			No Preview Details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一開始一定要知道顧客的需求，然而你~~在~~去把你的產品定位，定位的前一步是選定你所選定的目標市場，你的競爭者也需要分析她們的 SWOT 分析。你的優勢跟你的強點再跟你的劣勢去做比較，你的定價策略分成兩大因素：外在與內在。外在則是：目標對象，市場競爭，市場訂價，內在就是成本，配銷通路，存貨方面要想如果這期沒銷出去，你的存貨是 否會變成你的負擔。要如何節流資金，如果以長期的長度來看，一開始在還沒知名度時是比較開銷大，然而如果做兩年後就會知道那方面比較需要省，你剛開始選定的店，是先考慮附近是 否有競爭者，再由租金去做評估，怎麼知道顧客要的服務與期望，可以先用問卷市場調查，這樣才能大概了解他們要什麼，到最後你想要幾年會回本，如果不在你預期內回本，那還要繼續嗎？	Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Contrastive Alternation Statement-Amplification Concession-Contraexpectation Statement-Amplification Contrastive Alternation	Condition-Consequence Condition-Consequence Condition-Consequence Means-Purpose Means-Result Condition-Consequence	Chronological Sequence Chronological Sequence Bonding Bonding Chronological Sequence Bonding Temporal Overlap Chronological Sequence Chronological Sequence Bonding Chronological Sequence Using commas and periods as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
經營一間公司需要注意到許多的層面，像是LOCATION、顧客服務、存貨等等。交通便利，好停車是一間公司決戰的關鍵。這個議題將會影響到來客數。其次是顧客服務。如何針對顧客需求給予最完善的方案，滿足了此一需求，成功抓住顧客的心，對公司來說保留老顧客比開發新顧客簡單容易多了，開發新顧客要比保留老顧客要多花6倍的費用，很驚人!!至於存貨方面需要觀察顧客的喜好去做決定，可以藉由問卷調查，廣告之類來輔助，否則太多貨物的囤積對於公司有太多的損害。 至於價格方面，供給與需求決定了價格，所以還須多注意競爭者的策略，不要故意哄抬價格，也不要刻意降低造成公司的損害，這對企業來說都不是好的，所以研究對手的價目表也對我們也有很大的幫助!費用方面也需多注意，不要花費太多不必要的，那即是浪費，能省則省，顧客喜不喜歡我們的產品是我們最注重的，好的要保留，壞的要改善，至於那些深植人心的長青商品，不要隨意包裝，對顧客來說未必是新鮮，念舊很重要。 經營一間公司真的不簡單，要懂得抓住技巧，假說小地方該注意到的都注意到了，那就離成功不遠了。			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
經營一間公司需要注意到許多的層面，像是 LOCATION、顧客服務、存貨等等。交通便利，好停車是一間公司決戰的關鍵。這個議題將會影響到來客數。其次是顧客服務。如何針對顧客需求給予最完善的方案，滿足了此一需求，成功抓住顧客的心，對公司來說保留老顧客比開發新顧客簡單 容易多了，開發新顧客要比保留老顧客要多花 6 倍的費用，很驚人!!至於存貨方面 需要觀察顧客的喜好去做決定，可以藉由問卷調查，廣告之類來輔助，否則太多貨物的囤積對於公司有太多的損害。 至於價格方面，供給與需求決定了價格，所以還須多注意競爭者的策略，不要故意哄抬價格，也不要刻意降低造成公司的損害，這對企業來說都不是好的，所以研究對手的價目表也對我們也有很大的幫助! 費用方面也需多注意，不要花費太多不必要的，那即是浪費，能省則省，顧客喜不喜歡我們的產品是我們最注重的，好的要保留，壞的要改善，至於那些深植人心的長青商品，不要隨意包裝，對顧客來說未必是新鮮，念舊很重要。經營一間公司真的不簡單，要懂得抓住技巧，假說小地方該注意到的都注意到了，那就離成功不遠了。	Statement-Exemplification Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Simple Contrast Statement-Amplification Statement-Amplification Statement-Affirmation Statement-Amplification Statement-Amplification Statement-Amplification	Result-Reason Means-Purpose Means-Result Grounds-Conclusion Means-Purpose Condition-Consequence Reason-Result Grounds-Conclusion Grounds-Conclusion Condition-Consequence Reason-Result Grounds-Conclusion Reason-Result Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
要經營一個成功的小本生意，在此我們將提出一些建議與忠告： 1. 選擇一個安全便利的地點，以確保源源不絕的顧客群，如果把店開在大馬路旁，顧客不僅停車不便，更有可能因為來往的車輛太多，讓顧客心驚。 2. 明瞭顧客對你服務的期望，例如讓每位來店消費的顧客，在離開時做一份小小的問卷調查，唯有貼心、周到的服務，才能確保顧客滿意及忠誠。 3. 明瞭顧客對你產品的好與惡，可以做個給顧客對產品滿意度的管道，才能知道那些地方不好且改進它。 4. 生意地點的選擇，租金切勿過高，並且每個月定的花費不要太高。做生意本要求的就是利潤，但如果賺取的利潤本身已經不多了，卻還要每個月付高額的固定支出，這樣生意必倒。 5. 存貨程度之控管。以確保現金流量，並避免過度花費。現金的來源與出納，都必須詳細記載，才能知道哪方面的金錢支出，可以不必這麼多並且縮減。 6. 研究你的競爭者，建立它們的廣告及價目表的資料檔案，如此可以幫助決定價格之策略。所謂知己知彼，百戰百勝，市場的定價都會經過統一，不然如果對方賣得過便宜，那麼客源不都被搶走了。			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
想要做個小生意? 那以下幾點需要注意。 1. 瞭解自己的產品在市場上的接受度，和客人對產品及服務的期許。 2. 針對同行進行比較研究。並分析優與存檔紀錄。 3. 選擇一個良好的立地，因為這關係這你的成敗。 4. 將所有的東西表格化，例如：<u>存貨管理，銷售紀錄，財務管理，成本計算，等。成爲一個簡單的 ISO 雛形，以便之後的決策。</u> 兼顧以上四點之後，更需加強以下幾點。 1. 確保顧源不流失與不斷創新，開拓新客源。 2. 穩定產品品質，更進一步降低成本，提升品質。 3. 開源節流，積少成多。 以上幾點全實行之後，一樁成功的小本生意即將完成。			Preview Details  preview details  Conclusion		<i>Generalization Example</i>

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
以左圖為例，我們可以看出一個成功的小本生意，有幾項事先注意的點，「顧客」、「地點」、「成本」、「市場」。 1.顧客：沒有客人，就沒有生意，這不用多說，看看圖例，簡單一句話，就是要使客人滿意。客人喜歡你的商品，自然就會來光顧。 2.地點：要有安全的地點，才有穩定的客流量，地點明亮且舒服，能讓人心情輕鬆，不緊張，能讓客戶願意進入店裡，才是成功生意的第一步。 3.成本：成本少、賺的多，這是一定的。何況小本生意，自然就是要省，但可得省些該省的，不是成本太高，就進些劣質品給人家。 4.市場：了解市場愈多，幫助也愈多。包括定價的決定，顧客心理等等。 了解的愈多，愈能有成功的生意，不要混混噩噩的什麼都不知道。			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
人性面： 1. 明瞭顧客對你的產品之好與惡。 一旦決定產品之走向，便必須明白客戶心裡，以及促使顧客需要或喜愛，培養出品牌或產品的自身價值。 2. 明瞭你服務之期望。 客戶也許會希望容易得許商品資訊，從任何方式得取，在購買中得良好的服務態度，銷售後有一定的品質保證，以及售後服務，除了品質形象，產品的品質必須兼重。 3. 選擇一個安全便利的地點。 若販賣商品若需要實體店面，則在地點的選擇上是相當重要的一點，要確保顧客容易發現或尋找，若有餘力再規劃便利停車地點也相當重要。 金流面： 1. 生意地點的選擇、租金切勿過高。 生意原則就是要降低成本，若地段租金過高則須慎重考慮。 2. 確保適當現金流量，並避免過度花費。 隨時觀察市場走向，改變行銷方式，並適時控管存貨狀況和物流方式。 3. 研究你的競爭者。 產品及行銷的進步來自你的競爭者，可敬的對手將是學習的好對象。			preview details  preview details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
人性面： 1. 明瞭顧客對你的產品之好與惡。 一旦決定產品之走向，便必須明白客戶心裡，以及促使顧客需要或喜愛，培養出品牌或產品的自身價值。 2. 明瞭你服務之期望。 客戶也許會希望容易得許多商品資訊，從任何方式得取，在購買中得良好的服務態度，銷售後有一定的品質保證，以及售後服務，除了品質形象，產品的品質必須兼重。 3. 選擇一個安全便利的地點。 若販賣商品需要實體店面，則在地點的選擇上是相當重要的一點，要確保顧客容易發現或尋找，若有餘力再規劃便利停車地點也相當重要。 金流面： 1. 生意地點的選擇，租金切勿過高。 生意原則就是要降低成本，若地段租金過高則須慎重考慮。 2. 確保適當現金流量，並避免過度花費。 隨時觀察市場走向，改變行銷方式，並適時控管存貨狀況和物流方式。 3. 研究你的競爭者。 產品及行銷的進步來自你的競爭者，可敬的對手將是學習的好對象。	Statement-Amplification Statement-Amplification Supplementary Alternation Supplementary Alternation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Exception Statement-Amplification Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Condition-Consequence Means-Purpose Condition-Consequence Condition-Consequence Condition-Consequence Means-Purpose Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一樁成功的小本生意，首先必須選擇一個安全便利的地點來確保源源不絕的顧客群，就如同為何便利商店為甚麼總是開在十字路口的轉角，要選一個好地點，必須先做好調查，那個地方人口最多，哪個地方對最多人來說的方便的，周遭的競爭力如何等。找好地點(後)，開始研究週遭的競爭者，並建立他們廣告及價目表的資料檔案，來幫助自己決定價格，很多成功的公司，如：家 X 福每天都會去調查其他競爭者的價格，還有目前物價成本來調整自己的價格。一個生意成功主要在於金錢上的控制，老闆必須先清楚花多少錢並不能達到完全賺錢的狀態，避免過度支出，必須先計畫好每筆金額的適量度，每個月的花費不要太高，生意地點的租金切勿過高，避免賺不到錢又要付龐大的租金和稅金。生意的成功最重要的是人脈，有人脈才有客源呀！建立人脈的方法，首先了解顧客對你的產品的喜惡，讓顧客滿意、信任你，成功建立口碑，這就是個成功的生意。			Preview preview details ↓ preview details ↓ preview details ↓ preview details ↓ Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一樁成功的小本生意，首先必須選擇一個安全便利的地點來確保源源不絕的顧客群，就如同為何便利商店為甚麼總是開在十字路口的轉角，要選一個好地點，必須先做好調查那個地方人口最多，哪個地方對最多人來說的方便的，周遭的競爭力如何等。找好地點(後)，開始研究週遭的競爭者，並建立他們廣告及價目表的資料檔案，來幫助自己決定價格，很多成功的公司，如：家 X 福每天都會去調查其他競爭者的價格，還有目前物價成本來調整自己的價格。一個生意成功 主要在於金錢上的控制，老闆必須先清楚花多少錢並不能達到完全賺錢的狀態，避免過度支出，必須先計畫好每筆金額的適量度，每個月的花費不要太高，生意地點的租金切勿過高，避免賺不到錢又要付龐大的租金和稅金。生意的成功最重要的是人脈，有人脈才有客源呀！建立人脈的方法，首先了解顧客對你的產品的喜惡，讓顧客滿意、信任你，成功建立口碑，這就是個成功的生意。	Statement-Amplification Statement-Amplification Statement-Exemplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Contrastive Alternation	Means-Purpose Means-Purpose Means-Purpose Means-Purpose Reason-Result Means-Purpose Means-Purpose Reason-Result Means-Purpose Grounds-Conclusion	Bonding Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence *Using commas or periods as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
選擇地點必須考慮店面或工廠的租金，價格是否符合成本，地點是否離市區太遠，想要經營實體店面，還是虛擬店面，建立 SWOT 分析，了解目前的競爭者的優勢與劣勢，做好成本會計，將公司從開始到營運後 3 年內的所有財務報表通通列出來，存貨與設備上的折舊率也很重要，公司營運之前，做好市場調查，決定行銷策略，焦點鎖定在什麼地區，年齡層範圍，執行目標時，每月花費都須請會計詳加記錄，剛開始先不要花太多人事成本，等公司賺錢，收入大於成本，再行規畫是否增加員工與分店，最好產品要做到物美價廉，售後服務要訂定保固條約，確保公司與顧客間的權益，網路行銷可以達到宣傳效果，所以諮詢方面，要有專業的人員，達到開源節流，管理會加分。生意興隆！			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
選擇地點必須考慮 店面或工廠的租金，價格 是否 符合成本，地點 是否 離市區太遠，想要經營實體店面，還是虛擬店面，建立 SWOT 分析，了解目前的競爭者的優勢與劣勢，做好成本會計，將公司從開始到營運後 3 年內的所有財務報表通通列出來，存貨與設備上的折舊率也很重要，公司營運之前，做好市場調查，決定行銷策略，焦點鎖定在什麼地區，年齡層範圍，執行目標時，每月花費都須請會計詳加記錄，剛開始先不要花太多人事成本，等公司賺錢，收入大於成本，再行規畫 是否 增加員工與分店，最好產品要做到 物美價廉，售後服務要訂定保固條約，確保公司與顧客間的權益，網路行銷可以達到宣傳效果，所以諮詢方面，要有專業的人員，達到開源節流，管理會加分。生意興隆！	Statement-Amplification Supplementary Alternation Contrastive Alternation Contrastive Alternation Contrastive Alternation Statement-Amplification Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Denial-Correction Contrastive Alternation Statement-Amplification	Means-Purpose Reason-Result Means-Purpose	Bonding Bonding Bonding Chronological Sequence Temporal Overlap Temporal Overlap Bonding Bonding ‘Using commas or full stops as ‘and’ or to connect ideas ’

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
1. 選地點須要人潮流量多，容易使人們停下腳步張望、人潮多，停下腳步的機會增加，便會促進客源增加，一旦喜愛此商品，將會成為固定的客群。 2. 不論是售前或是售後的服務，對現代人而言，都是很重要的評價，只要店家服務品質還不錯，光顧過的客群皆滿意，顧客回流的機會率會大增。 3. 在出售商品後，應夾帶意見調查表，若有大量的批評聲，理應改善至大家都能接受的；讚美聲，則要繼續保持，店家與顧客的互動良好時，客源會增加，回流量也大。 4. 再有競爭者的狀況下，競爭會比較激烈，古人說：「知己知彼，百戰百勝」在定位自己方向時，也要刺探敵情，在這樣的情況下，可以在價格方面做調查。 5. 庫存量要確實的掌控，商品都有一定的期限，避免商品過期，也能控制成本的固定，不會造成花費過高。 6. 原則上經營小本生意，資金不會太高，必須用最低價去製造最基本的效益；租店面時就要注意，不可用過高的金額，如果能比預算低，是最好的；因此能降低成本，避免過度開銷。			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
1. 選地點須要人潮流量多，容易使人們停下腳步張望、人潮多，停下腳步的機會增加，便會促進客源增加，一旦喜愛此商品，將會成為固定的客群。	Statement-Amplification	Means-Result Condition-Consequence	Bonding
2. 不論是售前或是售後的服務，對現代人而言，都是很重要的評價，只要店家服務品質還不錯，光顧過的客群皆滿意，顧客回流的機會率會大增。	Statement-Amplification Supplementary Alternation	Condition-Consequence	Bonding
3. 在出售商品後，應夾帶意見調查表，若有大量的批評聲，理應改善至大家都能接受的；讚美聲，則要繼續保持，店家與顧客的互動良好時，客源會增加，回流量也大。	Statement-Amplification	Condition-Consequence Condition-Consequence	Bonding Chronological Sequence Bonding Bonding
4. 再有競爭者的狀況下，競爭會比較激烈，古人說：「知己知彼，百戰百勝」在定位自己方向時，也要刺探敵情，在這樣的情況下，可以在價格方面做調查。	Statement-Amplification Statement-Amplification	Means-Result Reason-Result Means-Result	Temporal Overlap Bonding Temporal Overlap
5. 庫存量要確實的掌控，商品都有一定的期限，避免商品過期，也能控制成本的固定，不會造成花費過高。	Statement-Amplification	Reason-Result Means-Purpose Means-Result	Bonding Bonding Bonding
6. 原則上經營小本生意，資金不會太高，必須用最低價去製造最基本的效益；租店面時就要注意，不可用過高的金額，如果能比預算低，是最好的；因此能降低成本，避免過度開銷。	Statement-Amplification Statement-Amplification	Reason-Result Condition-Consequence Grounds-Conclusion	Using commas or semicolons as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
首先針對要產品做市場調查，看看顧客群的反應如何？看產品定位是屬同質性高，或是異質性高的產品，接著可以看產品的價格是要如何決定？如果決定好了價格，就要注意潛在的競爭者是如何擬定價格，可以參考納入考慮。產品的存貨量是需要控管的，如果產品的是在初期時，貨存量是一定要有的，但因為還不到成長期階段，所以不需大量進貨，小本生意的目標是要賺取利潤，將成本降到最低，所以如何向供應商議價也是很重要的，地點的選擇也是需要事前調查，針對消費群的偏好，將市場定位好，選擇符合你(妳)的消費群，當然，如果是小本生意，就不該考慮昂貴的黃金地段，要能在成本預算內選擇，了解顧客群的偏好後，給予良好的服務，希望自己能優於競爭者，產品品質是首要條件，品質好才能奠定基礎，行銷手法上一定是有好的服務或是良好的售後服務，也可以給與意見函，讓顧客可以參與及回應產品好，一定要達到顧客最大滿意度，才能確保顧客的來源，甚至建立忠誠度，這樣才能賺取利潤的同時，也能確保生意長久維持建立起自己的品牌。			No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
首先針對要產品做市場調查，看看顧客群的反應如何？看產品定位是屬同質性高，或是異質性高的產品，接著可以看產品的價格要如何決定？如果決定好了價格，就要注意潛在的競爭者是如何擬定價格，可以參考納入考慮。產品的存貨量是需要控管的，如果產品的是在初期時，貨存量是一定要有的，但因為還不到成長期階段，所以不需大量進貨，小本生意的目標是要賺取利潤，將成本降到最低，所以如何向供應商議價也是很重要的，地點的選擇也是需要事前調查，針對消費群的偏好，將市場定位好，選擇符合你(妳)的消費群，當然，如果是小本生意，就不該考慮昂貴的黃金地段，要能在成本預算內選擇，了解顧客群的偏好後，給予良好的服務，希望自己能優於競爭者，產品品質是首要條件，品質好才能奠定基礎，行銷手法上一定是有好的服務或是良好的售後服務，也可以給與意見函，讓顧客可以參與及回應產品好，一定要達到顧客最大滿意度，才能確保顧客的來源，甚至建立忠誠度，這樣才能賺取利潤的。同時，也能確保生意長久維持建立起自己的品牌。	Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Supplementary Alternation	Condition-Consequence Condition-Consequence Reason-Result Reason-Result Means-Purpose Condition-Consequence Means-Purpose Condition-Consequence Reason-Result Means-Purpose Means-Result Means-Result Means-Result	Chronological Sequence Using commas as 'and' Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Temporal Overlap Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
針對經營模式，我們可由下列幾點來分析經營行銷模式： (a) 首先要了解顧客對本公司的服務期望，了解顧客所需針對顧客意賤進而改善產品確保顧客滿意及忠誠度 (b) 針對價格策略，要先了解競爭者，研究且建立競爭者的廣告及價目表的資料檔案，還有對方的優勢與劣勢，對於存貨的控管也需特別注意，不要有過多的滯銷且在現金流向的相當清楚，盡量避免有不肖人士發生而使公司倒閉，並且避免過度花費又造成入不敷出，對於生意地點的選擇，租金切勿過出，和每月花費也不要太高，報表方面須詳細紀錄，在看報表時能很快了解公司的財務狀況。 (c) 其實公司最重要的是須擁有良好的地點，所以我們應要選擇一個安全且便利的地點，讓大眾可以較快注意本公司，對於公司附近的營運狀況也需注意，要了解四周的生活模式而加以調整本公司的產品，以客戶為主，確保源源不絕的顧客群。 以上 3 點是針對公司所做的基本方針及需具備的條件，有了穩定的基礎，在開發新市場的目標。			Preview Details  Conclusion		

