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M2). No Arabic texts include any hybrid move pattern. Sometimes this embedding is followed by a repetition of the same move in the same pattern: 8 abstracts among English ALAs, but only one abstract among English TAs. The moves that are repeated are, namely, M1, M2, and M3. This can lead to argue that postgraduate students tend to make their abstracts as informative as possible in English, so they merge and repeat certain moves, while in Arabic, they might think they state every move clearly enough to be comprehended by the reader without repetition or embedding. Cross-disciplinary, repetition and embedding are more frequent in applied linguistics than translation abstracts. The latter are more straightforward and shorter in terms of move patterns.

Another important, though a few, cases concern the sequence M2-M3 which is present in one English ALA, and two Arabic TAs. This reveals that Iraqi postgraduates think that such moves in this pattern are enough to make up a thesis abstract. It is concluded in this study that disciplinary dissimilarity could affect the schematic structures of abstracts. Following Saboori and Hashemi (2013), this difference may produce preferences on the part of the writers of abstracts to use various rhetorical and linguistic features depending on their academic discourse communities (Malender et.al.,1997; cited in Saboori and Hashemi, 2013). It is hoped that this study could have pedagogical implications for non-native thesis writers since it is a genre-based study. As stated earlier in the current study, genre analysis can provide students with overt familiarity with genre conventions to enable them to write in systematic and rhetorical methods. They need both rhetorical and linguistic awareness of the academic texts and linguistic structures that they have to write and use.

conduct their researches. Moreover, both groups of texts are likely to provide more space to M3 to outline the structure and contents of the chapters of studies.

The least frequent moves in the English and Arabic abstracts of both disciplines are M4 (product) and M5 (conclusion). This may be owing to the overlap between M4 and M5; Iraqi postgraduate students may not be aware of the difference between the functions of these two moves. Besides, they may assume that their studies were well-presented enough to inform their discourse community without a conclusion.

Another similarity concerned the high frequency of occurrence of M2 (purpose) (100%) and M3 (method) (100%) in both disciplines and in both languages. They are the most obligatory moves in the abstracts genre under discussion. On the other hand, differences emerge in the type and frequency of the constituent moves. Some abstracts contain the five moves, whether sequentially ordered or not. Other abstracts include four, three or even two-move structure. The English and Arabic applied linguistics abstracts (ALAs) utilize more move patterns in their structures, exceeded five moves, than their translation abstracts (TAs) counterparts. The other difference is related to the pattern M1-M2-M3 which comes out to be the most common and conventional textual pattern in English and Arabic TAs, while the pattern M1-M2-M3-M4 emerges as the most common in English and Arabic ALAs. These findings indicate a cross-disciplinary difference between applied linguistics and translation, and cross-linguistic commonality between English and Arabic abstracts.

There are only three abstract texts where postgraduate students utilize what is called hybrid moves: two in English ALAs (M1-M3-M2) (M2-M4), and one in English TAs (M3-

frequent move, with significant differences, is the conclusion move in both disciplines and both languages (38.5%) and (56%).

Table (7): Overall Move Frequency

Move	Applied Linguistics		Translation		Average	
	English	Arabic	English	Arabic	Applied L.	Translation
1.Introduction	7 (77%)	6(66%)	5 (71%)	6(85%)	71.5%	78%
2. Purpose	9 (100%)	9(100%)	7 (100%)	7(100%)	100%	100%
3. Method	9 (100%)	9(100%)	7 (100%)	7(100%)	100 %	100 %
4. Product	5(55%)	8(88%)	4(51%)	5(71%)	60.5 %	61 %
5. Conclusion	3(33%)	4(44%)	3(42%)	5(71%)	38.5 %	56.5 %

4. Conclusions: A two-level schematic analysis (moves and sub-moves or steps) was undertaken to investigate the abstracts of Master theses as written by Iraqi EFL postgraduate students following Hyland's (2000) five-moves model. As discussed in detail, the contrastive analysis of the data revealed similarities and differences in the schematic structures between the abstracts of two disciplines: applied linguistics and translation, and in two languages: English and Arabic. Based on this analysis, the major similarity was that in the cross-linguistic and cross-disciplinary structures, M1 (introduction) and M3 (method) offered a detailed account on the functions they performed in texts. In disciplines as such, readers would look forward to a comprehensible introduction to help them make a decision on whether a particular abstract is worthy of reading or not. As for the detailed feature of M3, it is concluded that Iraqi postgraduate students favour to specify a considerable space to describe what and how they

conclusions followed by evaluating the results as in example (25) or by some recommendations as in the example (26). Most of M5s consist of one single sentence, and the function of this move is identical in both sets of texts.

25) *The conclusions may be summarized into two main points: 1) thematic structure can be of great help to the translator and the machine translation software and 2) machine translation software do not always recognize thematic structure within the sentence or they recognize it in one language and do not render it in the other failing to fully utilize it to facilitate the translation process and making the translation product better in form and content.*[En.3].

