A contrastive Genre Analysis of EFL Graduate student’s
MA Theses Abstract Sections

The Case of Language Sciences (SL) and Anglo-American
Studies (AAS) of Oum El Bouaghi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master in Language Sciences and Teaching English as a Foreign Language

By: Malawi Zeyneb

Supervisor: Mr. Chaira

Examiner: Miss. Guerfi

Board of Examiners

2016-2017
DEDICATION

In the name of Allah, Most Gracious, Most Merciful. To my family, to my caring father Ayed and my kind-hearted mother Habiba.

To whom I owe everything I am today.

To my supportive aunt and my loving sisters Sarra, Soumia, Halima and Rym.

To my dear brother Salah and Mohammed.

You are the primary source of motivation at all times

This work is dedicated to you.
ACKNOWLEDGMENT

First and for most I would like to express my heartiest gratitude to Allah my Lord and my Creator, who respond to my desires of learning and excel in my thesis.

My deepest thanks to my family, also I would take this opportunity to thank my fiancé Faycal and my best friends Lamia, karima and mordjana who are always willing to listen to the next drama that unfolds.

My special gratitude for my academic supervisor Mr. Farid CHAIRA without his encouragements this work would not have been accomplished.

Heartfelt thanks to my examiner Miss. Guerfi for her time to read and evaluate this work.

Finally I would like to thank all my teachers who trained me to be in this level during the past five years.
Swales (1981) works on genre analysis has been of great inspiration for many genre analysts for more than two decades. Contrastive genre-based studies of academic text particularly RAs abstracts has gained considerable attention from the discourse community, but only few contrastive genre studies have been done in master’s theses abstracts. However, MA theses abstracts written in English and in three different fields such as Sciences of language (SL), Literature (Lit) and Civilization have been exclusively analyzed. The main purpose of the present study was to examine 24 MA theses abstracts written in English by different postgraduates from the three options of English language department of OEB University. The randomly selected corpus will be analyzed based on Swales (1990) CARS model of academic writings. Accordingly, the rhetorical structure _the moves and steps that constitute the macrostructure level was analyzed and compared in terms of move frequency, move order and linguistic realization of each move preformed in the three corpora. The results revealed that Moves preformed by SL, Lit and Civ abstracts do not completely accorder with Swales (1990) three move model. Moreover, MA theses written abstracts set out some remarkable differences due to the differences in students disciplinary backgrounds. The results may promise some implications for graduate students to facilitate their academic writing skill.

Key words: Genre Analysis, Contrastive Genre Analysis, Academic Genre Analysis, MA Thesis Abstracts, CARS model.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Abstract</td>
</tr>
<tr>
<td>AAS</td>
<td>Anglo-Americans studies</td>
</tr>
<tr>
<td>Civ</td>
<td>Civilization</td>
</tr>
<tr>
<td>CARS</td>
<td>Create A Research Space</td>
</tr>
<tr>
<td>CR</td>
<td>Contrastive Rhetoric</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific purposes</td>
</tr>
<tr>
<td>Lit</td>
<td>Literature</td>
</tr>
<tr>
<td>M</td>
<td>Move</td>
</tr>
<tr>
<td>NR</td>
<td>New Rhetoric</td>
</tr>
<tr>
<td>OEB</td>
<td>Oum El Bouaghi</td>
</tr>
<tr>
<td>RA</td>
<td>Research Article</td>
</tr>
<tr>
<td>SFL</td>
<td>Systemic Functional Linguistics</td>
</tr>
<tr>
<td>S</td>
<td>Step</td>
</tr>
<tr>
<td>SL</td>
<td>Sciences of language</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
</tbody>
</table>
# Lists of figure

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Frequency of Steps (percentage) of Move1 in SL Corpus</td>
<td>35</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Frequency of Steps (Percentage) of Move2 SL Corpus</td>
<td>36</td>
</tr>
<tr>
<td>Figure 2.3</td>
<td>Frequency of Steps (Percentage) of Move 3 of SL Corpus</td>
<td>37</td>
</tr>
<tr>
<td>Figure 2.4</td>
<td>Frequency of Steps (Percentage) of Move 1 in Lit Corpus</td>
<td>42</td>
</tr>
<tr>
<td>Figure 2.5</td>
<td>Frequency of Steps (Percentage) of Move 2 in Lit Corpus</td>
<td>43</td>
</tr>
<tr>
<td>Figure 2.6</td>
<td>Frequency of Steps (percentage) of Move 3 in Lit Corpus</td>
<td>45</td>
</tr>
<tr>
<td>Figure 2.7</td>
<td>Frequency of Steps (Percentage) of Move 1 in Civ corpus</td>
<td>50</td>
</tr>
<tr>
<td>Figure 2.8</td>
<td>Frequency of Steps (Percentage) of Move 2 in Civ Corpus</td>
<td>52</td>
</tr>
<tr>
<td>Figure 2.9</td>
<td>Frequency of Steps (Percentage) of Move 3 in Civ Corpus</td>
<td>53</td>
</tr>
<tr>
<td>Figure 2.10</td>
<td>The Frequency of Moves Per Corpus</td>
<td>58</td>
</tr>
<tr>
<td>Figure 2.11</td>
<td>The Frequency of Steps (Percentage) of Move 1 in Per Corpus</td>
<td>58</td>
</tr>
<tr>
<td>Figure 2.12</td>
<td>The Frequency of Steps (Percentage) of Move 2 in Per Corpus</td>
<td>59</td>
</tr>
<tr>
<td>Figure 2.13</td>
<td>The Frequency of Steps (Percentage) of Move 3 in Per Corpus</td>
<td>60</td>
</tr>
<tr>
<td>Number Of Tables</td>
<td>Title</td>
<td>Page Number</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Table 1.1</td>
<td>Summary of Hyon’s (1996) Genre in three different traditions</td>
<td>13</td>
</tr>
<tr>
<td>Table 1.2</td>
<td>Swales (1980) four-move model, p. 21a.</td>
<td>20</td>
</tr>
<tr>
<td>Table 1.3</td>
<td>Swales (1990) CARS model</td>
<td>21</td>
</tr>
<tr>
<td>Table 1.4</td>
<td>Hyland’s (2000, p. 67) five-structure move</td>
<td>23</td>
</tr>
<tr>
<td>Table 1.5</td>
<td>Bhatia’s (1993, p 78-79) four structure move</td>
<td>24</td>
</tr>
<tr>
<td>Table 2.1</td>
<td>The selected MA theses publication’s date</td>
<td>29</td>
</tr>
<tr>
<td>Table 2.2</td>
<td>Distribution of Swales (1990) CARS model Moves and Steps in SL Corpus</td>
<td>33</td>
</tr>
<tr>
<td>Table 2.3</td>
<td>The Move patterns and Types linearity of moves in SL Corpus</td>
<td>38</td>
</tr>
<tr>
<td>Table 2.4</td>
<td>Distribution of Swales (1990) CARS model moves and steps in Lit Corpus</td>
<td>40</td>
</tr>
<tr>
<td>Table 2.5</td>
<td>The move patterns and Types of Linearity of in Lit Corpus</td>
<td>46</td>
</tr>
<tr>
<td>Table 2.6</td>
<td>Distributions of Swales (1990) CARS model moves and steps in Civ Corpus</td>
<td>49</td>
</tr>
<tr>
<td>Table 2.7</td>
<td>The move patterns and Types of Linearity in Civ Corpus</td>
<td>54</td>
</tr>
<tr>
<td>Table 2.8</td>
<td>Summary of moves frequency and their essentiality in per corpus</td>
<td>56</td>
</tr>
<tr>
<td>Table 2.9</td>
<td>Frequency of Move Patterns and Linearity types across Corpora</td>
<td>61</td>
</tr>
</tbody>
</table>
Table of contents