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
在這競爭的社會裡，如何有一樁成功的小本生意，歸納出有以下六點經營小本生意成功之要素。 1. 安全便利的地點 以確保源源不絕的顧客群及降低運輸成本之支出。 2. 顧客對我服務之期待 以確保顧客對我所提供服務之滿意，進而產生一定之忠誠度。 3. 顧客對我的產品之好與惡 直接影響生產興隆之程度。 4. 生意地點的選擇優良 可減少店面租金成本。 5. 存貨程度之控管 致確保適當現金流向，並避免過度花費而導致生意之失敗。 6. 研究你的競爭對手 建立競爭對手的廣告及價目表的資料檔案，可幫助決定價格之策略。 綜合上述之六點，個人相信若能以此六項原則，相輔相成，缺一不可，想必能創造一樁成功的小本生意。			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
在這競爭的社會裡，如何有一樁成功的小本生意，歸納出有以下六點經營小本生意成功之要素。 1. 安全便利的地點 以確保源源不絕的顧客群及降低運輸成本之支出。 2. 顧客對我服務之期待 以確保顧客對我所提供服務之滿意，進而產生一定之忠誠度。 3. 顧客對我的產品之好與惡 直接影響生產興隆之程度。 4. 生意地點的選擇優良 可減少店面租金成本。 5. 存貨程度之控管 致確保適當現金流向，並避免過度花費而導致生意之失敗。 6. 研究你的競爭對手 建立競爭對手的廣告及價目表的資料檔案，可幫助決定價格之策略。 綜合上述之六點，個人相信若能以此六項原則，相輔相成，缺一不可，想必能創造一樁成功的小本生意。	Statement-Amplification (the rest of paragraph) Statement-Amplification Statement-Amplification	Means-Purpose Means-Purpose Reason-Result Means-Result Means-Purpose Means-Result Reason-Result Means-Purpose Condition-Consequence	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding *Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一筆成功的生意 總共可分為六個主軸：（一）穩定的客源、（二）顧客之滿意度、（三）顧客對產品的感受、（四）定價之策略、（五）收支的分配、（六）每月的預算。首先，要有穩定的客源，「地點」的選擇是非常重要的，這有就是為什麼統一企業總是將分店開設在兩條路的交叉口，也就是俗稱的黃金三角地段。因此，地點的選擇，將會決定你生意的命運。接著，是你所設定的目標，你期望客人從你的商品中得到些什麼？生理需求的解決？抑或是心靈層面上的滿足？再來，是要站在消費者之角度來看待你的產品，這包括了它的外觀、形狀、顏色等等。以及你是否會對此作修改調整？消費者的眼睛是雪亮且不留情的，好的保留，壞的就丟。而關於價格之調整，參考競爭者是非常重要的。最後，存貨的控管以及收支上的控管，都是身為一個成功的生意人所具備的條件。			Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一筆成功的生意 總共可分為六個主軸：（一）穩定的客源、（二）顧客之滿意度、（三）顧客對產品的感受、（四）定價之策略、（五）收支的分配、（六）每月的預算。首先，要有穩定的客源，「地點」的選擇是非常重要的，這就是為什麼統一企業總是將分店開設在兩條路的交叉口，也就是俗稱的黃金三角地段。因此，地點的選擇，將會決定你生意的命運。接著，是你所設定的目標，你期望客人從你的商品中得到些什麼？生理需求的解決？抑或是心靈層面上的滿足？再來，是要站在消費者之角度來看待你的產品，這包括了它的外觀、形狀、顏色等等。以及你是否會對此作修改調整？消費者的眼睛是雪亮且不留情的，好的保留，壞的就丟。而關於價格之調整，參考競爭者是非常重要的。最後，存貨的控管以及收支上的控管，都是身為一個成功的生意人所具備的條件。	Statement-Amplification Statement-Amplification Statement-Amplification Supplementary Alternation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Condition-Consequence Reason-Result Grounds-Conclusion Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Chronological Sequence Chronological Sequence Chronological Sequence Bonding Bonding Bonding Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
如何經營成功的小本生意 1. 要靈活多變 經營環境常常是瞬息萬變的，市場行情此一時彼一時，誰的反應速度快，適應市場的變化，誰就能贏得時間，爭得經營主動權。小本經營有一個明顯的優點就是“船小掉頭快”，只要經營者時刻保持清醒的頭腦，及時對市場變化作出靈敏快捷的反應，搶先抓住稍縱即逝的商機，一定能夠實現小本大利。比如“變形金剛”進入中國市場時，最早獲知信息的都是一些小商人，他們迅速與生產企業建立起了穩固的經銷關係，投資不多但都獲利頗豐。 2. 巧佔市場盲點 小本經營者如果被動地隨波逐流，可能永無出頭之日。其實，經濟愈發達，社會愈進步，人們的需求就愈細化。事實上，大市場之間一定存在著大企業無暇顧及的縫隙市場，它非常適合小本經營。因此，小額投資者應該跳出固有、狹窄、強化的思維模式，從更長遠的時空上把握市場運作規律，深入研究消費需求、獨闢蹊徑，致力於經營人無我有的商品和服務，巧佔市場盲點。 3. 要額外服務 商家為了促銷，有的打價格戰走薄利多銷之路，有的給顧客贈物返券，有的搞抽獎回報，有的借媒體之勢大做廣告，可謂費盡心機想盡辦法，但這些司空見慣的促銷手段效果往往都不是太好。經營灶具生意的楊老闆，想出了“買灶具免費送婚禮錄像”這一攬客的絕招，一時間吸引了很多新婚夫婦上門購買，生意比同行好得多。 4. 為顧客提供便利 資本雄厚的大企業經營重“守”，做小生意的小本經營重“走”。資本雄厚的企業，可以通過各大媒體發布促銷廣告，利用自身優越的經營環境、齊全配套的商品和服務，等顧客主動上門。小本經營者一般經營的是日常生活用品，容易和顧客建立穩定的聯繫，因此流動銷售和送貨上門的方式往往更能迎合顧客的需求。			Preview Details preview details ↓ preview details ↓ preview details ↓ preview details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
如何經營成功的小本生意 1. 要靈活多變 經營環境常常是瞬息萬變的，市場行情此一時彼一時，誰的反應速度快，適應市場的變化，誰就能贏得時間，爭得經營主動權。小本經營有一個明顯的優點就是“船小掉頭快”，只要經營者時刻保持清醒的頭腦，及時對市場變化作出靈敏快捷的反應，搶先抓住稍縱即逝的商機，一定能夠實現小本大利。比如“變形金剛”進入中國市場時，最早獲知信息的都是一些小商人，他們迅速與生產企業建立起了穩固的經銷關係，投資不多，但都獲利頗豐。 2. 巧佔市場盲點 小本經營者如果被動地隨波逐流，可能永無出頭之日。其實，經濟愈發達，社會愈進步，人們的需求就愈細化。事實上，大市場之間一定存在著大企業無暇顧及的縫隙市場，它非常適合小本經營。因此，小額投資者應該跳出固有、狹窄、強化的思維模式，從更長遠的時空上把握市場運作規律，深入研究消費需求，獨闢蹊徑，致力於經營人無我有的商品和服務，巧佔市場盲點。 3. 要額外服務 商家為了促銷，有的打價格戰，走薄利多銷之路，有的給顧客贈物返券，有的搞抽獎回報，有的借媒體之勢大做廣告，可謂費盡心機想盡辦法，但這些司空見慣的促銷手段效果往往都不是太好。經營灶俱生意的楊老闆，想出了“買灶具免費送婚禮錄像”這一攬客的絕招，一時間吸引了很多新婚夫婦上門購買，生意比同行好得多。 4. 為顧客提供便利 資本雄厚的大企業經營重“守”，做小生意的小本經營重“走”。資本雄厚的企業，可以通過各大媒體發布促銷廣告，利用自身優越的經營環境、齊全配套的商品和服務，等顧客主動上門。小本經營者一般經營的是日常生活用品，容易和顧客建立穩定的聯繫，因此流動銷售和送貨上門的方式往往更能迎合顧客的需求。	~~Statement-Amplification~~ (the rest of sentences) ~~Statement-Amplification~~ ~~Contrastive Alternation~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~ ← ~~Statement-Exemplification~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ (the rest of sentences) ~~Statement-Amplification~~ ~~Simple Contrast~~ ~~Statement-Amplification~~ (the rest of sentences) ~~Concession-Contraexpectation~~ ~~Statement-Exemplification~~ ~~Simple Contrast~~ ~~Statement-Amplification~~ (the rest of sentences) ~~Statement-Amplification~~	~~Condition-Consequence~~ ~~Condition-Consequence~~ ~~Grounds-Conclusion~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Means-Purpose~~ ~~Condition-Consequence~~ ~~Means-Result~~ ~~Reason-Result~~ ~~Grounds-Conclusion~~	Using commas as ‘and’ Bonding Temporal Overlap Bonding Bonding Bonding Bonding Bonding Bonding Bonding

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
經營小本生意成功之要素 在這個蕭條的大環境下，越來越多剛從學校畢業的社會新鮮人找不到理想的工作，亦或是根本找不到就業機會。因此許多人選擇自己當老闆，做些小本生意來過生活。但是一個成功的小本生意也有它的經營哲學。 首先，一個生意人必須明瞭顧客對你的產品之好與惡。小本生意的老闆大多是站在第一線，面對面與顧客交流，因此可以較輕易地了解顧客對產品的喜愛。 第二，明瞭顧客對你服務之期望，以確保顧客之滿意及忠誠。 第三，選擇一個安全便利的地點，能讓源源不絕的顧客來光顧。 第四，從別人身上學優點，研究你的競爭者，建立他的廣告及價目表的資料檔案，做為借鏡。 第五，存貨程度之控管，以確保適當現金流向並避免過度花費。 最後，生意地點的選擇，租金切勿過高。此舉可以避免過多每月花費。 掌握這六點經營哲學，能夠讓一個開業者比別人較容易成功。當然，千萬不要忘了你的毅力及努力，肯付出就會有收穫。	Supplementary Alternation Concession-Contraexpectation Statement-Amplification Statement-Amplification Statement-Amplification Statement-Amplification	Reason-Result Reason-Result Means-Purpose Means-Result Means-Purpose Means-Purpose Means-Purpose Means-Purpose Means-Result Reason-Result	Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding Bonding 'Using commas as 'and''

Recount Texts-Chinese - EFL Students

Text	Translation	Overall Rhetorical Structuring				
		PSn	Matching	General-Particular		
				Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本經濟發展之現況，目前日本的經濟發展之現況，有在雖緩慢復原中但仍有些問題，復原中的是經濟，經濟有些改善，但可能只是暫時的。因為，現在都沒有強而有力的新興公司。導致這些的原因是，現代社會都老化人口，低出生率。所以落在年輕人肩膀上的賦稅重擔是全世界最高級。二次世界大戰末，日本經濟發展之景況，那時候的經濟發展都是因飢荒而需食物配給，因為日本之商務船隊被毀，還有日本來自中國、韓國、台灣之食物鍊也被截斷了。在 1990 年時，國內生產總值(GDP)- 全世界第二高，這是德國的兩倍，是美國的 70%。GDP 之資金方面的話是全世界第三高。在 2000 年時，有十年不景氣的表現。自 1990 年起，日本政府十項補充花錢之措施中花費了 2 億日圓，冒充不景氣中的經濟。那時政府整體負債佔國中生產總值之 130%是在經濟合作與發展組織中是最差的，所以無法成長也大量錯置的資金、勞力、工業技術。二次大戰後時，依據與政府、銀行、法人組織部門之間的社會契約，國家採集中管理了。因為政府指示銀行投資策略性的部門，法人組織部門承諾終身雇用，也為人民維持高存款率的關係。	The present situation of the development Japanese economy, at preset the situation of Japanese economic development, although it is slowly recovering (but) there are still some problems, what is recovering is economy, there is some improvement in economy, but it is probably temporary. Because, there are not strong new companies now. The reasons that cause these are, ageing problems, low birth rate in the present society. So the tax burdens on young people's shoulders are the heaviest in the whole world. At the end of World War II, the situation of Japanese economic development, at that time the economic development was all about food rations because of starvation, because Japan's merchant fleet was destroyed, and the food supplies from China, Korea, Taiwan were also cut off. In 1990, GDP was the second highest in the world, this was twice that of Germany, was 70% that of the USA. GDP per capita was the third highest in the world. In 2000, (Japan) had a decade of stagnant performance. Since 1990, Japanese government spent ¥20 billion in 10 supplementary spending packages, to simulate the economy in the recession. At that time the Government gross debt was 130% of GDP (which) was the worst in the OECD, so (they were) incapable of growth, also massive misallocation of capital, labour, technology. After World War II, based on a social contract between the Government, banks, corporate sector, the nation adopted statist development. Because the Government directed banks to invest in the strategic sectors, the corporate sector promised lifelong employment, and the people maintained high rates of saving.	Situation 5 Evaluation 5 Problem 5 Situation 1 Solution 1 Problem 1 Evaluation 2/ Situation 3 Evaluation 4 Situation 4 Solution 4 Problem 4 Situation 2 Response/ Solution 2 Evaluation 2		No Preview Details ↓ No conclusion		

Text	Translation	Internal Discourse Structuring		
		Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
有著武士精神稱之為大和魂的日本，其經濟狀況一年比一年的好。日本在 1945 年二次大戰末期，日本商務船隊被毀，加上來自中國、韓國、台灣之食物又被截斷，人民沒有糧食，根本毫無經濟可言，而後國家依據與政府、法人銀行部門之間的契約，採集中管理，政府指示銀行投資策略性的部門，法人組織部門承諾終身雇用，那時的人民維持著高存款率。因此，國家經濟才能逐漸改善至今，雖然緩慢復原中，但仍有些問題，日本現今缺乏強而有力的新興公司。人口老化、低出生率將專攻中壯年人口不足，勞動力減少。因此，世界上落在年輕人肩上的賦稅率，最高的國家是日本，這可看出日本經濟有在改善，但可能只是暫時的。再來看看日本在 1990 年的經濟發展為何？由報導指出，國內生產總價為全世界第二高，是德國的二倍，是美國的 70%，此外，GDP 之資金位居全世界第二高。但是在這之前，日本度過了不景氣的十年，自 1990 年起，日本政府在十項補充措施花費了兩百億日圓，冒充不景氣中的經濟，這佔了國內生產總值的 24% 之多；而政府整體負債佔國內生產之 130% 之多。這在「經濟合作」與發展組織中是最差的，日本經濟無法成長，大量錯置的資金、勞力與工業技術讓日本經濟往下滑……。如今，日本經濟稍有起色，但從諸多條件被預估只是暫時好轉，日本的經濟往後將會如何呢？日本政府又會實施什麼策略呢？日本之經濟的問題，請各位深思一下吧！ How will Japanese Economy be in future? And what strategy will Japanese Government implement? Everyone please deeply thinks about Japanese economic problem.	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Evaluation 2 Situation 3 Evaluation 3 Situation 4 Problem 4 Solution 4 Evaluation 4		Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本為亞洲四小龍之一，但在二次世界大戰以後日本的經濟發展為何呢？答案是雖緩慢復原中，但仍有問題。因為它沒有強而有力的新興公司，經濟雖有些改善，但可能只是暫時的，而老化人口，低出生率，更使的年輕人肩膀上的賦稅重擔為世界最高。在 1945 年二次世界大戰末期 日本因飢荒而需食物配給，但由於商務船隊被毀，使得來自中國、韓國、台灣之食物被截斷，在 1990 年時，日本國內生產總值為世界第二高，是德國的兩倍，是美國的百分之七十，國內生產總值的資金為全世界第三高。但好景不常在，在 2000 年的時候，是日本十年不景氣的表現，自 1990 年起，日本十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟，政府整體負債佔國內收產總值 130%。經濟無法成長，大量錯置的資金、勞力、工業技術，即所謂的泡沫經濟。日本在戰後，依據與政府銀行、法人組織部門間的社會契約，國家採集中管理，政府指示銀行投資策略式部門，法人組織部門，使人民維持高存款率。	Situation 1 Problem 1 Evaluation 2 Evaluation 3 Solution 3 Problem 3 Situation 3 Situation 2 Solution 2		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
二次大戰後，日本身為戰敗國，爲了重整經濟和國內建設，政府發起一連串措施，雖持續在復原，但仍受許多戰後萌生之間問題阻礙，例如人口老化，少子化，並且新生代日本人賦稅重。二戰中，日本商務船隊遭毀，中、韓、台的食物來源斷絕。使重振經濟困難重重。1990 年的日本經濟連高峰，GDP 世界第二高，是德國二倍，美國的 70 %等成績，但在 2000 年的十年間又呈現不景氣，政府甚至花 200 億日圓來冒充景氣現象，政府負擔大，經濟無法成長。	Situation 1 Problem 1 Situation 2 Situation 3 Problem 3 Solution 3 Evaluation 3		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
二次大戰後，日本身為戰敗國，為了重整經濟和國內建設，政府發起一連串措施，雖持續在復原，但仍受許多戰後萌生之間問題阻礙，例如人口老化，少子化，並且新生代日本人賦稅重。二戰中，日本商務船隊遭毀，中、韓、台的食物來源斷絕。使重振經濟困難重重。1990 年的日本經濟連高峰，GDP 世界第二高，是德國二倍，美國的 70% 等成績，但在 2000 年的十年間又呈現不景氣，政府甚至花 200 億日圓來冒充景氣現象，政府負擔大，經濟無法成長。	Concession-Contraexpectation Statement-Exemplification Statement-Amplification Simple Contrast Simple Contrast Simple Contrast Concession-Contraexpectation Concession-Contraexpectation	Reason-Result Means-Purpose Reason-Result Means-Purpose Reason-Result	Chronological Sequence Bonding Bonding Chronological Sequence Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本自第二次大戰後，雖然損失慘重，但是由於日本人刻苦耐勞的個性，在戰後的 30 年已漸漸爬上軌道。沒有強而有力的新興公司，但是由於品質的保證，使得公司得到全世界的認同而強大了起來。老化人口這是全世界的趨勢，正確的做法為日本帶來完善的老化人口的福利與機構。目前日本經濟最大問題為「經濟泡沫化」，這才是最需要被探討的問題。1945 年二次世界大戰末期，由於商務船隊被摧毀，食物補給來源被切斷，日本陷入饑荒中，並且經濟落末，需要別人的幫助，青少年也變得少許，無工作。雖然政府錯置資金，並且負債累累，但是由於民間機構的發展一直很好，所以還是有可能從民間機構拉回一把。	Problem Solution Evaluation Problem Evaluation Problem Situation Problem Solution Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
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Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本自從二次世界大戰失敗後，很明顯的有經濟衰退的情形。由於現在日本很多家庭都有經濟壓力，導至於出生率降低，人口老化，年輕人必須要負擔更多的稅收問題。日本在二次大戰末期，商務船隊被毀，使日本必須從國外引進食物，不過來自中國、韓國、台灣的食物補給被截斷，使日本食物更缺乏，因飢荒而使經濟更加衰退。雖然日本在 1990 年的 GDP 為全世界的第二高，GDP 資金為全世界第三高，不過那是日本政府花費了兩百億資金的投入，冒充不景氣中的經濟，所佔的比率高達百分之二十四。然而 2000 年後日本的經濟不但沒有改善，還無成長。日本政府大量錯置資金、勞力、工業技術，使政府整體負債佔國內生產總值之 130%，是在經濟合作與發展組織中是最差的。日本為了改善資金問題，依據與政府、銀行、法人組織部門之間的社會契約。國家採集中管理，指示銀行投資策略的部門，法人組織部門也承諾終身雇用。使人民維持高存款率，使資金問題改善，經濟才能成長。	Situation 1 Problem 1 Evaluation 1 Solution 1 Problem 2 Situation 2 Solution 2 Evaluation 2		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本自從二次世界大戰失敗後，很明顯的有經濟衰退的情形。由於現在日本很多家庭都有經濟壓力，導至於出生率降低，人口老化，年輕人必須要負擔更多的稅收問題。日本在二次大戰末期，商務船隊被毀，使日本必須從國外引進食物，不過來自中國、韓國、台灣的食物補給被截斷，使日本食物更缺乏，因飢荒而使經濟更加衰退。雖然日本在 1990 年的 GDP 為全世界的第二高，GDP 資金為全世界第三高，不過那是日本政府花費了兩百億資金的投入，冒充不景氣中的經濟，所佔的比率高達百分之二十四。然而 2000 年後日本的經濟不但沒有改善，還無成長。日本政府大量錯置資金、勞力、工業技術，使政府整體負債佔國內生產總值之 130%，是在經濟合作與發展組織中是最差的。日本為了改善資金問題，依據與政府、銀行、法人組織部門之間的社會契約。國家採集中管理，指示銀行投資策略的部門，法人組織部門也承諾終身雇用。使人民維持高存款率，使資金問題改善，經濟才能成長。	Statement-Amplification (the next 8 sentences to 衰退) Concession-Contraexpectation Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Statement-Amplification Simple Contrast Statement-Amplification	Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Means-Purpose Reason-Result Means-Purpose Means-Result Means-Purpose Means-Result	Chronological Sequence Chronological Sequence Bonding Using Commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
自從二次大戰以來，日本經濟瞬間衰落，在種種壓力下，迫使日本政府下令不再有任何戰爭，只要戰爭即將引爆，他們日本政府，就會以和事佬的姿態出現，爲了就是不要日本人民再遭受到生離死別、孤苦無依的情況及經濟一蹶不振的情形再度發生，而去立的一項法條。而在日本境內，老人居國家之冠，小孩年輕人卻有日漸萎縮的情形。相對而言，每一位年輕人所應承受的的重擔也會更深。糧食方面，或許是因爲仇日方面，讓中，國、韓國、台灣等國家的食物補給全給中斷，這也不無可能，因爲世界就像水中的倒影一般，曾經殘暴的對待鄰國，假以時日他們也會以相等的份量加倍歸還，這樣不僅讓世界各地不斷的循環，那麼世界上會有休止的一天嗎？所以說，日本經過這一段過渡時期，但也是最難熬的一段，相信也應該有徹底地覺悟、振作才有今日日本的經濟發展。			Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
自從二次大戰以來日本經濟瞬間衰落，在種種壓力下，迫使日本政府下令不再有任何戰爭，只要戰爭即將引爆，他們日本政府，就會以和事佬的姿態出現，爲了就是不要日本人民再遭受到生離死別、孤苦無依的情況及經濟一蹶不振的情形再度發生，而去立的一項法條。而在日本境內，老人居國家之冠，小孩年輕人卻有日漸萎縮的情形。相對而言，每一位年輕人所應承受的的重擔也會更深。 糧食方面 ，或許是因為仇日方面，讓中國、韓國、台灣等國家的食物補給全給中斷，這也不無可能，因為世界就像水中的倒影一般，曾經殘暴的對待鄰國，假以時日他們也會以相等的份量加倍歸還，這樣不僅讓世界各地不斷的循環，那麼世界上會有休止的一天嗎？所以說，日本經過這一段過渡時期，但也是最難熬的一段，相信也應該有徹底地覺悟、振作才有今日日本的經濟發展。	Concession-Contraxpectation Statement-Amplification Concession-Contraxpectation	Reason-Result Condition-Consequence Means-Purpose Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion Reason-Result Grounds-Conclusion	Bonding Bonding Bonding Using commas as ‘and’

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
自日本第二次世界大戰之後，日本的經濟陷入困境，也產生了停滯期。在大戰末期，日本依賴外商進口食物，卻因經濟狀況而被壟斷。戰後，日本經濟逐漸改善，但又因環境、人口、弱勢公司的許多問題浮上檯面，經濟停滯且緩慢成長，年輕人的肩擔也沉重許多。政府採用了眾多政策，將人民維持高存款率，希望能對國家的經濟有些許幫助，以循序漸步的手法試圖改善。1990 年期間，日本經濟迅速成為生產總值占世界第二，不論是美國、德國之強國都輸給日本後期經濟之發展。2000 年時，日本政府在 1990 年開始，計畫了多項措施，因而必須將不景氣的經濟給填補，卻因此將資金投注失敗，使經濟無法承受也浪費了許多資源。以上看來，日本經濟雖然緩慢，但仍是逐漸成長，政府積極推策措施，雖又降低生產量，可是對於經濟還有實質上的幫助，現在日本在經濟上已成為世界的強國之一，之前的挫敗促使她們更加成長進步，這也是世界大戰後經濟成長循環還重要的部分。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Solution 2 Problem 2 Evaluation 2		Preview Details ↓ Summary Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
自日本第二次世界大戰之後，日本的經濟陷入困境，也產生了停滯期。在大戰末期，日本依賴外商進口食物，卻因經濟狀況而被壟斷。戰後，日本經濟逐漸改善，但又因環境、人口、弱勢公司的許多問題浮上檯面，經濟停滯且緩慢成長，年輕人的肩擔也沉重許多。政府採用了眾多政策，將人民維持高存款率，希望能對國家的經濟有些許幫助，以循序漸步的手法試圖改善。1990 年期間，日本經濟迅速成為生產總值占世界第二，不論是美國、德國之強國都輸給日本後期經濟之發展。2000 年時，日本政府在 1990 年開始，計畫了多項措施，因而必須將不景氣的經濟給填補，卻因此將資金投注失敗，使經濟無法承受也浪費了許多資源。以上看來，日本經濟雖然緩慢，但仍是逐漸成長，政府積極推策措施，雖又降低生產量，可是對於經濟還有實質上的幫助，現在日本在經濟上已成為世界的強國之一，之前的挫敗促使她們更加成長進步，這也是世界大戰後經濟成長循環還重要的部分。	Statement-Amplification Concession-<u>Contraexpectation</u> Concession-<u>Contraexpectation</u> Statement-Amplification Simple Contrast Concession-<u>Contraexpectation</u> Concession-<u>Contraexpectation</u> Concession-<u>Contraexpectation</u> Statement-Amplification	Reason-Result Reason-Result Means-Purpose Means-Purpose Reason-Result Grounds-Conclusion (the rest of sentences) Means-<u>Result</u> Reason-Result	Chronological Sequence Chronological Sequence Bonding Bonding Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在二次大戰末期(1945 年)，日本的商務船隊被毀，來自中國、韓國和臺灣的食物補給中斷。戰後，國家中管理政府指示銀行投資策略性部門，法人組織承諾終身雇用，人民維持高存款率。在 1990 年，日本的國內生產值(GDP)是全世界第二高的，是德國的兩倍，美國的百分之七十，而 GDP 的資金是全世界第三高的。到了 2000 年日本政府在這十年，十項補充花錢的措施中，已花費了 200 億的日圓了，而這些動作都是用來冒充不景氣中的經濟，大約占了國內生產總值的 24%。雖然日本的經濟是很緩慢的在復原中，但仍存在著許多問題。例如經濟雖然有些改善，但有可能都是暫時性的，而且沒有強而有力的新興公司，況且現在日本都是老化人口，結婚率減少，加上大多都不願意生小孩，頂多只生一個小孩，因此，賦稅重擔都落在年輕人肩膀上，而日本年輕人肩上的賦稅重擔是全世界最高的。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Solution 2 Problem 2 Evaluation 2		No Preview Details ↓ Conclusion (+Details)		Generalization Example