26) اما الفصل الاخير السابع فقد تناول الاستنتاجات التي عالجها الباحث والتوصيات التي كان من اهمها عدم النظر الى الترجمة كلغة اخرى في التعلم. وقدم الفصل الاخير ايضا اخر الالتفاتات في علم الترجمة في مقارباته مع علم تحليل الاشارة كون الترجمة ابداعا قائما مختلفا بدرجاته بين الجيد والردئ ولكن الامثل يبقى هو الغاية. هذا وقد درجت بعض الكتب التي تتناول الترجمة كعلم متقارب مع علم الاشارة.[Ar.4]

Table (7) shows the overall frequency of moves cross-disciplinary and cross-linguistically. Cross- linguistically, M1 is included in 77% of English ALAs, but only in 66% of the same set of abstracts, and 71% and 85% of English and Arabic TAs respectively. Cross-disciplinary, M1 occurs 71.5% in ALAs and 78% in TAs indicating that Iraqi postgraduate students in Translation may consider situating the research as an important part of the abstract whereas Applied Linguistics students do that less. The purpose moves and the method moves are the highest frequencies in both disciplines (100%). The product moves are identical in both disciplines (60.5%) and (61%). The least

The low frequency of M4 could be attributed to the overlap of the product move with the conclusion move. The following example (23), after a close examination of the sample abstract, shows that the writer seems to be confused between the results and the conclusion. S/He presents the results using the word "conclusions" in the context.

23) *Chapter Four presents the conclusions and suggestions of the study. As the study shows, various strategies have been used in different contexts. In some cases, the translator failed to render the intended implicature since she kept adopting literal translation where other types of translation are available as the ideational and functional translation.* [En.5].

24) وقد توصلت الدراسة الى عدد من الاستنتاجات ومن اهمها ان كل الخزين من الاجراءات الترجمية قد استعمل في التعامل مع هذا الفلم مما جعل من غير الممكن اثبات اي نوع من الاتساق فيما يتعلق بالتغريب والتوطين ويبدو ان هذا الاستنتاج يناقض مذهب اليه فينوتي ودارسون واخرون في مجال الادب. وبين التحليل ان المترجمين والمدبلجين كلهم اتبعوا عددا من اجراءات التغريب في التعامل مع المفردات الثقافية. [Ar.5]

An interesting point to note is that M4 occurs as the last move in two English TAs, but only one Arabic TA is ended with it.

M5: Conclusion:

As far as Hyland's (2000) model is concerned, this move has three sub- moves or steps: deduce conclusions from results, evaluate value of the research, and present recommendations. Writers have to state their final claims about the importance of their research, or recapitulate implications drawn from results. This move is found in 8 TAs, 3 in English and 5 in Arabic. It is realized through the first and the second steps, in the sense that Iraqi thesis writers always end up their abstracts by stating

Through the analysis of the method move in TAs, the researcher found that the method section is long and thoroughly presented. This finding matches with Yun's (2011) study and contradicts Martin-Martin's (2003) and Santos' (1996). Usually in this move, writers offer some description of how they conduct their studies by referring to the subjects, procedures, approaches, and/or design of the study, as in the two examples above. Other times, postgraduate students describe the structure of their studies and the contents of each chapter using lexical expressions as (*the present study consists of...; the study is composed of..etc*) and (تتألف الدراسة من... اشتملت الدراسة على.. تتضمن الدراسة..), as in example 21 and 22 below.

21) *The study comprises four chapters. Chapter one is devoted to surveying the preliminaries of the study, i.e. the problem, the aim, the scope, the significance, the hypothesis, and the procedures followed in this study.* [En.3]

22) تتألف الدراسة من خمسة فصول. يعرض اولها مقدمة الدراسة ويضع الحجر الاساس من حيث تبيان اهداف الدراسة والاجراءات المتبعة خلال الدراسة. يناقش الفصل الثاني المقاربات الوظيفية للترجمة بعد التمهيد بلمحة عامة عن اللسانيات الوظيفية الشاملة وشرح الافكار والمفاهيم الاساسية. [Ar.2]

It is also noticed that the position of M3 varies; it either immediately follows M2 (7 out of 14 cases), (4 out of 12 cases) after M1, and another one after M4.

M4: Product

The product move is found in 4 out of 7 (51%) English TAs. In contrast, this move is present in 5 Arabic TAs (71%). Regarding the order of moves, the product move always follows M3 except in Ar.3 where there is a reordering between M3 and M4.

explores, etc). All purpose moves in TAs fulfill a descriptive function through the direct statement of the purpose:

17) *The present study aims at exploring language and culture specificity of Grice's conversational maxims in terms of the process of translation and evaluating the efforts of the translators to overcome the difficulties...* [En. 5].

18) تبحث هذه الدراسة في واحدة من نتائج العلاقة بين الترجمة والتكنولوجيا وهي الترجمة الالية. بما انه تطبيق يترجم اليا. يوضح برنامج الترجمة الالية انتشار الترجمة وارتباطها مع الحقول الاخرى قاطبة. [Ar.2]

Move 3: Method:

The method move seems to be essential in all of the abstracts under discussion. Through this move, thesis writers present information about the data, instrument, and procedures as in the following example:

19) *Approaches and models of teaching translation based on the perspectives of the literature were examined in this study to pave the way for the eclectic program. Two questionnaires of the teachers and the students of the departments of translation of University of Basra and University of Al-Mustansyriah have been used as statistical means for approving the hypothesis of the study, as well as the annual report of the specialized committee of Iraqi translation departments of the concerning universities.* [Tr. 4].

20) يدرس هذا العمل كيفية تعامل برامج الترجمة الالية مع البنية الثيمية على وفق اموزج هاليدي في انواع مختلفة من النصوص وكيف تؤثر في الناتج النهائي وفيما اذا كان بالامكان الحفاظ على البنية الثيمية في النص الاصلي او تغييرها وفيما اذا كانت الترجمة طبيعية او غير مفهومة لقارئ النص الهدف. [Tr.2]

15) *A large number of students graduate every year from the departments of translation to start their perspective job with the sufficient knowledge. This knowledge is based on a myopic view of the translators training programs. These programs alert the use of translation as a tool of teaching the foreign language, but at the same time, intended to teach translation synchronously with teaching the foreign language.* (En. TA 4).