<table>
<thead>
<tr>
<th>Title</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1. Statement of the Problems</td>
<td>1</td>
</tr>
<tr>
<td>2. Aim and Objectives of the Study</td>
<td>1</td>
</tr>
<tr>
<td>3. Research Questions</td>
<td>2</td>
</tr>
<tr>
<td>4. Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>1.4 The Corpus</td>
<td>3</td>
</tr>
<tr>
<td>2.4 The Method</td>
<td>4</td>
</tr>
<tr>
<td>5. Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>6. The Structure of the Study</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER ONE: GENRE AND GENRE ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>1.1 What is genre?</td>
<td>6</td>
</tr>
<tr>
<td>1.1.2 Elements of genre</td>
<td>8</td>
</tr>
<tr>
<td>1.1.2.1 Moves</td>
<td>8</td>
</tr>
<tr>
<td>1.1.2.2. Steps</td>
<td>9</td>
</tr>
<tr>
<td>1.1.3. Academic discourse community</td>
<td>9</td>
</tr>
<tr>
<td>1.1.4. The Three Linguistic approaches to Genre</td>
<td>10</td>
</tr>
<tr>
<td>1.1.4.1 The ESP approach</td>
<td>10</td>
</tr>
<tr>
<td>1.1.4.2 The Australian educational linguistic approach</td>
<td>11</td>
</tr>
</tbody>
</table>
1.1.4.3 The New Rhetoric approach

1.1.5 Contrastive Rhetoric

1.1.5.1 Contrastive Rhetoric and Genre

1.2 Genre Analysis

1.2.1. Significance of genre analysis

1.2.2 Discourse Analysis and Genre Analysis

1.2.3 The (CARS) model

1.2.3.1 Move1: Establishing a territory

1.2.3.2 Move2: Establishing a Niche

1.2.3.3 Move3: Occupying the Niche

1.2.4 Models of analysis (Bhatia’s model and Hyland’s model)

Abstract Genre as an Academic practice: A Master’ Thesis Abstract

1.3 Definition

1.3.1 Communicative purposes

1.3.2 Discourse Community (Audience)

1.3.3 Abstract studies across disciplines and culture

CHAPTER TWO: METHODOLOGY

2.1 Research Methodology

2.1.1 Construction of the Corpus
2.1.2 Instrumentation

2.1.3 The Analysis Procedures

2.1.3.1 Corpus Codification

2.1.3.2 Data Collection

2.1.3.3 Data Analysis

2.2 Findings and Discussions

2.2.1 Genre Analysis of SL corpus of abstracts

   2.2.1.1 Move Analysis of MA theses abstract sections (AB*SL)

      2.2.1.1.1 Move 1 Establishing a Territory

      2.2.1.1.2 Move 2 Establishing a Niche

      2.2.1.1.3 Move 3 Occupying the Niche

   2. 2. 1.2 Organization of Moves in SL Corpus

2.2.2 Genre Analysis of Lit Corpus of MA theses abstracts sections

   2.2.2.1 Move Analysis of MA theses abstract section (AB*Lit)

      2.2.2.1.1 Move 1: Establishing a territory

      2.2.2.1.2 Move 2 Establishing a Niche

      2.2.2.1.3 Move 3 Occupying the Niche

   2.2.2.2 Organization of moves in Lit Corpus

2.2.3 Genre Analysis of Civ Corpus of MA theses of abstract sections

IX
2.2.3.1 Move Analysis of Abstract sections (Civ)

2.2.3.1.1 Move1 Establishing a Territory

2.2.3.1.2 Move2 Establishing a Niche

2.2.3.1.3 Move3 Occupying the niche

2.2.3.2 Organization of moves in Civ Corpus

2.2.4. The Compatibility of the corpus to Swales (1990) CARS model

2.2.5 Contrastive Genre Analysis of SL, Lit and Civ Corpus of Abstract

2.2.5.1 Contrastive Move Analysis

2.2.5.1.1 Phase 1 Similarities and differences at the move-step level

2.2.5.1.1.1 Move 1 realization

2.2.5.1.1.2 Move 2 realization

2.2.5.1.1.3 Move 3 realization

2.2.5.1.2 Phase 2: Comparison at the macrostructure level

2.2.5.1.3 Comparison at the level of move linearity patterns

GENERAL CONCLUSION

2.4 Summary of the findings

2.5 Pedagogical implication

2.6 Limitation and further studies

References

Appendices
GENERALE INTRODUCTION

English is probably used in some way by about a quarter of all the people in the world and because of that it is often called the’ world language’. The expansion of English language, as the major means of world communication, has led to pay particular attention to academic writing in English language. Academic writing is quietly vital in all domains not to mention Applied linguistic, as it is the essential way in presenting ideas among members of applied linguistic community (Flowerdew & Dudley Evans, 2002).