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在二次大戰末期(1945 年)，日本的商務船隊被毀，來自中國、韓國和臺灣的食物補給中斷。戰後，國家中管理政府指示銀行投資策略性部門，法人組織承諾終身雇用，人民維持高存款率。在 1990 年，日本的國內生產值(GDP)是全世界第二高的，是德國的兩倍，美國的百分之七十，而 GDP 的資金是全世界第三高的。到了 2000 年日本政府這十年，十項補充花錢的措施中，已花費了 200 億的日圓了，而這些動作都是用來冒充不景氣中的經濟，大約占了國內生產總值的 24%。雖然日本的經濟是很緩慢的在復原中，但仍存在著許多問題。例如經濟雖然有些改善，但有可能都是暫時性的，而且沒有強而有力的新興公司，況且現在日本都是老化人口，結婚率減少，加上大多都不願意生小孩，頂多只生一個小孩，因此，賦稅重擔都落在年輕人肩膀上，而日本年輕人肩上的賦稅重擔是全世界最高的。	Simple Contrast Simple Contrast Simple Contrast Simple Contrast <i>Statement-Amplification</i> <i>Concession-Contraexpectation</i> <i>Statement-Exemplification</i> <i>Concession-Contraexpectation</i> <i>Statement-Amplification</i> Simple Contrast <i>Statement-Amplification</i>	<i>Means-Purpose</i> <i>Reason-Result</i>	<i>Chronological Sequence</i> <i>Bonding</i> <i>Chronological Sequence</i> <i>Chronological Sequence</i> <i>Bonding</i> <i>Chronological Sequence</i> <i>Bonding</i> <i>Bonding</i> <i>Bonding</i> <i>Bonding</i> Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在二次世界大戰後，因飢荒且食物中斷，造成經濟發展緩慢。又因年輕人有許多都戰死了，所以，老年人人口居多，出生率降低，沒有讓國家有足夠的發展動力，又因仿效其他國家投資失敗，國家的資金大量減少，因而人民的賦稅也增加，造成人民生活困苦，國家的經濟發展也無法發展。此時日本經濟發展延遲，造成國內沒新興的公司，經濟與人才兩方面的缺乏，成為日本經濟發展的兩項主因。國家採集中管理，並介入銀行的投資，且法人組織部門承諾終身雇用，導致人才無法替換更新，經濟發展因而延長。近年日本的大學生都挑高等的學校唸，再進入高級一流的公司就職，這或許也是受當時的經濟政策所影響吧！	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在二次世界大戰後，因飢荒且食物中斷，造成經濟發展緩慢。又因年輕人有許多都戰死了，所以，老年人口居多，出生率低，沒有讓國家有足夠的發展動力，又因仿效其他國家投資失敗，國家的資金大量減少，因而人民的賦稅也增加，造成人民生活困苦，國家的經濟發展也無法發展。此時日本經濟發展延遲，造成國內沒新興的公司，經濟與人才兩方面的缺乏，成為日本經濟發展的兩項主因。國家採集中管理，並介入銀行的投資，且法人組織部門承諾終身雇用，導致人才無法替換更新，經濟發展因而延長。近年日本的大學生都挑高等的學校唸，再進入高級一流的公司就職，這或許也是受當時的經濟政策所影響吧！		Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Grounds-Conclusion	Chronological Sequence Bonding Bonding Bonding Bonding Bonding Bonding Bonding Chronological Sequence Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在經歷第二次世界大戰之後面臨了前所未有的經濟蕭條，除了商務船隊被毀，連來自中國、韓國和臺灣的之食物補給被截斷，但在好勝心意識強念之下，全國人民童心協力一條心，為日本的經濟而奮鬥，但也因戰敗後損失產慘重，剛起步時有些改善，可是仍發現問題重重，諸如沒有強而有利的新興公司，老化人口，低出生率使得年輕人當時的賦稅重擔是全世界最高的。幾年之後，日本記取二次大戰的慘痛經驗，努力不懈重建家園，終於在 1990 年，在國際的經濟上，我們看到了日本不同的新面貌，從國內生產總值來看，占了全世界第二高。才正要開始起步的日本，在 2000 經濟上發展，又面臨整體負債，大量錯置的資金、勞力及工業技術無法成長。經濟呈現起伏的狀態，而面臨一次次的打擊和困難，終於日本在國際之間闖出自己一片天地，也奠定的在世界上經濟務國的地位。	Situation 1 Solution 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2/ Solution 2 Evaluation 2		No Preview Details ↓ Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在經歷第二次世界大戰之後面臨了前所未有的經濟蕭條，除了商務船隊被毀，連來自中國、韓國和臺灣的之食物補給被截斷，但在好勝心意識強念之下，全國人民童心協力一條心，為日本的經濟而奮鬥，但也因戰敗後損失產慘重，剛起步時有些改善，可是仍發現問題重重，諸如 沒有強而有利的新興公司，老化人口，低出生率使得年輕人當時的賦稅重擔是全世界最高的。幾年之後，日本記取二次大戰的慘痛經驗，努力不懈重建家園，終於在 1990 年，在國際的經濟上，我們看到了日本不同的新面貌，從國內生產總值來看，占了全世界第二高。才正要開始起步的日本，在 2000 年經濟上發展，又面臨整體負債，大量錯置的資金，勞力及工業技術無法成長。經濟呈現起伏的狀態，而面臨一次次的打擊和困難，終於日本在國際之間闖出自己一片天地，也奠定的在世界上經濟務國的地位。	Statement-Amplification Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation Statement-Exemplification Simple Contrast Statement-Amplification Simple Contrast Concession-Contraexpectation Concession-Contraexpectation	Means-Purpose Reason-Result Reason-Result Means-Result Grounds-Conclusion (the above sentences)	Chronological Sequence Bonding Bonding Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
1945 年二次大戰末期，日本經濟發展困難，日本國內因來自中國、韓國及臺灣的食物補給被截斷，還有日本商務船隊被毀等因素，造成飢荒而需食物配給。但日本在戰後的經濟發展仍維持有一定水準。日本依據與政府、銀行、法人組織部門之間的社會契約，由國家採集中管理，政府會指示銀行投資策略性的部門，法人組織部門甚至承諾終身雇用，使得人民不因戰後而人心惶惶，人民仍維持高存款率。到了 1990 年，日本國內的生產總值達到全世界第二高，是德國的兩倍，美國的百分之七十。但 1990 年起，日本政府在十項補充花錢之措施中，花費了近兩百億的日圓，冒充不景氣的經濟。到 2000 年日本經濟不景氣已維持了十年，此時日本政府整體負債佔國內生產總值之 130%，大量錯置的資金、勞力、工業技術使得經濟無法成長。現在日本經濟雖恢復中，但仍有些問題，經濟狀況雖是有些許改善，但可能只是暫時的。此外，沒有強而有力的新興公司也是另一病態，加上人口老化、低出生率，使得落在年輕人肩膀上的賦稅重擔是全世界最高的。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Situation 3 Evaluation 3 Problem 3		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
1945 年二次大戰末期，日本經濟發展困難，日本國內因來自中國、韓國及臺灣的食物補給被截斷，還有日本商務船隊被毀等因素，造成飢荒而需食物配給。但日本在戰後的經濟發展仍維持有一定水準。日本依據與政府、銀行、法人組織部門之間的社會契約，由國家採集中管理，政府會指示銀行投資策略性的部門，法人組織部門甚至承諾終身雇用，使得人民不因戰後而人心惶惶，人民仍維持高存款率。到了 1990 年，日本國內的生產總值達到全世界第二高，是德國的兩倍，美國的百分之七十。但 1990 年起，日本政府十項補充花錢之措施中，花費了近兩百億的日圓，冒充不景氣的經濟。到 2000 年日本經濟不景氣已維持了十年，此時日本政府整體負債佔國內生產總值之 130%，大量錯置的資金、勞力、工業技術使得經濟無法成長。現在日本經濟雖恢復中，但仍有些問題，經濟狀況雖是有些許改善，但可能只是暫時的。此外，沒有強而有力的新興公司也是另一病態，加上人口老化、低出生率，使得落在年輕人肩膀上的賦稅重擔是全世界最高的。	~~Statement-Amplification~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~ ~~Statement-Amplification~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Concession-Contraexpectation~~ ~~Concession-Contraexpectation~~ ~~Concession-Contraexpectation~~ ~~Simple Contrast~~	~~Reason-Result~~ ~~Reason-Result~~ ~~Means-Result~~ ~~Means-Result~~ ~~Reason-Result~~ ~~Means-Purpose~~ ~~Grounds-Conclusion~~ ~~Reason-Result~~ ~~Reason-Result~~	~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Using commas as 'and'~~

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在第二次世界大戰期間發生過日本商務船隊被毀，及來自國外食物補給被截斷後，在戰後為了經濟發展，採用了政府所提供的集中管理，例如政府指示銀行投資策略性部門，承諾終生雇用等，使人民為國家效力及安定人心。因上述的政策使人民為了國家及大眾更努力，進而讓國內生產總值推進世界前三名。此結果雖然讓日本經濟迅速成長，卻也無法長久，10 年的不景氣讓日本政府負債 GDP 之 130%，原因不外乎是成長空間減少，政府 錯 置資金、勞工、工業技術等等。目前日本經濟雖有復原但相當緩慢，少子化使得賦稅重擔落在年輕人的肩膀上，國內沒有強而有力的新興公司也是緩慢復原的原因之一。當然也有出現目前國內經濟改善可能只是暫時性的說法。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Situation 3 Problems 3 Evaluation 3		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在第二次世界大戰期間發生過日本商務船隊被毀，及來自國外食物補給被截斷後，在戰後爲了經濟發展，採用了政府所提供的集中管理，例如政府指示銀行投資策略性部門，承諾終生雇用等，使人民爲國家效力及安定人心。因上述的政策使人民爲了國家及大眾更努力，進而讓國內生產總值推進世界前三名。此結果雖然讓日本經濟迅速成長，卻也無法長久，10 年的不景氣讓日本政府負佔 GDP 之 130%，原因不外乎是成長空間減少，政府錯置資金，勞工、工業技術等等。目前日本經濟雖有復原但相當緩慢，少子化使得賦稅重擔落在年輕人的肩膀上，國內沒有強而有力的新興公司也是緩慢復原的原因之一。當然也有出現目前國內經濟改善可能只是暫時性的說法。	Statement-Exemplification Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation	Reason-Result Means-Purpose Means-Result Reason-Result Reason-Result Reason-Result Reason-Result	Chronological Sequence Bonding Chronological Sequence Bonding Bonding Bonding Chronological Sequence Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
「經濟泡沫化」這名詞我想是來自於日本吧。日本近幾年來人口有逐漸老化的現化，而年輕人的賦稅卻是全世界最高的。在第二次世界(大戰之)後，日本不管在任何方面都受到嚴重打擊，尤其是經濟這方面。即使已經事隔多年，日本經濟依然沒有辦法確實的進步或有所改善。1990年後，日本政府花了兩百億的日幣，想要試圖改善經濟環境，但這只是更造成了許多資金、勞力、工業技術停滯，對經濟上也沒有任何的幫助和成長。日本的消費不是只有外國觀光客才覺得貴，日本人自己就已經覺得很貴，也不太願意消費，只願意讓自己的存款變多，放在銀行中也不願意做其他的花費。	Situation Problem Solution Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
「經濟泡沫化」這名詞我想是來自於日本吧。日本近幾年來人口有逐漸老化的現化，而年輕人的賦稅卻是全世界最高的。在第二次世界(大戰之)後，日本不管在任何方面都受到嚴重打擊，尤其是經濟這方面。即使已經事隔多年，日本經濟依然沒有辦法確實的進步或有所改善。1990 年後，日本政府花了兩百億的日幣，想要試圖改善經濟環境，但這只是更造成了許多資金、勞力、工業技術停滯，對經濟上也沒有任何的幫助和成長。日本的消費不是只有外國觀光客才覺得貴，日本人自己就已經覺得很貴，也不太願意消費，只願意讓自己的存款變多，<u>放在銀行中</u>也不願意做其他的花費。	Simple Contrast Concession-Contraexpectation Supplementary Alternation Concession-Contraexpectation Statement-Amplification Denial-Correction	Reason-Result Means-Purpose Reason-Result Means-Purpose	Bonding Chronological Sequence Chronological Sequence Bonding Bonding Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
在二次世界大戰以來，日本的經濟發展一直都是 有問題的。自二次世界大戰末期因飢荒而需食物 的配給，才能稍稍改善這嚴重的問題。但糟糕的 是日本商務船被毀，來自中國、韓國、臺灣的食 物補給被截斷，導致日本供不應求。近來，日本 的經濟有些改善，但可能只是暫時的，原因是日 本沒有強而有力的公司作後盾，而且老年人口增 加，出生率低，使得年輕人身擔重稅，如此一來 日本經濟很快就瓦解了。在2000年，日本經 濟發展景況是呈現負數的，但是日本卻冒充不景 氣，整體負債總值達130%，大量錯置的基金、 勞力、工作技術導致經濟停滯，無法成長。戰後 日本依據與政府、銀行、法人組織部門之間的社 會契約，國家採集中管理。政府指示銀行投資策 略性的部門，法人組織部門承諾終身雇約，人民 維持高存款率，然而，日本的經濟狀況是現在非 常急迫且急需改善的問題。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 3 Problem 3 Evaluation 3 Situation 4 Problem 4 Solution 4 Evaluation 4 Situation 2 (Problem 2) Solution 2 Evaluation 2		Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
在二次世界大戰以來，日本的經濟發展一直都是有問題的。自二次世界大戰末期因飢荒而需食物的配給，才能稍稍改善這嚴重的問題。但糟糕的是日本商務船被毀，來自中國、韓國、臺灣的食物補給被截斷，導致日本供不應求。近來，日本的經濟有些改善，但可能只是暫時的，原因是日本沒有強而有力的公司作後盾，而且老年人口增加，出生率低，使得年輕人身擔重稅，如此一來日本經濟很快就瓦解了。在2000年，日本經濟發展景況是呈現負數的，但是日本卻冒充不景氣，整體負債總值達130%，大量錯置的基金、勞力、工作技術導致經濟停滯，無法成長。戰後日本依據與政府、銀行、法人組織部門之間的社會契約，國家採集中管理。政府指示銀行投資策略性的部門，法人組織部門承諾終身雇約，人民維持高存款率，然而，日本的經濟狀況是現在非常急迫且急需改善的問題。	Statement-Amplification (the rest of paragraph) Concession-Contraexpectation Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Statement-Amplification Concession-Contraexpectation	Reason-Result Means-Result Reason-Result Reason-Result Reason-Result Means-Result Reason-Result Means-Result Means-Result	Chronological Sequence Chronological Sequence Bonding Bonding Chronological Sequence Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
因為戰爭因素，全日本陷入糧食缺乏的困境，經濟自然跟著萎靡不振。戰爭結束後，日本政府依據與政府、銀行、法人組織部門之間的社會契約，國家採集中管理政策。在1990年，日本的經濟有了亮眼的表現，國內生產總值居於全世界第二高。但在1990年起至2000年，日本經濟進入了另一個困境，十年不景氣現象，日本維持著高物價指數的社會。雖然現今日本經濟未脫離不景氣的陰霾，不過因為經濟失敗因素日本人傾向不生小孩，未來的日本年輕人將負擔高額的賦稅，這應當是日本最棘手的問題。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
因為戰爭因素，全日本陷入糧食缺乏的困境，經濟自然跟著萎靡不振。戰爭結束後，日本政府依據與政府、銀行、法人組織部門之間的社會契約，國家採集中管理政策。在1990年，日本的經濟有了亮眼的表現，國內生產總值居於全世界第二高。但在1990年起至2000年，日本經濟進入了另一個困境，十年不景氣現象，日本維持著高物價指數的社會。雖然現今日本經濟未脫離不景氣的陰霾，不過因為經濟失敗因素日本人傾向不生小孩，未來的日本年輕人將負擔高額的賦稅，這應當是日本最棘手的問題。	Statement-Amplification Simple Contrast Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Statement-Amplification	Reason-Result Reason-Result- Means-Result Reason-Result Grounds-Conclusion	Chronological Sequence Chronological Sequence Chronological Sequence Chronological Sequence Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
1945年二次世界大戰末期，因飢荒而需實務配給，因此中國、韓國、台灣給予補給 但被截斷，不僅如此連日本商務船也被毀。在戰後日本政府採取財政中心管理，要求銀行投資策略性部門及法人組織部門承諾終身雇用。但因為這個方法被吃掉，合併的小銀行為數眾多。因為戰後所實施的方法成功，人民維持高存款率，國內生產值是全世界第二高。連德國也追不上，但美國依然是第一高。但在1990年時間開始了十年不景氣，日本政府居然大量 錯 置基金、勞力、工業技術，因而負債佔國內生產總值之130%。而現在經濟有些改善，但可能維持不久，因為日本國內並沒有較表現突出的新公司，而又老化人口眾多，新世代又低出生率，而這樣的情況下，人數漸漸不多的新生代，為了維持國家的安定，所繳納的稅是全世界最高的。	Situation 1 Problem 1 Response/ Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 Situation 3 Evaluation 3 Problem 3		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
1 9 4 5 年二次世界大戰末期，因飢荒而需實務配給，因此中國、韓國、台灣給予補給但被截斷，不僅如此連日本商務船也被毀。在戰後日本政府採取財政中心管理，要求銀行投資策略性部門及法人組織部門承諾終身雇用。但因為這個方法被吃掉，合併的小銀行為數眾多。因為戰後所實施的方法成功，人民維持高存款率，國內生產值是世界第二高。連德國也追不上，但美國依然是第一高。但在 1 9 9 0 年時間開始了十年不景氣，日本政府居然大量錯置基金、勞力、工業技術，因而負債佔國內生產總值之 1 3 0 %。而現在經濟有些改善，但可能維持不久，因為日本國內並沒有較表現突出的新公司，而又老化人口眾多，新世代又低出生率，而這樣的情況下，人數漸漸不多的新生代，為了維持國家的安定，所繳納的稅是全世界最高的。	Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast	Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Reason-Result Means-Purpose	Chronological Sequence Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding Chronological Sequence Bonding Bonding

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
西元 1 9 4 5 年二次世界大戰末期，日本因飢荒而需要食物配給，但日本國的商務船隊被毀，來自中國、韓國、台灣的資源也被截斷，此時的日本陷入困境。戰後，日本依據政府銀行、銀行、法人組織部門之間的社會契約，國家採集中管理，政府指示銀行投資策略性的部門，對於法人組織部門承諾終身雇用。1 9 9 0 年，日本的國內生產總值（G D P）已經是德國的兩倍，已百分比來說，是美國的百分之七十。這樣的數值以全球G D P 來說是全球第二高，而日本G D P 的資金是世界第二高。日本政府在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟，而日本政府整體負債佔國內生產總值之130%，在O E C D 中是最差的。整體無法成長，大量錯置基金、勞力、工業技術。而日本經濟發展緩慢復原中，但仍有些問題。沒有強而有力的新興公司帶動經濟，人口老化，年輕人不想負擔小孩，低出生率，而落在年輕人肩膀上的賦稅重擔是世界最高的。	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 Solution 2 Problem 2 Evaluation 2		No Preview Details		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
西元1945年二次世界大戰末期，日本因飢荒而需要食物配給，但日本國的商務船隊被毀，來自中國、韓國、台灣的資源也被截斷，此時的日本陷入困境。戰後，日本依據政府銀行、銀行、法人組織部門之間的社會契約，國家採集中管理，政府指示銀行投資策略性的部門，對於法人組織部門承諾終身雇用。1990年，日本的國內生產總值（GDP）已經是德國的兩倍，已百分比來說，是美國的百分之七十。這樣的數值以全球GDP來說是全球第二高，而日本GDP的資金是世界第二高。日本政府在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟，而日本政府整體負債佔國內生產總值之130%，在OECD中是最差的。整體無法成長，大量錯置基金、勞力、工業技術。而日本經濟發展緩慢復原中，但仍有些問題。沒有強而有力的新興公司帶動經濟，人口老化，年輕人不想負擔小孩，低出生率，而落在年輕人肩膀上的賦稅重擔是世界最高的。	<u>Concession</u>-<u>Contraexpectation</u> <u>Statement</u>-<u>Amplification</u> <u>Simple Contrast</u> <u>Statement</u>-<u>Amplification</u> <u>Statement</u>-<u>Amplification</u> <u>Simple Contrast</u> <u>Simple Contrast</u> <u>Statement</u>-<u>Amplification</u> <u>Concession</u>-<u>Contraexpectation</u> <u>Simple Contrast</u>	<u>Reason</u>-<u>Result</u> <u>Reason</u>-<u>Result</u> <u>Means</u>-<u>Result</u> <u>Means</u>-<u>Purpose</u> <u>Means</u>-<u>Result</u> <u>Grounds</u>-<u>Conclusion</u> <u>Reason</u>-<u>Result</u> <u>Reason</u>-<u>Result</u>	<u>Chronological Sequence</u> <u>Bonding</u> <u>Chronological Sequence</u> <u>Chronological Sequence</u> <u>Bonding</u> <u>Bonding</u> <u>Bonding</u> Using commas or full stop as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在外國人的想法裡一直是高所得、高消費、高水準的國家，可是多數人都不知道是什麼樣的原因使日本的經濟在各方面都成呈現高的狀態。 二次世界大戰戰敗國日本由於當時曾經橫掃將近整個亞洲大陸，使得二次大戰結束後沒人願意供給任何食物給日本，又因為台灣歸回給國民黨，頓時間所有的物資以及經濟陷入困境，日本官方只能自己想辦法解決一切。但是日本不愧是個很有毅力的國家，從二次戰敗後一直到1990年之間經濟發展神速，在1990年時GDP達全世界第三。然而受到十年不景氣的表現，日本政府又錯置了資金，使得不景氣中又大受了打擊，一直到近幾年經濟有明顯的改善，但是仍有些問題存在。	Situation 1 Problem 1 Situation 2 Situation 3 Problem 3 Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在外國人的想法裡一直是高所得、高消費、高水準的國家，可是多數人都不知道是什麼樣的原因使日本的經濟在各方面都成呈現高的狀態。二次世界大戰戰敗國日本由於當時曾經橫掃將近整個亞洲大陸，使得二次大戰結束後沒人願意供給任何食物給日本，又因為台灣歸回給國民黨，頓時間所有的物資以及經濟陷入困境，日本官方只能自己想辦法解決一切。但是日本不愧是個很有毅力的國家，從二次戰敗後一直到1990年之間經濟發展神速，在1990年時GDP達全世界第三。然而受到十年不景氣的表現，日本政府又錯置了資金，使得不景氣中又大受了打擊，一直到近幾年經濟有明顯的改善，但是仍有些問題存在。	Concession-Contraexpectation Statement-Amplification (the rest of paragraph) Concession-Contraexpectation Statement-Amplification Simple Contrast Concession-Contraexpectation Concession-Contraexpectation	Reason-Result Reason-Result Reason-Result (the above 2 reasons) Reason-Result	Chronological Sequence Bonding Bonding Chronological Sequence Bonding Bonding Chronological Sequence Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本自第二次世界大戰以來近 6 0 年的經濟發展起伏甚大，二次世界大戰末期日本被投下兩顆原子彈後，日本帝國正式瓦解，經濟因戰爭投資，一切回歸至零，人民甚至飽受饑荒，4 0 年後日本靠著美國的支援與團結的民族性經濟起飛到最高峰，人民維持高存款率，國內生產總值高達世界第二，股票市場、房地產也是一片長紅。但好景不長，1 9 9 0 年起，日本經濟開始泡沫化，出現未有的低迷狀態。	Situation Problem Solution Evaluation		Preview Details ↓		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本自第二次世界大戰以來近60年的經濟發展起伏甚大，二次世界大戰末期日本被投下兩顆原子彈後，日本帝國正式瓦解，經濟因戰爭投資，一切回歸至零，人民甚至飽受饑荒，40年後日本靠著美國的支援與團結的民族性經濟起飛到最高峰，人民維持高存款率，國內生產總值高達世界第二，股票市場、房地產也是一片長紅。但好景不長，1990年起，日本經濟開始泡沫化，出現未有的低迷狀態。	Statement-Amplification (the rest of paragraph) Statement-Amplification Simple Contrast Simple Contrast Concession-Contraexpectation Statement-Amplification	Reason-Result Reason-Result Means-Result	Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在二戰結束之後，國內經濟可說是非常低落，但是日本人卻沒因此而放棄自己的國家，在 1 9 4 5 之後的 4 0 年間，可以說是日本創造的經濟黃金時期，戰後仍接受美國的支援。 日本之所以在戰後不但恢復原有的經濟能力之外，更締造了經濟上面的各種新高的紀錄，如 G D P 為全世界第三，國內生產總值為全世界第二高，為什麼一個戰敗國可以如此迅速的重新振興經濟，這與國家的文化以及民族性有關。 日本在戰敗後。被限制軍事武力上的數量及品質，所以日本轉變策略要以經濟武力去重新站上世界舞台。團結、規律、嚴謹的民族性讓日本的確成功了，大量的外銷讓許多國家會怕國內市場被佔據而加以限制，事實證明這是自珍珠港事件以來第二次的大勝利。 大約在 8 0 年代日本泡沫經濟崩潰造成許多人失業，自此，日本的經濟不如黃金時期一樣輝煌，現在日本的許多企業把重心放在海外，現今許多外國人才也紛紛進入日本，也讓日本對下一代子女與他人的競爭能力更為在乎。	Situation Problem Solution Evaluation		Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在二戰結束之後，國內經濟可說是非常低落，但是日本人卻沒因此而放棄自己的國家，在1945之後的40年間，可以說是日本創造的經濟黃金時期，戰後仍接受美國的支援。 日本之所以在戰後不但恢復原有的經濟能力之外，更締造了經濟上面的各種新高的紀錄，如GDP為全世界第三，國內生產總值為全世界第二高，為什麼一個戰敗國可以如此迅速的重新振興經濟，這與國家的文化以及民族性有關。 日本在戰敗後。被限制軍事武力上的數量及品質，所以日本轉變策略要以經濟武力去重新站上世界舞台。團結、規律、嚴謹的民族性讓日本的確成功了，大量的外銷讓許多國家會怕國內市場被佔據而加以限制，事實證明這是自珍珠港事件以來第二次的大勝利。 大約在80年代日本泡沫經濟崩潰造成許多人失業，自此，日本的經濟不如黃金時期一樣輝煌，現在日本的許多企業把重心放在海外，現今許多外國人才也紛紛進入日本，也讓日本對下一代子女與他人的競爭能力更為在乎。	~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Amplification~~ ~~Statement~~-~~Exemplification~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Statement~~-~~Amplification~~ (the next paragraph) ~~Concession~~-~~Contraexpectation~~ ~~Statement~~-~~Amplification~~ ~~Simple Contrast~~ ~~Concession~~-~~Contraexpectation~~	~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Means~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~ ~~Reason~~-~~Result~~	~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Using commas as 'and'~~