16) يتصف حقل الترجمة بالاستمرارية والانفتاح والازدهار والترجمة في حركة دائمة في محاولة لاستيعاب استخداماتها وأهدافها وهي تستقبل الافكار والتطبيقات الجديدة كونها حلقة وصل بين المجتمعات واللغات والثقافات المختلفة. تستخدم الترجمة في كل العالم وخاصة في هذا العصر عصر الانترنت والبريد الالكتروني والتبادل السريع للمعلومات. وكما هو متوقع من هكذا حقل ما انفكت الترجمة تتطور من خلال الافادة من التكنولوجيا وغيرها. [Ar. TA 2].

Going back over the sample abstracts, the researcher recognizes that English TAs 3 and 6, as well as the Arabic TA 3 do not include M1 at all. The writers of these abstracts directly state the purposes of conducting their studies. Another important thing is that the introduction moves (M1) in ALAs are longer than the introduction moves in TAs. The latter do not exceed 10 lines in average. The length of each move can indicate the importance writers attach to it.

Move 2: Purpose:

The purpose move is fully used in both groups of abstract with 100% frequency of occurrence. This suggests that M2 is an obligatory unit in TAs. This move is the opening move in 4 English TAs and 3 Arabic ones. This can be justified by stating that the writers of these abstracts prefer to foreground the main purpose of the study to readers. All of the M2s in TAs are stated directly by familiar expressions (e.g. *the study aims at, this study*

Table (5): Frequency of Occurrence of Moves in the TAs

Move	English	Arabic
Introduction	5 (71%)	6(85%)
Purpose	7 (100%)	7(100%)
Method	7(100%)	7(100%)
Product	4(51%)	5(71/%)
Conclusion	3(42%)	5(71%)

Table (6): Move Structure of Translation Abstracts (TAs) in English and Arabic

Move Structure of English TAs	Move Structure of Arabic TAs
1. M2-M1-M3-M4-M5	1. M2-M1-M3-M4-M5
2. M1-M2-M3-M5	2. M1-M2-M1-M3
3. M2-M3	3. M2-M4-M3-M5
4. M1-[M3-M2]- M3-M4-M5	4. M1-M2-M3-M5
5. M1-M2-M3-M4	5. M1-M2-M3-M4-M5
6. M2-M3	6. M1-M2-M3-M4
7. M2-M1-M3-M4	7.M2-M1-M3-M4-M 5

Move 1: Introduction

The introduction move recurs in 5 English and 6 Arabic TAs, initially in 3 English and 4 Arabic abstracts. A careful examination of the sample abstracts exposes that this move is realized through only three steps: arguing for topic prominence, making a topic generalization, and defining terms, objects, or processes. Example 15 shows how the writer argues for topic prominence and makes generalization on the teaching of translation. Another writer in example 16 also argues for the prominence of translation in the modern world:

In both groups of Abstracts, however, it is hard to identify the product move and the conclusion move. First, the boundary markers of each move are not clear enough. Second, Iraqi MA thesis writers tend to state M4 and M5 briefly. That is why the analysis was reviewed many times to reassure the number and type of each move.

4.2 Move Analysis of Translation Abstracts (TAs): All of Hyland's five moves are present, to some degree, in translation abstracts (TAs). The frequency of moves is shown in table(5). It is interesting to notice that the percentages of occurrence of moves are almost identical in four moves M1, M2, M3, M4. The only difference is present in the product move M4, the English TAs percentage is about 42% and the Arabic is 71%. The English abstracts show the least frequent percentage (51%) in signaling the product move and the conclusion move (42%). In contrast, Arabic abstracts show equal percentages for the occurrence of both M4 and M5: 71%. This indicates that the conclusion move varies across languages since the difference is very significant. The main move pattern in both groups of the TAs, to some extent, follows the original pattern set by Hyland (2000): M1-M2-M3-M4-M5; yet, the number of moves shows a discrepancy in each abstract text.

A close examination of the structure of moves in the TAs reveals a tendency on the part of writers to commit to the sequential pattern of moves, though there are a few cases of reordering (e.g. En. 1, 7) (Ar.2, 3, 7), and embedding (En.4). Cases of deleting certain moves are abundant (En. 2, 3, 5, 6, 7; Ar.1, 2, 3, 4, 6).

three steps representing this move: deducing conclusions from results, evaluating the research, and offering recommendations. In most abstracts, M5 is realized through the first step, and hardly through the other two steps. Thesis writers only draw conclusions from results without any attempt to generalize the findings or link them to the research or real world.

13) *Chapter four outlines the conclusions of the study. The major findings of the current study supports its hypothesis. It is shown that Iraqi speakers observe Grice's cooperative principle and cooperate with each other successfully in their daily cooperation according to their cultural norms though they sometimes deviate from Grice's theory. Such a deviation from the conversational maxims has a motivation, mostly for politeness aims or within the context of the ongoing conversation to maintain social relationships.* [En.2].

