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The American University in Cairo

School of Humanities and Social Sciences

A Comparative Study on the Rhetorical Moves of Abstracts

in Published Research Articles and Egyptian Master's Theses in Applied Linguistics

A Thesis Submitted to

The Department of Teaching English to Speakers of Other Languages (TESOL)

In Partial Fulfillment of the Requirements

For the Degree of Master of Arts

By

Ahmed Awwaad Ibrahim Awwaad

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In partial fulfillment of the requirements for

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Has been approved by

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DEDICATION

To my family

(Dad, Mum, sister and brothers: Mostafa Mongy and Ramy Shabara)

And my academic idols

Professor Amira Agameya

&

The late professor Abdel Aziz Hammuda

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Abstract

Because readers have been overloaded by the dramatic increase in the publication of research articles in all fields of knowledge in the last ten years, abstracts of the research articles have become a standard gateway for those readers (Cross & Oppenheim, 2006; Lancaster, 2003). Thus, writing abstracts is a must for survival in the academic discourse community. However, research and journal editors have stressed that writing abstracts is challenging for nonnative, novice writers for two main reasons. First, there is a gap between the guidelines provided by the writing manuals and the abstracts of published articles. That is, these manuals give general instructions rather than training writers on the rhetorical moves used in published research (Cantor et al., 1994). Second, there are discrepancies between the instructions provided by some grammar books and courses regarding the use of some linguistic features and how they are used by experienced writers in published research (Hinkel, 2004). This thesis addresses this need and provides guidelines for producing relevant ESP writing materials for Egyptian- MA students of applied linguistics by: comparing the rhetorical moves in twenty abstracts of Egyptian MA theses (EMAs) and twenty abstracts in published-empirical research articles (RAs) and investigating the key words and tenses in these moves. The researcher randomly chose 5 abstracts from four different public universities that represent the four educational regions in Egypt: Cairo University from the Center, Alexandria University from the North, Suez Canal University from the Suez and Assiut University from the South. Furthermore, the abstracts of published research articles were randomly selected from two journals: 10 from *Applied Linguistics* and 10 from *TESOL Quarterly.* All the MA-theses and research articles were conducted and published in the period between 2007 and 2011. The researcher used an eight-move model adapted from Hyland's (2004) and Santos' (1996) models to analyze the selected

abstracts. The analysis shows that there is agreement between both corpora in classifying the moves as obligatory or optional. While *Move 3, Purpose, Move 4, Methodology* and *Move 5, Results* are obligatory, *Move 1, Situating the research, Move 2, Stating the problem, Move 6 Drawing conclusions* and *Move 7, Making recommendations* are optional. The analysis shows several variations between the abstracts in both corpora and the suggested model of analysis. For instance, two new moves are identified in the analysis: the *Delimitations Move* and the *Referent Move*. The study concludes that these variations between the abstracts and the proposed model indicate that writers should choose the moves that best serve their purposes rather than include all the moves.

Concerning the use of lexical items and tenses in both corpora, the findings of the study indicate that the present simple is the predominant tense in most of the moves of the abstract, apart from the *Methodology* and the *Results Moves*, in which the past simple is the predominant one. Furthermore, it is observed that some of the Egyptian writers show a lack of awareness of the function of the present simple when they use it in *Move 4, the Methodology*. Regarding the lexical items used in both corpora, the analysis shows that while the Egyptian writers use verbs that denote firm conclusions, the native writers use verbs that would allow for other interpretations. In addition, while the Egyptian writers use authoritative tone to give recommendations, the native writers impersonalize theirs. Thus, the study suggests that the Egyptian, novice writers need to be introduced to the mistakes identified in this study in their academic writing courses.

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LIST OF ABBREVIATOINS

ABBRVIATION	MEANING
AL:	Applied Linguistics
EFL	English as a Foreign Language
EMAs:	Egyptian Master's Theses
ESL:	English as a Second Language
ESP:	English for Specific Purposes
NNs:	Natives Speakers
NNNW:	Nonnative Novice Writers
RA:	Research Article
TQ :	TESOL Quarterly

LIST OF APPENDICES

Chapter One

INTRODUCTION

In the last 30 years, there has been a remarkable increase in the publication of research articles in all fields of knowledge by academics and practitioners (Cross & Oppenheim, 2006). This growth has resulted in what Lancaster (2003, p.15) calls "information overload", which has subsequently led to the inability of readers to survey all the literature relevant to their field of expertise (Salager-Meyer, 1991). Consequently, the need for accurate and concise representations or research articles has been growing. To satisfy this need, abstracts have become a "standard gateway" into the research literature of different disciplines (Burton, Hartley, & Sydes, 1996, p. 349). However, writing abstracts is difficult, especially for nonnative, novice writers (NNNWs, henceforth), because the abstracts should be concise but still contain the main arguments of the original text (Cross & Oppenheim, 2006). The fact that writing abstracts is more challenging for NNNWs than their native counterparts is well documented in the literature (Huang, 2011; Khakbaz & Nodoushan, 2011; Li & Ren, 2011).One of the main reasons for this difficulty is that NNNWs not only have to adhere to the disciplinary discourse but also to do so in a language whose "textual patterns" are quite different from those of their mother tongue (Li & Ren, 2011, p.162). These textual patterns never occur at random; rather, each textual pattern has a function that contributes to the overall communicative meaning of text (Santos, 1996, p. 495; Swales, 1990, 2004). Consequently, identifying the textual patterns of the different parts of the research article and teaching them to NNNWs might help them write better (Li & Ren, 2011; Pho, 2008).

The problem is that there is a gap between abstract-writing manuals and the actual practice of experienced, native speakers' abstract writing in published research (Hyland, 2000;

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Santos, 1996). This may be because these manuals do not focus on training writers on the rhetorical moves used in published research (Cantor et al., 1994; Santos, 1996). Thus, there is a need for a study that describes the textual patterns or rhetorical moves of published-research abstracts and highlights their differences and similarities with those written by NNNWs. However, identifying these "textual patterns" or rhetorical moves without referring to their linguistic realizations will not be helpful for the NNNWs (Graetz, 1985; Ventoal, 1994). That is, writers who may be familiar with the moves that should be used in the abstract but not with the appropriate linguistic features of these moves will find it difficult to write abstracts (Mubarak, 2006). Two of the key features that are problematic for the nonnative writers are the reporting verbs and choice of tense (Johns, 1992; Santos, 1996). Thus, the present paper not only compares the rhetorical moves used by native writers in published research articles and nonnative writers in MA theses but also investigates the key words and tenses used in these moves.

The aim of this comparison is to shed light on the rhetorical problems the thesis writers encounter so as to provide pedagogical solutions that would help NNNWs overcome these problems when they write their theses or publish their research.

1.1 Research Problem

The differences between the abstracts of published articles and the guidelines provided by abstract- writing manuals, as reflected in many master's-thesis abstracts written by NNNWs are supported in the literature (e.g., Hyland, 2000; Khakbaz & Nodoushan, 2011; Santos, 1996). This may be attributed to the fact that these manuals do not focus on the rhetorical moves needed. Moves refer to segments of text with a certain function (Swales, 1990), used in published research (Hyland, 2000; Santos, 1996). For example, both Hyland (2000) and Li and Ren (2011) found that the NNNWs lack awareness of the space available in the abstracts of their

theses and this is reflected in their repetition of the information they mention in these moves. This difference supports the opinion that it is more difficult for NNNWs than their native counterparts to publish their research in international journals devoted to English language teaching and applied linguistics (Flowerdew, 2001). Another reason that would make it more difficult for nonnative writers to get their research published is their research may lack some important features. Two of these features are the appropriate use of tenses and reporting verbs (Mubarak, 2006). Thus, there is a need for research that makes the knowledge of the rhetorical moves used in the different sections of published research articles explicit and to compare these moves with those written by novice writers. In addition, for the sake of being comprehensive and useful for the novice writers, this research needs to include some of the linguistic features used in each move (Santos, 1996).

The best sources for NNNWs' abstracts are master's theses (Li &Ren, 2011) because the thesis is perhaps the most significant piece of writing that students produce in their academic careers (Ge & Li-Juan, 2009). On reviewing the literature on genre analysis of the theses written in ESL\EFL, some studies have investigated rhetorical features (Pecorari, 2006) or explored the rhetorical structures of certain sections, such as introductions (Pho, 2008; Samraj, 2008), literature reviews (Kwan, 2006) and conclusions (Bunton, 2005). Among all the literature on thesis writing at postgraduate level, research on abstract writing seems to be neglected, in contrast to the numerous studies on abstracts of published research articles (Ge & Li-Juan, 2009; Hyland, 2000; Li & Ren, 2011).

This shortage of research on the abstracts of master's theses may be due to the fact that these abstracts do not usually play the role of helping people process the ever growing information in this information age (Lores, 2004) or winning a wider readership as those of

published RAs do since theses are mainly read by the examiners and other researchers. This shortage is even more dramatic in Egypt where there are very few studies that have evaluated master's theses from a genre-analytic perspective and no studies, to the best of the researcher's knowledge, that have focused on the move structure of abstracts of master's theses in applied linguistics.

However, the writing of thesis abstracts should not be ignored, since the postgraduate thesis abstract is still one of the first things that examiners see and is thus instrumental in constructing an impression of a writer who has a legitimate place in the discourse community (Li & Ren, 2011). Furthermore, thesis abstracts play the role of RA abstracts since they are mostly available in the on line databases as it is the case in Egypt.

In addition, the dissertation is a high stakes genre at the summit of a student's academic accomplishment (Hyland, 2004). The only study, to the best of the researcher's knowledge, which tackled the move structures in the abstracts of the English-Language master theses in applied linguistics is that of Li and Ren (2011), which found some significant differences between the abstracts of published articles and the abstracts of MA theses written by Chinese students.

1.2 Rationale for the study

The lack of any studies that aim to compare the rhetorical moves in the abstracts of RAs and master's theses provides the rationale for this research. The present study hopes to deepen our understanding of "the mechanisms which underlie multifunctional texts" (Lores, 2004, p. 13) and to provide guidelines for producing relevant ESP writing materials for Egyptian-master's students of applied linguistics by: comparing the rhetorical moves in the abstracts of Egyptian master's theses (EMAs, henceforth) written in English and published research articles (RAs,

henceforth) in applied linguistics in addition to investigating the key words and tenses used in these moves.

Although MA theses and RA abstracts differ in terms of the length of the paper they are attached to and the different readership they target, their similar rhetorical goals to inform or/and to persuade readers determine the need to use and choose similar effective rhetorical moves within the same discipline (Cantor et al., 1994; Li & Ren, 2011).

1.3 Research Questions

1) Which rhetorical moves occur in the abstracts of Egyptian-MA theses versus the abstracts of published research articles?

2) Which lexical items and tense-aspect combinations occur in the abstracts of Egyptian-MA theses versus the abstracts of published research articles?

1.4   Definitions of Constructs

1.4.1 Theoretical definitions

Rhetorical moves are rhetorical units that perform a coherent communicative function in
a written or spoken discourse. They are flexible in terms of their
linguistic realizations (Swales, 2004).

A genre is "a type of discourse that occurs in a particular setting, that has distinctive and
recognizable patterns and norms of organization and structure and that has particular
and distinctive communicative functions "(Paltridge, 2008, p.54).

1.4.2 Operational definitions

Rhetorical moves are the semantic units that have communicative functions in the abstract of
a published research article or a master's thesis.

<u>A genre</u>: abstracts attached to the Egyptian MA theses and internationally published

research articles in the field of applied linguistics.

1.5 Specialized terminology

Applied Linguistics: the present study adopts the definition introduced by the *Journal of Applied Linguistics* in which it stresses that applied linguistics is not only concerned with the relation between theory and practice, but also with the study of "language and language related problems." Following this framework, the field of applied linguistics is concerned with practical issues that involve language in the life of the community such as

bilingualism and multilingualism; computer-mediated communication; conversation

analysis; corpus linguistics; critical discourse analysis; deaf linguistics; discourse analysis

and pragmatics; first and additional language learning, teaching, and use; forensic

linguistics; language assessment; language planning and policies; language for special

purposes; lexicography; literacies; multimodal communication; rhetoric and stylistics;

and translation. (http://www.oxfordjournals.org.library.aucegypt.

edu:2048/our_journals/applij/about.html)

1.6. Definitions of Variables

1.6.1. Descriptive Variables

The rhetorical moves in both the Egyptian master's theses and the internationally published RAs in applied linguistics are the descriptive variables in the first research question. They are "descriptive" because the present study aims at comparing and contrasting them by *observing* the way they are used in published RA and EMAs (Perry, 2012). The tenses and the key verbs, nouns and adjectives used in the rhetorical moves of the Egyptian master's theses and

the internationally published RAs in applied linguistics are the descriptive variables in the second research question. They are descriptive because they are identified through *observing* the way they are used in the aforementioned abstracts (Perry, 2012).

1.7. Delimitations

The present study is delimited to exploring the similarities and differences between the rhetorical moves and their linguistic realizations in the abstracts of Egyptian master's theses and internationally published research articles in applied linguistics. Abstracts from other fields are not within the scope of this study. Linguistic realizations in this study are limited to the lexical items and the tense-aspect system used in these moves. The present research does not include other aspects of the linguistic realizations of the rhetorical moves nor the relation between the moves of the abstracts with those of any other part of the research articles or the master's theses.

1.8. Importance of the study

The abstract of the research paper or the master's thesis is one of the first, and may be the only, thing that a reader will read to determine the value and relevance of the research. Therefore, a well-written abstract will promote the text attached to it more effectively. The present study, to the best of the researcher's knowledge, is the first to identify rhetorical moves and analyze their linguistic components in EMAs in applied linguistics. In addition, this research compares them with the moves used in the abstracts of published RAs. Consequently, it does not only highlight the points or the moves that the novice researchers need to modify, skip, or add but it also identifies the key words and the appropriate tenses that should be used. Thus, this study increases the novice writers' opportunity of getting their research published. Furthermore, it provides some pedagogical implications and suggestions on how to teach these moves in academic writing courses.

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Chapter Two

LITERATURE REVIEW

2.1 Nature and organization of the Review

The present literature review focuses on the investigation of the "rhetorical moves" in the abstracts of research articles and MA theses in applied linguistics. It begins by reviewing the history, different definitions, and applications of "genre" and "move analysis". In addition, it tackles the importance of some linguistic features in the research articles in general and the abstracts in particular. Then, the definitions, functions and different types of abstracts in the literature are explored. In the following part, some studies that investigated both the rhetorical moves and some of their linguistic features, tenses and key words, in the abstracts of the applied linguistics RA and master's theses are reviewed. Finally, comparisons between the different results of these studies in addition to the contribution of the present study are stated.

2.2 Literature Review

2.2.1 Genre analysis

Since Swales' study (1990), increased attention has been given to "genre analysis" in discourse studies as well as in language teaching and learning (p. 83). In his 1990 study, Swales defines genre as "a class of communicative events, the members of which share some set of *communicative purposes*" (Swales, 1990, p.58). Following Swales (1990), other researchers such as Bhatia (1993), Berkenkotter and Huckin (1995), Cross and Oppenheim (2006) and Paltridge (2008) have highlighted the importance of the *communicative functions or purposes* of the "genre". These communicative purposes are influenced by many factors such as: the content and the purpose of the genre, in addition to the social and cultural context in which the genre occurs (Paltridge, 2008). However, this does not mean that genres and subgenres are either static or

typical in nature. For example, genres may change due to many factors such as the change in the values underlying them. An example is the change that happened in the "office memo" because of the technological changes (Paltridge, 2008). That is, the "office memo" used to have a certain form and to be written on a piece of paper but now its form changed because of new means of transmission: computers. Assuming that if two instances belong to the same genre would be identical is misleading because genres vary in terms of their typicality (Bhatia, 1993). Put differently, a text may be a typical example of a genre or less typical but still be an example of this genre (Paltridge, 2008). The most comprehensive definition of "genre" is the one provided by Paltridge (2008) as he defines it as "a kind of texts that often share a number of features… [and] often have a common function and purpose…[and] change through time" (p. 56). This definition is comprehensive in the sense that it represents the different dimensions of genre that all the other definitions in the literature tried to tackle such as the common features, the communicative purposes and subjectivity to change.

One of the other key factors that also influences the writers' or speakers' use of genre is their relationship with the audience they try to communicate with, what Swales (1990) calls a "discourse community" (p.43). Swales (1990) lists six different elements that the "discourse community" members must share, namely: common goals, mechanisms for communication, a means of communication, particular genres, specialized terminology and vocabulary in addition to expertise in a particular area. In line with Swales (1990, 2004), Paltridge (2008) incorporates all these elements in his definition of "discourse community" as he defines it as a "group of people who share some kind of activity…[and] have particular ways of communicating with each other. They generally have shared goals and may have shared values and beliefs" (p.24). Thus, MA thesis or RA writers represent an example of a discourse community that have a

shared goal, that constitute rationale for the genre they deal with, namely academic discourse (Mubarak, 2006).

It should be noted that in his *Research Genres: Exploration and Applications* (2004), Swales criticizes the "value and viability" of his previous definition of "genre" and recommends having a "metaphor" rather than definition because definitions are not "true in all possible worlds and all possible times" and "prevent the readers from seeing newly explored or emerging genres for what they really are" (Swales, 2004, p.62). However, it should be noted that Swales' modification of the definition of "genre" is off point here as the focus of the present study is on a set and clearly defined genre: abstracts.

According to Swales (2004), genre is only a "frame that is relative; a small part of it is needed. Thus, genre knowledge is necessary but "never sufficient for the discoursal success" (Swales, 2004, p. 61). Therefore, one of the methods teachers and researchers uses to achieve this kind of discoursal success is through genre-based teaching through analyzing the organization of RAs and their parts, what Bhatia calls (1993) "structural interpretation of the text- genre" (p. 9) and Swales refers to as "moves analysis" (Swales, 2004, p. 75).

2.2.2 Moves analysis

Move analysis is a top down approach, where the focus is on the meaning and content rather than linguistic features, to analyze the discourse structure of a text which consists of a "sequence of moves", where each move represents a stretch of text serving a particular communicative function (Samraj, 2008; Kanoksilapatham, 2007).

The moves have been defined differently in the literature. According to Swales (1990), a "move" is a text segment that has a certain function and can be identified by its particular

linguistic clues" (p. 45). This goes in line with Santos' (1996) definition in which he defines a "move" as " a genre stage which has a particular, minor communicative purpose to fulfill , which in turn serves the major communicative purpose of the genre" (p. 485). For example, a segment of text in the abstract is called introduction which introduces the topic of the study. This segment is called the *Introduction Move*. Some other researchers agree with Swales (1990) in linking the "moves" in a text to the semantic units or linguistic features such as Nwogu (1997), who defines it as " a text segment made up of a bundle of linguistic features (lexical meanings, propositional meanings, illocutionary forces, etc.) that mark the content of discourse in it" (p. 132). In contrast to the definition in which he linked the "move" to the semantic unit or grammatical structure in (1990), Swales offers a new modified definition of the "move" in (2004) as he defines it as "a discoursal unit that performs a coherent communicative function in a written or spoken discourse. ….it is better seen as flexible in terms of its linguistic realization" (p.229). This is in line with Feak and Swales' (2009) definition in which they stress that a move is a functional not a grammatical term and can "vary in length from a phrase to a paragraph" (p.5).