Applied linguists and teachers of ESP and EAP (English for Academic purposes) set out an extensive interest in genre centered approach to the analysis of writing and spoken discourse. This interest in genre analysis has to a wide range been motivated by pedagogical concerns, specifically by the need to provide adequate models and description of academic and scientific text at a finale point to improve the ability of non-native speaker students to understand and interact properly.

Nevertheless, academic writing is more than a natural ability. As Bartholomae (1985) argues “students writing in the university have to learn the peculiar ways for knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of the academic community” (p134). Therefore writing as a member of academic discourse community depends upon university graduate students to perform academically.

Writing suchlike complicated genre as Master’ theses abstract is analytical for most students. So any “limitation” in graduate students’ abstracts, can be seen as a sign of their anxiety or disability as academic writers. Therefore, just like other sections of theses, studies regarding abstracts are required to raise academic writers’ awareness by providing them with more rhetorical knowledge and guidelines to design a well structured abstracts for their theses.
1. Statement of the problem

As many scholars have pointed out, theses abstracts have become one of the most significant genres in academic discourse. However, writing such an academically complex genre as abstract in MA theses is considered as a difficult task for most students even those with high levels in English. This challenging task of writing which they will have to do in their degree program is not only demonstrating knowledge connected to the research, but also in organizing the structure depending on the topic.

The above mentioned problem has been tied up with the students’ lack of awareness toward the generic structure of writing abstract section. In addition, to the absence of any agreed model in academic writing that the students can follow. Therefore, EFL postgraduates at the level of Algerian universities do often face difficulties in developing abstracts of their MA theses, and end up with randomly formed abstract.

2. Aim and Objectives of the Study

In this study aims to discover whether or not Master’s postgraduates of OEB English Language Department of the three options namely Sciences of language (SL) and Anglo-American studies precisely literature (Lit) and civilization (Civ) have preformed the same rhetorical strategies in writing abstract section of their theses. Also, this research aims at investigating if there is any followed model of academic writing in their written abstracts. Therefore, its main objectives are the following:

1-To analyze the move-steps organization of abstracts developed by MA students of the three options (SL, Civ & Lit).

2-To see whether academic writing in the three options (SL, Civ & Lit) are accorder with Swales (1990) “Create A Research Space” (CARS) model.
3- To analyze the variability or similarities and differences between students written abstracts in the same field.

4- Compare the move-steps organization that students of both options (SL & Lit) follow in writing their abstract section.

3. Research Questions

In order to achieve the purpose of this study, the following research questions were proposed:

1- What are the move-steps organization do MA graduate students of English language department in SL, Civ and Lit options perform in writing their MA theses abstracts?

2- To what extent are written abstracts of MA graduate students of (SL, Civ & Lit) accorder with the rhetorical strategies of Swales (CARS) model of academic writing?

3- Are there any significant moves similarities or differences between the abstracts written by MA graduates students in the major of SL and those written by Lit and Civ MA graduates students?

3- what are the similarities and differences between the cross-disciplinary MA theses abstracts in terms of the genre structure of moves?

4- what are the other variations that can be detected in EFL MA students sections compared to other models?

4. Research Methodology

4.1 The Corpus

In order to study and describe the abstracts section of thesis a total of 24 MA thesis abstracts written by EFL Postgraduates of English department of OEB
University. They were compiled randomly from the local library of OEB University. The first sub-corpus consists of 8 abstracts written by MA postgraduates of science of language (SL), while the second sub-corpus of abstracts written by MA postgraduates of Anglo-American studies and it also comprises of 8 abstracts written in the field of Literature (Lit) and the other 8 abstracts written in the field of civilization (Civ). The whole corpus was written in English and published between years 2012-2016. They were produced in various topics of applied linguistic field and Anglo-American studies.

4.2 The Method:

This study is qualitative and quantitative in nature, it aims to examine the generic structure of the genre abstract of MA Theses produced by EFL postgraduates of English department of OEB University. The purpose behind this investigation is to examine similarities and differences in writing abstract sections across various disciplines. To implement this study, each text from the mentioned corpus was analyzed separately and the moves of each text were extracted on the basis of Swales (1990) CARS “Create a Research Space” model. The analysis of each abstract will be analyzed manually.

5. Significance of the Study

This contrastive genre based analysis study was carried out to explore the unexplored generic structure of an important academic genre which is the abstract section of MA theses written by graduate students of English Language Department of OEB University. When it comes to the abstract, this section is very well explored due to its important role in promoting the work, getting the attention of the readers and making the first impression. Abstracts have been the focus of attention in numerous studies such as Swales and Van Bonn (2007) and Pho (2008) and many others. But
abstracts of MA theses especially in different disciplines have not been explored so much. Therefore, this study was devoted to both contrastively and comparatively analysis using the abstract section of MA thesis written by postgraduates of SL and AAS namely literature and civilization in order to give a concrete idea of the moves preformed by the three options and providing them with a guide model in Academic Writing which is Swales (1990) CARS model.