14) وعلى ضوء تحليل العينات توصلت الدراسة الى بعض الاستنتاجات اهمها: ان الحدث الحركي في هاتين اللغتين يتكون من الجسم المتحرك والموقع الذي تنتهي اليه حركة الجسم، والمسار، والحركة. كما ان هاتين اللغتين تستطيعان التعبير عن الحدث الحركي من دون المسار والموقع الذي تنتهي اليه حركة الجسم، ويؤكد هذا ان المسار والموقع الذي تنتهي اليه الحركة مكونان غير اساسيين في تركيب وادراك الحدث الحركي في هاتين اللغتين. [Ar.7]

The percentages of frequency of occurrence of M5, as shown in table (3), reveal that it is the least frequent move used in both types of abstract texts: 33% and 44%. The low occurrence of M5 in this study may be attributed to the fact that Iraqi thesis writers are not making great effort to promote their theses. This finding echoes Hyland's (2000) who reported only 21% of the occurrence of M5 in the articles investigated.

(9) تبحث الدراسة الحالية في السمات الواقعية للخطاب العراقي اليومي حسب نظرية غرايس للتواصل الاجتماعي. لأجل تحقيق أهداف الدراسة وضعت الفرضية التي تنص على ان المتكلمين العراقيين يطبقون المبدأ التعاوني لغرايس وقواعده الاربعة المفترضة في كلامهم اليومي حسب عاداتهم اللغوية والاجتماعية في المحادثات اليومية. [Ar.4. M2]

Move 3: Method

In this move, writers present some description of how they conduct their studies by referring to the data, procedures, and design of the study. The data of the current study reveal that M3 is an obligatory unit in abstracts due to its occurrence 100% . Table (3) shows that all abstracts contain M3. It is note-worthy to state that the length of M3 varies from one thesis to another depending on the design of the study. For instance, En.5 contains the longest M3, about 24 lines. Normally, studies that contain experimental designs specify a lot of space to describe what and how the researcher carries on his/her experiment. In En.10 the writer has embedded M1 with M3 to form a hybrid move (Santos, 1996: 492) as shown below:

10) *This work is conducted within the framework of the Minimalist Program as developed by Chomsky and associates of similar theoretical persuasions. Of particular relevance to this work is Chomsky's article on 'Minimalist inquiries: The Framework' (2000) where he introduces the operation Agree (M3). Agree provides a simple mechanism to account for the properties of there/themmata- construction including Case and Agreement paradigm. (M1 background).*

In example (10), it is clear that the first sentence conveys the method of the study; it is the main move in the sentence, but the statement that contains the background knowledge (M1) is embedded in (M3).

and occupies considerable textual space. For instance, the English example (2) above consists of 28 lines. The writer manipulates the move and its four steps fully: starting by offering background knowledge, arguing for topic prominence, making topic generalization, and indicating gaps in previous studies. Lengthy M1 allows to infer that the Iraqi writers of MA theses abstracts could have thought to include extensive information related to the topic under research in order to demonstrate their knowledge of their studies and justify their claims to enter their discipline community. Hyland (2000, as cited in Yun, 2011) emphasizes that in "soft disciplines", as applied linguistics and translation, studies need to present more context because of their diversity and preamble boundaries.

Move 2: Purpose

This move is used to indicate the purpose behind conducting a study. According to Bonn and Swales (2007), this move is classified into two types: the descriptive and the purposive. The first focuses on illustrating the features of the study and the latter is marked by expressions as "the aim", or "the goal". Interestingly, in the sample abstracts both types of M2 are used. Postgraduate students have described the features of their studies and at the same time stated the purposes, hypotheses, or intentions as shown in the following example:

5) *The present study investigates the pragmatic aspects of Iraqi everyday conversation according to Grice's theory of social interaction (M2 aim). To achieve the objectives of the study, it is hypothesized that Iraqi speakers observe Grice's cooperative principle and his proposed conversational maxims in their everyday speech according to their specific social norms to build and maintain social relationships. [En. 2. M2 hypothesis].*

1) *Existential Constructions (ECs) can be very broadly defined as constructions that express (or deny) the existence of an entity (in a given world). ECs have been subject to continuous theoretical debate, especially in Generative syntax... [En.7]*

2) *The concepts of 'hedging' and 'boosting' are dealt with and developed from a pragmatic perspective by Janet Holmes (1984). Later, Urbanova (2003), the model of this study, has adjusted these two concepts to be applicable to language in general... There have been a growing number of researches dealing with hedging and boosting from political, scientific, pedagogical, sociological, and religious angles. However, the Arabic, namely the Iraqi, discourse have not been dealt with before in any of the levels mentioned above. [En.1].*

3) *There have been a growing number of discourse studies in recent years on written academic genres produced by students. However, MA theses have not received as much attention as PhD dissertations and research articles. [En.9].*

4) *التحريم والتلطيف هما ظاهرتان لغويتان تردان في مواضع عدة منها الجنس والدين والسياسة والخوف من المجهول والموت... الخ يحاول الناس تجنب استعمال التحريم اللغوية ليتواصلوا مع بعضهم البعض بطريقة لطيفة وناجحة. تعد ظاهرة التلطيف البديل لاستعمال ظاهرة التحريم. [Ar.3].*

In both groups of ALAs, the introduction move represents about 77% and 66% respectively. These percentages designate that M1 is, to some extent, an optional move in the structure of Iraqi MA theses. The optional and obligatory status of a given move is identified according to the frequency of move type.