The present study adopts Feak and Swales' (2009) definition of the "move". On the surface level, there seems to be a contradiction between this definition and the objectives of the present research. That is, if the present study defines moves as discoursal units that are flexible in terms of their linguistic realizations, why does it aim to investigate some linguistic features in these moves? This claim is refuted by the fact that this study begins by identifying and distinguishing the moves in the abstracts of both the Egyptian master's theses, (EMAs, henceforth) and the research articles, (RAs, henceforth) based on their functions rather than their linguistic features. Then, it identifies and compares some of these linguistic features for the sake of investigating whether the EMAs use them appropriately or not. Furthermore, the fact that

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identifying these moves without knowing the linguistic features that realize their functions does not help the novice writers is well supported in the literature (Ventola, 1994).

2.2.3. Linguistic features in the abstracts

Although the appropriate use of grammar is an essential part of effective communication, "advanced NNS students may have difficulty with the conventionalized uses of tenses, aspects and the passive voice in written academic discourse" (Hinkel, 2004, p. 2). The main reason for this difficulty may be related to the gap between the instruction of the meanings of tenses in the grammar courses and academic writing in which specific tenses are more suitable than others (Celce-Murcia, 1998; Jordan, 1997). To account for this, a lot of studies and manuals tried to investigate some grammatical features in the different parts of the research articles written by both native and nonnative writers. Although these studies tackled many features such as the modals and stance words, their major foci have been on the voice and the tense (Hinkel, 2004). Most of the studies that tackle the use of voice investigate how the passive voice is used to express objectivity. However, some of these studies have shown that the active voice could also be used to show objectivity (Mubarak, 2006). Thus, this study will focus on the use of tenses in the abstracts not only because of this reason but also for many other reasons. First, verb tense errors are more serious as "they often interfere with communication" (Reid, 2000, p.37). Second, there is a variation between what the manuals prescribe about the use of tenses and their real uses in the abstracts of research articles and master's theses (Santos, 1996).

2.2.3.1. Tense

Verb tense, generally, signals the time of the occurrence of the action (Hinkel, 2004). However, assuming that the verb tenses are used only to mark time is mistaken (Malcolm, 1987).

In his study in which he investigated the use of tense in the genre of research articles, Malcolm (1987) found that the choice of a certain verb tense is mainly based on the rhetorical functions that it performs in these articles. For instance, writers, according to Malcolm (1987), used the past simple tense to refer to the activities that they conducted during the experiment. This comes in line with more recent sources such as Celce-Murcia and Larsen-Freeman (2007), Feak and Swales (2009). According to these sources, some tenses are far more frequent than others in the academic writing in general and research articles in particular; namely the present simple, the past simple and the present perfect.

One of the textbooks that focuses on the use of tenses in the abstracts of research articles is that of Reid (2000) in which she recommends that the research reports and background information should be written in present tense while the actual research should be described in the past simple tense or the present perfect tense. This goes in line with Hinkel (2004) as he recommends that description of specific events should take the past tense while the generalizable descriptions should take the present simple tense. Although these analyses and recommendations were supported by some empirical studies such as Pho (2008), Pho (2009) others found some differences such as Santos (1996) who found that some writers tended to use the past simple tense to give background information and Mubarak (2006) who found that most of the native writers tended to use the present simple tense to describe how the research was conducted.

In spite of the difficulty of tenses for advanced nonnative speakers and of these variations between the guidelines provided by the manuals and what the researchers do, none of the studies in the literature, to the best of my knowledge, has focused on the use of tense in the abstracts written by Egyptian writers in the field of applied linguistics. Thus, there is a need for a study

that not only investigates how the Egyptian researchers use tenses in their abstracts but also highlights how the experienced, native writers use them.

2.2.3.2. Key words

One of the other problems that the nonnative, novice writers face in their academic writing is their inappropriate use of words to communicate with the readers, express their stance or cite previous research (Malcolm, 1987; Thompson & Yiyun, 1991). To solve these problems, some studies tried to investigate the use of some verbs and words in the different parts of the research articles such as (Thompson & Yiyun, 1991), who investigated how native writers used the citation verbs in their published research so as to provide the nonnative students with a variety of verbs to use while citing. While most of the studies in the literature focus on specific category of words such as the epistemic modality markers (Vold, 2006) and communicative verbs (Malcolm, 1987), very few studies tried to make the task of the abstract writers easier by reporting the most frequent words in the moves of these abstracts such as Mubarak (2006) in the field of engineering. What makes the problem more critical for the Egyptian abstract- writers in the field of applied linguistics is that the very few studies that highlighted the key words in these abstracts were not meant to provide the nonnative writers with materials to use. Rather, studies such as Pho (2008) and pho (2009) identified some words in the abstracts of research articles in applied linguistics for the sake of comparing them with those in the field of educational technology. Thus, a study that identifies the key words in the moves in the abstracts of published research in applied linguistics is needed.

2.2.4. Research on the Definition and Function of Abstracts

Abstracts developed from summaries that were placed originally at the end of the text and they firstly appeared in the medical papers in the 1960s (Feak & Swales, 2009; Mubarak, 2006). There are more than one definition of "abstract" in the literature. According to the *APA Manual* (2010) and Santos (1996), an abstract is a summary of a document that allows the reader to identify the content of a paper quickly and accurately to determine its relevance to their interests. Similarly, Cross and Oppenheim (2006) identify an abstract as an abbreviated and accurate representation of the content of an article, without added interpretation or comments. According to these definitions, it appears that the communicative function of abstracts is to help the readers filter the hundreds of studies they have to cover in order to conduct or keep up to date with the most recent research (Mubarak, 2006).

According to the literature, abstracts may be classified according to their format and function. An abstract could be classified as "traditional" or "structured" (Feak & Swales, 2009, p.5). Both traditional and structured abstracts are very similar in terms of their content, style and organization. Thus, it should be implied that "traditional" abstracts are not unstructured. The only difference between those types is that the moves are "explicitly labeled" in the structured abstracts while they are not in the traditional ones (Feak & Swales, 2009, p. 26).

Functionally, there are three types of abstracts: "informative", "persuasive" and "indicative". Some scholars such as Bhatia (1993), Graetz (1985), Van Dijk (1997), Ventola (1994) and Fisher (2005) emphasize that the communicative purpose of the abstract is to present a faithful and accurate summary that represents the whole paper. This goes in line with the definition provided by the American National Standards Institute (ANSI), which says, ""[a]n abstract is an abbreviated, accurate representation of the contents of a document" (as cited in

Huckin, 2006, p. 94). Based on this notion, Bhatia (1993) and Lores (2004) divided the abstracts into four moves that reflect the structure of the paper: *Introduction, Method, Results* and *Discussion* or *Conclusion*. This emphasis on the informative function of abstracts is based on the fact that in the age of "information explosion", a researcher or a reader needs an abstract that is concise and informative (Feak & Swales, 2009, p.4; Ventola, 1994).

Hyland (2000) stresses the importance of the persuasive function of abstracts for the same aforementioned reasons: the massive production of research and "information explosion". In this age, the researchers need to be selective of the papers they read. Based on the abstracts of research articles, researchers decide whether the article is worth reading or not (Li & Ren, 2011; Santos, 1996). That is why academic writers use effective rhetorical choices in their abstracts in addition to being informative about the content of the article (Hyland 2000; Li & Ren, 2011). Hyland (2000) found that nonnative, novice writers are unaware of the value or the persuasive function of the abstracts.

In his study in which he focused on the relationship between the function and the rhetorical structure of abstracts, Lores (2004) referred to a third type of abstracts: "indicative". The function of indicative abstracts, according to Lores (2004), is to give a general picture of the scope and results of the research without giving details about the methodology. In "Indicative" abstracts, writers "indicate the scope of the paper and outline some general findings" (Lores, 2004, p. 284). Lores found that while the informative abstracts are associated with the aforementioned IMRD structure, the indicative abstracts mirror the structure of the introduction of research articles, what Swales (1990) calls CARS (Create a Research Space). The CARS model consists of three different moves, *Establishing territory*, in which the general topic of the research is introduced, *Establishing a niche*, which identifies the more specific areas of research

that need further investigation, and *Occupying a niche*, in which the current study is introduced within the context of the previous research (p.141).

On the other hand, Huckin (2001) believes in the multifunctional abstract that plays the role of mini-text, screening device, previews and indexing help. According to Huckin, abstracts act as a mini-text and screening device because they give the readers a short summary of a study's topic, methodology, and main findings and help readers decide whether the article is relevant to their research topic or not. Furthermore, he believes that abstracts act as previews because they provide the readers who wish to read the whole article with a road map for their reading. Abstracts, according to Huckin, provide indexing help for professional abstract writers and editors (Feak & Swales, 2009; Huckin, 2001).

2.2.5 Abstracts

2.2.5.1 Analysis of Abstracts in Research Articles

On reviewing the literature on genre analysis of RA abstracts, some studies were found to have investigated the general organization of abstracts (e.g., Bhatia, 1993, Hyland, 2000, Santos, 1996), the linguistic realizations and other rhetorical features in abstracts such as the use of modality and verb tense (Mubarak, 2006), (Pho, 2008) and (Pho, 2009). These studies either investigated the aforementioned features whether in a single discipline such as Mubarak (2006), which focused on the field of engineering, or across disciplines such as Hyland (2000). Mubarak is the only study, to the best of the researcher's knowledge, which compared the moves of the abstracts written by Egyptian researchers with those by experienced, native researchers.

Since the focus of this study is on the rhetorical moves and their linguistic realizations in abstracts in applied linguistics, the studies in this review will be divided accordingly. That is, the studies that focus on the rhetorical moves of abstracts in any field other than applied linguistics

will be tackled first. Then, the studies that focus on the rhetorical moves of abstracts in applied linguistics will be investigated.

The studies that focus on the rhetorical moves of abstracts in other disciplines could be divided into three types: studies that focus on abstracts in one discipline such as Mubarak (2006), studies that focus on abstracts across disciplines such as Hyland (2000), Hyland (2004) and studies that focus on the relation between abstracts and other parts of the research article such as Samraj (2005). Some of these studies take the analysis a step further and focus on some linguistic items in these abstracts such as Mubarak (2006) which focuses on the tense, voice and modal expressions. An example of each of the aforementioned three types of studies is tackled below.

Mubarak (2006) is the only study, to the best of the researcher's knowledge, which compared the rhetorical structure of the abstracts written by Egyptian researchers with those by experienced, native researchers. Mubarak compared the abstracts of forty research articles published in international journals written by natives with forty abstracts published in Egyptian journals written by Egyptians in engineering from 1995 to 2004. She found that both the *Introduction* and *the Discussion Moves* were optional in both the international and Egyptian abstracts. In addition, while the *Introduction Move* was mostly used when the study addressed a new proposed theory, the *Discussion Move* was used if the results of the study led to certain conclusions and implications. On the other hand, the *Purpose*, the *Methodology* and the *Results Moves* were obligatory in both the Egyptian and the international abstracts.

Mubarak (2006) found some variations between both types of abstracts and the Santos' (1996) model, explained below, which she used to analyze the abstracts. First, most of the abstracts included in the corpora did not reflect all the moves included in the model. That is, no

move was found to occur in all the abstracts. Second, the order of the moves in both the Egyptian and the international abstracts was different from that of Santos' model. This variance between the order of moves between the corpora and the model was unsystematic; thus no rule could be deducted. In addition, she found that some moves to be recycled in the abstracts according to the needs of the writers. For example, the *Methodology Move* might be recycled if the writer used two methods to analyze the data. In this case, each method would be followed by its results.

Furthermore, she investigated the tense used in both corpora. She found that both the Egyptian and the native writers predominantly used the present simple tense in *Situating the research* and the *Purpose Moves*, respectively. This, according to Mubarak (2006), reflected the tendency of the writers to make background generalization and to refer to the purpose of the study in these moves. Contrary to these moves, Mubarak found significant differences between the Egyptian and the native writers regarding the tense used in *Move 3; the Methodology*. While the Egyptians were found to use the past simple tense, the native writers were found to use the present simple tense. Similar to the Introduction section, the present simple was found to be used in the Conclusion section: *Moves 4* and *5*. Mubarak concluded that both the Egyptian and the natives used the present simple tense to make generalizations based on the reported results.

In addition, the researcher found some significant differences between the way the Egyptians and the experienced, native writers used modals in their abstracts. For instance, while half of the abstracts written by native writers were found to use different expressions of modals, quarter of the Egyptian abstracts used modals. The researcher concluded by recommending the replication of her study in the field of humanities and on larger scale.

In his comprehensive study of 800 abstracts from 8 different disciplines, Hyland (2000) used the aforementioned five-move classification of rhetorical moves in abstracts (namely

Introduction, Purpose, Method, Product, and Conclusion). He found that more abstracts from soft

disciplines such as sociology and philosophy included introductions, which provided a context

for the paper, than abstracts from hard disciplines such as physics and mechanical engineering.

Furthermore, he concluded that writers use variety of patterns of rhetorical moves to convince

their readers, especially members of their own discipline. Also, he found that the general patterns

of writers' choices to vary across disciplines. These variations were due to different knowledge

structure of different disciplines and they revealed what was regarded as important information

in persuading other members from the same community. Such variations of the use of the

rhetorical moves could be seen in other studies on the move structure of abstracts such as that of

(Samraj, 2005).

In her study (2005), Samraj investigated the relationship between the abstracts and

introductions of the research articles; the main objective of the study was to see whether

abstracts and introductions were as different as they were said to be. To conduct her study, the

researcher collected 12 abstracts and introductions from two different journals: *Animal

Behaviour* and *Conservation Biology*. To analyze the rhetorical moves in her study, the

researcher used Swales' (1990) framework to analyze introductions and Bhatia's (1993) to

analyze abstracts. The researcher found that the following moves were obligatory in all abstracts:

Purpose, Results and *Conclusion*. In addition, the *Methodology Move* was not as frequent as

other traditional moves as it occurred in only half of the abstracts. In contrast to previous studies

that tackled the relationship between abstracts and introductions, Samraj (2005) found that

abstracts and introduction might not always be distinctive in communicative purpose and

rhetorical structure. For example, in *Conservation Biology*, abstracts tended to perform the same

persuasive function ascribed to introductions in earlier studies (Swales, 1990). However, this

relation could differ due to the difference in the field. For instance, Samraj found that in the *Wild Behaviour* articles, abstracts tended to serve more pragmatic functions than informing or summarizing the study and thus there were more differences between the communicative functions of abstracts and introductions than in *Conservation Biology*.

2.2.5.2 Analysis of Abstracts in Research Articles in the field of Applied Linguistics

The following studies focus on the rhetorical moves of abstracts in RA in applied linguistics: (Li & Ren, 2011), (Pho, 2009), (Pho, 2008) and (Santos, 1996). Because (Li & Ren, 2011) investigated abstracts in RAs and Master's theses, it will be reviewed twice: in the RA section and then in the MA theses section, respectively.

In his study, in which he exclusively focused on applied linguistics, Santos (1996) investigated the rhetorical moves in addition to the key words and tenses used in these moves in the abstracts of ninety four research articles selected from three journals: *Language Learning, Applied Linguistics* and *TESOL Quarterly*. What distinguished Santos (1996) from other studies was its analytical framework. Santos began by exploring all the moves identified in other studies of abstracts. After surveying the abstracts of the studies and trying to apply Swales' (1990) model, Santos designed his own framework for analyzing abstracts. Santos gave his moves more meaningful names than the traditional ones, which mirror the structure of the research article (namely, Introduction, Methodology, Results and Conclusion). According to Santos, the typical moves in the abstracts of RA in applied linguistics are: *Situating the research, Presenting the research, Describing the methodology, Summarizing the findings and Discussing the research*. It should be noted that these moves have the same rhetorical function of the traditional moves. Furthermore, Santos added another move, *Situating the research*, to account for the structure of abstracts in applied linguistics. According to Santos, the function of this move is to "provide

orientation to the reader in relation to where the writer is coming from while motivating the reader to examine the research to be reported" (Santos, 1996, p. 484). Santos found that both the *Presenting the research* and the *Describing the methodology Moves* were almost used in all the abstracts. Thus, he concluded that they were essentially obligatory. In addition, *the Summarizing the results Move* occurred in 80 % of the abstracts and *the Discussing the research Move* occurred in 61 % of the abstracts, *Situating the research Move* in 50% of the articles. The researcher related these variations in the frequency of the rhetorical moves to the writers' different ways of persuading the readers, or the members of their discourse community of the problem or topic tackled in their study. Furthermore, Santos found that the present simple and present perfect to be the dominant tenses in the *Introduction Moves*: *Situating the research* and *Presenting the research.* He maintained that the researchers mostly used these present tenses in these moves as they tended to present a state of knowledge generalization. In addition, Santos found that the present simple, past simple and the modals signaled *Move 3: the Purpose.* Interestingly, he related the difference between the past and the present used in this move to its subject. That is, when the sentences realizing this move began with *this paper* or *this article*, the present simple was used and whenever these sentences began with *the research* or *the study*, the past simple was used. This was referred to earlier in the literature in Malcolm (1987). Malcolm argued that the research article is a "communicative event" that has two different times: the moment of reading and the moment of writing" (p.42) and this event could be interpreted in terms of time occurrence: as a specific event in the past or an ongoing contribution in the present.

As reflected in Table 2.1, the key words marking the *Purpose Move* either refers to the research conducted such as *paper* and *study* or to the communicative verbs such as *investigate* and *examine*.

Table 2.1.

Summary of the tenses and key words used in the abstracts of RAs in applied linguistics

	Investigated aspect	Santos (1996)	Pho (2008)	Pho (2009)
Move 1 Situating the Research	Tense	Present simple Present perfect	Present simple	Present simple Present perfect
	Key words	—	—	—
Move 2 Stating the problem	Tense	Present simple	Present simple	Present simple Present perfect
	Key words	Few/ studies	Important	—
Move 3 The purpose	Tense	Present simple Past simple Modals	Present simple Past simple modals	Past simple Present simple
	Key words	Study-paper-article	Study-article-research	Study-article- paper
Move 4 The Methodology	Tense	Past simple	Past simple	Past simple
	Key words	—	—	—
Move 5 The Results	Tense	Past simple	Past simple	Past simple
	Key words	Results-analysis-study-findings- out come-evidence-data-research	Results Indicate Show	—
Move 6 Drawing conclusion	Tense	—	Present simple Modals-semi modals	Present simple Modals
	Key words	Research Conclusions Suggest interpret	Suggest-need to	Suggest Conclusion
Move 7 Making Recommendations	Tense	—	Present simple	Present simple Modals
	Key words	—	Suggest –need to	—

In contrast to the first three moves, the past simple was used to report both the procedures used to collect the data in *Move 4* and to the findings of the study in *Move 5*.Some of the words signaling *Move 5* refer to its function such as *results* and *findings* and to the variations in the data such as *significant* and *different.* Although he did not refer to the tense used in the *Conclusion Moves, 6* and *7*, Santos (1996) referred to the key words used in this move: *suggest* and *conclusions.* Expectedly, these words describe the function of these moves: to draw conclusions and suggest recommendations.