6. The Structure of the Study

The study organized of two major chapters started by a general introduction. The first chapter, is theoretical in nature presents the overall overview of the study. It deals with the theoretical background related to the theory of genre, genre analysis and contrastive genre analysis. Whereas the second chapter, the practical part will give details about the corpus compilation, the method and procedures involved in the analysis and much important a thorough presentation of the results followed by their detailed discussions. Finally, a general conclusion was warped up the study by summarizing the main findings and giving implication and limitation of the study.
CHAPTER ONE: GENRE AND GENRE ANALYSIS

Introduction

This chapter begins with an attempt to clarify the term of “genre” by presenting a brief definition of the basic elements including moves and sub-moves and review concisely the three main linguistic approaches to genre namely, the ESP approach, the Australian educational linguistic approach and the New Rhetoric approach. After that, there is a special focus on presenting a general view about the field of contrastive rhetoric and then limited the domain in which the present study was located (the genre specific domain). The second section on the other hand, discusses the concepts of genre analysis, discourse analysis and the relation between them. This section also provides a description of the instrument of analysis that was used in this study which is the CARS model. Finally, this chapter sheds light on the master’s thesis abstract as an academic genre by giving a precise definition on thesis abstract genre and an overview of related studies on the abstract section across disciplines and cultures.

1.1 What is genre?

In the recent years, a considerable attention has been given to the concept of genre due to the excessive use in different fields such as linguistics, discourse and genre analysis. Genre was originally used to refer to a type of small picture representing a scene from everyday domestic life. However, in the field of applied linguistic a genre is a text type capable of standing alone, and is characterized by a limited number of specific moves which act together in order to achieve its communicative purposes. Different genres differ from each other in their patterns of words, structure and voice. Teaching the necessary patterned structure of a particular genre is challenging to
teachers who teach English for specific or academic purposes. Therefore, scholars have presented different definitions for the term genre. The teaching for the academic literacy and teaching of English for academic purposes (Swales, 1990; Bhatia, 1993) are examples of areas which have drawn on the concept of genre for the desire to discover the bond between language and its context of use.

Swales (1990) provide the most cited definitions of genre in literature, in his book *Genre Analysis: English for specific academic research setting*, Swales defined genre as “a class of communicative events, the members of which must share some set of communicative purposes” (p.58). He points that a communicative events is an activity which involves language. Swales (1990) further explain that the occurrence of communicative events of a particular kind varies from the extremely common to the relatively rare. Classes of communicative events, which are not common or rarely occur, need to be prominent and significant within the specific culture to be accepted as a genre class of itself. The texts belong to one genre share a set of communicative purposes. Other properties such as form, structure and audience expectation are identified with the prototypical rhetorical structure of the genre (Swales, 1990, p.52).

Bhatia (1993) agrees with swales definition of genre:

“Genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on
the allowable contributions in terms of their intent, positioning, form and functional value…” (Bhatia, 1993.13)

Swales and Bhatia’s definitions are being used as it is felt they are the most useful concepts in defining genre. The two scholars agree that the construction of a text is determined by their communicative purposes.

1.1.2 Elements of genre

An influential characteristic of genre, asserted by scholars from language teaching perspective, is that each genre includes a number of generic structures which Swales (1990) categorized as follow.

1.1.2.1 Moves

Generally, moves are units of symantic structure embedded in the procedural elements within the generic structure. Swales (2004) define a move as “a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse” (p. 228). Swales (1981, 1990) reveal that a move may consist of one single sentence or more. In some cases a single sentence may be enough to function as a move, but in other cases a group of paragraphs on the same topic can be counted as one move. For example, when a paragraph is followed by paragraphs that, for instance, enumerate the examples that support the idea given in the first paragraph, the relevant group of paragraphs can be considered as consisting of one move. Moves are realized by different ‘steps’ which can be either obligatory or optional. Obligatory moves are necessary to achieve the communicative purposes of genre, optional moves are selected to add to effectiveness of communication and do not change the communicative purposes of text (Henry & Posebury, 1998)
1.1.2.2. Steps

Dudley-Evans and St.John (1998) define the word step as “a lower level text unit than the move that provides a detailed perspective on the option open the writer in setting out the moves” (p.89). Steps are also known as sub-move Nwogu, (1997). They are optional textual elements which may or may not exist in any text. A step has a schematic and a syntactic function to support the central move so as to achieve its communicative goal.

1.1.3. Academic discourse community

Genuinely, postgraduates became more aware of the style of presentation that influences their writing. Reading academic text books and being part of student community has exposed you to a habit of writing and thus, becoming one of this academic discourse community. Swales (1990) was the first who defined the concept of discourse community as consisting of six defining characteristics that require a set of common goals, there must also be mechanisms of communicative within the community as well as feedback among members. Genre is the fourth characteristic, describing the different methods of output. Similarly, lexis is required, a set language with exclusive terms and expressions. Finally, a discourse community must have a doorway level of membership; there must be a steady flow of changing memberships including the transfer of knowledge beginners and experts.

From the outside it appears that an English major studying at the university level may belong to an academic discourse community. However, upon further inspection one notices that each characteristic can be molded to fit any community. Berog (2003) throw light on the fact that old references to the term ‘discourse community by Swales
referred to written communication and it was not until 1998 that the differences between discourse communities and ‘place discourse communities’ which were united by written and spoken communication. Moreover, he discussed the idea of a generalized ‘academic discourse community’ as the claims that they may not have shared goals or genre.

1.1.4. The Three Linguistic approaches to Genre

The field of applied linguistic has been greatly influenced by genre within the three main approaches. In the work of Hyon (1996), at least three approaches to genre analysis may be distinguished: the English for Specific Purposes (ESP) theory (e.g., Swales, 1990; Bhatia, 1993; Dudely-Evans, 1994), the Australian Educational linguistic theory (e.g., Martin, 1989, 1993; Halliday & Hasan, 1985) and the North American new rhetoric theory (eg, Miller, 1984; Berkenkotter & Huckn, 1993).

1.1.4.1 The ESP approach

Swalean approach or ESP Genre analysis approach was developed by Swales (1981). It is an approach to text analysis that studies the regularities of structure that distinguishes one type of text or genre from another (Dudley-Evans & St-Jon, 1988). It does not seek to establish a means of classifying genres, but merely how a text realizes its communicative purposes (Dudley-Evans, 1994 a). It was developed to increase the degree of awareness of students toward different texts especially academic ones such as university lectures and academic essays, in order to improve non native students’ ability to understand and produce academic texts efficiently.