It is worth pointing that Move1 exists initially in about 14 abstracts out of 18, but is integrated into M3 in English (1). With regards to length, it is found that M1 is the longest unit in ALAs

Table (4): Move Structure of Applied Linguistics Abstracts (ALAs) in English and Arabic

Move Structure of English ALAs	Move Structure of Arabic ALAs
1. M1-[M1-M3-M2]-M4-M3	1. M2-M1-M3-M2-M3-M4-M5
2. M1-M2-M3-M4	2. M2-M3
3. M1-M2-M1-M3-M5	3. M2-M3-M4-M5
4. M1-M2-M4-M3	4. M1-M2-M4-M3
5. M1-M2-M3	5. M1-M2-M4-M3
6. M1-M2-M3-M5	6. M1-M2-M4-M2-M3-M4
7. M1-M2-M3-[M2-M4]	7. M1-M2-M3-M4-M5
8. M2-M3-M4	8. M1-M2-M1-M3-M4-M5
9. M2-M1-M3-M2-M3-M5-M3	9. M2-M3-M4

Move 1: Introduction

Writers usually start the initial move by stating background knowledge or discussing previous related work in order to defend their current studies and make the argument persuasive. In this study, most of ALAs start with presenting prefatory background of the study both in English and Arabic. In other terms, M1 has been used by Iraqi postgraduates, most often, as a statement of current knowledge as indicated by examples (1) and (2), and some other times to indicate a gap in previous studies as in example (3).

Table (3) shows that the moves M1, M2, M3 are the most frequent in the English abstracts (77%, 100%, 100%). The occurrence of M4 and M5 are the least frequent (55%) and (33%). In contrast, the Arabic abstracts demonstrate that M2 and M3 have the highest frequency (100%), while M1, M4 are less frequent (66%, 88%), and M5 is the least frequent (44%). This result goes in line with what Santos (1996) and Li and Yun (2011) have arrived at. Santos found out that the purpose move and the method move appear in almost all abstracts, while not all abstracts contain the introduction move and the conclusion move. Li and Yun also arrived at the same results.

The analysis of the move structures of the ALAs shows that not all abstracts follow the sequential pattern M1-M2-M3-M4-M5. Table (4) shows deviations from this pattern by reordering, deletion, or addition of one move or another in the English and Arabic texts. A few cases contain more than five moves in each abstract: En.1 consists of 6 moves, En.9 includes 7 moves, Ar.1 (7 moves), 6, and 8 (6 moves for each). The abstract text that exactly follows the pattern above is one Arabic abstract (7). It contains all of the five moves of the original sequential pattern. Three English ALAs (2), (5) and (8) are located in order, though with the omission of M5, M4-M5 and M1-M5 respectively. Likewise, two Arabic ALAs (3) and (9) are put chronologically but with the deletion of M1 and M1-M5 respectively. The move deletion can be seen in all of the nine English ALAs, and six out of nine Arabic ALAs. Reordering occurs in English (3,4,9) and Arabic (1, 4,5,6, 8). Square brackets indicate embedding of one move with another. This embedding is called 'hybrid move' (Santos, 1996: 492) as in the case of English 1 and 7 where 2 moves, M1 and M3, are embedded in M2. This variety in move patterns can indicate inconsistency in writing abstracts whose acceptability varies from one language to another.

move analysis is modified, as made clear in table (2) [Newly identified steps are in italics]. This modification is highly necessary to analyze the move structures of the English and Arabic abstracts in both disciplines, as will be discussed in detail later in the current study. The English examples are abbreviated into (En.), and the Arabic ones into (Ar.) followed by the number of the example as randomly assigned by the researcher. The abbreviated letters are put inside square brackets at the end of every example.

3.2. Analysis and Discussion of Results

3.2.1. Move Analysis of Applied Linguistics Abstracts (ALAs)

The first step of investigating the move analysis of ALAs is examining the function of each move in each text. Each move performs a specific rhetorical function. The functions are identified according to inferences and linguistic clues in the texts as well as to the inductive knowledge of the researcher, as explained earlier in this study. Then, the frequency of occurrence is counted in both English and Arabic texts, as shown in table (3). After that, the researcher examines the move structure of each abstract by describing the sequential order of moves as table (4) shows.

Table (3): Frequency of Occurrence of Moves in the ALAs

Move	English	Arabic
1. Introduction	7 (77%)	6(66%)
2. Purpose	9 (100%)	9(100%)
3. Method	9 (100%)	9(100%)
4. Product	5(55%)	8(88%)
5. Conclusion	3(33%)	4(44%)

	Step 4: Defining terms, objects, and processes
Move 2: Purpose	Presenting the goal(s), hypothesis or thesis of the study
	Step 1: Stating the purpose directly
Move 3: Methodology	Presenting the subject and the research design, procedures or methods used in the study
	Step 1: Describing the participants Step 2: Describing the instrument or equipment Step 3: Describing the procedure or conditions <i>Step 4: Describing the structure of the study and content of chapters.</i>
Move 4: Product	Presenting the study results or findings, and the argument,
	Step 1: Describing the main features or properties of product
Move 5: Conclusion	Presenting restatement of aims, implications, and application of the findings.
	Step 1: Deducing conclusions from results Step 2: Evaluating value of the research Step 3: Presenting recommendations

After an alert examination of the data, the researcher, in this study, realizes that Hyland's model does not include certain types of moves found to be present in the data. In other terms, through the analysis of the data, the researcher recognizes that there are certain steps contained in the sample abstracts not set by Hyland's model, particularly in the introduction and method moves. Therefore, she added two new moves that are termed as "indicating gaps in previous studies" as step 2 of M1 and "describing the structure of the study and the content of chapters" to be a fourth step of M4 (method). Hence Hyland's model of

salient function. Each structural move is explained and exemplified by samples from the data of this study.