Based on 30 abstracts that he collected from three journals, Pho (2008) used Santos' framework (1996) to identify their rhetorical moves. Pho's rationale for using such a framework was that it was applied before to applied linguistics and thus contains all the moves found in the abstracts of research articles in applied linguistics. Similar to Santos (1996), Pho (2008) found that *the Presenting the research Move*, *the Summarizing the findings Move*, *the Describing the methodology Move* and *the Discussing the research Move* to be obligatory moves in the abstracts of Research articles in applied linguistics. He also found that *the Situating the research Move* was the least frequent. As reflected in Table 2.1, the results of Pho (2008) come in line with those of Santos (1996) as both found: the present simple to be used in *Moves 1, 2*, the present simple, the past simple and the modals in *Move 3*, and the past simple in *Moves 4* and *5*. Similar to Malcolm (1987) and Santos (1996), Pho (2008) found that the tenses used in *Move 3* depended mainly on the subject used in these sentences. That is, whenever the sentence began with the words, *research* or *study*, the past simple was used and when it began with the words: *article* or *paper*, the present simple was used. Pho related this difference to what the researcher wanted to refer to when s/he used each of these words. That is, when the writer used the words *paper* or *article*, s/he referred to immediate physical object in front of the reader and thus used the present

simple. On the other hand, when the researchers used *research* or *study*, they reported of what the research was about and thus used the past simple tense. This interpretation is similar to the one offered by Santos (1996). However, this does not mean that Pho (2008)'s results were identical with Santos' (1996). For example, while the latter did not refer to the tenses used in *the Conclusion Moves: 6* and *7*, the former found that the present simple to be mostly used in recognizing them. Furthermore, apart from the very few words which are common between Santos (1996) and Pho (2008) such as *article, research* and *study* in *Move 3*, *results* in *Move 5* and *suggest* in *Move 6*, all the other key words signaling the moves in Pho (2008) differ from those of Santos as reflected in Table 2.1. For instance, while the most common words signaling *Move 5* in Santos (1996) are nouns such as *findings* and *outcome*, the same move is almost only marked by verbs such as *indicate* and *show* in Pho (2008).

In another study in which he found similar results, Pho (2009) used 40 abstracts, 20 of which were from the field of applied linguistics and 20 from educational technology. Similar to his previous study, Pho used Santos' (1996) model to analyze the moves in this one and to identify their linguistic components. He found that the five moves proposed in Santos' model were obligatory. Although *Situating the research Move* was not frequently used in the previous study, it was found to be obligatory in this one. This variation could be related to the difference between the number of abstracts analyzed in the first study and this one.

Similar to Santos (1996) and Pho (2008), Ph (2009) found that both the present simple and the present perfect tenses to be the most dominant tenses in the Introduction section: *Moves 1* and *2* as reflected in Table 2.1. However, in contrast to these studies, Pho (2009) found that the present perfect was more used than the present simple to give a general view of the previous research in this section. But this is a minor difference as there are more similarities than

differences between Pho (2009) and the other studies regarding the tense choice in most of the moves as reflected in Table 2.1. For example, the tenses marking *Moves 3, 4* and *5* in this study are the same in Santos (1996) and Pho, (2008). According to Table 2.1, the present simple tense and the modals were found to be used in both Pho (2008) and (2009) in the Conclusion section: *Moves 6* and *7*. Using the simple present tense in this section, Pho (2009) argued, helped the writers make their conclusions and recommendations more general. Furthermore, researchers used the necessity modals such as *need to* to refer to the importance of applying a certain technique or method. Although Pho used different abstracts in his (2009) study, some of the key words that he identified in the moves were identical with his previous study and with Santos (1996) such as the words: *article, paper* and *study* in *Move 3* and *suggest* in the Conclusion section.

Another study that focused on the rhetorical moves of the RA abstracts is that of Li and Ren (2011) in which they investigated the rhetorical moves in twenty five abstracts collected from five journals in applied linguistics. The writers used Hyland's five -move model to explore the rhetorical moves of abstracts because this model is more elaborate than the four traditional moves: IMRD as it makes a distinction between the *Introduction* and the *Purpose Moves* and would thus give a clear picture of the moves in the abstracts. They found that not all moves were found in all the abstracts. They found that the most common moves to be: the *Purpose*, the *Methodology* and the *Results*. They concluded that expert writers tended to be selective in the moves that serve their purpose. They concluded that those writers were selective in the moves they chose because of their awareness of the persuasive function of the abstract.

Although they used a different model that names the moves differently, Li and Ren's (2011) study is in line with Santos' (1996) and Pho's (2008). These studies found that the

Presenting the research Move, the Describing the methodology Move and *the Discussing the research Move* to be obligatory in the abstracts of research articles in applied linguistic. Li and Ren (2011) added another dimension to the absence of some moves from the abstracts, which is that the writers who write RA are experienced writers and only used the moves that would promote and sell their article. The problem with this explanation is that no general pedagogical implications could be based on it because there is not guiding framework to use since the moves that should be included in each abstract vary from topic to topic.

2.2.5.3 Abstracts in Master's Theses

Li and Ren (2011) is the only study, to the best of the researcher's knowledge, which analyzed the rhetorical moves in the abstracts of master's theses in the field of applied linguistics. In their study, Li and Ren (2011) compared the rhetorical moves of the abstracts of some Chinese-MA theses written in English with other abstracts in published research articles. The aim of this study was to shed light on the differences between the way NNNWs and the expert writers wrote their abstracts. The study found that the MA thesis writers tended to use all the five rhetorical moves in Hyland's model while the expert writers tended to be selective of these moves. The researchers related this difference to the ability of the expert writers to select the moves that best suit their purposes, which is mainly to persuade the readers. They also found that the Chinese students used the *Limitation Move* without mentioning the strengths of their work and thus would "undermine the value of their research" (p.164). On the other hand, expert writers tended to use the *Conclusion Move* more often in their abstracts to promote their studies.

2.3 Contribution of the present study

As can be discerned from this review of the literature, there are few studies that compared the rhetorical moves of NNNW MA theses with the published research. Also, the only study that

tackled the topic in the Chinese context found a lot of differences between the abstracts of expert writers and those written by NNNWs. Thus, there is a need for a study to investigate the topic so as to provide the Egyptian graduate students with some implications and linguistic tools that enable them to write abstracts.

Classifying the abstracts according to their functions or formats is not within the scope of this paper. The writer of this paper believes in Huckin's (2001) point of view that abstracts are multi- functional and can be persuasive and informative. The focus of this paper is on investigating the rhetorical moves, their functions and their linguistic features, tenses and key words, in the abstracts of published RA and Egyptian MAs in applied linguistics.

Chapter Three

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The present study employs an exploratory design which is a type of mixed methods approach. The mixed methods approach is a procedure for "collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely" as it "can provide a depth and breadth that a single a approach may lack by itself" (Cresswell & Ivankova, 2009, p. 136). This study is mixed because it employs quantitative method of data collection, random sampling, and uses quantitative method of analysis, frequencies, to validate the qualitative findings of the study (Creswell, 2003). It is exploratory because the researcher begins by exploring and analyzing the qualitative data, abstracts, to identify "principal themes" and patterns then uses the frequencies, which is a quantitative method to elaborate this analysis (Creswell & Ivankova, 2009; Creswell & Planco-Clark, 2007). Then, after comparing the frequencies of the moves in both corpora, two linguistic features were investigated in these moves: tenses and key words.

3.2 Data Collection Procedures

Two sets of data were compiled for this comparative study. The first set was composed of 20 randomly chosen abstracts of articles published from 2007 to 2011 from two journals in the field of applied linguistics: *TESOL Quarterly* (TQ) and *Applied Linguistics* (AL). These journals were chosen because they have maintained a high impact factors according to *Journal Citation Reports* (2010). Since the abstracts of the primary research articles differ from those of the other papers i.e. the reviews or the position papers, this study focused only on the abstracts of primary

research articles. The other set was composed of twenty abstracts of Egyptian master's theses in applied linguistics written in English from 2007 to 2011. These theses are available in the Main Libraries of different Egyptian universities. It is assumed that Egypt has four educational sectors: the center, the north, the canal and the south. The researcher randomly chose a university from each sector: Cairo University, Asyut University, Suez Canal University and Alexandria University from the center, the south, the canal and the north, respectively. After computerizing the abstracts into text documents, they were uploaded into the MonoConc Pro 2.2. The MonoConc Pro 2.2. was mainly used in this study to obtain accurate number of the frequency of occurrence of the key words in each move.

The researcher collected the aforementioned data randomly to make sure that the selected universities represent the Egyptian universities and the selected abstracts represent the abstracts in each university (Perry, 2012). The goal of using frequencies and percentages is to be able to accurately compare and contrast the moves in different abstracts.

3.3. Data analysis

To answer the research questions, the analysis of the data was carried out in three main stages. In the first stage, the moves were identified a long with their communicative functions, frequencies, relations with each other, variation of order in addition to the missing and the repeated moves. In addition, according to their frequencies, the moves were classified as: optional or obligatory. In the second stage, variation, similarities and differences between the moves in both corpora were tackled. In the third stage, the key words and tenses used in both corpora were identified and compared.

3.3.1. Data analysis instrument

Based on their different beliefs about the function of abstracts, some researchers used different models to classify the rhetorical moves in abstracts. For example, the four-move model has been employed in a number of studies such as those by Salager-Meyer (1990, 1992) and Bhatia (1993). Santos (1996) added an additional move to this model; "*Situating the research*" to account for the structure of abstracts in applied linguistics. This move usually occurs at the beginning of abstracts and contains two submoves, statement of current knowledge and statement of problem. Similar to Santos, Hyland (2004) used a five-move model to analyze the moves used in abstracts from several disciplines: *Introduction, Purpose, Method, Product,* and *Conclusion*. Although Hyland uses different names to name the moves from those of Santos, the five moves in both models have the same rhetorical functions. For instance, the *Introduction Move* that Hyland postulates provides the reader with the context of the paper and research motivation. Thus, both the aforementioned *Situating the research* and the *Introduction Moves* have the same communicative function (Samraj, 2008). Both Hyland's and Santos' five-move models seem to be better and more suitable for the present study than the traditional four- move model for three reasons. First, Santos' model has been applied to the abstracts of applied linguistics, which is the focus of this study, and it includes all the moves identified in the abstracts of other studies. Second, both Hyland's and Santos' models offer a finer classification than the four-move model as they distinguish between the *Introduction* and the *Purpose Moves* (Li & Ren, 2011). Third, Hyland's model was employed by (Li & Ren, 2011) to analyze master's theses abstracts in applied linguistics, which is the focus of this study, in China. Li and Ren (2011) added the *Structure Move* to Hyland's model to account for the moves in the abstracts of the MA theses.

Table 3.1.

Summary of the moves used in the model of analysis in addition to their functions

Section	Moves	Function/description	Question asked
Introduction **(I)**	Move 1: Situating the research	sets the scene and/or cites or refers to previous research	What has been known about the field/topic of research?
	Move 2 : Stating a problem	states the problem that motivated this research	What is the gap in the literature or the problem that this research is trying to solve?
Purpose **(P)**	Move 3:	states the purpose of the study, research questions and/or hypotheses	What is the study about?
Methods **(M)**	Move 4:	describes the materials, subjects, variables, procedures,	How was the research done?
Results **(R)**	Move 5:	reports the main findings of the study	What did the researcher find?
Conclusion **(C)**	Move 6:	interprets the results, draws conclusions	What do the results mean?
	Move 7:	makes recommendations, implications/applications of the study	So what?
Structure **(S)**	Move 8 :	describe the structure of the thesis	How is the research structured?

It was argued that although Santos' (1996) model is more elaborated than other models, it could be confusing to the coders and the readers, as it divides the moves into many submoves.

Moreover, it has been argued that Hyland's model is not accurate because the names given to the moves in this model do not reflect their functions (Pho, 2008). These claims can be avoided by using an analytical mainframe that employs both the names given to the moves in Hyland's model along with the detailed description of their functions (Pho, 2008), which is provided in Santos' model, and the questions that they answer as in Table 3.1.In addition, the *Structure Move* that Li and Ren (2011) added to Hyland's model was added to so as to account for the structure of the abstracts of master's theses in the present study.

3.3.1.1 Reliability of the instrument

For inter-rater reliability, another researcher was asked to identify the moves in both corpora as well. A comparison of the two analyses yielded a high inter-reliability rate: 91.31 %. After discussing the discrepancies between our analyses, it turned out that most of them were related to the new moves that were not clarified in the model. For example, the other researcher could not identify the *Referent Move*; rather, he thought it was the *Structure Move*. After clarifying the differences between the new moves and the moves suggested in the model, both coders reached an agreement.

3.3.1.2 Validity of the instrument

For this type of instrument, the theoretical validity was the most suitable (Creswell & Plano Clark, 2007). Theoretical validity, which was provided in 3.3.1, means that this instrument was used in many theories or studies before and it yielded accurate data analysis. Seven out of the eight moves in this model have been used to identify moves in the abstracts of RA in applied linguistics: *Situating the Research, Stating the problem, Purpose, Methodology, Results, Conclusion* and *Structure*. After analyzing some abstracts in the pilot study, the researcher

decided to have two separate moves in the Conclusion section: *Drawing Conclusion* and *Making recommendations*. Although both moves belong to the Conclusion section, each of them has a different function. The function of the *Drawing the conclusion Move* is to offer general conclusions based on the results and/ or to interpret the results. The function of the *Making recommendations Move* is to make recommendations for future applications and/or further research. By differentiating between these two moves, this model may provide a finer distinction between them.

Chapter Four

RHETORICAL STRUCTURE OF THE ABSTRACTS OF RESEARCH ARTICLES AND MASTER'S THESES

4.1. Introduction

This chapter investigates the discoursal functions of the rhetorical moves in abstracts of 20 Research Articles (RAs) and 20 Egyptian-MA Theses (EMAs) in applied linguistics. This chapter mainly consists of three parts. In the first part, the rhetorical functions of the moves are briefly described and a general overview of their frequencies in both corpora is provided. In the second part, the moves in each corpus are identified a long with their detailed communicative functions, frequencies, and relations with each other. In the third part, the analysis focuses on the variations between both corpora. These variations focus on the different order of moves in both corpora, the relations of the moves with each other, cyclicity of the moves, presenting two moves in a single sentence and the new moves that are not enlisted in the model.

4.2. Part I.

4.2.1. Rhetorical functions of the moves

There are eight different rhetorical moves in the model used in this study. *Move 1, Situating the research*, sets the scene for the research by contextualizing the topic. *Move 2, Stating the problem,* states the problem that motivated the research. In *Move 3*, *the Purpose*, the research questions and/or the hypotheses that the study addresses are clarified or the problems of the research are expressed. Furthermore, in *Move 4*, the *Methodology*, the writer explains how the problem, mentioned in *Move 3*, is resolved. It describes the subjects, materials and procedures that are used to answer the research questions or test the hypotheses. In *Move 5, the Results*, the

writer reports the main findings of the study. *Move 6, Drawing conclusions,* is the first part of the Conclusion section and it generally draws conclusions and offer explanations for the findings summarized in the *Results Move. Move, 7, Making recommendations,* is the second part of the Conclusion section and it gives recommendations and/or outlines suggestions for future practice or investigation. The last move in the model is the *Structure Move* and it outlines the structure of the thesis.

4.2.2. Overview of the frequencies of moves in both corpora

The different moves in both corpora in addition to their count are stated in Table 4.1. According to this table, *the Purpose* is the most frequent move as it appears in all the abstracts in both corpora. Although there is a slight difference between the frequencies of occurrence of *the Methodology Move* between both corpora (100% in the RA abstracts vs. 90% in the EMA abstracts), it is the second most frequent move in both. Similarly, the *Results Move* is the third most frequent move in both corpora (100 % in the RA abstracts and 85 % in the Egyptian abstracts). Thus, it can be concluded that these moves are obligatory in both the RA and EMA abstracts.

While *Move 6, Interpreting the results,* comes second in the RA abstracts, it comes fourth in the students' written abstracts with a very slight difference in variation of occurrence (50 % in RA abstracts vs. 55 % in the EMA abstracts). Although this move is mentioned in almost half of the abstracts in both corpora, it is considered optional because of the small number of abstracts analyzed in this study. While *Moves 1, Situating the research, 2, Stating the problem* and *7, Making recommendations,* come third in the RA abstracts with the same number of occurrences, the same applies to *Moves 2* and *7,* which come fifth in the EMA abstracts.

Table 4.1

Summary of the percentages of Moves in the abstracts of EMAs and RAs

Moves	RA Abstracts		Moves	Master's Theses Abstracts	
	Number of abstracts showing the move	Percentage		Number of abstracts showing the move	Percentage
Move 3 Purpose	20	100 %	Move 3 Purpose	20	100 %
Move 4 Methodology	20	100 %	Move 4 Methodology	18	90 %
Move 5 Results	20	100 %	Move 5 Results	17	85 %
Move 6 Drawing conclusions	10	50 %	Move 6 Drawing conclusions	11	55 %
Move 1 Situating the research	7	35 %	Move 2 Stating the problem	5	25 %
Move 2 Stating the problem	7	35 %	Move 7 Making recommendations	5	25 %
Move 7 Making recommendations	7	35 %	Move 1 Situating the research	4	20 %
Move 8 Structure	0	0 %	Move 8 Structure	4	20 %

While *Move 1* is the least frequent in the EMA, *Moves 1, 2* and *7* are found to be the least

frequent in the RA abstracts. One of the other differences observed between the two corpora is

that *Move 1* is less frequent in the EMA abstracts than in the RA abstracts. Based on their

relatively low frequencies in both corpora, *Moves 1, 2*, and *7* can be considered optional Moves.

4.3. Part Two

4.3.1. Move 1, Introduction (Situating the research)

Situating the research is the first part of the Introduction section. The function of this

move is to set the scene for the research by contextualizing the topic, providing the current

knowledge about the field, or citing or referring to previous research. The following extracts

illustrate the function of *Move 1* in the abstracts of both the RAs and the EMAs, respectively.

(4.1)   (1) Existing research indicates that instructed learners' L2 proficiency and their

metalinguistic knowledge are moderately correlated (....) (2) Metalinguistic knowledge

has typically been operationalized as learners' ability to correct, describe, and explain L2

errors. (3) More recently, this operationalization has been extended to additionally

include learners' L1 language-analytic ability as measured by tests traditionally used to

assess components of language learning aptitude.

(App Ling # 5)*

As it appears in this example, the first sentence introduces the topic through focusing on

the current knowledge available about the topic. Sentence (2) gives further information by

providing the typical definition of the key construct in the study. Then, sentence (3) offers a

more extensive definition of this construct to implicitly refer to the focus of the study.

(4.2)   (1) This study is an attempt to explore the field of *indirectness* as a feature, which

appears, now and then, in the pragmatic use of language, thus, playing a rather effective

role in social communication. (2) *Indirectness* can be found when there is a mismatch between the implied meaning which S interns to convey, and the surface meaning which (s)he actually expresses. (3) Consequently, it requires some effort to be exerted both by S, to make an indirect utterance, and by H, to interpret it. (4) Indeed, there are various degrees of *indirectness*, which can be determined according to several, linguistic and non-linguistic factors.   (Alex # 3)

In this example, the writer introduces the topic in sentence (1) through focusing on the aspect of language to which the topic is related. Then, sentence (2) clarifies this construct by providing a situation in which it occurs. Furthermore, the writer explains the effort needed to understand this linguistic aspect in sentence (3). In sentence (4), the writer gives more background information about the topic under investigation by referring to its degrees and the factors that determine it.