Genre studies in ESP share a similar conceptualization and application of genre mostly on academic genres and in particular research articles. This studies has
contributed greatly to enrich our knowledge of discipline-specific genre, notably research articles as well as what Swales called “occluded genres” (1990, p.46) which function behind the background of research articles (abstracts, submission letters, review letters, etc.). Such knowledge has qualified graduate-level non-native speakers of English to gain access to, and participate in academic and professional discourse communities.

1.1.4.2 The Australian educational linguistic approach

The Australian educational linguistic approach has been centered within Systemic Functional Linguistics (SFL) developed by Michael Halliday. Different from Halliday who is more interested in register analysis than in genre analysis. Martin (1998) showed an extensive attention on the concept of genre and how it might fit into the systemic model, developing the notion of structural formula (Hasan, 1977, 1984), or generic staging (e.g., Coffin, 2006) in similar ways to Swales and Bhatia in the field of ESP (Hasan, 1977, 1984; Martin, 1992; Ventola, 1987). Martin (1993) describes genre as “staged-goal oriented social process”, textual forms or organizational structure, used purposefully by the culture. The Sydney school work addresses one of the central problems of education. This work witnessed three phases of development, and started in the 1980s with the writing demands of the Sydney school. The second phase expended to describe genres across the secondary school curriculum in various areas and produced fruitful interactions with the Bernstein’s sociology of education (Bernstein, 1975, 1990). In the third phase, a methodology was designed to integrate reading and writing with learning the curriculum across all sectors of education. Accordingly, Martin and Rose (2008), although the stages of a genre are relatively stable components of the organization of different instances of the genre such as the Orientation, Incident and
Interpretation stages of an exemplum, the phases within each stage are much more variable.

1.1.4.3 The New Rhetoric approach

Genre knowledge has been considered by New Rhetoric approach principally the North Americans group to be primarily social, inserted in the community and context of writer and audience. This approach has emerged in the 1960s in a deep commitment to provide a powerful theoretical and historical foundation for the teaching of writing to all undergraduate students through the awakening of the ancient art of Aristotelian rhetoric different from the ESP approach and the Australian educational linguistic approach in which they apply theories of functional grammar and discourse, concentrating on the lexico-grammatical features and rhetorical realization of communicative purposes materialized in a genre. The New Rhetoric analysts focused mainly on situational context. From this point, Flowerdew (2002) dichotomized genre theorist into linguistic and non linguistic camps, and the New Rhetoric group as a non linguistic one in which North Americans look at genre as “social action” in its preoccupation. (Freedman & Medway, 1994 a, 1994 b).
Table 1.1 Summary of Hyon’s (1996) Genre in three different traditions.

<table>
<thead>
<tr>
<th>Tradition on Genre</th>
<th>English for specific Purposes</th>
<th>New Rhetoric</th>
<th>Australian Genre theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre theory</td>
<td>Genre as a tool for analyzing written and spoken language for non-native students in academic and professional setting</td>
<td>Genre defined by the action it is used to accomplished for L1 learners</td>
<td>Staged, goal-oriented social processes, structural forms that cultures use in certain contexts to achieve various purposes.</td>
</tr>
<tr>
<td>Seminal works/figure/s</td>
<td>John Swales’ Create-A-Research-Article model.</td>
<td>Miller’s Genre as Social Action</td>
<td>Michael Halliday’s ‘Systemic Functional Linguistic, Jim Martin Et al</td>
</tr>
<tr>
<td>Analysis</td>
<td>Texts defined by “communicative purposes”. Move analysis on texts.</td>
<td>Ethnographic Methods to describe texts.</td>
<td>SFL framework</td>
</tr>
<tr>
<td>Contexts</td>
<td>English for academic purpose and English for communicative purposes class.</td>
<td>University and professional.</td>
<td>Primary and secondary school genre and adult education.</td>
</tr>
<tr>
<td>Goals</td>
<td>Teaching students the formal staged qualities if genre</td>
<td>Helping students succeed in academic and workplace texts.</td>
<td>Empowering students with linguistic with resources for social success</td>
</tr>
<tr>
<td>Instructional framework</td>
<td>Cyclical move patterns used to teach writing programs at university</td>
<td>Recent work and some teaching suggestions.</td>
<td>Teaching-learning cycle for Sydney’s disadvantaged school program</td>
</tr>
</tbody>
</table>

1.1.5 Contrastive Rhetoric

In his article *Cultural thought patterns in Intercultural Education*, Kaplan (1966) examined the manner of paragraph development in about 600 essays written by ESL students from diverse linguistic backgrounds. He observed that ESL students employed recognizable rhetorical movements when they wrote the English paragraph
and identified five types of paragraph development reflecting distinctive rhetorical tendencies. He claimed that students had transferred the linguistic patterns and rhetorical conventions of their L1 into their L2 productions. This study marked the beginning of the field of contrastive rhetoric which is defined as “an area of research in second language acquisition that identifies problems in composition encountered by second language writers, by referring to the rhetorical strategies of the first language, attempts to explain them” (Connor, 1996, p. 5). CR field considers language and writing to be cultural phenomena (Kaplan, 1966, 1986, 1987; Connor, 1996, 1997, 2004).

Kaplan (1966) stated that the aim of CR is “to demonstrate that paragraph developments other than those normally regarded as desirable in English do exist” (p.14). Kaplan’s study was pioneering at all levels, an eye open to the practices of EFL and ESL teachers and students, yet it was criticized by many researches due to its focus on the consideration of cultural/linguistic differences between English language used by native and non native speakers. The theoretical framework in which Kaplan (1966) justified his study was based on the theory of linguistic relativity called the Sapir Whorf Hypothesis of linguistic relativity which is basic to contrastive rhetoric because it suggest that different languages affect perception and thought in different ways.

However, Kaplan (2000) admits that the original study “erred in attempting to represent cultural rhetoric’s as unique generalizations that have been perceived as stereotype” (p.89). He has made on the purpose of the field of Contrastive Rhetoric and he “assumes that languages differ not only in phonological morphological linguistic features, but in the kinds of genres available to their speakers for the organization of discourse and in the rhetorical (and syntactic) features that co-occur with those genres”
(Kaplan, 2000: p.73). Hence CR views language and writing as cultural phenomena which are extremely framed by the culture in which the writer involves in.