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本在二戰末期因長途征戰導致國內經濟情況困窮，而外交方面又遭受國際打壓因而缺乏外援，二戰結束後，美國在日本進行重建及改革工作，因此日本慢慢走上資本主義國家，經濟也隨之步入軌道，到了1990年日本已是經濟大國，GDP站占全球第三位之高，但在2000年時，日本因財經政策錯誤及全球不景氣影響，造成日本國內經濟下滑，走向下坡。現在，日本政府正致力於改善工作，經濟方面雖已有些成長，但可能是暫時性的，因為日本並沒有出現許多強而有力的新興公司，而落在年輕人身上的賦稅壓力又是最高的，今後日本的發展情形如何，還必須長時間加以觀察才能得到結論。日本的產業市場或許可以尋找新的產業形態來拓展，因舊有市場漸趨飽和，要如何刺激消費者進行消費也是一門重要的課題。	Situation Problem Solution Evaluation		No Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本在二戰末期因長途征戰導致國內經濟情況困窮，而外交方面又遭受國際打壓因而缺乏外援，二戰結束後，美國在日本進行重建及改革工作，因此日本慢慢走上資本主義國家，經濟也隨之步入軌道，到了1990年日本已是經濟大國，GDP站占全球第三位之高，但在2000年時，日本因財經政策錯誤及全球不景氣影響，造成日本國內經濟下滑，走向下坡。現在，日本政府正致力於改善工作，經濟方面雖已有些成長，但可能是暫時性的，因為日本並沒有出現許多強而有力的新興公司，而落在年輕人身上的賦稅壓力又是最高的，今後日本的發展情形如何，還必須長時間加以觀察才能得到結論。日本的產業市場或許可以尋找新的產業形態來拓展，因舊有市場漸趨飽和，要如何刺激消費者進行消費也是一門重要的課題。	Statement-Amplification Simple Contrast Concession-Contraexpectation Concession-Contraexpectation Simple Contrast	Reason-Result Reason-Result Reason-Result Reason-Result Means-Result Reason-Result Grounds-Conclusion	Chronological Sequence Bonding Chronological Sequence Bonding Bonding Chronological Sequence Chronological Sequence Bonding Bonding Bonding Bonding Bonding Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
1945年二次大戰末期，因為戰爭，日本之商務船被毀，而這些往中國、韓國、臺灣的商務船被毀後，也使得食物補給被截斷。這時的經濟發展的景況是因飢荒而需食物配給。然而在戰後，日本的經濟採集中管哩，政府指示銀行投資策略性的部門，而法人組織部門也承諾將終身雇用。這些政府、銀行、法人組織部門之間的社會契，使得人民維持了高存款率，然而在1990年日本經濟中國的生產總值（GDP）是全世界第二高的，雖然是德國的兩倍，但卻還只是美國的百分之七十，可見美國是全世界第一高的。而GDP之資金為世界第三高。但在到2000年的這十年間，日本政府在花錢措施中花費了兩百億日圓來冒充不景氣的經濟（佔國內生產總值的24%），這使得政府整體負債佔國內生產總值之130%。	Situation Problem Solution Evaluation Situation Solution Problem Evaluation		No Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
1945年二次大戰末期，因為戰爭，日本之商務船被毀，而這些往中國、韓國、臺灣的商務船被毀後，也使得食物補給被截斷。這時的經濟發展的景況是因飢荒而需食物配給。然而在戰後，日本的經濟採集中管哩，政府指示銀行投資策略性的部門，而法人組織部門也承諾將終身雇用。這些政府、銀行、法人組織部門之間的社會契約，使得人民維持了高存款率，然而在1990年日本經濟中國的生產總值（GDP）是全世界第二高的，雖然是德國的兩倍，但卻還只是美國的百分之七十，可見美國是全世界第一高的。而GDP之資金為世界第三高。但在到2000年的這十年間，日本政府的花錢措施中花費了兩百億日圓來冒充不景氣的的經（佔國內生產總值的24%），這使得政府整體負債佔國內生產總值之130%。	~~Statement-Amplification~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Concession-Contraexpectation~~ ~~Statement-Amplification~~ ~~Simple Contrast~~ ~~Concession-Contraexpectation~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Statement-Amplification~~ ~~Simple Contrast~~ ~~Simple Contrast~~ ~~Concession-Contraexpectation~~ (the above 5 sentences) ~~Statement-Amplification~~	~~Reason-Result~~ ~~Reason-Result~~ ~~Reason-Result~~ ~~Means-Result~~ ~~Means-Purpose~~ ~~Means-Result~~	~~Chronological Sequence~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Bonding~~ ~~Chronological Sequence~~ ~~Using commas as 'and'~~

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
日本人是一個不願服輸的民族，就算是因為戰爭的關係導致整個國家產生低迷的狀態，民生物資都被截斷，但是這個民族還是可以重新開始，並且壯大自己的經濟。40 年後這個民族運用自己的方式及美國的幫助逐漸得走向跟美國一樣的資本主義國家。到 1990 年代時更是攀到一個經濟成長高速的時代；但是很多時候往往不是正常的往上發展。2000 年時因為政府政策的不佳與全球的景氣循環到達最低點，造成整個國家陷入一個失業率高且經濟超級差的狀態。未來，日本政府須要用很大的心力來創造更多的機會及想法來重振日本的經濟體。			Preview Details  Conclusion		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
日本人是一個不願服輸的民族，就算是因為戰爭的關係導致整個國家產生低迷的狀態，民生物資都被截斷，但是這個民族還是可以重新開始，並且壯大自己的經濟。40年後，這個民族運用自己的方式及美國的幫助逐漸得走向跟美國一樣的資本主義國家。到1990年代時更是攀到一個經濟成長高速的時代；但是很多時候往往不是正常的往上發展。2000年時，因為政府政策的不佳與全球的景氣循環到達最低點，造成整個國家陷入一個失業率高且經濟超級差的狀態。未來，日本政府須要用很大的心力來創造更多的機會及想法來重振日本的經濟體。	Statement-Amplification Concession-Contraexpectation Comparative Similarity Concession-Contraexpectation	Reason-Result Means-Result Reason-Result Means-Purpose	Bonding Chronological Sequence Bonding Chronological Sequence Chronological Sequence Bonding Bonding Chronological Sequence Bonding Using commas as 'and'

Text	Overall Rhetorical Structuring				
	PSn	Matching	General-Particular		
			Preview-Details	Topic-Restriction-Illustration	Generalization-Example
一個國家的經濟不可能從來不改變，而究竟從古至今又有何不同呢？這次就以日本自二次世界大戰以來經濟發展作為探討的主軸。 1945 年二次世界大戰末期，日本之商務船隊被毀。日本來自中國、韓國、台灣之食物補給被截斷。因而導致飢荒需要食物配給。日本在戰後，依據與政府、銀行、法人組織部門之間的社會契約、國家採集中管理。像：政府指示銀行投資策略性的部門與法人組織部門承諾終身雇用，使得人民得以維持高存款率。 到了 1990 年代，日本的經濟有回升好轉的現象。國內生產總值(GDP) 已是全世界第二高。是德國的兩倍、是美國的百分之七十。 GDP (per capita)之資金更是全世界第三高。 到了 2000 年，日本經歷了 10 年經濟不景氣的慘況。政府整體負債佔國內生產總值之 130% (在“經濟合作與發展組織”中是最差的)。無法成長。大量 錯 置的資金、勞力、工業技術，使得政府感受到了強大經濟壓力。所以，自 1990 年起，日本政府在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟 (佔國內生產總值的 24%)。 在經歷了十年的經濟不景氣後，日本目前經濟發展的現況正在緩慢復原中卻仍存在著一些問題。經濟有了些改善，但可能只是暫時的。沒有強而有力的新興公司；老化人口，低出生率；落在年輕人肩膀上的賦稅重擔是全世界最高的。	Situation 1 Problem 1 Solution 1 Evaluation 1 Evaluation 2 Situation 2 Solution 2 Problem 2 Situation Problem Evaluation		Preview Details 		

Text	Internal Discourse Structuring		
	Associative	Logico-Deductive	Temporal
一個國家的經濟不可能從來不改變，而究竟從古至今又有何不同呢？這次就以日本自二次世界大戰以來經濟發展作為探討的主軸。 1945 年二次世界大戰末期，日本之商務船隊被毀。日本來自中國、韓國、台灣之食物補給被截斷。因而導致飢荒需要食物配給。日本在戰後，依據與政府、銀行、法人組織部門之間的社會契約、國家採集中管理。像：政府指示銀行投資策略性的部門與法人組織部門承諾終身雇用，使得人民得以維持高存款率。 到了 1990 年代，日本的經濟有回升好轉的現象。國內生產總值 (GDP) 已是全世界第二高。是德國的兩倍、是美國的百分之七十。GDP (per capita) 之資金更是全世界第三高。 到了 2000 年，日本經歷了 10 年經濟不景氣的慘況。政府整體負債佔國內生產總值之 130% (在“經濟合作與發展組織”中是最差的)。無法成長！大量錯置的資金、勞力、工業技術，使得政府感受到了強大經濟壓力。所以，自 1990 年起，日本政府在十項補充花錢之措施中花費了兩百億日圓，冒充不景氣中的經濟 (佔國內生產總值的 24%)。 在經歷了十年的經濟不景氣後，日本目前經濟發展的現況正在緩慢復原中卻仍存在著一些問題。經濟有了些改善，但可能只是暫時的。沒有強而有力的新興公司；老化人口；低出生率；落在年輕人肩膀上的賦稅重擔是全世界最高的。	Statement-Amplification (the rest of text) Statement-Amplification Statement-Exemplification Statement-Amplification Statement-Amplification Simple Contrast Simple Contrast Statement-Amplification Statement-Amplification Simple Contrast Statement-Amplification Concession-Contraexpectation Statement-Amplification Concession-Contraexpectation Simple Contrast	Reason-Result Reason-Result Means-Result Means-Result Grounds-Conclusion Reason-Result Reason-Result (the above sentence) Means-Purpose Grounds-Conclusion Reason-Result	Bonding Chronological Sequence Chronological Sequence Bonding Chronological Sequence Chronological Sequence Chronological Sequence Chronological Sequence Bonding Using comma, period or semicolon as 'and'

Appendix 13: Analyzed texts (linear and cyclic text development)

Appendix 13.1: Analyzed texts (texts written in English by the Taiwanese EFL teachers)

Argument Texts-English-EFL teachers

Text	Overall Rhetorical Structuring	
	Matching	General-Particular
		Preview-Details
In today's Taiwan, due to an increasing number of universities offering the degree programs, nearly everyone has chances to go to university. However, this brings about both benefits and drawbacks. There is no doubt this current situation illustrates the fact that the educational background in Taiwan is getting higher than before. In the competitive environment of this kind, it encourages students in universities not only to specialize in their major but also choose another field to learn, such as computer skills. Some believe that there are adequate job opportunities for university graduates since what they major in is varied and it is what the society needs on the whole. The employment market is in need of people with various skills. Nevertheless, the received higher educational background is not sufficient conditions for excellence as some argue that there are not enough appropriate employment opportunities. The university graduates would seldom choose to work in the production line because this sort of job does not necessarily need the people with higher academic background. Thus, these graduates would rather hunt for jobs in Mainland China, where perhaps demand such trained individuals. This, however, will cause the serious problem of brining in a great deal of foreign labors and the exodus of the university graduates. In a nutshell, the Taiwanese government should take the whole thing into consideration since it is like two sides of a coin. The higher educational background will definitely facilitate the educational level of the country; however, we can not ignore the problem of brain drain.	ContS CompS	Preview (Generalization) Details (Examples) preview (repeated bits) details ↓ preview details ↓ Conclusion (summary & authorial comment) (repeated bits)

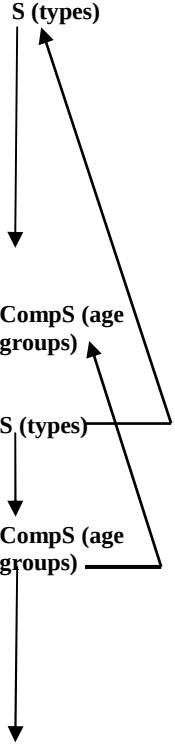
Text	Overall Rhetorical Structuring	
	Matching	General-Particular
		Preview-Details
In Taiwan, the admission rate of high school graduates into the university has gone above 90%. Apart from all the benefits it has brought Taiwan, it has also contributed to a relatively bizarre phenomenon, which is many Taiwanese with at least a bachelor's degree cannot find a job. Therefore, I think the Taiwanese government should restrict the number of admissions of Taiwanese university degree programs. Taiwan is a small island with very limited natural resources. In order to maintain Taiwan's competitiveness in the world, the government has strived to upgrade its manpower by establishing more universities around Taiwan to offer the most, if not all, young and future generations of Taiwanese people opportunities for education. This measure has successfully transformed Taiwan into a country of knowledge-based economy and helped Taiwan stand out in the world with advanced technologies in various fields and industries. However, it has also brought about some negative side effects. One of those negative side effects is many university graduates in Taiwan have difficulty finding a job in which they can use their knowledge acquired in school and make a fair salary, and they are not willing to accept a low-paying job. Every university graduate leaves the school with hopes of finding a decent job where they can put in their acquired knowledge into use; however, the cruel reality is university graduates significantly outnumber the jobs available in the society. As a result, some university graduates become unemployed right after their graduation. Instead of allowing more university degree programs, I think the Taiwanese government should provide other alternatives with the students in Taiwan. An example of the alternatives may be vocational training for those who are less interested in studying books. A society needs citizens of all kinds of different professions, so it's about high time for the Taiwanese government to reconsider its policy of admitting more university degree programs in Taiwan.	ContS CompS	Preview (Generalization) ↓ Details (Examples) ↓ Conclusion (Generalisation Example) (with suggestion and authorial comment)

Text	Overall Rhetorical Structuring		
Argument RT	PSn	Matching	General Particular
			Preview-Details
The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programs as there are not enough appropriate employment opportunities for university graduates in Taiwan today. The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programs due to the following reasons and observations. 1. With the total number of 147 universities in Taiwan in 2006, there are 966,591 university students enrolled in 2006. In the past decade, 69 colleges were established or promoted as universities. The total number of university student had increased by 590,000 from 1997 to 2006. <u>An outgrowing number of Taiwanese universities has been a serious problem since all the Taiwanese high school graduates will be admitted at least one university.</u> 2. The pressure of enrollment and financial difficulties make Taiwanese universities accept those who dropped out from other universities without a sincere academic criterion. <u>These university students are not working hard as they should be, and instead, they have part time jobs during their college years.</u> Even (though) they had been asked to drop out from the university, they could always find another one quickly. 3. The restriction on limited admissions among Taiwanese universities will help improve the quality of higher education in a long term, since it will make these high school graduates study hard to be admitted to university programs. The limited university admissions will enforce students to improve their competences, since they want to get into better universities. As we could help students disciple themselves, their motivations to learn will be also enhanced greatly. Not only helping students enhance their level of learning, but also the quality of Taiwanese universities will be greatly improved due to competitiveness in school rank and academe. Overall, I do think that the Taiwanese Government should restrict the number of admissions of Taiwanese university degree programs. <i>As the birth rate in Taiwan keeps going down these years, the outgrown number of Taiwanese universities provide over sufficient accessibility to high school graduates today.</i> It is very hard to screen out excellent students from those who never paying their attentions on their study.	(Solution) Solution Situation 1 Problem 1 Situation 2 Problem 2 Evaluation 1 Evaluation 2 Solution (repeated) Situation 3 Problem 3	CompS CompS ContS	Preview (Generalization) Details (Example) Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
		Matching	General-Particular
			Preview-Details
According to the reports, education is the most important part of a country. Particularly, <i>the small nations should focus more on the issues of this field in order to promote the national competitiveness</i>. Now, for Taiwan, we should face the problem of increasing the number of admissions of Taiwanese university degree programs as a result of Taiwan does not seem to receive the advantages after having more and more university. For this reason, I agree with the Taiwanese Government should restrict the number of university. As I mentioned previously, having good education of a country will promote the competitiveness. However, the point is the government should provide the high quality of education and also to supervise every university. Taiwanese need to break the myth of rate of university entrance. The high entrance rate does not mean the quality or national competitiveness. <u>In the past</u>, Taiwan always maintains the good competitive with other nations because of good brains that are educated by qualified academy. <u>Nowadays</u>, the higher education is like to produce the products without quality in Taiwan. Take the economic view, no quality no competitiveness that the employers always can not find an appropriate employee. <u>In short</u>, Taiwanese government should not only restrict the number of university also supervise and provide the good learning environment for academic students.	Situation Solution₁ Problem <u>Evaluation</u> Solution₁ (repeated) Solution₁ (expanded)	CompS (repeated bit) ContS (repeated bit) (repeated bit)	Preview <i>Generalization</i> Details <u>Example</u> Summary (authorial comment)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
			Preview-Details
About ten years ago, the Taiwan government has its education reformed focusing on encouraging students to go to universities. <u>This is to fulfill the dream of enhancing competitiveness of Taiwan in the economic slump.</u> All of the sudden, the university flourished. Recently, the percentage of college goers in Taiwan reach 90 percent, in other words, everyone goes to universities. This result may bring a bright future for Taiwan, but before the dream is realized, the policy brought the bitterness first: there are not enough appropriate employment opportunities for university graduates. Therefore, the need of calling the stop for accepting every student in college should be concerned and <u>restriction on admission should be set.</u> <u>People may argue that with more university students, with the assumption of better quality of students, it will increase the competitiveness of Taiwan.</u> However, what lacks to be considered is the current job market requires more low class workers than those high quality professions. With failure on finding the dream job, most graduates choose to stay at home, being dependent on their parents who may no longer have money to support the big family. In order to survive, those bright college students commit crimes, ironically, the education cultivate a group of smarter criminals. The government should, therefore, consider the reality and take immediate action on the unbalance job market. To sum up, <u>it needs immediate action to restrict the number of admissions of Taiwanese university degree program.</u> With more graduates coming out on the market with fewer demands for the profession, it will eventually harm the economic structure of this society which may lead to self-destruction.	Situation 1	ContS	Preview
	Problem 1		↓
	Solution 1		
	Situation 1 (repeated bit)	ContS (expanded) ↓ CompS	Details
	Problem 2		↓
	Solution 2		
	Solution 1 (repeated bit)		↓
	Evaluation		
			Conclusion (authorial comment)

Classification Texts-English - EFL teachers

Text	Overall Rhetorical Structuring	
	Matching	General-Particular (Preview-Details)
The following table depicts the death tolls in various age groups in New Zealand from April 1996 to April 1997. The types of road users are divided into 6 different groups. Among them the drivers took up the highest total death number, which was 253. The second highest number was occupied by passengers (178). While the numbers of road death of motorcyclists, pedestrians, and cyclists were 51, 57, and 17, respectively, there was still 1 unknown type of person killed in the year. In terms of the age groups, 25-39 age group contained the highest number of road death. Within one year a total of 152 people lost their lives on roads, and 83 of them were drivers, 39 were passengers, 18 were motorcyclists, and only 2 were cyclist. Among 8 age groups, except the unknown group, only 15 people from 0 to 4 years old died and they were all passengers. There were 2 people, one driver and one pedestrian, killed without age identification. The age group with the second most serious death toll was from 15 to 19 years old. In this group the number showed 97 lives among all types of road users, including the only one unknown type of road user. In conclusion, the most road deaths were drivers whereas cyclists consisted of the least number of deaths, except for 1 unknown person. The data also shows the people among 25 to 39 were belonged to the group which was prone to road deaths in the 12 months period.		Preview Details 1 (types) Details 2 (age groups) Details 1 (types) Details 2 (age groups) Conclusion (summary)

Text	Overall Rhetorical Structuring
Classification RT	General-Particular
	Preview-Details
As we can see from the table, the data about road deaths in New Zealand for one year are analyzed according to nine age groups and six types of road users, including driver, passenger, motorcyclist, pedestrian, cyclist and unknown. The table shows that most people die from “driving”, the total of which reaches to 253 people. The dead drivers are mostly centered at the age of 25-29 years old. The second largest number of road deaths consists of 178 passengers, and most of them are teenagers (aged from 15-19 years old). 57 pedestrians are the third biggest group members that were dead on the road, mainly from the 60-plus group. The fourth are the motorcyclists, the majority of whose ages range from 25-39 years old. The fifth are the cyclists. However, there is no significant evidence to indicate which age group has most road deaths when cycling because the figures shown are quite similar among different age groups. Last but not least, the unknown cause of one’s death is made by one person in the 15-19 age group.	Preview ↓ Details ↓ (No conclusion)

Text	Overall Rhetorical Structuring
Classification RT	General-Particular
	Preview-Details
Hello everyone, I would like to draw your attention on the road death report from April 1996 – 1997. Please take a very close look of the statistical data about the road deaths here. If you follow me closely, you should be able to discover that the death toll of drivers outnumbered the other types of road users. In addition, the number for the motorcyclist group was about the same as that of the pedestrian group. In light of age group, people of 25-39 years had high death rate for the driver group and the motorcyclist group. People of 15-19 years received higher death rate for the passenger group, whereas more people of the 60+ years died in the pedestrian group. Age didn't really matter for the cyclist group. All in all it is very sad to see the large amount of people died on the road and death doesn't choose any particular group for particular age. Therefore be cautious on the road.	Preview (greeting & leading in as a guide) (no preview) Details details preview details ↓ Conclusion (authorial comment & advice)