Examination of both the abstracts of the EMAs and the RAs shows that *Move 1* comes third in the frequency in the moves of the RA abstracts (7 out of 20, 35%) and seventh in the abstracts of the EMAs (4 out of 20, 20 %). This indicates that *Move 1* is a more important component in international research abstracts than the students' written abstracts. This relatively low occurrence frequency of *Move 1* indicates that it is an optional move in both corpora.

It is observed that where *Move 1* is missing in both corpora, the topic of the study focuses on a familiar topic or theory as reflected in the following:

(4.3.) This study aimed to investigate the effect of teacher –student conferences

 on ESP students' reading and writing performance.   (SU # 1)

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(4.4) The study examines the impact of topic familiarity and passage sight vocabulary on lexical inferencing and retention. (App Ling #10)

In these extracts, the topics, "teacher student- conferences" and "topic familiarity" seem to be familiar to the people in the field. Therefore, the authors find it unnecessary to use *Move 1* and start the abstract with *Move 3, the Purpose,* which explains the objective and the scope of the study. Accordingly, a strong relation is found between *Move 1* and *Move 3*. In 11 out of the 13 (91.6%) instances where *Move 1* is missing in the RA abstracts, the *Purpose Move* is used at the beginning of the abstracts. The same applies to 15 instances out of the 16 instances (93.75%), where *Move 1* is missing in the abstracts of the EMAs.

From the previous analysis, it can be concluded that the writers of RA abstracts use *Move 1* more than their EMA counterparts. Apart from this discrepancy, there are no significant differences between both corpora concerning the function of *Move 1* or its relation with other moves. The same applies to the status of this move as it is considered optional in both corpora.

4.3.2. Move 2, Introduction (Stating the Problem)

Statement of the problem is the second part of the Introduction section. *Move 2* highlights the gap in the literature that the study is trying to address, or states the problem that motivated the research, or highlights the importance of this problem. That is, *Move 2* identifies an area needed to be investigated by referring to an existing problem or indicating that previous research has not been successful or complete, or by stressing the significance of the topic. The following extracts exemplify the functions of *Move 2* in the abstracts of both the EMAs and the RAs, respectively.

(4.5.) Vocabulary is presented in our primary schools in a traditional way, which was

   based on memorization.   (SU # 3)

(4.6) Few studies, however, have examined patterns in partial word form learning as

a method of assessing learnability and improving our understanding of allocation of

processing resources during word-level input processing.   (App Ling # 9)

As it appears in (4.5), *Move 2* refers to an existing problem in the literature and thus

prepares the readers to accept that it should be investigated in this research. In (4.6), the writer

indicates that the topic addressed is understudied and therefore provides the rationale for the

need for the study. In addition to the aforementioned functions of *Move 2*, it has another role

which is to introduce the readers to the problem addressed in the *Purpose* and the *Methodology*

which will resolve this controversy. This is supported by the fact that in 3 out of 5 (60 %)

instances in which *Move 2* is used in the Egyptian abstracts and in 5 out of 7 (71.42 %) instances,

in which the move is used in the RA abstracts, it is followed by the *Purpose* or the *Methodology*

Moves.

Move 2 comes third in the frequency of the moves of RA abstracts (7 out of the 20

abstracts analyzed, 35%). However, it appears slightly less in the abstracts of the EMAs (5 out of

the 20 analyzed abstracts, 25%). This indicates that *Move 2* is slightly more focused on in the RA

abstracts than the EMA abstracts. The relatively low frequency of this move indicates that it is an

optional move.

Similar to *Move 1*, there are no significant differences between both corpora in using *Move 2*. Apart from the difference in the frequency of occurrence, the function, relations with other moves, and the status of the move, as being optional, are the same in both corpora.

4.3.3. Move 3, Purpose

In this move, the purpose of the study, the research questions and/or the hypotheses that the study addresses are clarified or the problems of the research are expressed. The following extracts illustrate the function of *Move 3* in both the RA abstracts and the student- written abstracts, respectively.

(4.7) (1) The current study examined the effects of Korean elementary school teachers' accents on their students' listening comprehension.(2) It also examined students' attitudes toward teachers with American-accented English (a native speaker model) and Korean-accented English (a non-native speaker model).   (Tes # 1)

(4.8)   (1) The aim of this study was to explore the degree to which the knowledge and usage of English lexical collocations by Egyptian EFL learners are related to their speaking fluency.   (CU # 5)

In (4.7), *Move 3* identifies the focus of the study in sentence (1) and then expands the focus of the study in sentence (2). In (4.8), the aim of the study is stated in sentence (1).In contrast to these extracts in which *Move* 3 is realized as a self-contained unit, it can be cycled with other moves. Mostly, this move is cycled with *Move 4*, which will be discussed later. It is

also cycled with *Moves 1* and *2* in both the student-written abstracts and the native writers' abstracts as reflected below:

(4.9)   (1) This is a study of the main syntactic and semantic features of the reflexive constructions in English and Arabic. (2) A reflexive construction, as Lyons (1986) defines it, is one in which the subject and object refer to the same person (or thing). (3) The study aims at answering the following questions: What are the devices of reflexivization in English and Arabic? Do reflexive anaphors have the same range of distribution in English and Arabic?   (AS # 1)

This abstract, (4.9), begins with the general goal of the study in sentence (1). Then, in sentence (2), the writer switches to *Move 1* so as to define the key construct through citing previous research. After making the objective of the study clearer to the reader, the writer then mentions the specific questions that the study is trying to answer.

(4.10) (1) This article examines a little-studied review genre of academe: letters written for faculty retention, promotion, and tenure (RPT). (2) Given their centrally evaluative nature, these documents have potential to illuminate academic community values, particularly those related to faculty work. (3) Of specific interest in this study is the evaluative language that RPT letter writers use to review three core areas of faculty performance: teaching, research and service.   (App Ling # 1)

In sentence (1), the writer generally introduces the topic under investigation and then refers to the importance of this topic in sentence (2), which is considered *Move 2*. In sentence (2), the writer is implicitly indicating why this topic is worth studying. Then, in sentence (3) the

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writer switches into *Move 3* to specify the objectives that the study will address in detail. In both examples, the *Purpose Move* is intermingled with the *Introduction Moves, 1* and *2*, to illustrate a key concept in the purpose or to refer to the importance of the topic.

Move 3 is the most used move as it is used in all the abstracts in both corpora. This indicates that *Move 3* is an obligatory move in the abstracts of the EMAs and the RAs. Being an obligatory move in the abstracts genre, *Move 3* fits this genre because in such a concise genre, the writers need to draw the attention of the readers to what the research is about. This is supported by the fact that *Move 3* opens 17 out of the 20 (85%) EMA abstracts and follows the *Introduction Moves (1, 2)* in the remaining 3 abstracts (15%). On the other hand, *Move 3* is used at the beginning of 11 out of the 20 RA abstracts (55%) and follows the *Introduction Moves (1, 2)* in the remaining 9, (45 %) abstracts. Generally, this suggests that a typical abstract in the EMAs and RAs open with *Move 3* or *Moves 1, 2* followed by *3*.

To conclude, there is evidence in both corpora to support the conclusion that *Move 3* is obligatory, as it occurs at the beginning of the abstracts or after the *Introduction Moves*, and it has a strong relation with *Move 4*, the *Methodology*.

4.3.4. Move 4, Methodology

In this move, the writer explains how the problem, mentioned in *Move 3*, is resolved. It describes the subjects, materials, instruments, procedures and variables that are used to answer the research questions or test the hypotheses. Also, it describes the rationale beyond using a certain method or tool. The following examples exemplify the function of this move:

(4.11) (1) The present study sought to determine the effectiveness of a proposed unit based on direct instruction in developing some skills concerning kindergarten children's

phonological awareness of EFL. (2) The subjects of the study were eighteen kindergarten children from Al-Rissa Advanced Experimental Language School in Al-Arish.(3) Children were pretested on the phonological awareness test developed by the researcher, then they received a phonological awareness unit based on direct instruction for twenty four 30-minute sessions. (4) Each four sessions covered a certain skill.   (SU # 1)

After explaining the focus of the study in sentence (1), the writer goes on to give details about the human subjects used in the study and then the treatment they have conducted and the time of this treatment in sentences (2),(3), and (4).

(4.12) (1) This study examined effects of synonyms generation on second language (L2) vocabulary learning during reading in both incidental and intentional vocabulary learning contexts. (2) Spanish-speaking adult learners of L2 English (N= 114) at a low- and high-intermediate proficiency levels read an English passage containing 10 target words translated in the text. (3) Participants were assigned to one of four conditions: (a) Read for meaning only (*incidental*). (b) Read for meaning and try to learn the translated words (*intentional*). (c) Read for meaning and generate Spanish synonyms for the translated words (*incidental + semantic*). (d) Read for meaning, try to learn the 10 translated words, and generate Spanish synonyms for the translated words (*international + semantic*). Posttest measures were English –to-Spanish and Spanish-to-English recall of target words.   (Tes # 9)

Similar to (4.11), after stating the purpose of the study in sentence (1) in (4.12), the writer goes on to give details about the samples used in the study, the treatment and how they were post tested.

Move 4 appears in all the RA abstracts, 20 out of 20 (100%) and in 18 out of the 20 EMA abstracts (90%). This slight difference in the frequency of occurrence indicates that this move is slightly more used in the RA abstracts. The high frequency of this move in both corpora indicates that it is an obligatory move. It is also observed that both *Move 4* and *Move 5* are cycled, which means they come in "syntactically reversed order" (Santos, 1996, p. 479), in a few instances in both corpora, as reflected below:

(4.13)   (1) Twenty-six elementary school teachers and 23 English teachers at secondary schools in South Korea watched videotapes of 6th –grade students' group activities in English and were asked to assess the students' performance as if they were in their own classrooms. (2) The study found that the teachers varied substantially in their overall evaluations both within and across school levels. (3) A discussion held among the teachers after the individual assessments were completed showed that the elementary school teachers and secondary school teachers differed with respect to (1) their views toward assessment criteria, (2) how to evaluate student confidence and motivation, and (3) how to gauge students' potential ability to communicate competently in a foreign language   (Tes # 10)

This example shows cyclicity of *Moves 4* and *5*. The Methodology section starts with the first step to answer the questions in sentence (1). Then, in sentence (2), the writer reports the results of the procedure mentioned in sentence (1) because depending on the results, the second part of the Methodology is to be collected. Then, in sentence (3), the writer mentions a different tool of data collection.

(4.14) (1) The experiment lasted for three months. During this period, the experimental

group had individual teacher-student conferences once a week. Each session lasted for

about three hours. Upon the completion of the experiment, all participants were post

tested. Differences between the pretests and posttests were calculated for each group

separately using Wilcoxon Signed Ranks Test. (2) No significant differences were found

between the pretests and the posttests of reading and writing in the control group while

the experimental group showed a significant improvement on the reading test but not on

the writing test.(3) Mann- Whitney U Test, which was used to calculate the difference

between the mean gain score of the control group and that of the experimental group,

confirmed the same results.   (SU # 4)

Similar to (4.13), sentence (1) in (4.14) describes the details about the experiment and

then in sentence (2) the results, which are based on these procedures, are reported. Then, in

sentence (3), the writer merges part of the methodology with the results that are based on them so

as to confirm the reliability of these results.

To conclude, *Move 4* is more used in the RA abstracts. This Move is an obligatory move

that has a very strong relation with *Moves 3* and *5*, in both corpora.

4.3.5. Move 5, Results

In this move, the writer reports the main findings of the study. While the previous

sections try to answer questions such as "What is the problem?" and "How to solve it?", this

section provides an answer to the question, "What did the researchers find?" The function of this

move is exemplified in the EMA and RA abstracts, respectively, below:

(4.15) (1) Then, a translation skills questionnaire was conducted in order to determine these skills. Based on the findings, a program in translation, which consists of student's handouts, a pre-post translation test and an instructor's manual, was designed and implemented. (2) Results of the study revealed that there was a statistically significant difference between the mean scores of the control and the experimental group, favoring the experimental group. (SU # 5)

(4.16) (1) Pre- and post-test measures included tests of text reading and phonemic awareness, because text reading is the broadest measure of reading ability and phonemic awareness is an important aspect of reading and oral English proficiency.(2) Results indicated that 76.42% of NES and 69% of ELLs who had a complete program of intervention successfully achieved grade-level performance. (3) These differences were statistically significant but the effect size was small. (Tes # 2)

In both extracts, after explaining the methodologies used in the sentence (1), the writers summarize the findings that are based on them in the following sentences. This move has been used more in the RA abstracts, where it occurs in all the abstracts (100 %), than in the students' written abstracts, where it occurs in 17 out of 20 (85 %). The high frequency of this move in both corpora indicates that this is an obligatory move. In some instances, *Move 5* is found to be cycled with *Move 6* in both corpora as in:

(4.17) (1) It was found that the formulaic sequences were read more quickly than the nonformulaic phrases by both groups of participants.(2) This result supports the assertion

that formulaic sequences have a processing advantage over creatively generated language. (3) Interestingly, this processing advantage was in place regardless of whether the formulaic sequences were used idiomatically or literally (e.g. take the bull by the horns¼'attack a problem' vs. 'wrestle an animal').   (App Ling # 4)

In sentence (1), the writer reports the findings of the study. In the second sentence, s/he interprets the findings according to a previously made assertion. Then, in sentence (3), the writer refers to a specific finding. Based on the findings of the study, the writer draws conclusions about the possible indications of these results.

(4.18) (1) The study has shown that Arabic has more devices of reflexivization than English and that the separate accusative pronouns in Arabic represent a category of noun phrases that can act as anaphors and as pronominal. (2) This may be part of the reason why Chomsky's Binding Conditions and Reinhart and Reuland's Reflexivity Conditions may not make correct predictions for constructions which contain any of the separate accusative pronouns. (2) The study also shows that there are verbs in English which are used only reflexively in the sense that they can take only a reflexive pronoun as their object. (3)   (AS # 1)

In the first sentence, the writer reports the main findings of the study. In Sentence (2), s/he interprets them by relating them to a theoretical problem. Then, in sentence (3), the writer goes on to report another finding.

To conclude, the *Results Move* is used more systematically in the RA abstracts than the EMA abstracts. This refers to the lack of awareness of some EMA writers of the value and function of this move in abstracts.

4.3.6. Move 6, Drawing conclusions

This is the first part of the Conclusion section. Typically, in this move, the writer draws conclusions and offers explanations for the findings summarized in the Results section. This move is meant to answer the question, "What do the findings mean?" The following extracts exemplify the function of this move:

(4.19) (1) Results suggest that deep vocabulary knowledge includes subtle, affective aspects of word meaning, at least in some knowledge domains. (2) These affective components are measurable, but they have not been systematically incorporated into assessment instruments that tap vocabulary depth.   (App Ling # 3)

(4.20) (1) The results of the study indicate a general tendency on the part of Egyptians to pay unsolicited advice relatively more frequently than Americans did in most of the situations. (2) Results also showed the influence of culture on the performance as well as the perception of the speech act of advice giving by both Egyptians and Americans.

(CU # 1)

In both (4.19) and (4.20), the writers explain what their results mean to other practitioners in the field. That is, they generalize the findings of their studies and this can be seen in the absence of any references to particular samples or methodologies.

Move 6, Drawing conclusions, occurs in 10 out of the 20 RA abstracts (50%) and in 11 out of the 20 (55%) EMA abstracts. In general, it is mostly used after the *Results* and before the *Recommendations Moves*. To conclude, thesis writers use this move slightly more than the RA

writers. However, both corpora show more similarities than differences when it comes to the function and place of this move.

4.3.7. Move 7, Making Recommendations

This is the second part of the Conclusion section. In this move, writers make recommendations, outline suggestions for future practice or investigation. This section is meant to answer the question, "So what?" Examples of the function of this move are illustrated from the RA abstracts and EMA abstracts, respectively.

(4.21) Further research is needed into the nature of intuitions about word frequency.

(App Ling # 7)

(4.22)   Although it is almost impossible to achieve "impartial" news reporting, it is recommended that the various media institutions try to present equal coverage of the contrasting points of view in regards to conflicting issues that take place in the world, leaving the audience to determine which stance to adopt on their own.   (CU # 2)

Although the researcher does not use the word *implications* or *recommendations* in (4.21), the readers understand from the verb *needed* that s/he refers to possible, further applications of the study. On the other hand, in (4.22), the writer explicitly uses the word *recommendations* to express general suggestions for future practice.

This move occurs in 7 out of the 20 (35 %) RA abstracts and in 5 out of the 20 (25%) EMA abstracts. There are more similarities than differences between both corpora in terms of the frequency, function and relation of this move with other moves.

4.3.8. Move 8, Structure

This is the last move in the model of analysis. As mentioned previously, this move was added to account for the structures of the abstracts of the master's theses. The function of this move is to outline the structure of the thesis and the content covered in each part as reflected below:

(4.23)   (1) The study consists of five chapters. The first chapter introduces to the topic and highlights the research problem. (2) The second sheds light on the mainstream and the sociocultural perspectives of SLA. (3) The third chapter tackles the research Methodology and design. (4) The forth chapter highlights the main results of the study. (5) The last chapter discusses the major findings of the study, offers the conclusion and suggestions for future research.   (CU # 4)

As reflected in (4.23), the *Structure Move* explains to the readers the number of the chapters in the thesis and the topics covered in each chapter. This move occurs in only 4 instances out of the 20 EMA abstracts (20 %) and as expected it does not occur in any of the RA abstracts. This very low frequency of occurrence indicates that this move is an optional move in the EMA abstracts. This low frequency might be related to the fact that the content of this move is repeated in the index of the thesis and thus need not be mentioned in the abstract.

4.4. Part Three

4.4.1. Rhetorical structure variations in the two corpora

Analysis has shown six variations of the rhetorical structure of the abstracts in the two corpora regarding the following: the absence of one or more than one move in most of the

abstracts in both corpora, relations between and among different moves in both corpora, different order of the moves, cyclicity of the moves, presenting two moves in a single sentence and new moves that are not enlisted in model used in this study.

4.4.1.1. Missing Moves

It is found that some abstracts may lack one or more moves included in the model. Thus, the eight moves of the model differ in their frequencies of occurrence as mentioned in Part I. Furthermore, it is found that none of the abstracts in both corpora is structured in agreement with all the moves in the suggested model. Apart from the *Structure Move,* one example in each corpus is found to contain all the other moves in the model. One of these two examples is provided in Table 4.2.

Table 4.2   (Tes # 7)

An abstract containing the first seven moves in the model used in proposed in this study

Rhetorical function	Parts of the abstract
Situating the research Move 1	The cultural dimension of foreign and second language use and teaching has risen in prominence since the 1980s. More recently there has been much interest in and debate concerning the use of English as a lingua franca (ELF).
Stating the problem Move 2	However, there has been little empirical investigation into what communication through ELF might mean for an understanding of the relationships between languages and cultures
Purpose and Methodology Move 3 / Move 4	This article reports on a qualitative study investigating seven users of English in a higher education setting in Thailand engaged in intercultural communication
Methodology Move 4	Analysis of these examples of intercultural communication , together with the participants' Metadiscussions of culture-
Results Move 5	-revealed cultural frames of reference perceived of and made use of in a hybrid , mixed , and liminal manner, drawing on and moving between global , national , local, and individual orientations
Drawing conclusions Move 6	it is suggested that cultural forms, practices, and frames of reference through ELF may be viewed not as a priori defined categories, but as adaptive and emergent resources which are negotiated and context dependent.
Recommendations and further implications Move 7	Therefore, ELF needs to move beyond the traditionally conceived target language- target culture relationship to incorporate an awareness of dynamic hybrid cultures and the skills to successfully negotiate them

It is observed that 5 out of the 20 RA abstracts (25 %) and 3 out of the 20 EMA abstracts (15 %) contain all the sections rather than the moves in the suggested model. To clarify, these abstracts contain either one or both of the *Introduction Moves* (*Move 1* and *Move 2*), all the obligatory Moves (*Purpose-Methodology- Results*) and either one or both of the Conclusion Moves (*Move 6* and *Move 7*) as exemplified in Table 4.3.