1.1.5.1 Contrastive Rhetoric and Genre

The spreading of Contrastive rhetoric almost covers different areas for different purposes and genre-specific studies makes up a whole research area that is growing rapidly in this field. It was a natural expansion of the field of genre in which this area deals with professional and academic writing like research articles. This area is best exemplified by the work of Swales (1990) because it responds to the needs of researchers and help them read, write and communicate with research that is dominantly written in English. Many researchers have already conducted research in this area and found impressive results that get across different cultures and the function of certain genres in different cultural contexts. Most genre studies examined expository prose, including journal articles, business reports, and letters of application, grant proposal, and newspaper commentaries. These studies include Bhatia’s (1993) analysis of genre in professional setting; Connor et al. (1995) cross-cultural analysis of U.S. and Flemish job application; Jenkins and Hinds’s (1987) contrastive study of business letter within English etc. These studies produced findings that explain some characteristics of processes and products of specific genres. It shows how Finns tend to seek consensus and to look for acceptable ground to most people. On the other hand, US writers tend to argue for specific points. The researcher concluded that because of the size and diversity of the USA building consensus is practically not possible. In Finland, however, the audience is much smaller and homogeneous; and therefore, building consensuses is required. Connor (2004) compared job application letters written in English by a Flemish applicant and by a US applicant. She observed that the two writers approached
the task differently. The Flemish writing was short and to the point while the American applicant wrote a longer and more detailed letter despite the fact that most of the information presented was available in the concluded summary. The major focus of the studies is on textual or structural regularity in relation to different genres. Contrastive rhetoric research found that rhetorical patterns are an essential component of language. They change, however, over time and space. These patterns are arbitrary yet rule-governed. They are also socially constructed and transmitted.

1.2 Genre Analysis

Genre analysis has been in existence for only a few decades, it is first appeared as a suggestion from Dudley-Evans (1986) in the sense that, ESP need a system of linguistics that demonstrates differences between texts and text types. Defining the concept of genre analysis is rather simple, a given text is analyzed in such a way that the analyst acquires the necessary information to determine which genre the text could be said to belong to. This analysis will not focus on the informational content of the text as such but on the features and conventions used which make the text look similar to other text. The concept of genre analysis defined by Swales (1981) to mean a system of analysis that can reveal a system of organizing a genre. Whereas, Dudley-Evans (1987) has added that genre analysis is a system used to analyze language in expressing the problems involved while organizing a genre.

Genre analysis relates to discourse analysis as it gives an explanation to the convention of genre construction and interpretation. However, unlike discourse analysis which emphasizes on description and concentration on the linguistic aspects of text construction and interpretation, genre analysis emphasizes on the communicative purposes of particular text genre (Bhatia, 1993: 43). Furthermore, the hope to arrive at a
holistic interpretation of language use has lead to a number of researches that used structural move analysis to describe global organization patterns in genres. This is evident in the genre analysis of science dissertations (Hopkin & Dudley-Evans, 1988) and university lectures (Thompson, 1994). Among all studies conducted in genre analysis the work of Kathpalia (1992) appears to be the most comprehensive in terms of her textual analysis of the form-meaning function relationship between the various plans: rhetorical, lexico-grammatical and discoursal.

1.2.1 Significance of genre analysis

The increasing interest in genre analysis around years aims to provide a means of classifying a particular genre or sub-genre. It can be used in a number of applied linguistic purposes, including the teaching of English for specific purposes. Genre analysis encompasses the three important aspects, namely psychology, linguistic and sociology which are necessary in the description of language in use. The linguistic orientation to genre analysis is important, especially due to its development from a rather one-dimensional into a more complicated method of analysis. The next relevant orientation is of a sociological kind. Any genre places the message of a text within a social frame. Bhatia says on this subject that “the sociological aspect of genre analysis focuses on the conventional and often standardized features of genre construction…” (Bhatia, 1993: p19). Another orientation to be mentioned in this connection is the psychological orientation. Bhatia concluded that ‘the psycholinguistic aspect of genre analysis reveals the cognitive structuring, typical of particular areas of enquiry, whereas the tactical aspect of genre description highlights the individual strategic choices made by the writer in order to execute his or her intention’ (1993, 19: p4) Swales (1981,
1990) acknowledges that the main aim of genre analysis is to gain insights into the nature of genre that will be useful in ESP materials writing and teaching.

1.2.2 Discourse Analysis and Genre Analysis

Discourse analysis is a study of semantics through which the patterns of the continuing purposes of logical development is sought and described. The objective of this study is near to Swales genre analysis in the sense that the two studies analyses texts with the view that a text consist of semantic units. However, there is a crucial difference between discourse analysis and genre analysis in way that discourse analysis is a linguistic study while genre analysis is a pedagogical study. A successful conversation or text is achieved only when the executer and the receiver arrives to general agreements about meaning. Otherwise, it will result in misunderstanding between them. In discourse analysis the researcher carries out the process-oriented analysis of a text from speaker/ writer and hearer/ listener points of view. In other words, the researcher merely describes the interaction between the executer and the receiver of the message. On the other hand, genre analyst’s tries not only to describe but also to explain and analyze the rhetorical function of linguistic features and the discourse structure of particular kind of text written in a particular discourse community for the benefit of learners.

Bhatia (1993) stated that:

“In the case of many other academic or professional genres a successful achievement of the specific communicative purposes that the genre in question serves, depends on the use of specific conventionalized knowledge of linguistic and discoursal resources, depending upon the
subject specific, socio-cultural and psycholinguistic factors typically associated with the setting with which the genre is associated.”
(Bhatia 1993)

1.2.3 The (CARS) model:

The CARS model or the move step model is probably one of the most well-known examples of move analyses of genre. It was presented by Swales (1981) as an alternative to the problem solution model. Since the development of the CARS model, the analysis method has been used to examine a wide range of genres (Application Letter: Ding, 2007; Samraj & Monk, 2008; Book Review: Nodoushan, Mohammad & Montazeran, 2012; Grant Proposal: Connor & Mouranen, 1999; Thesis and Dissertation: Bunton, 2005; Application Essays: Ding, 2007; Samraj, 2008) and part genres (Introduction: Swales, 1990; Bunton, 2008; Method: Bruce, 2008; Lim, 2006; Result: Basturkmen, 2009).