Text	Overall Rhetorical Structuring
Classification RT	General-Particular
	Preview-Details
One out of every three drivers died of road accidents was in their prime years, 25-39, according to the data of road deaths in New Zealand for the twelve months to April 1997. Among the 253 drivers died of road death, 83 were recorded in that year range, 72 died between age 15 to 24, and 97 above age 40. Passenger-wise, the data shows 44 passengers died at the age of 15-19; 39 passengers died at the age of 25-39. Young children below age 14 registered 33 deaths. All together there were 94 passengers died before they turned 25. 25 motorcyclists died between age 15 to 24, tallying seven more deaths than their older rival, age 25-39. Out of 51 motorcyclists died of road accidents, 43 were between 15-39 years old. This may imply that motorcycle is less popular with older road users, hence less casualty. As for the pedestrians, the highest death toll switches to 60+ years, with 13 leading the pack of 57. Perhaps it is a result of slower response time due to ageing. Cyclists shows the lowest road deaths from the data, a mere 17, compared to 57 pedestrians, 51 motorcyclists, and 178 passengers died of road accidents.	No Preview preview details ↓ preview details ↓ preview details ↓ preview details ↓ preview details ↓ ↓ (No conclusion)

Text	Overall Rhetorical Structuring
Classification RT	General-Particular
	Preview-Details
Road Deaths in New Zealand in One Year to April 1997 This report is about the situation of death among road users in one year until April 1997 in New Zealand. The types of road user are divided into various categories which are driver, passenger, motorcyclist, pedestrian as well as cyclist. In addition, the road users are also grouped according to their age. Those who are unable to be identified the cause of death or ages are remained as unknown. Among all the types of road users, the highest death rate is shown in the category of driver followed by passenger, pedestrian, motorcyclist and cyclist respectively. There are 253 drivers passed away in one year, which is around fifteen times more than in the case of cyclists. In terms of the age group, the most death cases are found in those who age from 25 to 39. Furthermore, as one can see in the table, people who died under the age of 20 are mostly passengers while those over 20 years of age are mostly drivers. To sum up, according to the report of road deaths in New Zealand, the highest death rate of road users is found among the drivers who are between 25 to 39 years old.	Preview preview details preview details preview details Details Conclusion (summary)

Explanation Texts-English - EFL teachers

Text	Overall Rhetorical Structuring
Explanation RT	General-Particular
	Preview-Details
To run a successful business is not sheer luck. It takes time and effort. To ensure success, some factors should be taken into account in running a small scale business. First, an attempt should be made to understand your target customers. This suggests two things. One, you should know your customers' likes and dislikes of your product. You can work out a marketing plan accordingly. Two, you ought to learn about your customers' expectations of your service. Such understanding can ensure their satisfaction and loyalty. Next, a careful choice of your location is crucial. You should seek a location not only safe but accessible for your customers. This may attract a flow of foot traffic or plentiful number of customers. Third, expenses need to be carefully budgeted. You should select premises with rents not excessive, which can reduce the monthly fixed costs. You also have to control levels of stock. In doing so, you can have sufficient cash flow and prevent overspending. Finally, the experience of your competitions can be valuable. You should accumulate as much information as you can about your competitors. Don't forget to keep documents of their marketing strategies and pricing information. You will find them very useful when it is your time to determine your pricing strategy.	Preview ↓ Details ↓ (No conclusion) preview ↓ details ↓ preview ↓ details ↓ preview ↓ details ↓ preview ↓ details ↓

Text	Overall Rhetorical Structuring	
Explanation RT	General-Particular	
	Preview-Details	Generalization-Example
Run Your Own Small Business Are you not tired of satisfying your boss' unreasonable requests? If your answer is yes, then you should think about starting your own business. Start small and think big. If you can plan well before you start, you will be successful. Below, there are some key factors to help you start your own small business. Before you start, you need to do some research about your customers. Knowing your customers' likes and dislikes of your products is important. You may need to conduct a customer survey about your products. With the information you collected, you can develop a marketing plan. Moreover, if you want your customers to be satisfied and loyal to your service, you should find out what their expectations are. Next, you need to find a suitable location for your business with the consideration of the costs. Most important of all, you should find a location with a considerable flow of people. Think about who your target customers are. <u>If your business targets students, then you should find a place near a college, for example</u>. Another consideration is the rents. You need to know <u>that the rents in a crowded area are much more expensive</u>. So, sometimes you may need to compromise. Do not overwhelm our costs. Finally, you need to control your profits and expense. Understanding your competitors is essential. You need to keep files of their advertising and pricing information. Use them as a reference to determine your pricing strategy. You need to adjust the price of your products accordingly in order to be competitive. Besides, you need to control the levels of stock. You need to make sure that you have adequate cash flow and prevent overspending. If you are not good at keeping your finance, consider a part-time accountant. All in all, to have a successful small business is not impossible if you understand your customers well, if you have a suitable location, and if you can control your profits and expenses. Remember these key factors, you will be able to run a successful small business.	Preview ↓ Details preview details ↓ preview details ↓ preview details ↓ Conclusion (summary + authorial comment) repeated bit repeated bit repeated bit	(Generalization) (Example) (Example)

Text	Overall Rhetorical Structuring
Explanation RT	General-Particular
	Preview-Details
Key Factors in Running a Successful Small Business What are key factors in running a successful small business? The following factors in terms of location, service, and management should be kept in mind. To start with, you must choose a location that is safe and accessible for customers so as to ensure a flow of foot traffic – plentiful numbers of customers. The more people gather, the more money flows. Second, you should understand customers’ expectations of your service to ensure customer satisfaction and loyalty. If you know what they want, you can offer reliable service which will bring them back again and again. Third, you need to know your customers’ likes and dislikes of your product because such an understanding assists you develop a marketing plan, like planning product promotion. Fourth, you have to select premises with rents that are not excessive so that the monthly fixed costs will not be too high. What follows is stock control. If you are aware of the customers’ preference, you may control the levels of stock efficiently. This leads to assets control, naming to ensure adequate cash flow and to prevent overspending. Last but not least, studying competitors by keeping files of their advertising and pricing information can help you determine the pricing strategy. The Chinese gold rule says, “To be undefeated in competition is to know yourself and your competitors as well.” If the above factors can be taken into serious account, you will be in the right path and gain the profitable benefits in running a small business successfully.	Preview ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
Explanation RT	General-Particular	
	Preview-Details	Generalization-Example
Six Ways to Run a Successful Small Business When running a small business, it is important to identify key factors that will help one maximize profits. After choosing the products one wants to sell, the business owner could use six strategies to achieve success. These include choosing the right location, understanding customers' expectations of service, knowing customers' preferences, selecting premises with reasonable rents, controlling the stock level, and studying the competitors. Each strategy, in its own way, helps the business draw more customers, reach highest satisfaction, and achieve desired economic goals. Taking the first strategy for example, if a business owner chooses a location that is convenient for the public both by foot and car, then he successfully reduces access problems. A successful store is the franchised 7-11 Convenience Store. The 7-11 stores are usually located at corners of major intersections near residential areas. The store thus easily draws customers who live in the buildings nearby and who could walk to the store within a short distance. Furthermore, people who do not live in the area can also stop by the store as they drive past the major intersection. The choice of location is therefore essential for success of a small business. Other strategies also help to achieve other goals for the business. If one understands customer's expectations of service, then he can ensure customer satisfaction and loyalty. If one surveys and learns the customers' likes and dislikes, then one can develop suitable marketing plans to sell the products. In addition, a business owner should choose areas with reasonable rents because this will minimize monthly fixed costs for the business. Then, one should control stock levels in the store so that adequate cash flow can be ensured and overspending could be prevented. Finally, one should know its enemies. That is, a small business owner should study his or her competitors by collecting flyers and prices of other stores so that he or she can create the best pricing strategy. There are numerous strategies one could use to build a successful small business. Each kind of business has its own characteristics and thus its own needs. The key strategies for running a bookstore may differ greatly from those for running a restaurant. It is thus difficult to generalize ways to build a successful business. However, the six strategies mentioned provide a small business owner with a general direction and a foundation to begin with. To conclude, if one wishes to run a successful small business, he or she should keep these common tips in mind.	Preview preview details Details preview details preview details Summary Conclusion (authorial comment+summary)	Generalization Example

Text	Overall Rhetorical Structuring
Explanation RT	General-Particular
	Preview-Details
It is difficult for small business runner to start and expand their business because of limited funds and resources. However, the following advices cover several key factors and give you an idea of how to run a small business. First, it is important to choose a location that is safe and easily accessible to your customers. A place that customers can go shopping by foot will increase the chances to sell your products. Remember to select premises with rents that are not excessive to you, otherwise you may not able to afford the high monthly fixed costs. Second, you need to understand your customers' expectations of your services. You can only make money and earn the customers' loyalty when they satisfied with what you provide. Besides, knowing your customers' preference makes it possible for you to develop a suitable marketing plan to expand your business. Third, studying your competitors is an inevitable step to excel in the cruel competition. It is an effective way to keep files of the advertising and pricing information of your competitors, these files will help you determine your pricing strategy and thereby attract more customers. Another thing to be remembered is that you need to carefully control the levels of stock and inventory, otherwise you may be in the position of inadequate cash flow and overspending, which definitely will endanger your business. Following the above suggestion may not guarantee a successful business, but it surely will keep you in a right tract toward the right direction.	Preview ↓ Details ↓ preview details ↓ preview details ↓ preview details ↓ preview details ↓ Conclusion (authorial comment)

Recount Texts-English-EFL teachers

Text	Overall Rhetorical Structuring	
Recount RT	PSn	General-Particular (Preview-Details)
The Development of Japanese Economy Japan's economy has been recovering but still having problems since World War 2. Nowadays, although there is some improvement, that may be temporary. Not having enough strong new companies and aging population with low birth rate have strong impact on the state of Japan's economy. At the end of World War 2, Japan suffered from starvation rations because its merchant fleet was destroyed and it was cut off from its food suppliers--China, Korea and Formosa. During the Post War Period, Japan's economy started to take off based on a social contract between the Government, banks, corporate sector, and the people. Japanese Government directed banks to invest in strategic sectors; corporate sector promised lifelong employment and people maintained high rates of savings. In 1990, Japan's GDP was ranked the second highest in the world, which was twice that of Germany and 70% that of the USA. Furthermore, Japan's GDP per capita was even ranked the third highest in the world. However, from 1990 to 2000, Japan's economic performance was stagnant. Since 1990 the government had spent ¥20 billion in 10 supplementary spending packages to stimulate the economy in the present recession, which was equal to 24% of current GDP. The government gross debt--130% of GDP in 1999, was recorded the worst in the OECD. During this decade, Japan's economy was incapable of growth due to currently misallocation of capital, labor, and technology. Although Japan's economy has been recovering, its development at different stages demonstrates the instability, which still exists in current economy.	Overview (General situation & current Problem) Situation & Problem 1 (specific) Solution 1 Evaluation of Solution 1 Problem 2	Preview ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
Recount RT	PSn	General-Particular
		Preview-Details
The current economy of Japan is slowing recovering from the war still having problems. This countries now a certain number of new companies, but they are not strong enough. The second problem comes from their aging population with a low birth rate. <i>That is, after the Second World War Japan has had improvement, but that may be temporary because of the configurations of economy and manpower.</i> In the end of the Second World War, Japan was economically fallen apart like China, Korea, and Formosa. The merchant fleet was war destroyed, and the nation was cut off from its food suppliers. Before the war Japan had the most productive factories in Asia, and the country had a food supply line from underdeveloped countries including Taiwan and parts of China occupied by Japan. However, the loss of the war also announced the loss of both. Most of the factories were burned and the sea supply lines were lost under US Navy bombardment. The Post War period was a time Japan tried to recover its economy powers. Development after 1945 was based on a social contract between the Japanese government, banks, corporate sector, and people. The government directed banks to invest in strategic sectors, pouring most of its source to the mostly needed places. The corporate sector promised lifelong employment, so the country had steady support of man powers. People maintained high rates of savings, providing a promising base of capital to the whole nation. In short, the post-war economic of Japan was a highly focused mechanism with an aim to recover the country. <i>In the 1990 Japan became one of the decisive economy powers in the world. It had a second highest GDP on the globe, which was twice that of Germany and 70% that of the USA. The GDP per capita of Japan was also the third highest in the world. The country's post-war recovery policy was obviously effective.</i> After a decade of stagnant performance, this country now faces a low economy growth in the year of 2000. The authority of Japan has tried different booting measurements. For example, since 1990 the government has spent 20-billion Yen in 10 supplementary spending packages to simulate the economy in the present recession (24% of current GDP) and has had a gross debt 130% of GDP by 1999, which was worst in the OECD2. However, most of them still seem fruitless. Japan still faces massive misallocation of capital, labor, and technology. To conclude, an over look of Japanese economy from the end of 1945 to 2000 is that this country has had improvement after the war, but coming with the development are problems that the post-war policy can no longer resolve.	(General Situation Problem Evaluation) Situation 1 Problem 1 Solution 1 Evaluation 1 (Situation 2) Problem 2 Solution 2 Evaluation 2 General Evaluation	Preview preview details ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
Recount RT	PSn	General-Particular
		Preview-Details
The economic development in Japan has shown some up and downs since World War 2. <u>In 1945, at the end of World War 2, Japan's economy was at a extremely low point</u> where its merchant fleet was destroyed, and it was also cut off from its food suppliers such as China, Korea, and Taiwan. <u>After World War 2, Japanese government, banks, corporate sectors and the people have devoted themselves to the nation's economic development.</u> Three major phenomena observed during that time were (1) government directed banks to invest in strategic sectors; (2) corporate sectors promised lifelong employment and (3) people maintained high rates of savings. <i>The efforts Japanese government, its corporate sectors and its people put together had made Japan the second highest in the world based on the GDP report in 1990. The total value of the goods or services produced in Japan was twice that of Germany, 70% that of the USA, and Japan's GDP per capital was the third highest in the world.</i>	Situation 1 Problem 1 ↓ Solution 1 ↓ Evaluation 1 ↓	Preview Details ↓
Unfortunately, Japan failed to continue this kind of economic growth after 1990. The government had spent ¥20 billion in 10 supplementary spending packages to simulate the economy between 1990 and 2000, it had produced little result. <i>The government gross debt had also reached 130% of GDP in 1999 which was the worst in the OECD.</i> Japan was incapable of economic growth and had massive misallocation of capital, labor, and technology during that time. Since 2000, the economy has been slowly recovering even though there are some concerns. For example, some improvement may only be temporary. Out of those newly established companies, there may not be enough strong ones. The ageing population with low birth rate is another big concern as well. It will take years to see if Japan can reach the same economic status as it once did in 1990.	Situation & Problem 2 Solution 2 Evaluation 2 Situation & Problem 3 ↓	Generalization Example ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
Recount RT	PSn	General-Particular
		Preview-Details
Modern Japan represents a country powerful in economy. Researching the country's economic history, the situation after the Second World War could be the worst period that Japanese may not want to repeat. As a defeated nation in 1945, Japan faced a cruel truth that it was cut off from its food suppliers mainly were the neighboring countries. The whole nation was facing the shortage of food and other daily life goods. The Japanese government realized that the important key to succeed is developing the nation's economy. It introduced some regulations that included directing banks to invest in strategic sectors, and encouraging companies promise lifelong employment. Meanwhile, it also launched a promise of maintaining high rates of savings in order to urge Japanese people to save. <i>The hard-working endeavored by the government paid off slowly during the 1990s. In the period, the nation's GDP had enormously increased to be the second highest in the world, twice that of Germany and 70% that of the USA. However, in the year 2000, the economic performance did not move as well as expected.</i> The government gross debt 130% of GDP in 1999 which was the worst in the OECD. Many companies went bankrupt and middle-aged employees were sacked. <i>The results were blamed due to the incapable of growth, massive misallocation of capital, labor and technology.</i> Recent state of the economy is struggling from slow recovery and also facing many other problems, such as ageing population with low birth rate, and not having enough strong new companies. The government will have to comprehend profoundly the economic phenomena to lead the nation into a different era.	Situation 1 Problem 1 ↓ Solution 1 ↓ Evaluation 1 ↓ Situation 2 Problem 2 ↓ (hidden solution 2) Evaluation 2 Situation 3 Problem 3 (suggested) Solution 3	Preview Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
Recount RT	PSn	General-Particular
		Preview-Details
Japanese economy is now slowly recovering after the end of World War 2. In 1945 Japan was a starving nation that experienced the destroyed merchant fleet and food cut-off from China, Korea, and Formosa. However, Japan developed and improved its' economy based on a social contract between the government, banks, corporate sector, and people in the following decades. On one hand, the government directed banks to invest in strategic sector; while the corporate sector promised lifelong employment and people maintained high rate of saving on the other. In 1990 Japan reached the third highest GDP per capita and the second highest GDP in the world which, the later, was twice that of Germany and 70% that of the U.S.A.. By the way, in year 2000 Japan encountered the time of stagnant performance. An economical recession caused by the increasing government spending to 20 billion Yen, which contributed 24% of current GDP. The government incurred gross debts 130 % of GDP in 1999 (the worst in OECD), incapability of growth, and misallocation of capital, labor, and technology. As a result, Japanese economy is slowly recovering, but still having problems such as some on-going improvement that may be temporary, not enough strong new companies, and aging population with birth rate	Situation 1 Problem 1 Solution 1 ↓ Evaluation 1 Situation 2 Problem 2 Solution 2 ↓ Evaluation 2 (with hidden Situation) and Problem)	Preview Details ↓ Conclusion (summary) (repeated bit referring back to Preview with details)

Appendix 13.2: Analyzed texts (texts written in Chinese by the Taiwanese Chinese specialists)

Argument Texts - Chinese specialists

Text	Translation	Overall Rhetorical Structuring		
		PSn	Matching	General-Particular (Preview-Detail)
針對「教育部應該限制各級大專院校入學許可數目，因為現今在台灣，大學畢業生已缺乏適量的就業機會」這個說法，個人認為其優缺點如下所述：	The (Taiwanese) Ministry of Education should restrict the number of admissions of Taiwanese university degree programmes as there are not enough appropriate employment opportunities for university graduates in Taiwan today”. Based on this statement, <i>I personally think there are advantages and disadvantages as follows.</i>			Preview (repeated bit) ↓
優點部分：由於國內各高中職進入大學的入學率已超過90%導致在人力市場上大學畢業生人力的供過於求，因此對各大專院校入學許可數目部份做限制，依供需理論而言，可以減少大學生的供應數量，等待就業市場對大學生人力的需求回升。這是一個短期的政策性作法，可以迫使大專院校因為這個入學許可數目的限制，而依據國內產業市場的狀況調整內部的科系，進而產生符合市場需求的人力，降低畢業即失業的狀況。	The advantages: because the university admission rate is higher than 90% in Taiwan for senior high school students and vocational schools students, the result is that the number of university graduates exceeds the market demand for manpower, therefore, the number of admissions of Taiwanese university degree programs should be partly restricted, according to the theory of supply and demand. This would decrease the number of university students until the demand for the university student manpower revives in the employment market. This is a short-term policy which, because of the restriction on admission numbers, would make universities and colleges rearrange their departments according to the employment situation and produce the right amount of manpower, improving the situation in which graduation leads to unemployment.	Situation & Problem 1 ↓ Solution 1 ↓ Evaluation 1	CompS ↓ ContS ↓ CompS	Details ↓
缺點部分：由於各大專院校的設置皆經由教育部同意才能設校運作，因此當教育部對於入學許可數目作出限制時，將使部分學校之營運立刻產生困難，而引此司法上的糾紛。此外由於入學管道的多元，因此對入學數目的限制是限制在那些學校那個入學管道的決定過程，以及對學生入學權利的公平性是否產生影響，都是需要小心謹慎的面對的。	Disadvantages: Because colleges can be established and developed (only) when they get approval by the Ministry of Education, restriction of admission numbers by the Ministry of education would mean that some schools would have problems in running and this could cause legal disputes. In addition, there are problems due to multiple channels of admission which the MOE should be careful to consider: the restriction policy should take account of particular schools and (admission) channels during the process of decision making and (determine) whether it will have an unfair impact students' study rights.	Evaluation 2 ↓ Problem 2 ↓ Solution 2 ↓		
以上是個人對「教育部應該限制各級大專院校入學許可數目」，因為現今在台灣，大學畢業生已缺乏適量的就業機會」的意見，請指教。	Above-mentioned is my personal opinion about “The Taiwanese Government should restrict the number of admissions of Taiwanese university degree programs” as there are not enough appropriate employment opportunities for university graduates In Taiwan today”, <i>please give your advice/comments. advice/comments.</i>			Conclusion ↓ (authorial comment + asking for advice)

Text	Overall Rhetorical Structuring	
Argument RT	Matching	General-Particular
		Preview-Details
茲就此議題在正反兩面陳述如下。 就人權中的受教權以及暢通教育彈性管道而言，教育部不應進行此等限制。在任何社會及政府下，任何人均有權利繼續學習。這不只滿足其求知慾，也提供擴大大心發展，增廣視野的機會。故，予以剝奪即侵犯人權。另，個人生涯發展中，有可能因一時困厄而無法接受大學教育而進入職場，若因此等限制，當有機會或有心再進入大專受教時，可能因名額有限而受阻。故，此等限制就像個人而言，實屬不當。 反之，此限制有其必要主要是由政府及社會的角度審度，其理由可歸納為三：(一)就某些產業而言，大學生的需求量已不如研究所畢業或高中職畢業者。(二)一定比率的大學生學非所用，浪費教育資源，不限制某些科系的入學人數，對社會及個人均屬不當。(三)目前某些產業極需高中職資格者擔任中階技術人員或員工，但因學歷主義作祟，令高中職畢業生（尤其是高職生），紛往大專院校謀取機會。若不限制大專入學人數，產業結構的中階或基礎人員若非依賴外勞，只有降低人員素質至國中、小畢業者，恐非社會及經濟發展之福。 總而言之，就正反兩面因素綜合考量，教育部理應和其他各部會做出全盤研商，就國家發展，各產業所需就業人才，人民受教意願及發展淺能等各方面，研擬出實在可行且切合未來變化的教育政策及方案，教育是百年大計其所影響，不只是個人百年的發展，而是一個社會，國家百年，甚至更長久的命運。 In conclusion, considering the obverse and reverse two sides together, the Ministry of Education should have a overall discussion and research with the other ministries and commissions, for national development, demands of employment in various industries, people's hopes for education and development of potentiality so on, to plan achievable and adjustable educational policies and programs for future changes, education is a hundred-year national plan which influences not only individuals' but also society's and a nation's development for 100 years, the nation's fate for a longer time.	ContS CompS	Preview Details preview details ↓ preview details ↓ Conclusion (comment) (repeated bit) Conclusion (authorial comment) (repeated bit)