Table 4.3   (SU # 3)

An abstract containing a move or more from each section of the model used in this study

Rhetorical function	Parts of the abstract
Stating the problem Move 2	Vocabulary is presented in our primary schools in a traditional way, which was based on memorization.
Purpose Move 3	Thus this study tried to investigate the effectiveness of a proposed non-graded activities- based program in developing English vocabulary for primary school pupils.
Methodology Move 4	One hundred and fifty pupils participated in the study. Seventy-five served as the control group and the other seventy five served as the experimental one. Both groups were tested before experimentation using the instrument was the study (vocabulary achievement test). Then the experiment was conducted where the proposed activities were taught in the traditional way (listing and repetition). Finally, both groups of the study were post tested using the same instrument. Data were treated statistically and the findings were analyzed and discussed
Results Move 5	The findings revealed that: There was no statistically significant difference between the mean score of the control group pupils and those of the experimental group on the vocabulary achievement pre test. As a whole, the two groups were equal before the program implementation. There was a statistically significant difference between the mean score of the experimental group and that of the control group in the post test after implementing the program in favor of the former
Interpreting the results Move 6	This was due to the different activities which were more effective than the usual way of presenting the vocabulary to primary school pupils.

This abstract opens with the problem addressed in the study. The first sentence has two functions: to act as a general introduction and to state the problem addressed it the study. After this general reference to the problem, the writer moves to the specific focus of the study in the *Purpose Move*. Then, s/he explains how this objective will be achieved in the *Methodology Move*. The *Results Move* comes in its logical position after the *Methodology*. Finally, the writer

interprets part of the results by trying to relate the variation in the results to a certain treatment. It is observed that the writer neither situates the research by referring to the literature nor mentions the recommendations at the end of the abstract. Also, s/he does not refer to the structure of the study. Rather, these moves are left to the thesis.

4.4.1.2. Relations among moves

It is also worth noting that there is a kind of connection between different moves in both corpora. The Introduction section moves, *Moves 1* and *2* are strongly related to *Move 3*. That is, in 11 out of 13 (91.6%) instances and in 15 out of 16 instances (93.75 %), where *Move 1* is missing in the RA abstracts and EMA, the *Purpose Move* is used at the beginning of the abstracts. The same applies to the second part of the Introduction section, *Move 2*. In all the 15 abstracts of the EMAs and all the 13 RA abstracts where *Move 2* is missing, *Move 3* is used in its typical place; after *Move 1* or at the beginning of the abstract. This means that writers in both corpora are keen to inform their audience of the aim of their study if the topic is familiar and are keen to give an introduction to the readers if the topic is unfamiliar. This is supported by the fact that *Move 1* is found to be longer when it refers to a new topic or theory in both corpora.

The strongest relation is found to be between *Move 3* and *Move 4* as the former follows the latter in all the abstracts of the RA abstracts (100%) and in 16 out of the 20 (80 %) students' written abstracts. This means that *Move 3* functions in preparing the readers for *Move 4*. That is, after introducing the objectives to be achieved in the study, the writers go on to explain how this will be achieved in the Methodology section.

It is also noticed that there is a strong relation between *Move 4* and *Move 5*, and the first part of the Conclusion section, *Move 6*. *Moves 5* and *6*, which report the results of the study and draw conclusions, respectively, follow *Move 4* in 19 out of the 20 RA abstracts (95%).

Furthermore, *Moves 5* and *6* follow *Move 4* in 15 out of the 18 (83.33%) EMA abstracts. This is logical because the methodology used cannot be verified unless the results are stated clearly and vice versa.

A strong relation is found between *Move 5* and *Move 6*. In 12 out of the 20 EMA abstracts (60 %) and in 7 out of the 20 RA abstracts (35 %), *Move 6* is preceded by *Move 5*. This seems to make sense because after reporting the results in *Move 5*, the writer goes on to interpret them or draws conclusions based on them in *Move 6*. It is also observed that in 7 out of the 20 RA abstracts (35 %) and in 4 out of the 20 EMA abstracts (20 %), *Move 5* is the last move in the abstract. This means that in 16 out of 20 EMA (80%) and in 14 out of RA abstracts (70 %), *Move 5* is followed by *Move 6* or is not followed by any move. This indicates that if writers do not draw conclusions or interpret their findings, they prefer not to report any information after the results. Another interpretation would be that some writers take the results to be self-evident and hence invite the reader of the abstract to read the whole study.

It is observed that there is a significant relation between *Move 7* and *Moves 5* and *6* as it follows them in all its occurrences in the EMA abstracts and in 6 out 7 instances (85.71%) in the RA abstracts. This is expected because writers may draw conclusions without reporting the main findings of the study, but they cannot make recommendations without referring to the results or their interpretations.

To conclude, the most common move sequence in the EMA is (*Purpose- Methodology-Results*), 12 out of 20 (60 %), while the most common sequence structures in the RAs are (*Purpose-Methodology-Results*) which occurs in 9 out of the 20 (45 %) and (*Introduction - Purpose-Methodology-Results*) which occurs in 9 instances out of the 20 (45 %).

4.4.1.3. Different order of the moves

The two abstracts which contain all the moves listed in the model follow the same order of moves mentioned in the model. However, almost all of the abstracts which contain all the *sections* of the model in both corpora do not follow its sequence of moves. Table 4.4 provides an abstract containing all the sections mentioned in the model but using a different order.

Table 4.4

An example of an abstract using different order of the moves

Rhetorical function	Parts of the abstract
Move 3 Purpose	This is a study of the main syntactic and semantic features of the reflexive constructions in English and Arabic
Move 1 Situating the Research	A reflexive construction, as Lyons (1986) defines it, is one in which the subject and object refer to the same person (or thing)
Move 3 Purpose	The study aims at answering the following questions: What are the devices of reflexivization in English and Arabic? Do reflexive anaphors have the same range of distribution in English and Arabic? To what extent can Chomsky's Binding Theory make correct predictions for the occurrences of reflexive anaphors in English and Arabic? Can noun phrases in English and Arabic be classified into identical categories in terms of their reflexivizing function? Does the argument structure of a construction have any efforts on the distribution and interpretation of the anaphors that may occur in this construction? Do reflexive verbs in English and Arabic have the same syntactic and semantic features?
Move 1 Situating the Research	According to Siemund (2003), Chomsky's (1981) Binding Theory as well as Tanya Reinhart and Eric Reuland's (1993) Reflexive Conditions are the two most widely discussed syntactic models which seek to account for reflexive constructions
Move 4 Methodology	In the light of these two models,
Move 3 Purpose	the syntax and semantics of the reflexive construction will be investigated.
Move 5 Results	The study has shown that Arabic has more devices of reflexivization than English and that the separate accusative pronouns in Arabic represent a category of noun phrases that can act as anaphors and as pronominals
Move 6 Interpreting the results	This may be part of the reason why Chomsky's Binding Conditions and Reinhart and Reuland's Reflexivity Conditions may not make correct predictions for constructions which contain any of the separate accusative pronouns
Move 5 Results	The study also shows that there are verbs in English which are used only reflexively in the sense that they can take only a reflexive pronoun as their object. In Arabic, however, there are no verbs which are used only reflexively. There are no transitive verbs in Arabic that require only a reflexive pronoun as their object.

This abstract opens with the main objective of the study and then in the second sentence defines the main construct referred to in the first sentence. In the third stage, the writer specifies the objectives of the study by referring to the detailed questions that the study is trying to answer. Then, the writer explains why the theoretical underpinnings of the study are used by referring to their wide usage. Then, the writer reports the results and tries to interpret part of them by referring back to the theoretical background.

The fact that most of the analyzed abstracts in both corpora do not use the moves in the order suggested in the model implies that this model should be regarded as a guide to the set of conventions used in abstract writing that the writers attend to according to their needs rather than a rigid framework to be followed to the letter.

4.4.1.4 Cyclicity of the moves

As referred to and exemplified in the analysis, cyclicity of moves, what Santos (1996) refers to as "move reversal", is another feature in which the selected abstracts differ from the model used for analysis (p.479). The abstract provided in Table 4.5 exemplifies the cycling of *Moves 5* and *6*.

Table 4.5 (Alex # 4)

An example of the cyclicity of Moves 5 and 6

	Function of the rhetorical moves	Example
(a)	Results (Move 5)	The results show that devoicing occurs only in age-group three and five
(b)	Drawing conclusion (Move 6)	This means that voicing is not completely acquired before the age of five in Egyptian Arabic.
(c)	Results (Move 5)	The effect of the different phonetic variables on devoicing is more obvious in age-group three rather than age-group five... For age-group three stops are more resistant to devoicing in dental position, in unstressed syllables and before both low and long vowels. For age-group stops are more resistant to devoicing in velars, emphatics and unstressed syllables. The effect of emphasis is not significant in age group three
(d)	Interpreting results (Move 6)	This may be because younger children tend to de-emphasis the emphatic sounds

In this example, the researcher keeps both *Moves 5* and *6* cycled. Based on the results reported in (a), the researcher draws the conclusion in (b). Then, again, the research reports a different finding in (c) and interprets it by referring to a scientific fact in (d). As exemplified in this extract, the author cycles *Move 5* and *Move 6* so as to interpret each result to the readers. The major reason for reversing the sequence of moves is to make the text more cohesive because had the researcher mentioned all the results first and then interpreted them later, it would have been difficult to the readers to follow them.

4.4.1.5. Presenting two moves in a single sentence

Some abstracts demonstrate that two moves can be blended in a single sentence, what Santos (1996) refers to as "Move embedding", (p. 497). For example, it is noticed that in 6 out of the 20 Egyptian abstracts (30 %) and in 11 out of the 20 RA abstracts (55 %), two moves are realized in one sentence.

(4.24) (1) Statistical analyses of pilot-test responses, correlations of test score with participant demographic variables, and CA-informed , qualitative analyses of nonnative and native speaker responses with reference to operationalized pragmatic norms provided tentative evidence that the CAIT aural-comprehension measure possesses some utility in SLPT   (Tes # 8)

(4.25) (1) The lexical features examined in the study include categorization, euphemism and dysphemism while the grammatical ones comprise of transitivity, passive and nominal transformations as well as modality. (2) Through this investigation of the various lexical and grammatical features, two main contrasting stances are detected in the corpus.

(CU # 2)

In (4.24), the *Methodology* and the *Results Moves* are embedded in one sentence. After referring to the methods used to analyze the data in the first part of the sentence, the writer refers to the results obtained in the second part of the sentence. Similarly, both the *Methodology* and the *Results* are embedded in sentence 2 in (4.25). Like (4.24), the writer reports the findings of the study after referring to the methodology used.

Similar to cyclicity of the moves, the function of embedding two moves in a single sentence is to make the abstract cohesive and avoid the creation of a text whose sentences are like checklists (Santos, 1996).

One of the consequences of using cycling and embedding the moves is that a move can be used more than once in a single abstract. Table 4.6 lists the different moves with the number each move is used in the RA and the EMA abstracts.

Table 4.6

Summary of the frequencies of different moves in the abstracts of both corpora

Moves	RA Abstracts	Moves	EMA abstracts
	Number of times the move is used in the abstracts		Number of times the move is used in the abstracts
Move 5 Results	21	Move 5 Results	26
Move 4 Methods	22	Move 4 Methods	23
Move 3 Purpose	22	Move 3 Purpose	22
Move 6 Drawing conclusions	10	Move 6 Drawing conclusions	12
Move 7 Making recommendations	9	Move 2 Stating the problem	10
Move 1 Situating the research	8	Move 1 Situating the research	8
Move 2 Stating the problem	7	Move 7 Making recommendations	5

As illustrated in this table, both the *Results* and the *Methodology Moves* are repeated more in the EMA abstracts than the RA abstracts. The fact that both these two moves are the most repeated in both corpora suggests that they are more cycled together than any other moves. Furthermore, the *Purpose Move* is equally used in both corpora. Furthermore, *Moves 6* and *1* come fourth and sixth, respectively in both corpora. While *Moves 7* and *2* come fifth and seventh, respectively in the RA corpus, they come in the reverse order in the EMA corpus.

There are more similarities than differences between the previous analysis in Part one, in which the moves are calculated by investigating whether they are used in the abstract or not, and this analysis. For instance, the three moves that are classified as obligatory based on the previous analysis, are the most frequently repeated moves in this one. Although there are minor differences between both analyses regarding the frequencies of *Moves 1, 2* and *7*, they are found to be the least frequently used and repeated in both analyses.

While the previous analysis, in Part one, finds that almost all the moves are more frequent in the RA corpus, this analysis shows that the opposite as reflected in Table 4.6. This indicates that the EMA writers repeat the moves that they use in their abstracts more than the RA writers do and this may be interpreted differently. First, because the EMA writers have more objectives to achieve and have more space than their RA counterparts, they repeat the moves more. Another interpretation would be that the EMA writers use cyclicity more than the RA writers and this may be also related to the more space available to them in the abstracts.

4.4.1.6. New Moves

Some of the abstracts use new moves that are not stated in the model such as the *Referent* and the *Delimitations Moves*. The function of the *Referent Move* is to describe to the readers what is included in the study rather than to provide them with samples or hard facts.

The *Referent Move* is used in 6 out of the 20 (30 %) EMA abstracts and in 6 out of the 20 (30 %) RA abstracts. Examples of this move in both the abstracts of RAs and the EMAs are respectively provided below:

(4.26) (1) Native speakers are found to use discourse markers for a wider variety of pragmatic functions and the study therefore also discusses some possible pedagogical implications involved in preparing learners to become more interactionally competent speakers.   (App Ling # 8)

(4.27)   (1) The pedagogical implications, recommendations and suggestions for further research were provided.   (SU # 3)

In (4.26), the writer refers to some possible "pedagogical implications" without providing a sample of these implications. Similarly, (4.27) describes what the study does rather than delivering any of these suggestions. This move leaves the reader guessing rather than getting real information. Writers who use such a move want to convince their readers that their theses or articles are worth reading. However, since this move neither performs the job of the Conclusion section, nor serves any of the aforementioned jobs of abstracts; it is considered a negative point that does not suit any of the abstract functions.

The other move that is used in the abstracts and is not included in the model is the *Delimitations Move*. The function of this move is to inform the readers of the delimitations of the study. Put differently, it tells the reader what the study does and does not do. This move is used once in each corpus. An example of this move from each corpus is provided below:

(4.28) (1) It is shown that judgements by professional linguists do not correlate highly with corpus-based frequency counts. (2) There are considerable individual variations in judgements of frequency, and the most reliable results are likely to be achieved by aggregating and averaging judgements. (3) However, even averaged judgements do not predict frequency counts particularly well. (4) This research does not inspire confidence in word frequency judgments as surrogates for objective frequency measures.

(App Ling # 7)

(4.29) (1) The study also tries to identify the cultural and linguistic background of kinship terms in both languages and track their use in different contexts and idiomatic expressions. (2) However, this thesis only gives a general overview of the English and Arabic kinship terms. (3) It does not cover all the details and relations regarding English and Arabic kinship systems. (Alex # 2)

After reporting the results in (4.28), the researcher refers to the limitations of the research in sentence (4). Similarly, after referring to the scope of the study in (4.29), the researcher tries to limit this scope by describing what it does not cover. The writers opt for this descriptive type of limitations so as to explain to the readers whether this study will be of use to them or not. However, since one of the functions of abstracts is to promote RAs and MAs, this move should

not be used in the abstract. The fact that this move is only used for once in each corpus reflects the awareness of the EMA and the RA writers of this.

4.5. Discussion of the findings

The results of the present study come in line with those of Li and Ren (2011), Pho (2008) and (2009), as they found that the following moves are obligatory in the abstracts of master's theses and research articles in the field of applied linguistics: *Purpose, Methodology* and *Results*. Santos (1996) agrees with this study in classifying the *Purpose* and the *Methodology Moves* as obligatory, but differs in considering the *Results Move* optional. While Pho (2008) and (2009) found the *Conclusion* and the *Situating the Results* to be obligatory moves the present study finds them optional.

In contrast to Li and Ren's study (2011) in which the students' written abstracts were found to use the *Methodology* and the *Results Moves* more frequently than the experienced, native writers, the present study finds the opposite. This reflects the lack of awareness of some of the EMA writers of the value of the *Methodology* and the *Results Moves*. This is supported by the fact that the present research notices that the EMA abstracts use most of the optional moves in the model (*Situating the Research, Stating the Problem* and *the Recommendations*) less frequently than the native, experienced writers. This goes in contrast to the findings of Li and Ren (2011) and Hyland (2000) who found that the nonnative, novice writers play it safe by including all the moves which reflect the structure of their theses. The fact that most EMA abstracts in this study focus only on the three obligatory moves: *Purpose, Methodology* and *Results* and use the most of the other moves less frequently than the RA abstracts means that the former pay more attention to the informative rather than the persuasive function of abstracts.

Thus, the EMA writers may not be aware of: the value of the moves, the space available to them in the abstracts and/or the importance of promoting studies. For example, in one of the EMA abstracts where the *Results Move* is not used, the *Delimitations Move* is used.

In contrast to Li and Ren (2011), the present study finds that the novice writers use the *Introduction Moves*, *Situating the research* and *Stating the problem*, less than the experienced writers. One explanation for this could be that the RA writers appeal to a larger audience and therefore want to make their topics clarified by using the *Introduction Moves*. Another possibility for this could be that thesis writers expect their readers to be better informed than their RA counterparts and thus use *Move 1* less frequently. This explanation is supported in both corpora because in most of the abstracts where *Move 1* is missing, the topic of the study focuses on a familiar topic. Another possible interpretation is that the EMA writers are unaware that the theoretical framework within which their study was conducted could be referred to in the abstract. Furthermore, it is noticed that in most of the abstracts in both corpora where *Move 1* is missing, the *Purpose Move* is used. This means that writers in both corpora are keen to inform their audience of the aim of their study if the topic is familiar and are keen to give an introduction to the readers if the topic is unfamiliar to them. This is supported by the fact that *Move 1* is found to be longer when it refers to a new topic or theory in both corpora.

One of the reasons that may account for the relatively low frequency of *Move 2*, *Stating the problem*, in both corpora is that writers may think it is unnecessary to refer to the importance of the study or to provide a rationale for the research problem under investigation in the abstract in which they have a limited space. Rather, they may prefer to go to the next move in which they directly state the problem in *Move 3*. This analysis is supported by the fact that in all the 15

abstracts of the EMAs and all the 13 RAs where *Move 2* is missing, *Move 3*, *the Purpose,* is used in its typical place, after *Move 1* or at the beginning of the abstract.