The general move analysis of the current study follows Hyland's (2000) five-move model (introduction- purpose-method-results-conclusion) which is similar to Bhatia's four-move model (purpose-method-results-conclusion) with the addition of the introduction move. The general models of move analysis of abstracts are shown in table(1) and (2) as set by Bhatia and Hyland respectively:

Table (1): Bhatia's (1993) Model of Move Analysis in Abstracts

Move Type	Explanation
Move 1: Introducing Purpose	Presenting the goals of the research conducted
Move 2: Describing methodology	Presenting the research design, procedures or methods used in the study.
Move 3: Summarizing results	Presenting the important findings of the research.
Move4: Presenting conclusions	Presenting the results, and typically including some implications and applications of the findings.

Table (2): Hyland's (2000) Modified Model of Move analysis in abstracts

Move Type	Explanation
Move 1:Introduction	Presenting Prefatory background for the study
	Step 1: Arguing for topic prominence
	Step 2: Indicating gaps in previous studies
	Step 3: Making topic generalization

individually through the identification of the lexico-grammatical characteristics and coded according to its discourse function (Nwogu, 1997: 122-123) [see section 1.2.1 above]. Nwogu states that moves and their elements can be identified by inferences and by linguistic clues in the texts, such as the following:

- 1- Explicit prefacing or preparatory expressions or statements which denote information mentioned later in the text (e.g: The major aim of the study...; the present study aims at...; this research focuses on...; the present study is concerned with...etc).
- 2- Explicit lexical items which state explicitly the information in each move (e.g.: The methods used to collect data...; the research is based on an analysis of...the models which are adopted in this thesis are...the investigation is built upon...etc).
- 3- Discourse conjuncts are cohesive devices used to relate information in the discourse and signify sequences. (For instance: first, secondly, etc).
- 4- Summary statements which express the end or conclusion of a move (e.g. In summary...; the most important conclusions of the thesis are...; finally...etc).

Each move is identified according to the inferences and clues mentioned above. Most of the moves in the abstracts under research have been signaled explicitly in lexical expressions. Importantly enough, however, is the question of boundary markers; when there are no boundary markers, the researcher has to count the notion of topic and function. Any sentence or a group of sentences is sorted out as a move depending on its

As for the abstract in a postgraduate thesis, the main purpose is to communicate the "*epistemological and social assumptions*" of a discipline (Hyland,2000:63). Accordingly, the present study is an attempt to investigate the degree to which postgraduate students commit themselves to the practices of their own disciplines. One important aspect is the schematic structure of abstracts that correlate with achieving rhetorical goals.

3. Methodology

3.1 Data collection and Procedure

To accomplish the research aims, a total of 32 MA theses abstracts are collected from two disciplines: applied linguistics (18) and translation studies(14). Sixteen abstracts are written in English, and the other 16 ones are in Arabic. All abstracts are written by Iraqi EFL postgraduate students. This number of abstracts is the most recent and accessible number available at the college library.

This study compares the impact of languages and disciplines on the structures of MA theses abstracts. When carrying out comparative studies, Connor et.al (1995) affirm that it is significant to establish valid criteria of comparison between corpora, that is to say, it is better to investigate analogous texts with "maximum similarity" written in two or more languages. Accordingly, the data, in this study, included abstracts of Master theses submitted to the council of the College of Arts in partial fulfillment of the requirements for the degree of Master of Arts in applied linguistics and translation studies from 2009 up to 2016.

The abstracts are analyzed into hierarchical schematic structures, or moves and steps, (sub-moves) in several procedures as proposed by Nwogu (1997). Each abstract is scanned

organization of written abstracts in English and other languages. Martin-Martin (2003) conducted a genre-based study on the structures of research article abstracts written in English and other abstracts written in Spanish in experimental social sciences. The findings show that Spanish writers tend to exclude the results sections as contrary to their English counterparts. The latter show a high percentage (86%) in using the results sections. Similarly, establishing a niche is found in 42% of English abstracts while only 15% in Spanish abstracts.

Bonn and Swales(2007) analyzed some English and French abstracts in monolingual journals. They pointed out that French abstract texts reveal less use of the first person singular pronouns to be replaced by first person plural despite that the texts are written by single authors, while in the English abstract texts, the pronoun is determined by the number of authors.

Al-Ali and Sahawneh (2011) conducted a study to analyze the rhetorical and textual structure of PhD abstracts written in English and other written in Arabic. The researchers followed Swales' (1990) CARS model and Bhatia's (1993) IMRD move structure. The results showed differences in the two sets of abstract texts in terms of the type and frequency of moves and the linguistic recognition of these moves. They attributed this difference to sociocultural and academic expectations.

Graetz (1985) examined 87 abstracts and identified the schematic structure of research articles as problem-method-results- conclusion. Salager- Meyer (1992) investigated 77 medical English abstracts of three types of texts of research papers, case reports, and review articles. It was found that the generic structure of the medical research article abstracts followed this pattern: statement-purpose- corpus/ methods-results- conclusion- recommendation.

conventional structure set by the English discourse community. However, the rhetorical differences arrived at are that applied linguistics show the least variety of move structure and no recurrence of a move within the same abstract text. The other difference is the use of hybrid moves; that is to say, the abstracts of applied linguistics and mechanical engineering embedded method in the purpose move. The other hybrid is the inclusion of purpose with the product move.

Al-Zubaidi (2013) examined the rhetorical structure of linguistics PhD dissertation abstracts written by Iraqi graduate students. He found that moves of purpose, methods, and results were the most frequent and obligatory in the abstracts analyzed.