Text	Overall Rhetorical Structuring		
Argument RT	PSn	Matching	General-Particular
			Preview-Details
當各級大專院校已多如便利商店般，而學生多如過江之鯽時，<u>偏生現今大學畢業又缺乏就業機會，「畢業即失業」這樣的口號使不再是個「隱」憂，而是在明白不過的「堪憂」了！</u> 面對這樣時代問題，<u>遂有人提出「教育部應該限制各級大專許可學生之數目加以化解的方案，提出這樣看法的人，是植基於「學有所用」的功用效益觀點上，認為如果高學歷，高失業率或是學不能用，則學習何益？不僅是增加社會成本，而且不符合經濟效益。</u> 然而或曰：大學教育的本質為何？意義何在？是爲了就業所以才就讀大學嗎？<u>如果爲了找工作謀生存，所以升大學，恐怕未必能如願，倒不如到技職補教班，還更實際些。</u>事實上，如果我們願意循其本的探究大學的教育本質的話，當會發現「大學之道」絕非「就業」而已矣。君不聞古典智慧《大學》開宗明義便說：「大學之道在明明德，在新民，在止於至善。」用我們現代的話說，就是：大學教育的目的在於尋回我們每個人的主體性，完成自己並進而成全他人。服務社會，以圓成生命的最高理想。準此觀之，大學本非職業先修班，而是一種全人的人格教育。<u>所以大學畢業生缺乏就業機會和大學生過量並不是緊閉大學門檻就可以化解的。</u> 綜合上述兩種意見，各有觀點，亦皆有理。<u>讀大學雖非「謀食」更有「謀道」理想，然而理想不能盡棄現實。所以大專院校如果培育眾才，卻無法將所學運用於世，形同社會之蠹，的確形成社會的負擔，不過，減少招生人數是否就能化解問題，似乎也不濟事，個人以爲門戶可以開放，但把關要嚴格，這可確保人才的培養，不過這是消極之道，更積極作爲是，課程設計要務實多元，讓學生不僅學具專精，且深俱文化涵養，讓人人在大學裡都可以是成熟的「大人」，又可以是博通學問的「大學生」。</u> Synthesizing above mentioned opinions, (I think) each has its viewpoint, and also sounds reasonable. <i>Studying at a university is for seeking for 'high ideals', not just for 'food', but (we) cannot ignore reality for ideals. Therefore, if college and universities want to educate people, but they cannot teach them how to apply what they learn in their work, they will be like bookworms in the society, it will actually become the burden of the society, but will reducing the number of recruitment solve the problem, it seems useless in coping with this situation, I personally think the door to universities should be open, but should strictly checking entrance, this will insure students' educational qualification , but this is a passive solution, a more active way is that curriculum should be practical and multiple. let students be not only professional at their majors but also culturally cultivated, let every student at university become a mature 'adult' and an knowledgeable university student.</i>	Situation Problem Solution Evaluation 1 Evaluation 2	ContS CompS ContS	Preview preview Details details ↓ preview details ↓ Conclusion (authorial comment) (repeated bit) Suggestion (advice) Conclusion (authorial comment) (repeated bit) suggestion (advice)

Text	Overall Rhetorical Structuring	
Argument RT	Matching	General-Particular
		Preview-Details
大專院校屬於高等學府，培育社會菁英。既為菁英，本就有其資格限制與比率分配。然台灣由於高等政策前幾年之漫無節制，使得大專院校林立，大學生比率逐年提高，甚至到了供過於求的地步。在此情形下，遑論學生入學時水準無從挑選，連其畢業時之專業亦無從要求。過多的高等畢業生，卻具備中等能力，怎不會令業界搖頭，以及職務工作僧多粥少呢？再不限制學生人數，則專業品質、工作機會皆將惡性循環，每況愈下。 但若從求知權力而言，則任何學生皆有就學的需求，政府亦應保障其受教機會。故硬性、形式之入學人數限制，實違反此一基本人權，而台灣高等教育之陷入庸質化，正由於硬性、形式之開放政策所致。 正本清源之方，正在於資格與標準之設定。入學有標準做把關；畢業有資格做考核，如此，學生之數目自應逐步減縮自然之比率。不此之圖，冀求在學校與學生之數量做工夫，只會治絲益棼而已，不可不慎思啊！ In order to effect radical reform, qualification and standards have to be established. There are standards as check points for entering universities; there are qualifications as evaluation points, therefore, number of students will gradually reduce to a normal rate. If not, (the government) only hopes to consider the number of schools and students, it will be messy, (so) (the government) should not think carelessly.	ContS CompS	Preview Details preview details preview details Conclusion (authorial comment) Conclusion (authorial comment)

Text	Translation	Overall Rhetorical Structuring		
		PSn	Matching	General-Particular
				Preview-Details
所謂「十年樹木，百年樹人」，教育乃百年大計，牽涉一國人力的培育，一國國力的儲備，代為籌策者，應有真知灼見並能洞燭機先，方能深思熟慮為國家做長遠的教育規劃。 然近年由於選舉競爭激烈，教育亦淪為政治籌碼之一，政黨為拉籠選票，酬庸選民，在各縣市廣設大專院校，一時之間各級大專院校或升格或興設，如雨後春筍，相繼成立。因此高中升學率高達百分之 96，大學就學機會高達百分之 110，充分地滿足了大眾升學大專的心願與需求，表面看來，教育事業彷彿生機蓬勃，榮景大發。 目前台灣是一個「大學生滿街走，研究生多如狗」的國度，全民學歷普遍提升，然而大學教育品質，未見提升，而亂象紛呈，正方興未艾，令人憂心。 僅就就學機會來探討，教育部應該限制各級大專院校入學許可之學生人數。一則因台灣產業，近年大量外移至工資成本低廉的就業市場，以致就業機會減少，極多的大學畢業生，難以謀得適才適所的職務，又不願低就下層的勞力工作，因此延緩進入職場生產行列，花費龐大教育資源所培植之高級人力，竟投閒置散，這是否是國家教育資源的極大浪費？其二，多數大學畢業生，皆由臨老的父母，以平生積蓄的養老金，供奉這些年輕待業家中的子女，這是否造成老年族經濟負擔與壓力？其三，大專畢業生，多年苦讀，所學無用，個人價值無從發揮，自我實現難以達成，這是否為社會伏下不安定的因素？ 「一日之所需，百工斯為備」健全的社會，需有各階層的人力，目前大量培植大專院校學生，將使金字塔的人口結構失衡，每人皆為設計師、工程師，誰來維修下水道與馬路？教育部是否應該限制各級大專院校許可的學生人數？懇請決策較預百年大計的高階長官深思熟慮。	They say: "It takes ten years to grow a tree, 100 years to educate the young". Education is a 100-year national policy, to do with cultivation of manpower of a whole nation, a store of national power. Policy planners should have correct and penetrating views and should be able to take steps in advance. They can then contemplate thoroughly making long-term educational plans for the country. However, in recent years, because of drastically competitive elections, education has fallen into one of the political cracks - political parties attract voters by extensively establishing colleges and universities in different counties and cities. In order to solicit votes, different levels of colleges and universities were promoted or established during that time, (they are) like spring bamboo shoots mushrooming after rain, setting-up one by one. Therefore, the entrance rate of senior high schools is up to 96%, the opportunity for studying at universities is high - up to 110%. (This) has fully satisfied people's wishes and needs in terms of entering universities. Looked at from the surface, the educational industry seems very vigorous, prosperous. At present, Taiwan is the country where "(the) streets are full of undergraduates and graduates - as many as dogs", Education for all has been promoted, but the quality of tertiary education has not been raised, and various confusing scenes are still developing, (the situation is) worrisome. Talking about opportunities only, the Ministry of Education should restrict the number of admissions for different levels of colleges. First, because a lot of Taiwanese industry has moved to employment markets where labor costs are cheaper in recent years, employment opportunities have decreased - plenty of university graduates have difficulties in finding appropriate jobs, and don't want to take low-class labor jobs, so (they) delay getting into the vocational production line. The high-level manpower, (on which the government) has spent an enormous amount of educational resources, is however unemployed. Is this not a huge waste of national education resources? Secondly, most university graduates depend on their ageing parents who use their life-time savings to support these young unemployed children. Does this create an economic burden and pressure on old people? Thirdly, college graduates study hard for many years, (but) what (they) learn is useless. (Their) personal values cannot be realized/achieve. Will this create social instability? In a perfect society in which "all the various crafts are done for one day's needs", there should be manpower of all levels. At present highly educated college and university students will make the population structure unbalanced. (If) everyone is a designer, (or) engineer, who comes to maintain sewers and roads? Should the Ministry of Education restrict the number of admissions at all levels of universities and colleges? (I) earnestly request the senior officials at a high level to make 100-year educational policies for the future in a deliberate manner.	Situation Problem Solution	ContS CompS	Preview Details preview details preview details Conclusion (authorial comment and advice)

Classification Texts - Chinese specialists

Text	Translation	Overall Rhetorical Structuring	
Classification RT		PSn	General-Particular
			Preview-Details
根據統計，截至 1997 年春季為止，紐西蘭全年十二個月內車禍肇事死亡人數高達 557 人。其中駕駛人死亡人數 253 人、汽車乘客因車禍死亡 178 人、摩托車騎士及行人共計 108 人、腳踏車騎士及其它因素死亡者計 18 人。 在這項統計數字當中也顯示，因車禍喪生年齡層主要集中於青壯年，其中 25—39 歲死亡人數高達 154 人、40—59 歲死亡人數達 83 人。以人口結構而言，這二個年齡層為家庭中主要經濟支柱，若不幸發生意外喪生，影響家庭甚劇，間接影響社會安定，造成國家無形的負擔與損失。 因此，紐西蘭交通局呼籲：駕駛人務必小心駕駛，做好上路前的安全檢查，以確保自己及所有用路人的安全，避免意外一再發生，導致無可挽回的遺憾。	According to the statistics dated to the spring in 1997, there were 557 people died in traffic accidents throughout the whole year twelve months in New Zealand. Among them, 253 people were drivers, 178 people were passengers, 108 people were motorcyclists and pedestrians, 18 people were cyclists and others. The statistical numbers also show that the people who died in accidents are mostly young and mid-aged. Among them, 154 people aged from 25 to 39, 83 people aged from 40 to 59. According to the structure of the population, these two age groups are the financial pillars of families. If they die in accidents, their deaths will have a great influence on their families, have an indirect influence on the society, cause invisible burden and loss on the country. Therefore, New Zealand Transport Bureau declares that drivers should drive carefully, give the car a safety check before driving on the road in order to make themselves and all the road users safe and prevent repeated accidents that result in un-retrievable tragedies	Situation & Problem (writer's opinion and conclusion) Solution (writer's created opinion-based advice)	Preview preview details preview details (added information) Conclusion (Speaking for N.Z. Transport Ministry) (added information) (authorial comment + advice) Details

Text	Overall Rhetorical Structuring
Classification RT	General-Particular
	Preview-Details
根據一項統計資料顯示，截至一九九七年春季為止，在紐西蘭發生的交通事故中，十二個月下來，總計有五百五十七人因此喪生。這些喪生者包括汽車駕駛人、乘客、摩托車騎士、行人、腳踏車騎士等，並且，各個年齡層都有。 <u>發生事故的機會與使用的交通工具有很大的關係</u> ，以成人而言，汽車駕駛人、摩托車騎士的死亡率是最高的；汽車上的乘客也容易因此跟著發生意外。像行人或是腳踏車騎士 <u>因為行進速度慢，加上是直接行動於公開場地，也容易發生意外</u> 。此外，高於二十歲以上的死亡數字是遠高於二十歲以下的人。由此可見，青壯年死於交通意外的比例顯然高過兒童。	Preview Details (authorial comment) (authorial comment) No Conclusion

Text	Overall Rhetorical Structuring
	General-Particular
	Preview-Details
魂歸西天，天不假年 1997 春季止，一年內（紐西蘭）共 457 人死於車禍（本刊訊）。1996 夏季起，至 1997 春季止，在紐西蘭的道路上，共有 457 人死於車禍。 457 個死亡者中，就身份來看，以「汽車駕駛人」喪生的情形最嚴重，計有 253 個，占總死亡率的百分之五十五強。其次為乘客，共 178 個魂歸西天。 就年齡來看，則以 15 歲至 19 歲者死亡率最高，凡 97 個與世長辭，占總死亡人口的百分之二十一。 而在總死亡人口中，「年齡不明者」有二人、「身分不明者」有一人，這應是死亡時「面目全非」且「未帶任何證件」所致。 Among the total victims of road death, two victims are age unknown, (and) one unidentified, (I think) it was because when they died, their faces had been damaged beyond recognition and they did not have any identification documents with them.	Preview Details ↓ No Conclusion preview details ↓ preview details ↓ (added information)

Text	Overall Rhetorical Structuring	
	PSn	General-Particular
		Preview-Details
根據紐西蘭 1996~1997 道路死亡紀錄顯示，汽車駕駛人及乘客是死亡人數分別為 253 人及 178 人，是死亡人數最高的兩種類別。而依照年齡層來看，又以 25~39 歲青壯年佔死亡人最高比例。 這項調查是以使用交通工具類別及年齡層分布作為根據，結果顯示汽機車使用人及乘客死亡人數，高於使用人力之交通工具的行人與腳踏車騎士，可看出速度愈快的交通工具造成死亡人數愈多。年齡層分布方面，各個種類的交通工具都顯示 25~39 歲最高，其次則是 40~59 歲，顯示這年齡層正是使用機械交通工具的族群。 按照這項調查顯示，「十次車禍九次快」似乎再次獲得印證，為確保交通安全及個人寶貴生命，保持安全車速，小心駕駛仍是不可輕忽的原則。 According to this survey shown (in the table), “ nine out of ten accidents is due to speeding” has been proved once again, in order to secure traffic safety and individuals’ lives, (you/people) keeping safe speed, driving carefully is still a discreet principle.	Situation Problem (authorial comment) Problem Solution Problem Solution	preview details Preview ↓ Details ↓ Conclusion (authorial comment + advice) Conclusion (authorial comment + advice)

Text	Overall Rhetorical Structuring
	General-Particular
	Preview-Details
以下是 1997 年紐西蘭道路交通事故所造成人員死亡的專題報導. 歡迎收看. 根據紐西蘭道路交通安全局的一份年度資料統計數字顯示, 1997 年春季為止的 12 個月內, 全紐西蘭道路交通事故所造成 人員死亡的總數是 557 人. 其中直接造成了汽車駕駛人死亡的有接近半數約 45% 的 253 人, 有 31% 的 178 個受害者是乘客, 摩托車騎士死亡者佔 9% 的 51 人, 無辜行人有 57 人喪命, 佔了一成. 有 3% 的遭殃者是自行車騎士 17 人. 有 1 個身份不明的青少年死亡也被列入統計. 以下是依據年齡層分別所作的統計, 有 3/4 的死亡者是集中在 15 -- 19 歲的少年人, 和 20 -- 24 歲的青年人, 和 25 -- 39 歲的壯年人, 和 40 -- 59 歲的盛年人士. 其中以 154 個意氣風發的壯年人死亡, 佔了全部死亡人數的 28%, 排名第一. 分別是 83 個汽車駕駛人, 39 個乘客, 18 個摩托車騎士, 12 個行人, 2 個自行車騎士. 其次是人生正待起步的 97 個少年人, 在這一年度的道路交通事故上賠掉性命. 分別是 31 個汽車駕駛人, 44 個乘客, 13 個摩托車騎士, 5 個行人, 3 個自行車騎士, 1 個身份不明的死者. 一共有 90 個。 上了年紀的 60 歲以上老人魂歸西天. 他們是 45 個汽車駕駛人, 27 個乘客, 2 個摩托車騎士, 13 個行人, 3 個自行車騎士. 再次是 83 個是正當事業有成的盛年人撒手人寰. 分別是 52 個汽車駕駛人, 18 個乘客, 12 個摩托車騎士, 4 個行人, 2 個自行車騎士。 有 74 個血氣方剛的青年人, 在這個年度的道路交中, 喪失掉了寶貴的生命. 分別是 41 個汽車駕駛人, 17 個乘客, 5 個摩托車騎士, 6 個行人, 2 個自行車騎士。 有 19 個 10 -- 14 歲較大兒童無辜喪命. 他們是 11 個乘客, 4 個行人, 4 個自行車騎士。 更有 18 個 5 -- 9 歲天真兒童不幸罹難. 他們是 7 個乘客, 1 個摩托車騎士, 7 個行人, 3 個自行車騎士。 最是無辜的是有 15 個 0 歲的襁褓嬰兒和幼小稚子女夭折。 另外還有年齡不明的汽車駕駛人和行人各有一人。 以上是 1997 年紐西蘭道路交通事故所造成人員死亡的專題報導. 謝謝紐西蘭道路交通安全局(?)提供給我們報導的資料. 謝謝你的收看. 再會。 Above mentioned is the report about the deaths caused by road accidents in New Zealand in 1997. [I would like to] thank NZ Transport Bureau for providing us with the information, and thank you for reading this. Goodbye.	Preview preview details ↓ preview ↓ details ↓ Summary Conclusion Details ↓

Explanation Texts-Chinese specialist

Text	Translation	Overall Rhetorical Structuring		
		Matching	General-Particular	
			Preview-Details	Generalization-Examples
由圖表可知，經營小本生意成功的要素 (一) 經營小本生意成功的要素，主要有兩點：一是顧客至上；二是合理的管理。 (二) 所謂「顧客至上」，就是以顧客消費者動機為依歸。首先，應選擇一個安全便利的地方，確保源源不絕的顧客群。其次，應明瞭顧客對你服務的期望，確保顧客的滿意與忠誠。在經營時當以顧客為經營的中心，如適時瞭解顧客對產品的好惡，有助於服務與消費關係的建立及維繫。 (三) 「合理的管理」，就是應注意妥善選擇生產地點，租金切勿過高；每月的預定花費要有節制適當的流動基金；又如研究競爭對手，建立廣告及價目表的檔案，有助於決定價格之策略 (四) 無論是誰，只要能完成以上所說的顧客至上、合理管理這兩個要素，相信一定能將小本生意經營得有聲有色	Based on the graph to know, the key factors in running a successful small business (The chart indicates the key factors involved in running a small business) (1) There are two main factors in running a successful small business: the first one is to have a great regard for your customers; the second one is to have reasonable management. (2) The so-called “to have a great regard for your customers” is to consider the customers’ motivation importantly. First, choose a safe and accessible place, in order to ensure a flow of customers. Next, understand customers’ expectations of your service, in order to ensure customer satisfaction and loyalty. While running the business, consider your customers as the centre of your business, for example, understand your customers’ likes and dislikes of your products, to assist in establishing and maintaining the relation between service and consumption. (3) “Reasonable management” is that you should notice how to choose a good location, rents should not be too high; monthly costs should be kept within limits, and levels of stock should be controlled, keep adequate cash flow; and for example study your competitors, establish their files of advertising and pricing information, to help with decisions of pricing strategy. (4) No matter who (will run a small business), as long as she/he can fulfil above-mentioned two key factors, having a great regard for your customers and having reasonable management, (it is believed/ I) believe that she/he can run a small business very successfully.	S ↓ CompS ↓	Preview ↓ Details / Preview ↓ Details ↓ Conclusion (with authorial comment + summary)	Generalization-Examples Generalization ↓ Example ↓ Generalization ↓ Example

Text	Overall Rhetorical Structuring
	General-Particular
	Preview-Details
一樁成功的小本生意 小本生意之魅力在於它是小本，同為本錢不重，不至於關乎生死存亡，但如果成功小本生意亦可以富甲一方。但是小生意易投資，也易失敗，因為投資門檻低，競爭者眾，要在之中殺開一條生路，若不付出十二萬分的努力，幾乎是不可能成功的， 小生意之成功要素可分為兩個層面，其一是成本控制，其二是服務品質。無奈正反兩面常是對立的，服務品質愈好，則成本愈高。成本控制包含房租不可過高，庫存不可太多，太久貨物原料必須壓低價格。但是為了眾多同行競爭，價格又不可過高，服務態度及品質會決定顧客之滿意度，因此又不可無限度的壓低成本。 因為如此的困難，所以成本中的每一分或全使用的效度就很重要，所謂錢要花在刀口上，為了使效度提升，所以要明白三件事，一是顧客在哪裡？二是如何使用通路？三是如何提升品質？尤其是顧客群的鎖定，可以決定物品的風格及價格，這樣可以避免與同行打價格戰。品質的提升的話盡可能採取不必再加成本的方式，而以創意的方式完成，貼近顧客的喜好。要殺出活路，以創意與堅持，精準鎖定顧客是成功的不二法門，千萬不要憑自己的喜好，一廂情願的傻做，必敗無疑。 For struggling to survive (subject – YOU- omitted), knowing your customers well with persistence and creativity is the key to success. don't do with your own likes, with your own wishful thinking foolishly, you will fail without doubt.	Preview preview details ↓ preview details ↓ Details (authorial comment) ↓ (authorial comment) ↓ Conclusion (with authorial comment) ↓ (Conclusion with authorial comment)

Text	Overall Rhetorical Structuring	
	General-Particular	
	Preview-Details	Generalization-Examples
小本生意的經營，若能掌握竅門，也能創造成功典範，它是創業的基石，也是將來能否造就大企業的前哨戰。爲什麼一家小肉包店門庭若市？而一些裝潢豪華的餐廳，反而門可羅雀，而面臨倒閉？這都是經營方法的問題。 成功的經營，必須在人、時、地、事四大方向下功夫。 在人方面：經營者需任勞任怨，誠懇實在，以客爲尊，接受建議，瞭解客人的希望，滿意程度，讓他們有下次再來的動機。也要清楚競爭對手或同業的經營策略與成效，如他們的廣告，價目表等各種資訊。 在時方面：控制產品供需的尖峰時段，機動配合，不宜讓人久候掃興。也要配合時令，推出應景產品(如夏季冰品，冬季熱湯圓…)。 在地方面：選擇安全便利的地點，但租金不可太高，注意環境的整潔及小飾品的擺設，特殊吸引人的招牌廣告等等。 在事方面：注意存貨程度的管控管，確保適當租金流向，並避免過度花費。尤其量入爲出，不宜盲目擴大信用，造成資金缺口。 成功的企業家，來自機伶的頭腦，求新求變的態度，有眼光有魄力，穩紮穩打。成功絕非偶然。 A successful entrepreneur should have a smart brain, an attitude of seeking innovations and changes, insight (and) resolution, run (a small business) steadily and step by step. Success is not accidental.	Preview (preview) (details) ↓ (preview) (details) ↓ (preview) (details) ↓ (preview) (details) ↓ Conclusion (authorial comment) Conclusion (authorial comment)	Generalization Examples generalization (authorial comment) examples generalization (authorial comment) examples generalization examples (authorial comment)

Text	Overall Rhetorical Structuring
	General-Particular
	Preview-Details
要經營一樁成功的小本生意必須掌握下列六個重要技巧：1. 確保源源不絕的顧客群；2. 確保顧客之滿意及忠誠；3. 明瞭顧客對你的產品之好與惡；4. 可幫助決定價格之策略；5. 確保適當現金流向，並避免過度花費；6. 每月訂定之花費不要太高。 至於前述六個重要技巧，則仍須分別注意下列細節：在「確保源源不絕的顧客群」方面，則須「選擇一個安全便利的地點」；在「確保顧客之滿意及忠誠」方面，則須「明瞭顧客對你服務之期望」；在「可幫助決定價格之策略」方面，則須「研究你的競爭者-- 建立他們的廣告及價目表的資料檔案」；在「確保適當現金流向，並避免過度花費」方面，則須注意「存貨程度之控管」；在「每月訂定之花費不要太高」方面，則須注意「生意地點的選擇，租金切勿過高」。	preview details ↓ preview details ↓ Preview ↓ Details ↓

Text	Overall Rhetorical Structuring
	General-Particular
	Preview-Details
想要經營一樁成功的小本生意，以下有幾點建議供您參考。 首先，要掌握每月的花費勿太高，並且避免過度花費。比如在生意地點的選擇上，要選擇一個安全便利的地點，以確保源源不絕的顧客群，但請注意租金切勿過高。同時，也要控管存貨的數量，以確保適當的現金流向。 第二，要瞭解顧客對您所提供服務的期望，以及對您產品之好惡，以確保顧客之滿意及忠誠度。 此外，也要研究您的競爭對手，建立其廣告及價目表資料檔案，以幫助您做價格策略的決定。 以上的建議，您亦可參照隨文所附之表格，可以幫助您更容易瞭解此文。 You can also refer to the above suggestions in the attached table, (which) can help you understand this text easily.	Preview preview details preview details preview details Details Conclusion (as a reminder to remind readers to refer to the table)