Contrary what Li and Ren (2011) and Hyland (2004) found, both the RA and the EMA abstract writers are found to almost equally use *Move 6, Interpreting the results*. The relative low frequency of this move can be attributed to several possible factors such as the conciseness of abstracts. Put differently, researchers would find it enough to report the results of the study especially if they have many results. Also, the low frequency of this move can be attributed to the lack of awareness of some researchers of the importance of explaining the meaning of their results to their readers or for the need to provide a conclusion to the abstract. However, it was expected that because the EMA writers had more space than their RA counterparts, the thesis writers would use this move more. However, the slight difference between both corpora (55 % vs. 50 %) may indicate the lack of awareness of some of the EMA writers of the space available to them.

Furthermore, it is noticed that the RA writers slightly use *Move 7* more than their EMA counterparts. This could be attributed to the lack of awareness of the EMA writers of promoting their studies by using *Making the recommendations Move* in their abstracts.

In addition, some of the abstracts in the master's theses in both the present study and in Li and Ren's (2011) were found to use the *Structure Move*. This is attributed to the more space available for the thesis writers who use it to explain the structure of the theses. However, in contrast to Li and Ren (2001), the present study observes that the *Delimitations Move* is equally used in both the published and the EMA abstracts. But it should be noted that the this move is far less used in the present study than in Li and Ren's study (2011) and this reflects the awareness of

almost all the EMA and the RA writers of the importance of strengthening rather than undermining their studies.

Similar to Santos, the present study observes that the *Referent Move* is used in some abstracts. Although through using this move the writers want to convince their readers of the value of their research, it is considered a "turn off for the readers for decision making purposes" (Santos, 1996, p. 496). The fact that this move is equally used in both corpora in the present study (30 % vs. 30 %) implies that both the novice and experienced writers mistakenly try to recommend their research through using it. Also, using this move would be attributed to the conciseness of the abstract. That is, writers do not find enough space to give a sample of their suggestions in the abstract and so refer the reader to the section in which these suggestions are stated. However, if this would be accepted for the RA writers, this would not be the case for the master's theses writers who have more space. Thus, this may indicate the lack of awareness of some EMA writers of the space available to them.

The most frequent sequences of the moves in the abstracts of the RAs are found to be identical in both Li and Ren (2011) and the present study: (*Purpose-Methodology-Results*) and (*Introduction-Purpose-Method-Results*). However, while the most common sequence of moves in the abstracts of the EMAs is (*Purpose-Methodology-Results*), the most common sequence in the Chinese master's theses was found to be (*Introduction-Purpose-Methodology-Product-Conclusion-Structure*), in Li and Ren (2011).

To conclude, there are some similarities between the abstracts of the EMAs and RAs. First, some moves like the *Purpose, Methodology* and *Results* are obligatory in both corpora. Second, both corpora use some moves that are not enlisted in the model such as the *Referent* and

Delimitations. However, there are some differences between both corpora. First, most of the

optional moves (*Stating the problem, Situating the research, Interpreting the results* and

Recommendations for further research) are more used in the international abstracts than the

Egyptian ones. This indicates the lack of awareness of the EMA writers of the value of the space

available to them in the abstracts. Also, the fact that the most frequent move structure of the

Egyptian abstracts in the present study is P-M-R (*Purpose- Method-Results*) reflects that the

focus of the writers is on the informative rather than the persuasive function of the abstracts.

*In this and all the following examples, the code in parentheses refers to the set from which the example is taken and the number of the abstract in this set. Sentences are numbered for reference where necessary.

Chapter 5

Linguistic Realizations of the Moves in the Abstracts of Research Articles and Egyptian Master's Theses: Key words and Tenses.

5.1 Introduction

This chapter attempts an analysis of the linguistic realizations of the moves in the abstracts of 20 Research Articles (RAs) and 20 Egyptian-MA Theses (EMAs) in applied linguistics. Linguistic realizations in this study refer to the key words in addition to the tenses marking each move in both corpora. This chapter is divided into two sections. In the first part, a general overview of the key words and tenses used in both corpora are provided. In the second part, the function of each move is briefly described. Then, detailed analyses of these linguistic features in addition to a discussion of the results are subsequently stated.

5.2. Part I. Overview of the findings

5.2.1. Summary of the key lexical items

Generally, the words marking *Move 1, Situating the research,* either refer to previous research or to current knowledge in the field. Although only two lexical items are used in both the RA and the EMA corpora: *demonstrate* and *describe*, most of the other words are semantically similar. For instance, while the RA writers use the word *research* to refer to previous studies in the literature, the EMA writers use the word *work* for the same purpose.

Similar to *Move 1*, the words signaling *Move 2, Stating the problem,* can be grouped into two semantic categories: words that refer to problems that motivated the research such as the

adjective *critical* in the EMAs and the noun *complex* in the RAs, and words that refer to the importance of the topic tackled such as *potential* in the RAs and *important* in the EMAs.

As represented in Table 5.1, the lexical items marking *Move 3*, *the Purpose*, in both corpora can be divided according to their functions into three groups: words introducing the study such as *study* and *research*, words stating the purpose of the study such as *purpose* and *aim to* and words signaling the function of the study such as *investigate* and *explore*. Expectedly, the word *thesis* is exclusively used in the EMAs and the word *article* in the RAs.

Table 5.1

Summary of the key words in Move 3 in the abstracts of the RAs and the EMAs

		Item	EMAs	RAs
Introducing the study	Noun	Study	27	16
		Research	4	4
		Thesis	3	—
		Article	—	7
Purpose	Noun	Purpose	3	1
	Verb	Aim to	2	1
Function	Verb	Investigate	12	5
		Explore	2	2

While the EMAs mostly explicitly state the aim of the theses by using nouns that refer to their purposes, most of the RA abstracts implicitly refer to them.

Expectedly, all the key nouns and verbs marking *Move 4*, *the Methodology*, in both corpora are related to the procedures used to conduct the study such as *analysis, subjects,*

participants, *examine, measure* and *pretest.* Because of the differences between the methods in the studies in each corpus, some verbs are exclusively used in each one. For instance, *complete* is used in the EMAs while *divide* and *last* are used in the RAs. Generally, the key words signaling this move are more frequent in the EMAs than the RAs.

Move 5, the Results, is marked by three different signals that are common in both corpora. First, some nouns are used exclusively in this move such as *Results* and *findings*. Second, it is noticed that some lexical items refer to the similarity or the difference between the different groups in this Move in both corpora such as the nouns *differences, preference* and the adjective *different.* Furthermore, both the RA writers and the EMA writers prefer using words rather than numerical results to report their findings. Thirdly, both the RA and the EMA writers tend to give positive impression about their findings by using evaluative items with positive connotations.

Contrary to *Move 5*, the EMA writers differ from the RA ones in drawing conclusions in *Move 6.*While the EMA researchers tend to use verbs that denote firm conclusions, the RA writers use verbs that suggest rather than draw conclusions.

Although the lexical items marking *Move 7* differ between both corpora, they generally refer to the necessity of their suggestions and recommendations. The main difference between both corpora regarding the use of this move is that while the EMA writers tend to make recommendations by using the modal *should*, the RA writers never use it. Rather, they tend to impersonalize their recommendations and make them less authoritative by relating them to the field in general.

5.2.2. Summary of the key tenses

There are more similarities than differences between the RA corpus and the EMA corpus regarding the use of tenses, as indicated in Table 5.2.

Table 5.2

Summary of the tenses used in the RAs and the EMAs

Section	Moves	EMAs	RAs
Introduction	Move 1	Simple present (97.5 %)	Simple present (70 %) Present perfect (30 %)
	Move 2	Simple present (88.88 %)	Simple present (44.44 %) Present perfect (55.55 %)
Purpose	Move 3	Simple present (70.12 %) Past simple (17.02 %) Modals (12.76 %)	Simple present (68. 96 %) Past simple (19.14 %)
Methodology	Move 4	Simple past (76, 83 %)	Simple past (97.7 %).
Results	Move 5	Simple present (48.05 %) Simple past (45.45 %)	Simple present (19.64%), Simple past (76.78 %)
Conclusion	Move 6	Present simple (60 %)	Present simple (50 %)
	Move 7	Simple present (37.5 %)	Simple present (85.71 %)

For example, the present simple and the present perfect tenses are predominant in *Moves 1, Situating the research,* and *2, Stating the problem*. In both corpora, the present simple is used to give a general background and the present perfect tense is used to refer to research that has been

conducted repeatedly in the past. In addition, the simple present is the most used tense in *Move 3, the Purpose,* in both corpora. While the modals are used to refer to the hypotheses in the EMAs, they are not used at all to realize this move in the RAs.

Although there is a remarkable difference between the two corpora regarding the percentages of using simple past in *Move 4*, *the Methodology*, it is still the most used tense. However, some of the EMA writers inappropriately use the present or future simple to refer to the Methodology section.

In *Move 5*, *the Results*, the RA writers mainly use the past simple tense to report the findings of the study while the EMA writers use the present simple tense. Similar to *Moves 1* and *2*, the present simple is mostly used in *Moves 6*, *Drawing conclusions*, and *7, Making recommendations,* to generalize the results of the studies. To conclude, it seems that the present simple is the predominant tense in most of the moves of the abstract, apart from the *Methodology* and the *Results Moves*, in which the past simple is the predominant one.

5.3. Part II: Analysis and Discussion

5.3.1. Move 1, Situating the research

The function of *Move 1* is to set the scene for the research by contextualizing the topic, providing the current knowledge about the field, citing or referring to previous research. Thus, its key lexical items may differ from a study to another according to which branch in applied linguistics the study tackles. This is confirmed by the fact that only two verbs: *demonstrate* and *describe* are common between both corpora. The few number of shared words between both corpora may be related to the few number of abstracts analyzed in the current study. Although

they do not use the same lexical items, writers in both corpora use semantically similar items to perform the same functions as reflected in Table 5.3.

The key words used in this move are divided into two semantic categories. The first includes words referring to previous research and the second refers to current research related to the topic.

Table. 5.3

Key words marking Move 1 in the RA and the EMA corpora

Semantic functions	RAs	EMAs	Parts of Speech
Clarifying the topic by Referring to previous research	Research	Work	Noun
	Demonstrate\ provide\ describe\explain	Define\indicate\ attempt\describe\ demonstrate \ state	Verb
Referring to Current knowledge or trend in the field	Existing	Context	Adjective/ noun
	prevailing	Dominant	Adjective

The present simple tense is used in 14 out of the 20 verbs (70 %) where *Move 1* is used in the RA abstracts, and the present perfect is used in the remaining 6 verbs (30 %). Similar to *Move 1* in the RAs, the present simple is the dominant tense in the EMA abstracts as it is used in 39 out of the 40 verbs in this move in the EMAs (97.5 %). The present perfect tense is used in the remaining verb in the EMAs. In both corpora, the present simple is used to give a general background and the present perfect tense is used to refer to research that has been conducted repeatedly in the past.

5.3.2. Move 2, Stating the problem

The function of *Move 2* is to identify an area needed to be investigated either by referring to an existing problem or indicating that previous research has not been successful or complete.

Thus, similar to *Move 1*, the linguistic realizations of this move differ according to its function. Accordingly, the key words marking this move fall into two semantic categories. The first category is found to refer to the problem that motivated the research such as the nouns *confusion, traditional* and the adjective *critical* in the EMAs and the noun *complex* in the RAs. Some words with negative connotations are found to be common between both corpora such as *lack, ambiguity* and *challenge*. The second semantic category includes words that refer to the importance of the topic tackled in the research such as *potential* in the RAs and *important* and *critical* in the EMAs.

The present simple is used in 4 out of the 9 verbs (44.44 %) in *Move 2* in the RAs and the present perfect is used in the other 5 verbs (55.55 %). On the other hand, the present simple is used in 16 out of the 18 verbs (88.88 %) in the EMAs. Each of the simple future tense and the past simple tense is used for once in the remaining two verbs. The present simple in both corpora is used to refer to an existing problem and the present perfect is used to refer to a problem or a gap that has not been tackled in the literature. The only instance of the past simple refers to the root of the problem investigated. In addition, the future is used to predict what may happen if this problem is not solved.

5. 3. 3. Move 3, Purpose

There are some similarities and differences between the lexical items used in *Move 3* in the RAs and the EMAs. Because of the high frequency of some lexical items used in this move, they are grouped in Table 5.4, which shows all these items in addition to their count.

Table 5.4

Summary of the key words in Move 3

		Item	EMA	RA
Introducing the study	Noun	Study	27	16
		Research	4	4
		Thesis	3	—
		Article	—	7
		Paper	—	1
Purpose	Noun	Purpose	3	1
		Objective	4	—
		Aim	3	—
	Verb	Aim to	2	1
		Aim at	2	—
Function	Verb	Investigate	12	5
		Explore	2	2
		Describe	1	1
		Determine	1	1
		Examine	—	10
		Report	—	4
		Analyze	1	—

As indicated in this table, these lexical items can be grouped into three groups: words introducing the study, words stating the purpose of the study, and words referring to the function

performed. The word *study* is the most frequent item in introducing the study in both corpora. However, it is more frequent in the EMAs than the RAs. Also, *Research* is used to refer to the study in both corpora and it occurs equally in both corpora. Expectedly, *thesis* is used exclusively to refer to the EMAs and *article* in addition to *paper* are used to refer to the RAs. The word *purpose* is used in both corpora to clarify the aim of the study but it is more frequent in the EMAs. However, it is noted that *objective* and *aim* are used for the same reason but they are exclusively used in the EMAs. The research verbs, which refer to the physical and mental effort exerted to conduct the study, are used to refer to the function of the study are *investigate*, which has the highest frequency of occurrence in both sets, *examine* and *report* in the RAs and *analyze* in the EMAs. Generally, it is observed that the RA writers use more research verbs more than nouns to refer to the purpose of the study as in

> This study investigates how teachers observe and assess elementary school students'
>
> foreign language performance in class and how such assessments vary among teachers.
>
> (Tes # 10).

The structure in (Tes # 10), (definite article/ demonstrative pronoun $_+$ noun + verb), is used to express the function of the *Move 3* in 19 out of the 20 RAs (95 %). On the other hand, the purpose nouns are more used in the EMAs to express the function of this move as in

> The aim of this research is to analyze the utilization of lexical and structural
>
> ambiguity in literary works (Alex # 5).

The structure in this extract, "definite article +noun + of + study/research + verb to be +to + infinitive", is used in 11 out of the 20 EMAs (55 %). This reflects that the EMAs explicitly refer to the objective of their research while the RAs implicitly do.

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The present simple is used in 33 out of the 47 verbs (70.12 %) in this move in the EMAs. The past simple and the modals are used in 8 and 6 verbs (17.02 %) and (12.76 %), respectively. On the other hand, the present simple tense is used in 20 out of the 29 verbs (68.96 %) in this move in the RAs. The past simple is used in the remaining 9 verbs (19.14 %) of the RAs. All the instances of the past simple are used to express the main objective of the study as in both corpora as exemplified in

"The aim of this study was to explore … "   (CU # 5).

However, this does not mean that the stating the aim of the study is always performed by using the past simple tense. The present simple is also used to refer to the focus of the study in both corpora as in

"The underlying motivation of this study is to outline …"   (CU # 1).

Furthermore, in both corpora, the present simple is also used to indicate the main features of the study and the research questions. In addition, most of the modals used in the EMAs, 4 out of the 6 (66.66 %), are used to refer to the hypotheses that the research is trying to support or refute.

On the other hand, it is found that some writers in both corpora distinguish between the words *article* and *study* in this move. That is, when they use the words *article, thesis* and *paper*, they mostly used the present simple tense and when they use *study* or *research*, they usually use the past simple tense as in

This article reports a study of a component of VWM, the phonological loop, which serves to hold recently, read material available in a phonological form. The study investigated

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whether the unreliability of learners' mental L2 phonological inventories contributed to

reading comprehension problems.   (Tes # 3)

To conclude, the present simple tense is not only used more than other tenses, but it does

also have the same functions in both corpora. Furthermore, the past simple is found to refer to

the purpose of the study in both the EMAs and the RAs. However, two differences are found

between the RAs and the EMAs. First, the number of verbs used in the former is more. Second,

the modals refer to the hypotheses in the EMAs while they are not used at all in this move in the

RAs.

5.3.4. Move 4, Methodology

Move 4 describes the subjects, materials, instruments, procedures and variables that are

used to answer the research questions or test the hypotheses in the study. In addition, it describes

the rationale beyond using a certain method or tool.

As reflected in Table 5.5, all the nouns used in this move in the EMAs and RAs are

related to the procedures used to conduct the study such as *analysis, subjects* and *material.* In

addition, this move is marked by the research verbs "that refer to the mental or physical

processes that are part of research work" such as *compare, analyze, examine, measure*, and

pretest (Thompson & Yiyun, 1999, p.369).

Table 5.5.

Key words used in Move 4 in the abstracts of the EMAs and the RAs

	Item	EMAs	RAs
Noun	Study	21	1
	Analysis	5	2
	Subjects	5	1
	Participants	5	1
	Instruments	3	2
	Investigation	2	1
	Material	2	1
Verb	Compare	7	1
	Analyze	3	3
	Examined	2	3
	Asked	1	2
	Measure	2	4 (nouns)
	Determine	3	1
	Include	2	1
	Pretest	1	3
	Divided	__	5
	Conducted	__	3
	Last	__	4
	Complete	3	__

Because of the differences between the methods in the studies in each corpus, some verbs are exclusively used in each one. For instance, *complete* is used in the EMAs while *divide, conduct* and *last* are used in the RAs.

A part from the verb *examined,* all the verbs and nouns that are common between both corpora are more frequent in the EMAs than the RAs. This may be related to the aforementioned variation in length between the abstracts of the EMAs and the RAs.

The past simple is the most used tense in this move in the EMA corpus as it is used in 55 verbs out of the 72 verbs (76, 83 %). The present simple is used in 12 instances (16, 66 %), the present perfect in 2 (2.77 %) and the future in 3 (4.16%). Because this move is used to give information about how the study was conducted, it was expected that the past simple tense should be the dominant tense. In contrast to this interpretation and to the findings of the literature, three EMA abstract writers use the present simple tense to refer the procedures which they followed to collect, divide and analyze the data as in

> The subjects are thirty normally developing Egyptian children and ten adults. The group of children is divided into subgroups of three, five, seven, nine and 11 years old. The speech material is composed of minimal or near –minimal pairs which represent stops in initial position. The speech material is digitized and analyzed using the speech filling system (SFS) software. Voice onset time (VOT) is obtained basically from a wide-band spectrographic analysis.   (Alex # 4)

In addition, few thesis writers, only two, use the present simple tense to refer to the purpose of the study and then switch to the future to refer the methodology that will be used to achieve this purpose as in (Alex # 3)

This is to be done through analyzing the existence, role, degree(s), interpretation(s), etc. of *indirectness* in some utterances selected from two English novels: Dickens' <u>Oliver Twist</u> and <u>Great Expectations</u>, and two Arabic novels: Mahfouz's <u>Midaq Alley</u> and <u>Miramar</u>. The analysis will comprise the diverse motivations underlying such indirect utterances, as well as the different tools, or strategies, employed by both authors, either in their own narratives, or in the dialogues among their characters, in order to accomplish *indirectness*.   (Alex # 3)

In this extract, the writer refers to what the analysis s/he will do. This would convey that this abstract was written before conducting the study as part of the proposal or the feasibility paper.