Swales and Feak (1994) regarded genre as an outcome of many factors, such as audience as the most important factor, in addition to purpose, organization, and presentation. Besides, a number of studies have investigated the discourse structure of actual texts focusing on certain aspects of masters and PhD theses written in English, such as overall organization (Dudely-Evans, 1994; Paltridge, 2002), or specific sections such as the introduction (Bunton, 2002), the conclusion (Hewings, 1993), and the literature review (Kwan, 2006; Jian, 2010). For instance, Jian (2010) studied the schematic structure of literature review texts drawn from research articles written in English and other texts written in Chinese. Jian found that both texts were characterized by a 4-move structure. The move structure of the Chinese literature reviews was more clear-cut than it was in English.

There are other dimensions, (e.g. language) , that can play a pivotal role in determining the schematic structures of texts (Martin-Martin, 2003). As far as language is concerned, a number of studies were conducted to investigate the differences in the

analyze business letters and legal texts. By applying Bhatia's (1993) model to genre analysis, Singh et. al. refers to seven steps that are essential to carry out a clear inquiry of any genre, as suggested by Bhatia:

- 1- Placing the given-genre text in a situational context
- 2- Surveying existing literature
- 3- Refining the situational-contextual analysis
- 4- Selecting corpus
- 5- Studying the institutional context
- 6- (deciding on) levels of linguistic analysis
- 7- (checking against) specialist information in genre analysis

Previous studies have, also, investigated research article abstracts within a specific discipline, such as medicine (Salagar-Meyer, 1992) and applied linguistics (Santos, 1996). Variation of abstracts across disciplines have been studied by a number of researchers. For instance, Samraj (2002) found out that centrality claim moves were more essential in the abstracts of conservation biology than those in the wildlife behavior. Saboori and Hashemi (2013) investigated the move analysis of research article abstracts across three disciplines: applied linguistics, applied economics, and mechanical engineering. They also examined self-mention of the author as well as the voice and tense of the verbs in each move. The findings of their study show some similarities and differences in the structure of the abstracts in question. The main similarity between the three disciplines in terms of the move structure is the position of the introduction sections as the least frequent move, whereas the pattern PMRC (purpose-method-result-conclusion) is the most frequent. Most abstracts follow the

smaller units which come together to make up the information in the move. Moves differ in length and size, but usually hold single function (Connor and Mauranen, 1999:51; cited in Al-Ali and Sahawneh, 2011). Each move can be realized through a number of smaller units called 'steps' (Swales, 1990, cited in Saboori and Hashemi, 2013:484). Move analysis is a useful means in genre analysis because moves are semantic and functional units of texts, which can be recognized by their communicative purposes and linguistic limitations. An essential starting point for a move analysis is to identify the purposes of the genre in question (Swales, 1990). In this case, the examiner needs to consider the function of the text and to find out how each move serves to fulfill that function.

1.2.2 Literature Review: Research on academic writing has investigated different types of genres such as journal articles, abstracts, dissertations, and conference proposals. With a specific focus on abstracts of research articles, research presents different topics of investigations ranging from general structure of abstracts (e.g. Bhatia, 1993; Hyland, 2000; Lores, 2004) to specific rhetorical features, such as evaluation (e.g. Hyland and Tse, 2005), verb tense distribution (e.g. Swales and Feak, 1994), hedging (e.g. Hyland, 1996) and modality (e.g. Salagar and Meyer, 1992).

Swales (1981, 1990), the pioneering figure in written discourse, has conducted effective researches in which he analyzes introductory sections of academic articles and discusses some difficulties that beginners, and even experienced writers, confront. Swales developed the Create a Research Space (CARS) model from the analyses he made. In this model Swales outlines the structural moves and steps for regular and systematic writing. Inspired by Swales, Bhatia (1993) drew on CARS model to

rhetoric, and systemic functional linguistics (Hyon, 1996: 695). Studies in ESP has made use of genre as a means of analyzing and teaching the language needed for non-native learners in academic settings (Hyon, 1996:695). Being one of the most important approaches to text analysis, genre analysis has stimulated great interest, more particularly in applied linguistics. It is defined as *"the study of situated linguistic behavior in institutionalized academic or professional settings"* (Bhatia, 1997: 181). To put it differently, it is an examination of linguistic performance in academic and professional settings. Swales and Feak (2009:1) state that a genre is *"a type of text or discourse designed to achieve a set of communicative purposes."*

Early work in genre analysis concentrated on 'moves'. The identification of moves is an essential step in analyzing the rhetorical structures of abstracts (Yun, 2011: 5). "Rhetorical structure" refers to the underlying structure that determines the organization of a text (Jian, 2010: 17). Rhetorical structure theory is *"a linguistically useful method for describing natural texts, characterizing their structure primarily in terms of relations that hold between parts of the text"* (Mann and Thompson, 1987:2).

The concept of move is best understood as a functional unit within a text used for certain purposes (Swales, 1990). The difference between moves and genre is that moves combine to form genres. A genre is mainly identified in terms of its rhetorical structure; that is, its constituent moves. Move is often used to refer to textual regularities in certain genres of written discourse and to *"describe the functions which particular portions of the text realizes in the relationship to the overall task"* (Connor et. al., 1995:463). According to Nwogu (1997: 122-123), the term move refers to a text unit *"made up of a bundle of linguistic features (lexical meaning, propositional meanings, illocutionary forces, etc)"* which give the unit a standardized point of reference and indicate the content of discourse in it. Each move consists of

1.1 Research Questions: This study attempts to answer the following questions:

- 1- What are the schematic structures used by Iraqi postgraduate students in writing MA thesis abstracts?
- 2- What are the similarities and differences between the abstracts of the two disciplines under discussion in terms of the schematic structures of moves?
- 3- Do the English and Arabic abstracts exhibit variations in terms of the schematic structures?