Recount Texts - Chinese specialists

Text	Translation	Overall Rhetorical Structuring
		PSn
二次大戰末期，由於日本商務船隊被盟軍所毀，造成來自中、日、台、韓之食物補給線截斷，使得當時日本國內社會因飢荒而需採取食物配給的方式因應。而戰後因為經濟的重建，日本經濟的發展策略乃採國家集中管理的方式，由政府分別和銀行、法人組織訂定各項社會契約，以振興經濟促進復甦。 90年代後的日本，經濟迅速復甦，到1990年，其國內發生產總值(GDP)已居全世界第二高，為德國的2倍，更達美國全國的百分之七十，景況十分活絡。然從1990年之後，到了2000年，整體日本的經濟發展卻出現了10年不景氣的表現。大量錯置的基金，勞力與工業技術均無法成長與提振。甚者，日本政府更花費了兩百億日圓，投注於10項補充花錢的措施，藉以冒充不景氣的過程中經濟改善之假相，這些經費佔全國GDP總值的24%，造成政府整體負債額佔國內GDP的130%，於全球經濟合作與發展組織中最差的國家。 當前，在看日本的經濟現況，乃逐漸處在緩慢復原的發展之中，不過，仍存在著某些問題，尤其在人口老化，低出生率的影響之下，落在日本青年人肩膀上的重擔是全世界最高的。加諸缺乏強有力的新興公司帶動整體經濟發展，是以當前的日本，經濟現況雖然有改善，但仍可能只是暫時的好光景，未來整體而言，仍頗有堪慮之處。	At the end of World War II, the Japanese merchant fleet was destroyed by the Allied Forces, causing the food supplies from China, Japan, Formosa, Korea to be cut off, and leading Japanese society to introduce rationing to deal with the problem of starvation. Then, after the war, in order to re-establish economic stability, the Japanese economic development strategy was to manage the economy in a nationally concentrated way, involving the government in making various social contracts with banks and the corporate sector in order to secure economic recovery and prosperity. After the 90s in Japan, the economy recovered rapidly. In 1990, its GDP was the second highest in the world, which was twice that of Germany and even 70% of that of the USA, a very prosperous situation. However, after 1990, until 2000, there was a decade of stagnant development throughout the entire economy of Japan. Due to massive misallocation of capital, skills in labor and technology could neither be gained nor improved. Moreover, the Japanese government spent ¥20 billion on 10 supplementary spending packages to simulate the economy, which funds, in the present recession, represented 24% of the current GDP, leading to a gross national debt 130% of GDP, the worst of the OECD countries (The Organisation for Economic Cooperation and Development). At present, the Japanese economy is in a state of slow recovery, but it is still having problems, especially due to the impact of the ageing population and low birth rate, so that the burden on the shoulders of Japanese youth is the heaviest in the whole world. Additionally, they lack strong new companies which can promote the entire economic development, so although there is some improvement in Japan currently, that may be temporary, on the whole in future, some worries remain.	Situation 1 & Problem 1 ↓ Solution 1 ↓ Evaluation 1 ↓ Situation 2 & Problem 2 ↓ Solution 2 ↓ Evaluation 2 ↓ Situation 3 & Problem 3 ↓ Conclusion (authorial comment) ↓

Text	Overall Rhetorical Structuring	
	PSn	General-Particular
		Preview-Details
由於 1945 年太平洋戰爭末期，美軍實施潛艇封鎖政策，致日本之商隊被毀，來自中國、韓國與台灣的物質，全遭截斷，日本雖嚴格實施食物配給制，但其經濟發展因慘遭打擊，而嚴重惡化，人民生活於戰亂、貧窮且陷於水深火熱之中。 戰後，為促成經濟快速成長，日本政府策略性指示銀行投資重要民生產業，加上法人組織部門承諾終身僱用員工，以及人民皆能維持高存款率等因素，致日本很快於戰後的廢墟中，脫穎而出。至 1990 年，其國內生產總值（GDP）居全世界第二高，為德國的兩倍；是美國的 70%，且其 GDP 之資金，是全世界第三高，實在令人佩服。 但因日本政府自 1990 年起，大量花費金錢約兩百億日圓於公共建設中，以冒充不景氣中的經濟（約佔國內生產總值的 24%），卻一方面促成政府整體負債佔國內生產總值的 130%，為「經濟命無與發展組織（OECD）」中最差者；另方面亦因而大量錯置資金，勞力與工業技術，致經濟成長遭遇瓶頸，而深陷長達於十年的不景氣之中。 經過多年的努力奮鬥，如今日本經濟雖已經有緩慢復甦的現象，但因至今仍未有強而有力的新興公司出現，加上人口老化迅速，以及低出生率，落在年輕人肩膀上的賦稅重擔，居今世界最高等問題，因此日本經濟雖已有些改善，但亦可能只是短暫的，值得吾人繼續觀察、評估。 After many years' efforts, Japanese economy has now a phenomenon of recovery, but because of the problems (such as) no strong new companies, (and) rapidly increasing ageing population, and low birth rate, the heaviest burden of tax on young people shoulders in the whole world, (so) Japanese economy has some improvement, but it may be just temporary, it is worth for us continuing to observe and evaluate it.	Situation 1 Problem 1 Solution 1 Evaluation 1/ Problem 2 Situation 2 (Problem 1) Solution 2 Evaluation 2 Situation 3 Problem 3 Solution 3 Evaluation 3 Situation 4 Problem 4 Evaluation 4 Situation 4 Problem 4 Evaluation 4	(No preview) Details  Conclusion (authorial comment) Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
	PSn	General-Particular
		Preview-Details
二次大戰後的日本經濟 1945 第二次世界大戰末期，日本的經濟嚴重蕭條。在對外貿易上，日本商務船隊被毀，對外經貿往來幾近停擺；在民生物資方面，來自中國、韓國、台灣的食物補給被截斷，國內已因飢荒而需食物配給。 戰後的日本，為提昇經濟，走出戰敗的陰霾，遂依據與政府、銀行、法人組織部門之間的社會契約，採集中管理的國家經濟政策。其中影響日本後來經濟成長最重要的三點，即為：一、政府指示銀行投資策略性的部門；二、法人組織部門承諾終身雇用；三、人民維持高存款率。 歷經四十餘年的生聚努力，在 1990 年時，日本國內生產總值（GDP）已是全世界第二高，是德國的兩倍，美國的百分之七十。其經濟發展之奇蹟，令世界各國刮目相看。 然所謂盛極而衰，自 1990 年後，日本政府整體負債已佔國內生產總值之 130%（在「經濟合作與發展組織」國家中敬陪末座）。而經濟成長衰退，連帶地產生了大量錯置的資金、勞力、工業技術。更有甚者，日本政府居然花費了兩百億日圓，用在十項刺激消費的措施中，意圖掩飾不景氣中經濟（而所花費的金額，竟佔國內生產總值的 24%）。（註：兩百億日圓會不會太少了？） 但可能只是暫時的。因日本未來的經濟發展，仍有不少潛在的問題，如：未能再出現強而有力的新興公司，如過去的傲視全球的國際、新力等跨國大企業；老化人口，低出生率，落在年輕人肩膀上的賦稅重擔是全世界最高的，嚴重影響競爭力。 日本今後的經濟會如何發展，曾以經濟成就傲視全球的日本，是否還能再度讓紅日旗發出震懾世人的光芒，全世界都在拭目以待。 How will Japanese economy develop in future (?), will Japan whose economical achievement was once proudly superior to other countries will make their national flag brightly beam to surprise the people of world again(?), the whole world is waiting to see.	Situation 1 Problem 1 Situation 1 Solution 1 Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 (personal opinion) Present Problems	(No Preview) Details  Conclusion (authorial comment) Conclusion (authorial comment)

Text	Overall Rhetorical Structuring	
	PSn	General-Particular
		Preview-Details
進入二十一世紀的今日年代，一般認為日本的經濟發展現況雖仍有若干困難尚待克服，但應已走在緩慢復甦的道路上；其實這些局部改善的跡象，可能只是短暫的好景，其背後的隱憂，似乎還未受到社會大眾應有的重視。 回顧最近半個多世紀以來的日本的經濟形勢演變歷史，可追溯至二次世界大戰剛結束的 1945 年，由於戰爭失敗導致的無條件投降，一方面日本龐大的商務船隊多在戰爭中遭到摧毀，另一方面日本在戰爭初期因佔領中國、韓國及台灣所建構的食物補給管道逐一被切斷，導致戰後的日本其國內反倒發生飢荒而必須採取食物配給制度。 其後在美國大力支持其戰後重建及韓戰時期高度物質需求的刺激之下，日本經濟得到了重建的機會。此時的國家依據其與銀行、法人組織間的社會契約，採取集中事權的管理制度，當時政府可以指導銀行投資策略性的經濟部門，而各類法人組織均承諾採行終身雇用制度，且一般人民多能維持高存款率；這幾項特色促使日本的經濟發展在 1990 年代之初達到頂峰，當時日本的國內生產總值(GDP)一度位居全世界第二，達到美國的百分之七十，或德國的兩倍，而其 GDP 的資金，更曾高居世界第三。 但至二十世紀的末期，日本經濟卻意外地陷入長達十年的不景氣低谷，當時日本政府以經濟不景氣為由，希望能經由政府率先投資來帶動整體經濟的繼續發展；於是自 1990 年起，日本政府在其十項擴充投資的措施中，一共投注了兩百億日圓的大量經費，大約佔其國民生產總值的 24%，但如此作的結果不但無法使其經濟向上提升，且大量錯置的資金、勞動力及工業技術，更導致政府部門的整體負債高達國內生產總值之 130%，以致於在“經濟合作與發展組織”的各國中表現殿後。 如今日本經濟雖然已出現自谷底逐漸翻升的跡象，但深入觀察後將可發現，多年來仍少出現強而有力的新興公司，加上人口老化嚴重，而嬰兒出生率卻一直徘徊在低檔，可以預見未來落在其年輕人肩膀上的稅賦將是全世界最重的；因此這些長期性的社會結構性問題等隱憂，可能終將逐步侵蝕日本得來不易的短暫經濟復甦成果。 <u>At present, a sign has shown that Japanese economy is gradually rising from the valley, but after being deep into observations, (you can) find out that, after so many years, (there are) still not many strong new companies, along with serious ageing population, and the birth rate lingering low, it can predict that the burden of tax on young people's shoulders will be the heaviest in the whole world; therefore, the worries in these long-term problems of social structures may finally gradually erode away ephemeral success on Japanese recovering economy, which was not easy to achieve.</u>	Situation 1a Problem 1 Solution 1a Situation 1b Solution 1b Evaluation 1 Situation 2 Problem 2 Solution 2 Evaluation 2 (Situation 3) (Problem 3) (Evaluation 3) (Situation 3) (Problem 3) (Evaluation 3)	Preview (repeated bit) Details ↓ Conclusion (authorial comment) (repeated bit) Conclusion (authorial comment) (repeated bit)

Appendix 13.3: Analyzed texts (texts written in English by the New Zealand teachers)

Discussion Texts - English-NZ teachers

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Discussion RT			Preview-Details
It has been said recently the due to the present economic situation within NEW ZEALAND that NEW ZEALAND cannot afford the real cost of large numbers of students at university. This is because the supposed financial returns are insufficient due to a lack of employment opportunities for graduates. This essay will discuss arguments for and against this proposition. Concern has been noted that numbers of admissions, other than by academic achievement has increased. There is therefore, a perception that the quality of degrees has decreased in order to accommodate students from these non academic backgrounds. This consequently has had a flow on effect with the perception that certain qualifications have very little validity on both the national and the international areas. This in consequence has perhaps helped contribute to the idea that a university education has no real place in the economic climate in New Zealand. Conversely, there are those who feel that a university education benefits NEW ZEALAND in other ways other than as straight skills acquisition for employment. This can be seen by the belief that an informed and critical thinking population can only enhance society in NEW ZEALAND. Children will benefit through parents being more active in their learning. Also for those who wish to take advantage of the ‘second chance’ opportunities they will be able to maximise their employment potential. These two aspects can only improve NEW ZEALAND’s society. Also, even if graduates should choose to leave the shores of NEW ZEALAND this can often have advantages. This can be seen by the ‘expats’ promoting NEW ZEALAND goods providing a point for the sharing of information, knowledge and by possibly returning with contacts and knowledge that will benefit NEW ZEALAND in a ‘future time’. Despite the concerns of the ‘dumbing down’ of university degrees I feel that admissions should not be restricted because NEW ZEALAND can benefit in a variety of ways by having an extensive population of university students.		ContS CompS	Preview ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
	Matching	General-Particular	
Discussion RT		Preview-Details	Generalization-Example
There are arguments both for and against placing restrictions upon the number of admissions of New Zealanders to university degree programs because of the lack of sufficient employment opportunity for university graduates in New Zealand today. A persuasive argument for placing restriction upon admissions to certain university programs is that if there are substantially more graduates than jobs in a particular field, then the market value of the qualification decreases. Graduates from an area that is over-supplied may not only struggle to find employment but may also find that both their salaries and their working conditions are adversely affected by the quantity of prospective employees. It is only logical that if a business can easily find new employees, and if employees have difficulty in obtaining employment, the employer is in a very strong bargaining position and the employees are in a comparatively weak one. This situation can decrease the value placed upon the profession and have far-reaching implications for the future status of that profession. In addition, an area that is over-supplied with graduates may begin to require higher and higher levels of education, resulting in an unnecessary need for professionals to be over-qualified. <u>Faced with two hundred applications for a single position, the quickest way for an employer to reduce the number is to choose only those with higher qualification.</u> These qualifications may not be necessary for the job but may come to be necessary for the job market. This situation can force graduates into spending enormous amounts of time and money studying for qualification which may not be strictly necessary. On the other hand, it is an enormous exercise of control over students' choices to restrict the entry into particular programmes simply because of pressures upon the employment market. As long as students are fully informed about their employment prospects, they should be allowed to have a free choice. It could be argued that it is not just to force students out of fields in which they are interested simply because of numbers, and that is not the government's place to be doing this. It could also be argued that although the professionals themselves may not wish it, strong competition in particular fields promotes excellence. It may be simply self-serving of, <u>for example, lawyers to complain about the number of law graduates.</u> Professionals who have been in comfortable and privileged positions may not wish for strong competition. In conclusion, this is a serious proposition which should not be considered lightly. If the government were to place such restrictions, it would need to be in consultation with universities and professionals, and the far-reaching implications of such a move would need to be considered.	CompS ContS CompS	Preview Details Generalization Example Generalization Example Conclusion (authorial comment on the information rather than repetition of it)	Generalization-Example Generalization Example Generalization Example

Text	Overall Rhetorical Structuring			
	PSn	Matching	General-Particular	
Discussion RT			Preview-Details	Generalization-Examples
There has been an ongoing debate in the media over whether or not university admissions should be limited so as to more closely match graduates with the job market. I shall compare and contrast arguments for and against the restriction of the number of admissions of New Zealanders to university. Firstly there is need to examine the source of the debate. In the last few decades, the structure of university funding has changed. Government funding has reduced in real terms. This has affected all aspects of university life. One of the ways that universities have fought the battle of the EFTS – the competition (with other universities) for as many equivalent full time students as possible – has been to throw open their doors, to lower the entry requirements. The growth in tertiary institutions and in the number of students has seen a glut in some areas of the job market where there is an oversupply of graduates. This ‘enforcement of riches’ has two main consequences’ the graduates staying in New Zealand without the satisfaction of taking their chosen career path, or their brains are (at least temporarily) drained from our job pool as they leave the country. One way of solving the problem of an over-supply of graduates would be to restrict university admissions. <i>This would have a number of positive benefits. Hopes of a job would not be a false. Higher entry standards would result in higher overall standards in secondary and tertiary education.</i> Such arguments can be matched on the other side of the debate. New Zealand could become under-educated, freedom of choice would be denied, and the funding philosophy from which the problem stems would be reinforced. The funding philosophies of successive governments play an integral part. Pruning university admissions or allowing heavily-laden limbs to drop off, does not get to the root of the problem.	Situation Problem Solution Evaluation 1 Evaluation 2	CompS ContS	Preview ↓ Details ↓ Conclusion (authorial comment)	Generalization Examples

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Discussion RT If it is true that there are, in fact, a lack of employment opportunities for graduates then the proposition put forth in the above statement could be argued for or against. Firstly, the New Zealand Government does not have unlimited resources, and it would seem that educated citizens without the hope of employment would be a waste of limited resources. However, it is also not advisable to restrict education as in the modern world education of the masses is vitally important. Even if university graduates have no job to go to for which they trained, they would be more use to society with education rather than without. Secondly, if we has a large number of qualified professional with no jobs to go to we may lose highly trained people to other countries. Technology that we may be developing in the universities and other training institutions may be lost. On the other hand, when people are put in a difficult situation, they usually find a solution to the problem at hand. There is a saying that does something like “necessity is the mother of invention”. So if New Zealanders find themselves in a difficulty situation like having no job to go to, they will find a substitute job. Just because someone trains to be lawyer, for example, does not mean they necessarily have to work as one when they have finished their training, although this is, of course, preferable. So, in conclusion, it can be seen from the above arguments that there are both sound reasons for the governments to restrict the number of students matriculating to university and against. However, I doubt the statement that there are insufficient jobs for graduates in New Zealand is true as we seem to import a huge number of professionals from overseas. Therefore, I think the government should change the law and instead of restricting university admissions restrict immigration.		CompS ContS ConS	General-Particular Preview-Details Preview ↓ Details ↓ Generalisation Examples Conclusion (summary and authorial comment) (repeated bit)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Discussion RT			Preview-Details
There are many arguments for and against the idea of restricted entry into a New Zealand university. One question that must be asked when referring to the above statement is, what is meant by restricted? Will it simply be more expensive or does restricted mean that a higher level of academic achievement is needed from students before entry requirements are met. If it is simply a cost hike on fees, well I don't think this approach would be feasible. The uproar among the populace would be huge. I don't think the government could get away with it.	Problem		Preview
So let's take 'restricted' as meaning a better bursary grade is needed for entry (or some such academic grad). Reasons for this argument, I believe, include the assumption that there won't be as many students go into university just for the sake of going to one – whether they simply don't know in what direction they are headed, or whether they think some vocation will just pop up for them after completing a degree, any degree.	Response 1	CompS ContS	Details
Restrictions on entry would also mean less crowded campuses, more resources for those lucky enough to be there. It would also mean that those students at university would appreciate the fact and perhaps be happier and achieve higher.	Response 2		
Reasons against include would almost certainly mean a lower standard of morale among the populace without higher education (i.e. stuck in low-paying jobs consisting of menial, repetitive jobs. Totally unstimulating). It is also a shock for those who have a natural, ingrained thirst for knowledge.	Response 3		

Explanation Texts-English - NZ teachers

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Explanation RT			Preview-Details
This diagram shows the most important aspects of running a successful small business. It gives six key points and the reasons for, or results of, following the advice. The advice given for starting a small business can be divided into two main areas: advice relating to attracting and satisfying customers, and advice relating more to the financial side of the business. The three key points in the top half of the diagram deal with location, service and product, as related to customers. The box on the left contains the suggestion that prospective business owners choose their location carefully, ensuring that it is in a safe area and is easy to get to so that there are plentiful numbers of customers. In order to obtain loyal and happy customers, the diagram advises a clear understanding of what kind of service customers expect. This last piece of advice relating to customers states that small business owners need to be aware of customers' opinions about their product. This knowledge will enable the owner to develop successful marketing strategies. The lower half of the diagram relates more directly to the financial side of running a small business. One of these points also relates to selecting suitable premises, advising people to avoid excessively high rent in order keep monthly fixed costs as low as possible. Another important suggestion is to ensure a careful control of levels of stock. This control is necessary to prevent too much money being spent on stock and maintain sufficient cash flow. Pricing strategy is the final key point. The diagram advises studying competitors and keeping records of their prices and advertising. This enable the small business owner to develop effective pricing strategies. Ultimately all of the advice given tells prospective business owners how to ensure that their business is financially successful. The lower three points are directly related to the finances but it is the customers that also create a profit for any business, so both of these areas are vital.		S ↓ CompS ↓	Preview ↓ Details ↓ Preview Details ↓ Preview Details ↓ Preview Details ↓ Conclusion (summary)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Explanation RT			Preview-Details
There are six basic considerations for setting up and running a successful small business. Each basic rule ensures some benefit. These will be discussed relating to the diagram, starting with the top of the page and moving in a clockwise direction. Firstly you need to have a knowledge of what your customers expect from your service. What is it they think you will provide? What is it they believe you will do? Knowing these things means you can guarantee customer satisfaction and loyalty because you know how to satisfy them. Secondly the small business owner needs to be aware of customers likes and dislikes of your product. What is it they think is good about your product? What do they think needs to be better? This information is useful for developing a marketing plan, you can utilise the positive aspects in advertising. Thirdly, when selecting a premises for the business make sure the premises are not too expensive to lease. Rent directly effects monthly accounts and fixed expenditure. Another important factor is to have control over the stock levels. Effectively managing stock levels helps maintaining a healthy cash flow and avoids overspending. Furthermore, an awareness of competitors i.e. what they are offering, and for what price, is vital information to have. You can use this information to set your own prices and plan for competitive pricing. Last but not least, the choice of location is essential to the success of your business. It must be safe and accessible. There are regulations for disabled parking and access which must be adhered to. These considerations will allow for traffic to flow and plenty of customers being able to visit your premises. In conclusion, as shown in the diagram, a successful small business depends on not one, but all six of the factors being present and adhered to. All six of these factors feed into the success of the small business.			Preview ↓ Details ↓ Conclusion (summary)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Explanation RT			Preview-Details
There are a number of key factors in running a small business successfully. Among these are location, understanding customers' expectations as well as their likes and dislikes. A knowledge of one's competitors, control of levels of stock and maintaining fixed costs at a manageable rate are also considered pertinent in the operation of a small business. Location is the first key factor we shall look at. The location of a small business should be safe and accessible for customers. This will ensure a sufficient flow of pedestrians and accordingly plentiful numbers of customers. Small business should ideally be located either in a busy mall or major shopping area. Secondly, we must consider the expectations of the service offered. This will ensure customer satisfactions. Another related factor is the importance of knowing your customers' likes and dislikes of your product. This information can assist in the development of an affective marketing plan. In addition we need to know who our competitors are. This would involve keeping files of their advertising and pricing information. This in turn allows us to determine our pricing strategies without such information we run the risk of losing customers and profit margins would also fall. Another factor we need to consider is that of fixed costs. Fixed costs, in particular rent, should not be too high, as this will have a negative impact on the business' performance. When considering what is important in the running of a small business there are a number of key factors we should remember. These are understanding customer expectations, likes and dislikes.			Preview ↓ Details ↓ Conclusion (summary)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Explanation RT Here are some of the key factors to bear in mind if you wish you small business to be successful. <u>Premises</u>. In order to keep your monthly costs down, select premises with rents that are not too excessive. At the same time, it must be remembered that customers are the lifeblood of your business; so it may be worth spending a little more to obtain a location that is safe and easy for your customers to access – a good flow of foot traffic means plentiful numbers of customers. <u>Stock control is essential</u>; if you know what stock you have and are likely to need you will not overspend on unnecessary items, thus ensuring adequate cashflow. <u>Know your enemy</u>: keep files of your competitors advertising and pricing information, and use these to determine your own pricing strategy. <u>Know your customers</u>: Find out what they really want. If you know what they like or dislike about your product, this will assist you to develop a marketing plan to minimize sales resistance; and if you understand their expectations of your service, you will ensure their satisfaction and loyalty, and thus their repeat business and recommendation.			Preview-Details Preview ↓ Details <u>preview details</u> ↓ <u>preview details</u> ↓ <u>preview details</u> ↓ <u>preview details</u> ↓ (No conclusion)

Text	Overall Rhetorical Structuring		
	PSN	Matching	General-Particular
Explanation RT			Preview-Details
Key Factors in running a successful small business There are six factors identified in the diagram accompanying this explanation. Each of these has a subpoint which gives a rationale for the main point. Broadly these six points fall into two categories: those dealing with customers and customer relations, and those dealing with costs. <u>Customers</u> The choice of location ensure a safe, accessible and (I would add) convenient venue for customers is mentioned as ensuring a good flow of foot traffic, contributing to potential high numbers of customers. But it is also important to please customers, and this is achieved endeavouring to understand customers wants and expectations. If customers perceive your service as interested in their expectations, customer satisfaction and loyalty is promoted. Further, if you research your customers likes and dislikes with regard to your product, this knowledge assists you with the development of a marketing plan. <u>Costs</u> In order to keep prices competitive, and so keep customers happy, costs have to be considered. Premises that are within a reasonable rent range helps with this, and other fixed, monthly charges also need to be watched to see that they are not too high. Stock control levels need to be right, enough for variety, not enough that the company is overspending. This should ensure even cash flow. Finally, watching competitors' advertising, prices and other marketing information helps you decide on your own pricing structure and strategy. All these together contribute to running a successful small business.			Preview ↓ Details <u>preview details</u> ↓ <u>preview details</u> ↓ Conclusion (summary)