The past simple is the dominant tense in this move in the RA abstracts as it is used in 44 out of the total 45 verbs in this Move (97.7 %). The RA writers almost exclusively use the past simple tense to refer to the way of collecting and analyzing data.

To conclude, there is a difference between both corpora in the way each uses the tense in the *Methodology Move*. Few EMA writes inappropriately use the present simple and the future simple tenses to refer to what was already conducted.

5.3.5 Move 5, Results

The function of this move is to summarize the main findings of the study. There are three common signals of this move. First, some nouns mark this move such as *Results, differences, findings, preference* and *correlations*. Second, as reflected in Table 5.6,

Table 5.6.

Summary of the key words marking Move 5 in the abstracts of the EMAs and the RAs

	Item	EMAs	RAs
Noun	Analysis	5	9
	Results	5	9
	Study	10	2
	Differences	3	2
	Findings	2	3
	Preference	1	2
	Correlations	1	1
	variations	2	—
Verb	Show	10	`13
	Find	4	10
	Indicate	4	7
	Reveal	4	7
	Favor	3	—
	Surpass	1	—
	Vary	—	2
Adjectives	Significant	11	15
	Different	5	2
	Positive	2	—
	Equal	1	—

it is noticed that some lexical items refer to the similarity or the difference between the different

groups in the Results section such as the nouns *differences, preference* and the adjective

different. In addition, the verbs *favor, surpass* and the adjectives *positive* and *equal* in the EMAs

and *vary* in the RAs are employed by the writers to descriptively report their general findings.

This is supported by the fact that only 2 out of the 20 RAs (10 %) and 2 out of the 20 EMAs (10

%) use numerical results. Thirdly, writers in both corpora tend to use positive lexical evaluative

items to refer to their findings and this is reflected in the high frequency of occurrence of the

adjective *significant* in both corpora.

The past simple is used in 35 out of the 77 verbs (45.45 %) in the *Results Move* in the

EMAs. The present simple is used in 37 instances (48.05 %), the present perfect in 3 (3.89%)

and the modals in 3 (3.89 %). It was expected that the past simple would be the dominating tense

because this move reports what was found in the study. However, some studies tackle some

scientific facts and so they use the past simple tense in the reporting verb and the present simple

to state the fact they have discovered as in (CU # 3).

By the end of the present study, the researcher came to the conclusion that the three

English-Arabic dictionaries used in this work agree on using the same Arabic equivalents

for the selected English terms. Nevertheless, there are remarkable differences among the

three English-Arabic dictionary compilers.   (CU # 3)

However, not all the instances in which the present simple is used express facts. Some writers

use the present simple tense to show that their research has yielded established knowledge as in

On the other hand, NTV tends to legitimize the Palestinian violence against the Israeli side as "resistance" whereas it often condemns the Israeli military acts against the Palestinians as acts of "aggression   (CU # 2)

It is noticed that most studies, 11 out of the 20 (55 %), play it safe by using the past simple tense throughout the Results section.

In the RA corpus, the past simple is used in 43 out of the 56 verbs (76.78 %) in this move, the present simple in 11 verbs (19.64%), the present perfect and a modal verb are used in the remaining two verbs. It is noted that none of the abstracts in the RAs uses the present simple to state facts.

It is noticed that the past simple is used more in the RAs than the EMAs. This is related to the fact that 3 out of the 4 occurrences of the *Results Move* that use the present simple tense in the EMA corpus report some scientific facts. Another reason for this variation is that the native speakers may prefer to adhere to the function of the past simple tense as it suits the function of this move: reporting what *was* found.

5.3.6. Move 6, Drawing conclusions

The function of this move is to draw conclusions and to offer explanations for the findings summarized in the Results section.

The lexical items that mark this move in both corpora are *results, suggest* and *support.* Because drawing conclusions are usually related to the topic of the study, some words signal this move in the EMAs only such as *study, recommend, show, conclude, support, means* and some other words are used in the RAs only such as *due to, predict, appear* and *seem.* As indicated in

these examples, some of the EMAs tend to use verbs that denote firm conclusions such as *conclude* and *support* while the RAs tend to use verbs that leave the door open for other possible interpretations or conclusions such as *appear* and *seem.*

The present simple is the most used tense in both corpora in *Move 6* as it is used in 13 out of the 26 verbs (50 %) in the EMAs and in 12 out of the 20 verbs (60 %) in the RAs. The past simple tense is the second most frequent tense in both corpora as it is used in 10 out of the 26 verbs used to realize this move in the EMAs (38.46%) and in 7 out of the 20 RAs (35 %). Modals are used before 3 verbs in the EMAs and before one verb in the RAs. Each of the present perfect and the future tenses is used for once in the EMAs.

The present simple is used in both corpora to relate the findings of the study to other studies or hypotheses in the literature as in

This result supports the assertion that formulaic sequences have a processing advantage over creatively generated language.   (App Ling # 4)

These findings are consistent with Brown and Levinson's (1987) theory of politeness and other studies   (AS # 2)

Also, the present simple is used to take the reporting findings a step further and make suggestions based on them. On the other hand, the past simple is used when samples from the results are used in this move for the sake making recommendations based on them. The modals are used to report some tentative conclusions that need to be further elaborated.

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5.3.7. Move 7, Making Recommendations

The function of this move is to outline suggestions and recommendations for future practice or investigation. The only noun that is common between both corpora in this move is *attention*. Although the lexical items used in this move are observed to be different in the two corpora, they belong to the same semantic category as they express the necessity of these suggestions as reflected in the verbs *need, deserve, suggest*, the nouns *addition, implications* and the adjective *important* in the RAs. In the EMAs, the verbs *require* and *recommend* and the nouns *advantage* and *importance* mark this move. Furthermore, it is noticed that the EMA writers tend to make recommendations by using the modal verb *should* as in

> Egyptian ESP teachers should be familiarized with new trends in teaching and
> assessing reading and writing.   (SU # 4)

In contrast to the EMAs where *should* is used frequently, 5 out of the 7 instances (71. 42 %) where *Move* 7 is used, it is not used at all in the RAs. On the other hand, the RAs tend to impersonalize the recommendations by relating them to the institution or the field rather than the participants as in (Tes # 7)

> Therefore, ELF needs to move beyond the traditionally conceived target language- target
> culture relationship to incorporate an awareness of dynamic hybrid cultures and the skills
> to successfully negotiate them.   (Tes # 7)

 As indicated in (Tes # 7), the writer refers to ELF rather than specific participants. Furthermore, s/he refers to the suggestions of future practice by using the verb *need* which refers to the necessity of these recommendations.

It is found that the present simple tense is used in 6 out of the 16 verbs (37.5 %) in this move in the EMAs. The past simple is used in 4 instances (25 %) and the modals precede 6 verbs (37.5 %). On the other hand, RA writers use the present simple tense in 12 out of the 14 verbs (85.71 %), the present perfect in 1 instance (7.14 %) and the past simple tense in 1 verb (7.14 %).

5.3.8. Move 8, Structure

The function of this move is to outline the structure of the thesis and the content covered in each part of it. The key words marking this move are the nouns *chapter, chapters*, and the verbs *consist, include,* and *organize*. Some other words are found to be common between this move and other moves such as *research, study* and *thesis*. Interestingly, this move is realized by two linguistic structures: (demonstrative pronoun + study/ thesis+ consist of) or (demonstrative pronoun + study/thesis + is + organized/divided). As mentioned previously, the low frequency of the occurrence of this move indicates that theses writers began to see that it is unnecessary or repetitive especially because the information mentioned in this move is repeated in the Introduction section and can be obtained from the index of the thesis.

The present simple tense is used in 17 out of the 24 verbs (70. 83 %) used in this Move. The past simple is used in 6 instances (25 %) and the future simple in one instance. It is observed that the past simple tense is exclusively used to refer to the structure of the theoretical background of the thesis.

5.3.9. Move 9, the Referent

This Move refers the readers to the literature, implications, discussions or recommendations tackled in the study rather than providing samples of these items. Because this move is almost always mentioned as the last move in the abstracts in both corpora, it usually

refers to the points illustrated in the last part of the thesis or the study. Thus, writers usually refer to the implications or recommendations made at the end of the study\ thesis. Some words that signal this move are common in both corpora such as the verb *provide* and the noun *implications*. The words signaling this move in the EMAs are the nouns *suggestions, recommendations, review, limitations* and the verb *made*. On the other hand, the nouns *considerations* and *examples* in addition to the verbs *outline* and *discuss* and the adjective *pedagogical* mark this move in the RAs. As reflected in these examples, although the key words of this move vary in both corpora, they not only have the same semantic connotations but they are also more related to the Conclusion section than any other section.

In the EMAs, the present simple is used in 4 out of the 6 verbs in this move (66.66 %) and the past simple is used in the remaining 2 instances (33.33 %). Similarly, the present simple tense is the predominant tense in this move in the RAs as it is used in all the verbs. Typically, this move uses the present simple tense because the writer refers to what he discusses or implies at the end of the study.

5.3.10. Move 10, the Delimitations Move

The function of this move is to state what the study does and does not cover or tackle. The words that mark this move in the EMAs are the noun *thesis*, the verb *cover* and the adverb *only*. The words signaling this move in the RAs are the noun *research* and the verb *inspire*. However, the fact that this move is mentioned for once in each corpus makes it impossible to consider these lexical items as an evidence of similarity of difference between both corpora. The only common feature between both corpora is the use of negation in this move. Both the EMAs and the RAs use the present simple tense in this move.

5.4. Discussion

The findings of this study come in line with those of (Pho, 2008), (Pho, 2009) and (Santos, 1996) regarding the use of tenses in *Moves 1* and *2* as all of them found that the present simple tense and the present perfect to be the predominant tenses in this section. This dominance of the present simple in the Introduction section may be related to the generality of the discoursal function of *Moves 1* and *2*. That is, *Moves 1* and *2* are used to refer to the *general* current state of knowledge or an existing problem, respectively and thus use the present simple tense. Furthermore, the present perfect is used to refer to previous research that has been done repeatedly in *Move 1* and to a gap that has not been covered in *Move 2*.

Although the key nouns and verbs were not analyzed in detail in any previous study in the field of applied linguistics, some nouns were found to be common between this study and other studies such as the words *current* and *research* in (Santos, 1996), *important* in (Pho, 2008). Generally, the fact that all the available studies that tackled the tense of the Introduction section in the abstracts of RAs in applied linguistics found that either the present simple or the present perfect is used makes it obligatory to use either tense in this section.

Similar to *Moves 1* and *2,* the aforementioned studies agree with the present study in mostly using the present simple in *Move 3, the Purpose*. Malcolm (1987), Pho (2009) and Santos (1996) in addition to the present study have found that the past simple is sometimes used to express the objective of the study. However, Pho (2009) differs from Malcolm (1987), Santos (1996) and this study in that it found the past simple to be as frequently used as the present simple. All of the studies that tackled this move in the literature come in line with the present study in linking the tenses used to realize this move with its subject. That is, whenever the

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writers begin the sentence, which realizes this move, with the words *article*, *paper*, *thesis* the

present simple is used and when the words *research* or *study* is used the past simple is used. This

could be interpreted differently. According to Malcolm (1987), the research article or study is a

communicative event that has two different time locations: the moment of reading and the

moment of writing. Thus, whenever the writer refers to the moment of reading, s/he uses the

present simple and when s/he refers to the moment of writing, s/he uses the past simple. This was

further elaborated by Santos (1996), who related the use of tense in *Move 3* to the relation

between the paper and the abstract attached to it. That is, by using the word *article, paper* or

thesis, the writer refers to the paper that includes both the abstract and the body of this paper and

when s/he uses *study* or *research*, s/he refers to the paper as an entity standing a part from the

abstract. A third interpretation was offered by Pho (2008) who argued that when the writer uses

the words *paper* or *article*, s/he refers to immediate physical object in front of the reader and thus

uses the present simple. On the other hand, when the researchers use *research* or *study*, they

report of what the research was about and thus used the past simple tense.

Also, Pho (2008) and Santos (1996) agree with this study concerning the use of modals to

express hypotheses in *Move 3*. Modals are used to express hypotheses because they are

assumptions needed to be supported or refuted. Had the writers used the present or the past

simple tense to introduce the hypotheses, it would have been inappropriate as these tenses would

have made them established facts.

One of the differences between the EMAs and the RAs corpora, which has not been

referred to in the literature, is whether the writers explicitly or implicitly refer to the purpose of

the study. One of the findings of the present study is that the EMA writers explicitly refer to the

purpose of their studies while the RA writers implicitly do. This may be related to the variation

of the length of the EMA and RA abstracts. That is, because the M.A. theses usually have more objectives to achieve than the RAs, their abstracts are longer. Thus, to draw the attention of the readers to the aim of the study, the MA writers explicitly state these objectives.

It can be concluded from this discussion that the present simple tense is the preferred tense in *Move 3*. In addition, writers should be aware of the relation between the aforementioned subject –tense relations in this move. Also, writers offering hypotheses in their research should be careful not to make them established facts through using present or past tenses.

There is consensus in the literature and this study regarding the use of the past simple tense in *Move 4, the Methodology,* as all of these studies found it to be mostly used in this move. However, some EMA writers use the present simple tense in this move. This can be interpreted by claiming that these writers consider the abstract independent from the article and thus use the present simple tense. Another interpretation would be that they use the historical present simple tense to describe how the study was conducted (Malcolm, 1987). However, both interpretations are refuted. The former interpretation is refuted by the fact that the researcher does not use a sequence of tenses to refer to the process of collecting data. That is, had the researcher wanted to start by using the present simple, s/he should have switched to the present perfect and then to the past simple to refer to the different stages of collecting and analyzing data. Since the EMA writers, who use the present simple, use neither the past simple tense nor the sequence of tenses, it can be concluded that the use of the present simple tense reflects their lack of awareness of the function of the present simple tense and of the relation between the abstract and the study it is attached to. The second interpretation is refuted by the fact that using historical present simple would be too informal for ESP discourse (Malcolm, 1987).

By analyzing the RA corpus in this study, it is found that most of the RA writers use the past simple tense in *Move 5, the Results*. This goes in line with the findings of other studies who found that researchers use this tense to report the findings of the study. However, these findings do not agree with the EMA results section where the present simple is found to be more used than the past simple. This may be attributed to the topics tackled in some of the EMA writers that use the present simple tense as most of them report either linguistic or scientific facts. Another interpretation for the use of the present simple in this move would be the newsworthiness (Santos, 1996). That is, specialized readers would be interested in reading results that are recent.

Thus, it can be concluded that the past simple tense is preferred when reporting the findings of the study unless the study reports some facts or the writers want to make their results sound more recent. Furthermore, the results of this study agree with those of Mubarak (2006) in depending mainly on verbal descriptions rather than numbers to report the findings. This, according to Mubarak (2006), may be interpreted by some writers' preference to use familiar language, words, rather than unfamiliar words, numerical results.

Moreover, some words are observed to be shared between the Results section in the other studies and this one. For instance, the words *results* and *show* were found to be common between Santos, (1996), (Pho, 2008) and this study. In addition, this study comes in line with the other studies as all of them use positive evaluative items to give positive impression about their findings such as *significant*. It should be noted that most of the other words that Santos (1996) found to be used in the Results section are also used in both corpora in the present study. These words are*: findings, research* and *different*. This refers to the importance of introducing these words to novice writers before writing their abstracts.

The present simple tense is mostly used in the Conclusion section, *Moves 6* and *7* in Pho (2008), Pho (2009) and in this study. Writers who use the present simple tense in this move want to differentiate between the *Results Move*, where the past simple is the predominating tense and these ones. Put differently, because the Conclusion section is based on what was previously reported in the abstract, it should be reported in the present simple tense and it is the task of other researchers to take it a step further and apply these recommendations in the future.

In contrast to most the RA writers and the aforementioned studies, some EMA writers use the past tense in *Move 7*, *Making recommendations*, to refer to the recommendations made for the future. It is argued that these writers consider the abstract as an integral part of the thesis that was already written and so they use the past simple tense. However, this is claim is refuted by the fact that the researchers who read the abstract will think that these recommendations are not recent. Thus, EMA writers should not use the past simple tense while writing this move.

Furthermore, another similarity was found between this study and Pho (2009) which is the use of modals in this section. Modals are used in this section to refer to the possibility of applying some recommendations in the future. Moreover, while the EMA writers tend to use verbs that denote firm conclusions, the RA writers tend to use verbs that would give space for the readers or other researchers to have different interpretations. The way RA writers draw their conclusions in this study is similar to that of Pho (2008) who found that researchers used verbs such as *suggest* and *need to* to draw conclusions. This refers to the need of the EMA writers to pay attention to the connotations of the verbs used in this move. Furthermore, the EMA writers use authoritative tone to make recommendations and this is reflected in their use of the modal verb *should* to make suggestions. On the other hand, the RA writers never use *should*. Rather, they impersonalize their recommendations by relating them to the needs of the field in general.

Therefore, the Egyptian, novice writers need to learn how uses less authoritative tone so as to make their suggestions more appealing to their readers. Furthermore, it is noticed that some words are used in this section in this and all the other studies*: suggest, need* and *conclusion*. Thus, these words in addition to the aforementioned tense and modals could be considered the linguistic prototypical features that distinguish this section.

The lexical items referring to the structure of the thesis in *Move 8*, the *Structure*, either refer to the thesis or to its components. Expectedly, the present simple is the predominant tense in this move. To elaborate, it would be illogical to use the past simple tense to refer to the different sections of the thesis in the abstract.

Chapter 6
Conclusion

6.1. Summary

Abstracts of the research articles and master's theses have become the standard gateway for the readers and researchers in different disciplines. Although several writing manuals have provided the writers with guidelines to write abstracts, there is a gap between these manuals and the actual practice of experienced writers' abstract writing in published research (Hyland, 2000; Santos, 1996). Consequently, novice writers find it difficult to write good abstracts that would qualify them to publish their research (Huang, 2011; Khakbaz & Nodoushan, 2011; Li & Ren, 2011).

According to the literature, there are two main reasons for this. First, there is a discrepancy between the guidelines provided by these manuals and the abstracts of published articles. To elaborate, these manuals do not focus on the rhetorical moves used in the abstracts of published research. Second, there are discrepancies between the instructions provided by some grammar books and courses regarding the use of some linguistic features and how they are used by native researchers in published research (Hinkel, 2004; Mubarak, 2006).

What makes the problem more critical for the Egyptian, novice writers in the field of applied linguistics is that no study, to the best of the researcher's knowledge, was conducted to compare how the rhetorical moves are used and linguistically realized in their abstracts with those in the abstracts of published research. Thus, there is a need for a study that compares the rhetorical moves and their linguistic features in the abstracts written by Egyptian, novice writers with those in the abstracts of published RAs. This thesis addresses this need and provides guidelines for producing relevant ESP writing materials for Egyptian MA students of applied

linguistics by: comparing the rhetorical moves in the abstracts of Egyptian MA theses (EMAs) and published research articles (RAs) in applied linguistics and investigating the key words and tenses in these moves.

The present study is based on a corpus which consists of 20 abstracts of published research articles and 20 abstracts of Egyptian MA theses in applied linguistics. The selected abstracts were classified into moves on the basis of an eight-move model. This model is adapted from Hyland's (2004) and Santos' (1996) models.