1.2 Theoretical Background

1.2.1 Genre Analysis: The history of the term 'genre' dates back to the time of Greeks when they studied rhetorical structures of the epic, lyric, and drama. With the passage of time, the term has been used to refer to some kinds of literature and media (e.g art or film). Recently, researchers integrated the term into other educational perspectives to refer not only to literary texts, but also to other conventional texts that are part of everyday life, such as work and study (Hammond and Derewianka, 2001: 186). In this respect, the term 'genre' refers to the use of language in a conventional setting so as to fulfill certain communicative purposes within a discipline to produce organized structural forms and discourse resources (Bhatia, 2004: 23) through " 'socio-rhetorical' " activities of writing (Swales (1990: 10). Imposing certain structural patterns on language users in a genre reflects the purpose behind using that language, whether it is addressed to academic demands, scientific discourse or otherwise (Holmes, 1997: 321).

The effect of genre in educational contexts is obvious in three fields of study: ESP (English for Specific Purposes), new

and dissertations. Thus, the graduate student can write in meaningful and logical forms (Salom et. al., 2008: 2). As a fundamental section of theses, the abstract seems to have received the greatest interest which has significantly enhanced the understanding of the genre and its composing process. According to Holmes (1997:321), this interest is enhanced by pedagogical concerns, more specifically, the need to enable non-native speakers to understand and produce academic and systematic texts.

Abstracts have been defined by numerous scholars. To begin with, Bhatia (1993: 78) defines the abstract as "*a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article.*" According to Bhatia (ibid), abstracts come out as a product of a commonly recognized communicative purpose, regardless of the subject discipline they serve. A significant role of abstracts, as a genre, lies in the fact that they not only inform readers, but also underline significant information and present major research arguments (Hyland, 2000); abstracts are looked upon as convincing rhetorical devices. Hyland (ibid) adds that abstracts can also have a social function that permits readers to see how writers present their work to communities. Above all, an abstract functions as "*the gateway that leads readers to take up an article, journals to select contributions, or organizers of conferences to accept or reject papers*" (Lores, 2004:281). Finally, Hai-lin and Huan (2010:37) argue that abstracts "*serve as a time-saving device by informing the readers of the main content of the article, indicating whether the full text deserves their attention.*"

البنية التركيبية لملخصات اطاريح الماجستير للخريجين العراقيين متعلمي اللغة الانجليزية كلغة اجنبية.

نظرا لاهمية الملخصات ودورها الكبير في ايجاز الافكار الرئيسية للبحوث الاكاديمية بصورة عامة والاطاريح الجامعية بصورة خاصة. اجريت هذه الدراسة لتحليل البنية التركيبية لما يقارب (32) ملخص في اللغتين الانجليزية والعربية لاطاريح الماجستير في جامعة البصرة\ كلية الاداب وهي دراسة مقارنة في مجالي علم اللغة التطبيقي ودراسات في الترجمة. اعتمدت الباحثة على نموذج هايلاند (2000) وهو نموذج يحتوي على خمس خطوات تركيبية لكتابة ملخصات نموذجية . وبعد تحليل الملخصات المذكورة ومقارنتها توصلت الباحثة الى بعض الاختلافات التركيبية بين المجالين المقارنين بينما لم تسجل اي اختلافات تركيبية بين ملخصات اللغتين الانجليزية والعربية. وقد بينت النتائج الى ان خطوات اهداف الدراسة (الخطوة الثانية) وعرض طريقة اجراء البحث (الخطوة الثالثة) وعرض النتائج (الخطوة الرابعة) كانت خطوات مشتركة بين المجموعتين من الملخصات اضافة الى احتواء جميع الملخصات عليها. اما الخطوطان الاخريان (الاولى والخامسة) كانتا خطوتين محدودتين من حيث نسبة وجودهما في الملخصات. لعل اهمية هذه الدراسة تكمن في مساهمتها في التاكيد على ضرورة التوسع في معرفة مالهذا الضرب اللغوي من تأثير على الارتقاء بالاطاريح الجامعية في جامعة البصرة تحديدا الى المستوى الاكاديمي العالمي.

- 1- Introduction: The past two decades have witnessed an increasing interest in written academic genres in general and post-graduate theses in particular (e.g., Bunton, 1999; Hocking, 2003; Turner, 2003). Consequently, a great number of handbooks and guides have been designed giving advice on how to carry out researches, design, organize and write theses

Schematic Structures of Master Theses Abstracts Written by Iraqi EFL Postgraduate Students

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Abstract:

Motivated by the important position and essential role of the abstract section, this paper is concerned with analyzing the schematic structure of Master theses abstracts at the university of Basra/ College of Arts across two disciplines: applied linguistics and translation studies, and across two languages: English and Arabic. The schematic analysis mainly focuses on the generic structure of moves and steps. The five- moves model set by Hyland (2000) is used as a guideline to this study.

A total of thirty- two MA theses abstracts constitute the data to be analyzed, compared and contrasted. The findings show that there are no differences in terms of the number and frequency of textual moves between the English and Arabic abstracts, but certain differences exist between the abstracts of the two disciplines under discussion. The most frequent and common moves are the second, third, and fourth move. The other two moves are less frequent. It is hoped that this study contributes to EFL teachers' and learners' understanding of the structure and function of this important genre and illuminates the current genre-based teaching of abstracts.



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