Swales four-move model described the rhetorical organization of research article introduction by conducting a genre analysis of 48 research article introductions come from three different disciplinary domains: 16 from hard sciences, 16 from the biology/medical field and 16 from social sciences. Te already mentioned research has, however, indicated that there are four basic move structures in the introduction section of RAs,1. Establishing the field, 2. Reporting prior research, 3. Preparing for present research, 4. Introducing present research.
<table>
<thead>
<tr>
<th>Move 1</th>
<th>Establishing the field by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move 1</td>
<td>a) Showing centrality</td>
</tr>
<tr>
<td>Move 1</td>
<td>b) stating current knowledge</td>
</tr>
<tr>
<td>Move 1</td>
<td>c) ascribing key characteristics</td>
</tr>
<tr>
<td>Move 2</td>
<td>Summarizing previous research</td>
</tr>
<tr>
<td>Move 3</td>
<td>Preparing for present research by:</td>
</tr>
<tr>
<td>Move 3</td>
<td>a) indicating a gap</td>
</tr>
<tr>
<td>Move 3</td>
<td>b) question raising</td>
</tr>
<tr>
<td>Move 3</td>
<td>c) extending a finding</td>
</tr>
<tr>
<td>Move 4</td>
<td>Introducing present research by:</td>
</tr>
<tr>
<td>Move 4</td>
<td>a) giving the purpose</td>
</tr>
<tr>
<td>Move 4</td>
<td>b) describing present research</td>
</tr>
</tbody>
</table>

The labels of the first and the third move describe the function of the text, while
the label of the second move describes the content. And this might cause a difficulty in
distinguishing between Move 1 and 2 by analysts since the previous research may be
reviewed to establish the field. The fourth move, Introducing present research describes
content as well as function. Especially when the third move prepares the introduction of
the author’s own research, it is natural to give information on author’s own study in
order to present it in the next move. So, because of the difficulty of separating the first
two moves and the over use of nearly the same information in the last two moves,
expert writers and analysts deploy a series of structural rhetorical moves to achieve their
communicative goals. From this respect, Swales (1990) offered a revised model in
which combined the two moves and named it as Establishing a territory, with reviewing
previous research as one step, renaming them as Establishing a Niche and Occupying
the Niche which describes the function of scripts metaphorically.
Table 1.3 Swales (1990) CARS model

<table>
<thead>
<tr>
<th>Move</th>
<th>Steps</th>
</tr>
</thead>
</table>
| 1) Establishing a territory  | 1) Claiming centrality  
                              | 2) Making topic generalization(s)  
                              | 3) Reviewing items of previous research                             |
| 2) Establishing a niche      | 1A) Counter-claiming  
                              | 1B) Indicating a gap  
                              | 1C) Question-raising  
                              | 1D) Continuing a tradition                                           |
| 3) Occupying the niche       | 1A) Outlining purposes  
                              | 1B) Announcing present research                                     
                              | 2) Announcing principal findings                                    
                              | 3) Indicating article structure                                      |

(Adapted from H. Basturkmen, 2006, p. 57)

1.2.3.1 Move 1: Establishing a territory

This move aims to establish the research for the corresponding discourse community as it relates to the field of study. It should draw attention and determine the topic relevance. This move could be achieved in one or more than three steps: the first two steps are considered optional [1. Claiming Centrality and Making Topic Generalization] while the third move [Reviewing items of previous research] is obligatory. Step 1 claims that the present research is significant to the field and Step 2
Topic generalization of increasing specificity, while step 2 provides general statement about the field. The third step in the other hand, aims at reviewing items of previous research, it aim at giving at least one or more citations related to the present study.

1.2.3.2 Move 2: Establishing a Niche

The purpose of move 2 is to create a niche for the present research. This move is realized by one option of one four-option step. The first step 1A- Counter Claiming, in which it shows that the previous research is not correct the second step is 1B- Indicating a Gap, this step demonstrates that the previous literature has a gap which will be filled by the present research. The third step 1C- Question Raising, asks questions regarding concerns raised from the review of the literature. The last optional step in this move is step 1D- Continuing a Tradition, shows that the niche is not about challenging any part of the previous research but rather building on it.

1.2.3.3 Move 3: Occupying the Niche

The main goal of this move is to occupy the niche that has been created in move2 and, therefore, justify the research that must be presented. This move usually answers the type of the niche found in move 2. If his type of space/niche found in move 2 was a question; move 3 would be an argument that demonstrates that particular gap would be occupied and so on. The third move is usually realized by two classes of steps, step 1 which is obligatory and characterized by the absence of references and direct referring to the present study, while the other two steps are optional; step2 is concerned with announcing principal findings. Its use is dependent to some extent on the specifics of the field rather than on the RA genre at large. As for step3: Indicating research article structure, it is found to be” rare in the corpora analyzed by Swales.
1.2.4 Models of analysis (Bhatia’s model, Hyland’s model)

Generally, research into genre analysis emerged with Swales (1981, 1990) genre related studies of the rhetorical moves of introduction section of RAs. Later on, many scholars have been inspired by Swales’ (1981) work on the move structure of RA’s introduction, following his steps Bhatia (1993) four-move model and Hyland(2000) five-model were emerged, these two models are similar in using four moves (purpose-method-results-conclusion). Each move represents the realization of communicative purposes. In contrast to Bhatia’s model, Hyland’s (2000) model distinguished the writer’s purposes from the introduction move. His elaborated model which has been influential for lots of studies in RA abstracts is indicated as shown in

| Table 1.4 Hyland’s (2000, p. 67) five-structure move |
|---------------------------------|----------------------------------|
| Moves                          | Functions                        |
| Introduction                   | Establishes context of the paper and motivates the research |
| Purpose                        | Indicates purpose, outlines the aim behind the paper |
| Method                         | Provides information on design, procedures, data analysis, etc. |
| Product                        | Indicates results and the argument |
| Conclusion                     | Points to applications or wider implications and Interpretation scope of paper |