 The moves in each corpus are identified a long with their communicative functions, frequencies, and relations with each other. Based on their frequencies, the moves are classified as: obligatory or optional. Then, the variations between both corpora are tackled. In the following part, the linguistic realizations of these moves are tackled. Linguistic realizations in this study refer to the key words in addition to the tenses marking each move in both corpora.

This study found that the following moves to be obligatory in both corpora: *Purpose, Methodology* and *Results*. However, it is noticed that few Egyptian writers use the *Methodology* and *Results Moves* relatively less frequently than their native counterparts. On the other hand, although *Moves 1*, *Situating the research*, *2*, *Stating the problem*, *7*, *Making recommendations,* are optional in both corpora, they are slightly more used in the RA abstracts. *Move 6, Drawing conclusions*, is used in almost half the abstracts in both corpora but because of the small size of the corpora, it is considered an optional Move.

Analysis has shown six variations between the rhetorical structures of the abstracts in both corpora on one hand and the model used for analysis on the other. First, it is found that several abstracts lack one or more moves included in the model. That is, apart from the *Structure*

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Move, only one abstract from each corpus contains all the moves of the model. Second, it is observed that some of the moves in both corpora are more used together than others. For instance, *Move 4* follows *Move 3* in all the abstracts of the RA abstracts (100%) and in 16 out of the 20 (80 %) EMA abstracts. Consequently, some sequences of these moves are found to be more used than others. For example, the most commonly found move sequence in the EMA is (*Purpose- Methodology-Results*), 12 out of 20 (60 %), while the most common sequence structures in the RAs are (*Purpose-Methodology-Results*) which occurs in 9 out of the 20 (45 %) and (*Introduction -Purpose-Methodology-Results*) which occurs in 9 instances out of the 20 (45 %).

Another observation regarding the use of rhetorical moves in both corpora is related to the different order of the moves. Most of the analyzed abstracts in both corpora do not use the moves in the order suggested.

The fourth and fifth observations found in the study are related to the syntactic structures of the moves. That is, some moves are cycled with each other. In addition, it is noticed that in 6 out of the 20 Egyptian abstracts (30 %) and in 11 out of the 20 RA abstracts (55 %) two moves are realized in one sentence.

The last observation is that some new Moves are identified in the analysis: *the Delimitations* and *the Referent*. The function of *the Delimitations Move* is to inform the readers of the delimitations of the study. The function of *the Referent Move* is to describe to the readers what is included in the study rather than to provide them with samples or hard facts.

To conclude, there are minor differences between both the RA and the EMA abstracts regarding their rhetorical structures. The following moves are obligatory in both corpora:

Purpose, Methodology and *Results*. On the other hand, the following moves are optional in both corpora: *Situating the research, Stating the problem, Making Recommendations*. Although it is almost used in half the abstracts in both corpora, *Drawing the conclusion Move* is considered optional because of the small size of corpora used. Finally, the aforementioned variations between the abstracts and the proposed model indicate that writers should choose the moves that best serve their purposes rather than include all the moves.

Concerning the linguistic features, the study shows that the most frequent tenses in the decreasing order are: the present simple, the past simple, the present perfect. Both corpora are found to use the present simple tense and the present perfect in *Moves 1* and *2*. The present simple tense is used in these moves to refer to the *general* current state of knowledge in *Move 1* or an existing problem in *Move 2*. Furthermore, the present perfect is used to refer to previous research that has been done repeatedly in *Move 1* and to a gap that has not been covered in *Move 2*.

Both corpora found that the present simple tense is mostly used to realize *Move 3*, *the Purpose*. In addition, the past simple tense is used to realize this move in both corpora. Choosing either the past or the present simple tense in this move is found to depend mainly on the subject in both corpora. That is, whenever the writers use the words *paper, thesis* and *article*, the present simple is mostly used and when the words *study* and *research* are used the past simple is mostly used.

Two differences between both corpora regarding the uses of tenses in this move are observed. First, the modals are used in the Egyptian-written abstracts to express hypotheses while they are not used at all in the research article abstracts. It is also found that the Egyptian

writers express the function of this move explicitly while the research article writers express them implicitly.

The past simple tense is used in almost all the abstracts of the published articles, 44 out of the total 45 verbs (97.7 %) and in most of the abstracts of the Egyptian articles, 55 verbs out of the 72 verbs (76, 83 %) to realize *Move 4, the Methodology*. In contrast to most of the findings of other studies (e.g., Pho, 2088 and Santos, 1996), some Egyptian researchers use the present simple tense in 12 verbs (16, 66 %). This reflects their lack of awareness of the functions of the present simple tense.

One of the other differences between both corpora is that the RA writers mostly use the past simple in *Move 5, the Results*, while the Egyptian writers mostly use the present simple. On the other hand, both the Egyptian and the experienced writers tend to use verbal descriptions rather than numbers to report the findings of their studies.

It was found that the present simple is the mostly used tense to draw conclusions and interpret the results in *Moves 6* in both corpora. While the Egyptians use verbs that denote firm conclusions in this move, the RA writers use verbs that less firm conclusions. Thus, the Egyptian writers need to pay attention to the connotations of the verbs they use while drawing conclusions.

Contrary to the RA writers who mostly use the present simple tense in *Move 7* to make recommendations, the Egyptian writers mostly use the modal verb, *should* for the same purpose. Furthermore, few Egyptian writers are noticed to use the past simple tense to realize this move. It is worth noting also that the RA writers impersonalize their recommendations by relating them to the needs of the whole field.

In general, it seems that the present simple is the predominant tense in most of the moves of the abstract, apart from the *Methodology* and the *Results Moves,* in which the past simple is the predominant one. Some of the Egyptian writers show a lack of awareness of the function of the present simple when they use it in *Move 4, the Methodology.* Furthermore, The EMA abstract writers need to pay attention to the connotations of verbs that they use to draw conclusions. In addition, they also need to pay attention to the way they phrase their recommendations by impersonalizing them.

6.2. Pedagogical Implications

This study investigated the rhetorical moves in the abstracts written by Egyptian, novice writers and experienced, native writers so as to provide the Egyptian-MA students with relevant ESP writing materials that might help them publish their research internationally. This study joins other studies such as Mubarak (1996), (Pho, 2008), (Santos, 1996) and (Ventola, 1994) in their call for introducing academic writers to the various conventions of academic and scientific research abstracts such as: rhetorical moves, tenses and key words.

The contribution of the study to the EMA theses writers is that they are now presented with more choices for their abstract writing. According to the results found in the first part of the study, the following moves are obligatory and thus must be used in all the abstracts: *Purpose, Methodology* and *Results*. On the other hand, *Situating the research* and *Stating the problem Moves* are recommended if the study or the thesis tackles new or unfamiliar topic. In addition, *Drawing conclusions* and *Making recommendations* are optional moves but recommended if the results of the study have important implications. The *Structure Move* is not recommended to be used because of the limited space in the abstract and because the readers can find its content in

the table of contents. Furthermore, neither the *Delimitations Move* nor the *Referent Move* is recommended to be used.

Another contribution of the present study to the Egyptian researchers is that they are now presented with a variety of lexical items that can be used for abstract writing. That is, all the key words realizing the moves and enlisted in this study can be incorporated into ESP materials to be taught in academic writing courses. The teachers should focus on some weaknesses identified in the present study such as the way the Egyptian, novice writers interpret their results and make recommendations. However, it should be noted that these lexical items should not be introduced to students in lists. Rather, it is recommended that teachers give students different drafts of the same abstract and discuss with them which words are better used to express the purpose of the writer. The more drafts the students edit and revise, the better they benefit from this genre-based teaching (Harbon et al., 2009).

The last contribution of this thesis to the Egyptian MA writers is that they are represented with the discoursal functions of some tenses in the abstracts. According to the results found in this study, the writers may use either the present simple or the present perfect in *Moves 1* and *2*. Furthermore, the students should be introduced to the subject-tense relation in *Move 3*. It would more beneficial if the teacher asks them to interpret this relation before explaining it from the literature.

Because some Egyptian writers are found to misuse the present simple to refer to the *Methodology Move*, it should be implicitly introduced to the students. That is, teachers are recommended to ask the students to analyze one of the abstracts in which the methodology is described in the present simple and then ask questions like "Can you notice the sequence in

which the researcher collected the data?" It would more beneficial on the pedagogical level for the students to discover the mistakes rather than to be introduced to them.

In contrast to the first four moves in which there is a kind of agreement between this study and other studies in the literature on what tenses to use, both the past simple and the present simple may be accepted to be used in *Move 5, the Results*. Thus, it is recommended to introduce the students to both tenses and to the implications of using each of them. For example, after giving an abstract in which the past simple is used in this move, the teacher can ask the students about their impressions. Then, s/he may give them the same abstract but with the present simple and then asks them to compare their impressions in both situations.

Another feature that teachers need to tackle with the Egyptian students is the use of tense and modals in the *Moves 6* and *7*. Writers may use the present simple tense and modals to realize these Moves. Similar to the previously recommended techniques, teachers need to introduce the students implicitly to the mistakes that are usually made in the tenses used in these moves. For example, to raise the students' awareness to the importance of writing conclusions, the teacher may give the students abstracts that draw firm conclusions. Then, s/he may show them some results of other studies that contradict these conclusions and then hold a discussion about the credibility of these conclusions to the readers. In addition, teachers may also give students samples in which writers use the past simple tense to recommend some possible future applications and ask them to edit these mistakes.

6.3. Delimitations

The study is delimited to the abstracts of Egyptian-MA theses and published research articles in applied linguistics and to the analysis of their rhetorical moves and two linguistic

features: key words and tenses. It has to be noted that the results of the study are delimited to the field of applied linguistics. But for the time constraints, the generalizability of this research could have been increased by increasing the number of analyzed abstracts.

6.4. Suggestions for further research

It is recommended that future research should tackle the rhetorical moves in other parts of the EMA theses in applied linguistics such as the literature review, the methodology and the results. Investigating other linguistic features such as the use of voice, modality, personal pronouns and expressions of stance would provide Egyptian, novice writers with helpful information. Furthermore, tackling the use of rhetorical moves in other types of abstracts would be insightful for the novice writers. Moreover, it is also suggested to conduct a cross cultural investigation of different academic research genres such as the locally published articles, conference abstracts, grant proposals and recommendation letters.

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Appendix 1

Abstracts of the Egyptian MA Theses

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Samples of the EMA abstracts

(CU # 1)

This is a cross-Linguistic, cross-cultural study investigating the speech act of advice giving and advice responses in Egyptian Arabic and American English as L1. The study attempts to find out the effect of the variables of power, distance and imposition on the levels of directness in the expression of oral advice and advice responses. The underlying motivation of this study is to outline the linguistic as well as the pragmatic conventions that govern the use of this speech act in the two languages investigated. Three different instruments were employed in this study. A role play consisting of 16 situations eliciting advice and 16 situations eliciting responses. A multiple choice questionnaire consisting of 14 situations eliciting advice and advice responses, and observation of naturally occurring data. Situations of the role play task and the MCQ were designed in such a way as to systematically vary in terms of the three independent variables under investigation.

Analysis of the data indicated several points of similarity as well as difference in the performance of the two groups. Egyptians and Americans, on the whole, used remarkably similar components when giving when giving advice and responding to advice in their mother tongues. The study revealed that the speech acts of advice giving and advice responses are formulated tentatively in English and Arabic and that the preference of one component over another or a combination of these components depends on the situation within the given language/culture.

The results of the study indicate a general tendency on the part of Egyptians to pay unsolicited advice relatively more frequently than Americans did in most of the situations. Results also showed the influence of culture on the performance as well as the perception of the speech act of advice giving by both Egyptians and Americans. More specifically, while Americans were found

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to perceive giving advice as an intrusive act, Egyptians considered it an expression of friendliness and a means of providing assistance. Finally, the study concludes by pointing out limitations of the study and identifying suggestions for further research.

(CU # 2)

"Objectivity" is the aim of every journalist who works in the media filed, whether in television or newspapers. However, is "impartiality" of news reporting an attainable end? The present study questions objective/biased reporting of a sample of televisual news. Measuring bias, the study compares news stories written by the three international news Agencies of Agence France-Presse (AFP), Reuters and Associated press Television News (APTN) with the Egyptian satellite channel Nile TV International (NTV) concerning events during the second Palestinian uprising (Al-Aqsa intifada) between September 2000 and March 2004.Using Critical Discourse Analysis (CDA) as an approach, the study analyzes certain lexical and grammatical features found in the selected corpus. The lexical features examined in the study include categorization, euphemism and dysphemism while the grammatical ones comprise of transitivity, passive and nominal transformations as well as modality. Through this investigation of the various lexical and grammatical features, two main contrasting stances are detected in the corpus. The three Western news agencies seem to adopt an anti-Palestinian stance whereas NTV tends to support a pro-Palestinian stance. AFP, Reuters and APTN positively evaluate the Israeli military activities against the Palestinians as "defensive" while they negatively present the Palestinian attacks on the Israelis as "terrorist acts". On the other hand, NTV tends to legitimize the Palestinian violence against the Israeli side as "resistance" whereas it often condemns the Israeli military acts against the Palestinians as acts of "aggression". Therefore, the study concludes that there are only different presentations and re-presentations, writings and re-

writings of a same news story. That is to say, there are different points of view concerning the way each news outlet considers events that took place during the Al-Aqsa intifada. Although it is almost impossible to achieve "impartial" news reporting, it is recommended that the various media institutions try to present equal coverage of the contrasting points of view in regards to conflicting issues that take place in the world, leaving the audience to determine which stance to adopt on their own.

(AS # 5)

The main objective of the present study was to investigate the effectiveness of using a hypermedia-based program on developing reading comprehension skills, vocabulary acquisition, and attitudes towards electronic reading of 1st first year preparatory school students.

The study used the one group pre-post design. Thirty first year preparatory school students at Elkhraga city/New valley Governorate participated in the study. They were selected randomly.

Tools of the study included a reading comprehension skills questionnaire, a hypermedia-based program, a reading comprehension skills test, vocabulary test and students' attitudes towards electronic reading questionnaire. The experiment lasted for seven weeks. t-test was applied to the data obtained from the pre-post administration of the tools to determine whether the purpose of the study was achieved.

t-test analysis of the data for the pre and post tests indicated significantly better post-achievement gains. The study concluded that the suggested program had a positive effect on the students' reading comprehension skills. Results also showed that the suggested program

positively affected the students' new vocabulary acquisition. The students also had a positive effect towards computer and electronic reading after studying the suggested program.

It was recommended that hypermedia should be included in the program of teaching English. It was also recommended to use a hypermedia-based program in teaching the four language skills (reading, writing, speaking and listening).

(Alex # 1)

The aim of research is to present the differences and the similarities between the verb complements of the past tense of the verb *to say* (said) in English and the verb *qala* in Modern Standard Arabic (MSA). The linguistic approach used in this study is the conjunction of the Immediate Constituents (IC) and the Functions and Categories Alternation. This approach has been obtained from the British Component of the International Corpus of English (ICE-GB), and is applied to the MSA sample analysis in order to validate this contrasting study.

According to the frequency of the different types of the verb complement of both verbs, it is obvious that the usage of the CL introduced by NP in direct speech is more frequent than the other usage of the verb complement after said (39.68 % of the total occurrence of said). In contrast, the most frequent occurrence of *qala* is with Nominal sentence (NS) introduced by *Inna*. It occurs 86.1 % of the total occurrence of *qala*. Thus, the high frequency shows the greater usage of *Inna* after *qala* whereas low frequency of other types (14 %) point rather to marginal usage.

Appendix 2

International Research Abstracts

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Samples of the RA abstracts

(App Ling # 1)

This article examines a little-studied review genre of academe: letters written for faculty retention, promotion, and tenure (RPT). Given their centrally evaluative nature, these documents have potential to illuminate academic community values, particularly those related to faculty work. Of specific interest in this study is the evaluative language that RPT letter writers use to review three core areas of faculty performance: teaching, research and service. To this end, the author examined positive evaluative lexis in 95 RPT letters written for 11 faculty members from 8 US universities. The analysis revealed that letter writers assessed faculty in terms of seven key dimensions of their work (presentation, expertise, conscientiousness, affect, prestige, uniqueness, and productivity) and that these dimensions clustered in different ways across the three work areas. What emerged were three distinct ideals of faculty performance, which both promote and obscure realities of faculty work. In addition, while negative evaluation was sometimes expressed directly, it was typically mitigated, pointing to community concerns with politeness when evaluating colleagues.

(App Ling # 2)

The present study adds to our understanding of how learners employ lexical and grammatical phenomena to communicate in writing in different types of interlanguage discourse. A multidimensional (factor) analysis of a corpus of L2 Spanish writing (202,241 words) generated by second- and third-year, university-level learners was performed. The analysis uncovered four significant clusters that can be considered distinct discourse types with two main stylistic variations: narrative (characterized by verbal features) and expository (characterized by

nominal features). Results also provide examples of the multiple ways that stylistic

sophistication and linguistic complexity occur in the L2. Although the Spanish learners'

discourse did not show signs of syntactic complexity (e.g. frequent use of relative clauses,

subordinate clauses, use of clitics), the frequent use of nominal features affects informational

density due to the presence of numerous derivational morphemes. Inflectional complexity in the

form of marked forms was not predominant in the data set. Still, the learners' verbal inflections

did vary, which is a sign of L2 development (Howard 2002, 2006; Collentine 2004; Marsden and

David 2008).

(Tes # 3)

In examining reading comprehension in a second language (L2), I have demonstrated

that the prevailing metaphor of transfer of skills is misleading, and that what happens is access to

an already existing general cognitive skill. There is evidence in first language (LI) and in L2 that

accessing this skill when reading in an alphabetic language involves efficient use of verbal

working memory (VWM). This article reports a study of a component of VWM, the

phonological loop, which serves to hold recently read material available in a phonological form.

The study investigated whether the unreliability of learners' mental L2 phonological inventories

contributed to reading comprehension problems. Lower intermediate learners with L2 reading

comprehension problems at- tempted to recall similar and dissimilar sequences of words in LI

(French) and L2 (English). Their performance was consistent with their having unreliable L2

phonological inventories; their upper inter- mediate counterparts, who had no L2 reading

comprehension problems, had significantly more reliable L2 phonological inventories. This

finding has important implications for the classroom: Rather than at- tempting to teach

components of a cognitive skill that learners already possess, teachers would do better to spend

the equivalent time increasing exposure to the spoken language, and improving receptive and productive phonology.

(Tes # 4)

This article presents case studies of two long-time English language teachers: a California English as a second language instructor originally from Brazil, and a Chilean English as a foreign language teacher who worked for many years in the United States before returning home. Based on interview and classroom observation data, this research explores teachers' perspectives on the connections between their transnational life experiences and their development of intercultural competence, how they define their own (inter) cultural identities; and how they approach cultural issues with their English language learners. Al- though both women self-identify as bicultural, they were observed to have somewhat different approaches to teaching cultural issues: The California teacher emphasizes subjective comparisons between the many national cultures represented in her classroom, but the teacher in Chile focuses more on the cultural changes that she and her students have experienced as a result of globalization. Whereas previous studies of teacher identity in TESOL have focused primarily on the dichotomy between native- and nonnative-English-speaking teachers, this article argues that the profession needs to put more value on the pedagogical resources that transnational and intercultural teachers bring to English language teaching. I end with implications for educating intercultural teachers.