Recount Texts - English-NZ teachers

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Recount RT			Preview-Details
At the end of World War 2, the Japanese economy was in a terrible state. Its merchant fleet had been destroyed and the country had been cut off from its food suppliers in China Korea and Formosa. <u>The situation was bad enough to require rationing of food to prevent starvation.</u> In the post-war period attempts were made to develop the economy through a ‘social contract’ between the Government, banks, the corporate sector and civilians. The Government directed banks to invest in strategic sectors, while the corporate sector agreed to give lifelong employment to its workers. These measures gave people a feeling of security in the future, and high rates of savings were maintained by ordinary people. The result of this approach was evident by the year 1990, when Japan’s GDP had grown to the second highest in the world, doubling that of Germany, and almost equaling that of the U.S.A. Japanese GDP per capita was also high – third in the world. However, the 1990’s were characterised by stagnant economic performance, and recession. The Japanese government poured ¥20 billion into packages designed to stimulate the economy, but without success. In 1999, Japan’s gross government debt was 130% of GDP. Presently, the Japanese economy seems incapable of growth, with gross misallocation of capital, labour, and technology. The likely future of the Japanese economy is a long period of slow restructuring. The failure of the Japanese economy to perform will have an impact on the nation’s identity and pride, as these are built on Japan’s previous economic success. Perhaps only with an improved economy can Japanese confidence return to what it once was.	Situation 1 <u>Problem 1</u> <u>Solution 1</u> <u>Evaluation 1</u> Situation 2 <u>Problem 2</u> <u>Solution 2</u> <u>Evaluation 2</u>		Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Recount RT			Preview-Details
World War 2 was a drain of Japanese economy and what is more they had been defeated. <u>The people experienced the hardships caused by these events. Their previous food supply was now cut off and the merchant fleet destroyed. People were living on starvation rations.</u> To pull out of this dire situation a social contract was established between the Government, bank, corporate sector, and the people. The Government directed banks to invest in strategic sectors, so the recovery was Government led. But also the Corporate sector instilled a sense of security by promising lifelong employment. The people responded by maintaining high rates of savings. The recovery was so successful that by 1990 Japan's GDP was second highest in the world. It was 70% that of the USA and twice that of Germany. Japan's GDP per capita was third highest in the world. <i>In the following decade however, now the recovery was over, the economy stumbled. Japan experienced a decade of stagnant performance. Billions of Yen have been spent by the government to boost the economy—but to no avail. Because of massive misallocation of capital labour and technology the economy is incapable of growth. In 2000 Japan had the worst gross debt in the OECD.</i> <u>It is not seen that the Japanese economy will recover quickly. A process has begun of long slow restructuring but improved performance is hampered by the loss of national confidence, in the slump. Only economic success can restore that confidence.</u>	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 and Problem 2 Solution 2 and Evaluation 2		Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Recount RT			Preview-Details
It is instructive to consider the various stages the Japanese economy has passed through in the years since the Second World War. Despite the devastation caused by World War II, by 1990 Japan had the second highest GDP in the world and was enjoying an apparently booming economy. By the year 2000, however, the Japanese were faced with stagnant economic performance despite massive government expenditure, this led to a horrific level of government debt and a debilitating loss of national confidence. First, it is important to look more closely at the state of the Japanese economy <i>in 1945. The merchant fleet having been destroyed. Japan was cut off from its traditional food supplies (China, Korea, Formosa—now known as Taiwan), and people were existing on starvation rations.</i> The Japanese government embarked on a long-term programme of development, based on a social contract between the government, the banks, the corporate sector and the people. The banks were directed to invest in strategic sectors, the corporate sector guaranteed lifelong employment, and in return the people were exhorted to maintain high rates of saving. By 1990, the Japanese economy was twice as large as that of Germany, and 70% of the size of the US economy. The GDP per head was also the 3rd highest in the world. <u>Yet by the year 200 Japan had experience a decade of stagnant performance, with ¥20 billion of government spending to stimulate the economy having blown the gross debt to a level of 130% of DGP by 1999, while failing to stimulate growth. This seems to be due to massive misallocation so capital, labour and technology throughout all sectors of the economy.</u> At present, the Japanese economy is faced with the prospect of a long slow restructuring <u>which will not only be painful but also bewildering to most Japanese for whom the national identity is closely related to the economic success of their economy, and of Japan's international image. It my take another decade to achieve renewed economic growth and the regaining of national confidence.</u>	Situation 1 Problem 1 Solution 1 Evaluation 1 Situation 2 & Problem 2 Solution 2 Evaluation 2		Preview ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Recount RT			Preview-Details
<u>By the end of World War 2, Japan's merchant fleet was destroyed and the country was cut off from its main food suppliers.</u> To develop its economy, a social contract was worked out between the Government, banks, corporate sector and the people. The Government directed banks to invest in strategic sectors, the corporate sector promised lifelong employment, and the people maintained high rates of savings. By 1990, Japan had the second highest G.D.P. in the world, twice that of German and 70% of that of the U.S.A. – its G.D.P. per capita was the third highest in the world. <u>However, there then followed a decade of stagnant performance during which the Government spent ¥ 20 billion in ten spending packages to stimulate the economy.</u> Its gross debt of 130% of G.D.P. in 1999 was the worst in the O.E.C.D. and there has been no growth, along with massive misallocation of capital, labour and technology. As for the future of the Japanese economy, there will probably be a period of long, slow restructuring. <i>There has been a loss of national confidence and identity (which has been built on the economic success of the modern state).</i>	<u>Problem 1</u> Solution 1 Evaluation 1 <u>Problem 2 & Solution 2</u> Evaluation 2 & Problem 3 Solution 3 Evaluation 3		Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
	PSn	Matching	General-Particular
Recount RT			Preview-Details
At the end of World War 2, Japan had been isolated from its food suppliers so its people were on starvation rations. Because the Japanese merchant fleet had been destroyed, it was difficult to import or export goods. During the Post War Period the economy developed consistently because the government, the banks, the corporate sectors, and the people were working towards the same goal. By 1990 the Japanese GDP was the second highest in the world, and GDP per capita was third highest, so the economy was booming. However from 1990 to 2000, the economy went into a recession. The government's gross debt in 1999 was 130% of GDP, and the worst amongst the 24 OECD countries. Despite the government's efforts to stimulate the economy throughout the decade, the misallocation of capital, labour and technology contributed to a stagnant performance. The economy appeared incapable of growth. This lack of economic success has caused a loss of national confidence. It is likely that the Japanese economy will face a long slow period of restructuring before it recovers.	Problem 1 Solution 1 Evaluation 1 Problem 2 & Solution 2 Evaluation 2		Details ↓ Conclusion (authorial comment)

Report Texts-English - NZ teachers

Text	Overall Rhetorical Structuring		
Report RT	PSn	Matching	General-Particular (Preview-Details)
This chart shows the road deaths in NZ over one year in the late 1990's, divided into categories of age and type of road user. As one would expect, no children under the age of fifteen were killed as drivers of motorised vehicles, except one motorcyclist who was presumably a farm boy. Only seven children were killed in cycling accidents during this year. After the age of fifteen, driver deaths are recorded, and the statistics here are very interesting. Contrary to popular opinion, the majority of driver deaths were not teenagers and young adults, but rather those in the 25 to 39 year old age group. In fact, if one totals the number of deaths across age groups, the largest number in the 25-39 year old group, a group which is usually considered to have reached the age of responsibility. However, without accompanying demographic information, it is not possible to establish what percentage of the population lies within these groups, so that, in fact, the deaths in this age group may represent a much smaller percentage than they do in the other groups. Deaths of drivers are the largest total group, but deaths of passengers are largest in the 15-19 year old group. Looking at these statistics as a guide to driver education needs across the country, these statistics on their own would suggest that our current T.V. advertising is aimed appropriately, as it targets drivers across the age spectrum. It would be interesting to see driver deaths broken down into speed alcohol related etc in order to refine this more clearly. The fact that more New Zealanders are killed as pedestrians than on motorbikes would suggest that drivers in N.Z. need to be further educated on safety issues regarding the rights of pedestrians on our streets.	Problem Solution Evaluation	 	Preview  Details Conclusion (authorial comment & suggestion)

Text	Overall Rhetorical Structuring		
Report RT	PSn	Matching	General-Particular (Preview-Details)
It is common knowledge that in New Zealand young people cause many road deaths. It has been argued that the driving age should increase from sixteen years because of the statistics. However, a recent report on the number of road deaths and the types of road users, has brought new information to light. The first interesting point is that the drivers in the age group from 25-39 years cause the most deaths by almost double that of the other age groups. The scale of death causing road users does seem to be consistent but the graph has grouped the 19-24 year old in four year groups in contrast the the 25 to 39 year old groups which are grouped in 9 year groups. This many skew the results. Another rather disturbing result is the number of pedestrians and cyclist killed on the roads in New Zealand. Fifty seven pedestrians died in the year form April, with a majority of those deaths in the 15-30 yeas and 60+ years. Compare this result with motorcyclists, of which fifty-one died and the data is surprising. There is a suggestion it is safer to ride a motorcycle than walk in New Zealand. In contrast to the number of pedestrians killed, there were only 17 deaths of cyclist. Perhaps in New Zealand, road users are educated on safety in contrast to pedestrians. A final point is the number of passengers killed was 178 compared with the number of drivers killed at 253. this may suggest that it is safer to be a passenger than a driver, but there is not a considerable difference, making the evidence inconclusive In conclusion, road safety in New Zealand and the number of deaths on the roads continues to be a major concern. From the statistics and raw data, there are still far too many deaths in all age groups. The increasing deaths can not be blamed on the youth of New Zealand, and the driving age. Instead all age groups and road users must be considered.			Preview ↓ Details ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
Report RT	PSn	Matching	General-Particular (Preview-Details)
From April 1996 to April 1997, there were 557 road deaths in New Zealand. This table breaks down these deaths by age groups and by type of road user. By Examining this table, we can make some interesting observations. First, it appears as though drivers are more at risk than any other group of road users. For example, 253 drivers died in comparison and 178 passengers, 51 motorcyclists, 17 pedestrians and 17 cyclists. By examining ratios, it can be said that drivers make up approximately half of all road deaths (i.e. 253 deaths out of a total of 557 road deaths). Second <u>the age group of 25 - 39 year olds</u> are involved in more road deaths than any other age group. This age group ranked the highest with 154 deaths. The next closest group would be the age group of 15-19 year olds with 97 deaths. This indicated that <u>25-39 year olds</u> make up about one fifth of road deaths. Third it should also be noted that <u>the 25-39 age group</u> have the highest or second highest number of deaths in each category of road user, with the exception of cyclists. By examining this table, one can discern that <u>25-39 year olds</u> are the most at risk when it comes to road deaths in New Zealand.			Preview ↓ Details ↓ (repeated bits) ↓ Conclusion (authorial comment)

Text	Overall Rhetorical Structuring		
Report RT	PSn	Matching	General-Particular (Preview-Details)
The table below shows data about Road in New Zealand for one year from April 1996 to April 1997. The data is divided into the different types of road users. From the graph we can see the highest a number of road deaths are the actual drivers of the vehicles. Car drivers are the highest by far. Although between the ages of 15-19 years there are a higher number of passengers killed. The actual figures are 31 drivers and <u>44 passengers</u>. Also during this age group there is a sharp rise in the incidents of cyclists killed on our roads. Conversely, between the ages of 20-24 there is a higher number of driver than passenger fatalities. In fact there is quite a sharp drop in <u>the passenger number from 44 passengers</u> to just 17. The motorcyclist figures remains roughly the same, with only a small increase. <u>Between the ages of 25-39 years there is a huge increase, in fact just over double, in the road user deaths by drivers of cars. There is also a huge increase in passengers killed in this age group.</u> Although in the younger age group (that is below 25 years) there are some fatalities of motorcyclists and pedestrians, <u>this figure increases steadily through the ages of 25-39 years.</u> It can also be seen that between the ages of 40-49 the incidents of road deaths of drivers drops quite considerably. In fact by 29 people. We can see by this graph that there is a higher incidents of road deaths of drivers and passengers during this one year period of April 1996 to April 1997.			Preview ↓ Details ↓ (repeated bits) ↓ Conclusion (summary)

Text	Overall Rhetorical Structuring		
Report RT	PSn	Matching	General-Particular Preview-Details
Road Deaths in New Zealand The illustrated table shows data about road deaths in New Zealand for the 12 month period up to April 1997, and shows statistics by age group and type of road user. For drivers of motor-cars, the highest number of road deaths were in the 25-39 age group at 83 deaths, whereas for passengers the highest death rates were in the 15-19 age group at 44 deaths. The second highest death rate for drivers was in the 40-49 age group at 52 deaths, but death rates were lower for passengers in that age group at 18 deaths. There were also 33 deaths for passengers aged between 0-14 years. For motor cyclists, the numbers were lower than for drivers, at 51 in total, with the totals for drivers and passengers being 253 and 178 respectively. However, motor cyclists also had the largest death rates in the 25-39 age group with 18 deaths. Pedestrians had lower death rates, with a total of 57 deaths, the greatest number were in the 60+ age group. Cyclists had the lowest numbers with a total of 17 deaths. Overall, the table shows the great difference in numbers between drivers, passengers and other road users.			Preview ↓ Details ↓ Conclusion (summary)

***Appendix 14: Combined prototype ratings plus separate ratings for
overall rhetorical structuring and internal discourse structuring:
Raw numbers of texts***

Texts written in response to the recount text prompt – Overall prototype ratings
(See *Table 5.1*)

Recount RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native- Speaker Teacher Group	17	5	3	0	
	Native- Speaker Student Group	12	8	5	0	
	Non Native- Speaker Student Group		3	11	7	4
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native- Speaker Teacher Group	14	7	4	0	
	Native- Speaker Student Group	12	8	5	0	
	Non Native- Speaker Student Group	0	3	8	8	6
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	4	1	0	0	0
	Chinese Specialists (writing in Chinese)	5	0	0	0	0
	EFL Student Group (writing in English)	6	4	8	6	1
	EFL Student Group (writing in Chinese)	9	8	5	2	1

*Texts written in response to the recount text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring (See **Table 5.2**)*

Overall rhetorical structuring - Bruce's (2003) study						
		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	Number of responses	20	3	2	0	
Native-Speaker Student Group	Number of responses	14	7	4	0	
Non Native-Speaker Student Group	Number of responses	0	3	13	9	
Overall rhetorical structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	5	0	0	0	
Chinese Specialists (writing in Chinese)	Number of responses	5	0	0	0	
EFL Student Group (writing in English)	Number of responses	4	2	11 ⁸⁴	8 ⁸⁵	
EFL Student Group (writing in Chinese)	Number of responses	7	9	6	3	
Internal discourse structuring - Bruce's (2003) study						
Native-Speaker Teacher Group	Number of responses	9	10	6	0	0
Native-Speaker Student Group	Number of responses	10	8	7	0	0
Non Native-Speaker Student Group	Number of responses	0	2	4	7	12
Internal discourse structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	3	2	0	0	0
Chinese Specialists (writing in Chinese)	Number of responses	5	0	0	0	0
EFL Student Group (writing in English)	Number of responses	7	5	6	5	2
EFL Student Group (writing in Chinese)	Number of responses	11	7	5	1	1

⁸⁴ Includes two scripts that have at least one *Problem - Solution* pattern

⁸⁵ Includes two scripts in which text has no features of a *Problem - Solution* discourse pattern

Texts written in response to the argument text prompt – Overall prototype ratings
(See *Table 5.3*)

Argument RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native- Speaker Teacher Group	15	4	3	2	0
	Native- Speaker Student Group	9	5	7	3	1
	Non Native- Speaker Student Group	0	0	16	3	5
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native- Speaker Teacher Group	14	5	4	3	0
	Native- Speaker Student Group	9	6	5	4	1
	Non Native- Speaker Student Group	0	1	13	5	6
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	2	3	1	1	0
	Chinese Specialists (writing in Chinese)	4	1	1	0	0
	EFL Student Group (writing in English)	0	5	4	8	8
	EFL Student Group (writing in Chinese)	5	9	4	1	7

Texts written in response to the argument text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring (See Table 5.4)

Overall rhetorical structuring - Bruce's (2003) study						
		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	Number of responses	14	1	4	5	0
Native-Speaker Student Group	Number of responses	6	3	8	7	0
Non Native-Speaker Student Group	Number of responses	0	0	19	2	3
Overall rhetorical structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	0	4	0	1	0
Chinese Specialists (writing in Chinese)	Number of responses	4	1	0	0	0
EFL Student Group (writing in English)	Number of responses	0	10 ⁸⁶	5 ⁸⁷	3	7 ⁸⁸
EFL Student Group (writing in Chinese)	Number of responses	3	8	2	0	12
Internal discourse structuring - Bruce's (2003) study						
Native-Speaker Teacher Group	Number of responses	13	8	3	0	0
Native-Speaker Student Group	Number of responses	12 ⁸⁹	9	1	1	1
Non Native-Speaker Student Group	Number of responses	0	1	7	7	9
Internal discourse structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	3	1	1	0	0
Chinese Specialists (writing in Chinese)	Number of responses	3	1	1	0	0
EFL Student Group (writing in English)	Number of responses	0	0	3	13	9
EFL Student Group (writing in Chinese)	Number of responses	7	10	5	1	2

⁸⁶ Includes 5 scripts that generally adhere to *General-Particular* discourse pattern with some occurrence of *Matching* sections within the text

⁸⁷ Includes two scripts that have some form of a *General - Particular* pattern but do not employ *Matching* Relations to contrast viewpoints

⁸⁸ Includes two scripts that do not have an overall *General- Particular* pattern, but employ some other kind of overall discourse structuring

⁸⁹ The figures in this row add up to 94.5% but are reproduced as in Bruce (2003).

Texts written in response to the explanation text prompt – Overall prototype ratings (See Table 5.5)

Explanation RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native-Speaker Teacher Group	12	6	3	2	0
	Native-Speaker Student Group	8	9	4	2	0
	Non Native-Speaker Student Group	2	7	8	3	3
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native-Speaker Teacher Group	8	8	5	3	0
	Native-Speaker Student Group	4	11	6	3	0
	Non Native-Speaker Student Group	1	9	4	4	5
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	4	2	0	0	0
	Chinese Specialists (writing in Chinese)	3	2	1	0	1
	EFL Student Group (writing in English)	3	13	8	2	0
	EFL Student Group (writing in Chinese)	5	13	7	1	0

*Texts written in response to the explanation text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring (See **Table 5.6**)*

Overall rhetorical structuring - Bruce's (2003) study						
		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	Number of responses	13	8	2	0	
Native-Speaker Student Group	Number of responses	6	15	2	0	
Non Native-Speaker Student Group	Number of responses	2	19	2	0	
Overall rhetorical structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	5	0	0	0	
Chinese Specialists (writing in Chinese)	Number of responses	3	2	0	0	
EFL Student Group (writing in English)	Number of responses	5	17	3	0	
EFL Student Group (writing in Chinese)	Number of responses	2	17	6	0	
Internal discourse structuring - Bruce's (2003) study						
Native-Speaker Teacher Group	Number of responses	3	7	7	6	0
Native-Speaker Student Group	Number of responses	1	6	10	6	0
Non Native-Speaker Student Group	Number of responses	0	0	6	8	9
Internal discourse structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	2	3	0	0	0
Chinese Specialists (writing in Chinese)	Number of responses	2	1	1	0	1
EFL Student Group (writing in English)	Number of responses	1	8	12	4	0
EFL Student Group (writing in Chinese)	Number of responses	7	9	8	1	0

Texts written in response to the classification text prompt – Overall prototype ratings (See Table 5.7)

Classification RT		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Texts in Bruce's (2003) study – rating <u>including</u> gestalt structuring	Native-Speaker Teacher Group	10	7	5	2	0
	Native-Speaker Student Group	2	10	6	6	1
	Non Native-Speaker Student Group	1	9	8	4	4
Texts in Bruce's (2003) study – rating <u>excluding</u> gestalt structuring	Native-Speaker Teacher Group	10	6	5	4	0
	Native-Speaker Student Group	3	9	8	5	0
	Non Native-Speaker Student Group	1	7	7	5	5
Texts in this study – rating <u>excluding</u> gestalt structuring	EFL Teacher Group (writing in English)	2	1	2	1	0
	Chinese Specialists (writing in Chinese)	1	2	3	0	0
	EFL Student Group (writing in English)	1	7	13	5	0
	EFL Student Group (writing in Chinese)	2	10	9	5	0

*Texts written in response to the classification text prompt – Prototype ratings for overall rhetorical structuring and internal discourse structuring (See **Table 5.8**)*

Overall rhetorical structuring - Bruce's (2003) study						
		Prototypicality Rating 1	Prototypicality Rating 2	Prototypicality Rating 3	Prototypicality Rating 4	Prototypicality Rating 5
Native-Speaker Teacher Group	Number of responses	17	5	3	1	0
Native-Speaker Student Group	Number of responses	4	11	6	4	0
Non Native-Speaker Student Group	Number of responses	1	14	7	2	1
Overall rhetorical structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	3	0	1	1	0
Chinese Specialists (writing in Chinese)	Number of responses	0	2	3	0	0
EFL Student Group (writing in English)	Number of responses	1	4	16	4	0
EFL Student Group (writing in Chinese)	Number of responses	1	6	9	9	0
Internal discourse structuring - Bruce's (2003) study						
Native-Speaker Teacher Group	Number of responses	3	7	7	6	0
Native-Speaker Student Group	Number of responses	1	6	10	6	0
Non Native-Speaker Student Group	Number of responses	0	0	6	8	9
Internal discourse structuring - This study						
EFL Teacher Group (writing in English)	Number of responses	1	2	2	0	0
Chinese Specialists (writing in Chinese)	Number of responses	1	1	3	0	0
EFL Student Group (writing in English)	Number of responses	1	9	10	5	0
EFL Student Group (writing in Chinese)	Number of responses	3	13	9	0	0

*Appendix 15: Sample texts exhibiting complex linear and cyclic
development*

An example of a text involving **chained multilayering** (in which each example leads on to a further example that arises out of it):

General	Generalization	If you want to run a successful business, you need to make sure that your customers remain loyal and so you need to understand their expectations (including their likes and dislikes).
Particular	Example 1	One of the things they expect is easy access so you need to choose a location that is accessible (but whose rent is not excessive). In this way, you will get lots of customers through the door.
	Example 2 (arising out of Example 1)	Once they are through the door, they need to have a good range of items to select from at competitive process so you need to study your competitors' advertising and pricing information (but you also need to carefully control your stock flow so as to avoid overspending).

An example of a text involving **spiral multilayering** (involving options):

General	Topic	There are lots of things that are required in order to run a successful business.
	Illustration	You can begin by focusing on your customers' needs and expectations (which will include easy access to your premises, competitive prices and a good selection of goods) or you can begin by focusing on your own requirements (which will include costs that are not too high, adequate cash flow and an appropriate pricing strategy). In either case , you will need to pay careful attention to comparative property rental costs, stock control and your competitors' advertising and pricing strategies.

An example of a text involving progressive multilayering

General	Generalization	There are lots of things that are required in order to run a successful business and to satisfy your own needs as well as the expectations of your customers.
Particular	Examples (your requirements)	One of the things you will need if you are to succeed in business is fixed costs that are not too high so you should select premises with a reasonable rent. You will also need to make sure that you do not spend too much at any one time so you should control your stock levels carefully. Also, you will need an effective pricing strategy so you should study your competitors' prices. Finally , you will need to learn about your customers' likes and dislikes and draw up a marketing plan based on this knowledge.