On the other hand, Bhatia (1993) believed that every abstracts should provide information on four features of the research article that they intend to describe. These features include the actions (what) the author has done, the ways of(how) of doing
actions, the findings of the study, and the conclusion. Accordingly, the components of his model are outlined in Table below

**Table 1.5 Bhatia's (1993, p 78-79) four structure move**

<table>
<thead>
<tr>
<th>Moves</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing purpose</td>
<td>What the researcher did.</td>
</tr>
<tr>
<td>Describing methodology</td>
<td>How the researcher did it.</td>
</tr>
<tr>
<td>Summarizing results</td>
<td>What the researcher found</td>
</tr>
<tr>
<td>Presenting conclusions</td>
<td>What the author concluded.</td>
</tr>
</tbody>
</table>
Abstract Genre as an Academic practice: A Master’ Thesis Abstract

1.3 Definition

Theses abstract has become one of the most significant genres in academic discourse. It is mainly a concise summary of the whole thesis that usually includes the major key points dealt with in the conducted research. Abstract is a movable, unbound section that can provide a platform for the thesis and be understood separately as a unique part from the whole work. It should be abbreviated to one single paragraph composed from about four to ten full sentences. However, it may vary in length depending on the purpose for which they were written. This kind of abstract is more important for the reader than for the writer. They have the key function of helping the reader to decide on the relevance of the research paper for his or her interests, so that it can be deemed worth reading, scanning or discarding. Thus, studying the language of abstract is of a significance value.

1.3.1 Communicative purposes

Theses abstracts are considered as an important piece for communication. It has a set of communicative purposes mutually-understood by established individuals of the academic community. Regardless of the subject they serve, abstracts function as being “advanced indicators of the content and structure of the following text” (Swales.1990:179). The abstract is meant to function as a “representation” as (Bazerman, 1984: 58),” front matter” as (Swales, 1990:179), a “summary” as (Bhatia, 1993:78). Abstract availability revealed in “informing the reader the exact contents of the research paper and hence indicating whether the full article merit further attention” (Martin, 2003.P.26). They serve the purpose of rapidly describing the aims, the methods
and the results of the study they summarize therefore, it is important for the researcher to follow certain formality of construction so that it would fully provide its users with relevant information to make decisions about assessing or understanding the essential points of the document.

1. 3.2 Discourse Community (Audience)

The kind of audience widely depends on the respective scientific field. Accordingly this thesis main focus was on MA theses in applied linguistics field. Therefore, the main audiences are undergraduates or graduate students of English yet are studying for graduate degree through the medium of English, and they are interested in the respective topic and want to have some details about what the thesis is talking about. Also teachers or examiners who need to understand the whole thesis without the need of reading it in full. Generally, any scholar student or researcher who is interested is the thesis abstract may be included in the audience.

1.3.3 Abstract studies across disciplines and culture

In the past two decades, a considerable number of genre analysis studies have been conducted on Research Article abstract in English. Prior studies on abstracts have spotlights on both rhetorical moves and linguistic features found in this genre both within and across disciplines and cultures. A number of studies centralize attention on the textual organization of abstracts. There is general agreement in recognizing a four-part arrangement corresponding to four different moves in the description of the research process - though there are terminological differences from one author to another. Following Swales (1990), these moves correspond to IMRD format.
Some important studies of abstract in specific disciplines have attempted to define which features and structures create a good informative, well-structured and non-misleading abstracts. are those of Salager-Meyer (1992) in which he directs his attention on the rhetorical structure of medical English abstracts; Hyland (2000) and Lorés (2004) examined the textual and the rhetorical moves along with some of the linguistic features that express abstract in linguistics, and Pho (2008) tested the rhetorical moves and the authorial stance in the field of applied linguistic and educational technology.

Other studies shed light on variation across discipline and cultures. The existence of differences within the world of 'Scientific' or 'Academic' English comes as no surprise. Reporting Bizzell (1982), Swales (1990) suggests that writing should be viewed as the process of an individual in "response to the discourse conventions which arise from preferred ways of creating and communicating knowledge within particular communities"(p.4). The desire to investigate writing processes and products across disciplines has contributed interesting studies on various genres and is at the basis of the whole ESP field. It seems important to study how language in abstracts also reflects differences across disciplines. For instance Samraj (2002) who considered that centrality claim moves are more essential in the abstract of Conservation Biology than those in Wildlife Behavior. Stotesbury (2003) showed that evaluation attributes were twice as common in the humanities and social sciences abstracts as in those from the natural sciences.

Concerning language many studies examine the possible impact of language choices in abstract, among those scholars Martin-Martin (2003) and Jalilifar (2004). Martin investigated the rhetorical variation between the research article abstracts written in English and those written in Spanish in the field of experimental social sciences. He
tied up the deviation he found in Spanish abstracts from the international standards to “the relationship between the writer and the discourse community s/he addresses which is different both in terms and expectation” (P.24). Whereas Jalilifar (2004) conducted a study on applied linguistic abstracts written by native speakers of Persian, English and other languages, and speculated that the differences as might be linked to first language interference and socio-cultural factors.

Conclusion

To conclude, this chapter reviews the related literature with respect to the main questions of this study. It was outlined to clarify almost the different angles of the concepts of genre analysis and contrastive genre analysis. This chapter also was dedicated to describe some related studies concerning genre abstract as a subject matter of this study.
CHAPTER TWO: METHODOLOGY

Introduction:

The present study investigates the generic structure of the opening section (abstract) of EFL MA thesis. The study has been done in three phases; the first phase, taking the macrostructure (moves/ sub-moves) of the abstract sections of randomly selected tree sub-corpus namely Sciences of language (SL) and Anglo-American studies (AAS) precisely literature (Lit) and civilization (Civ) of MA thesis. The second phase, look for illustrating the range to which each branch sample are compatible with Swales (1990) CARS model. The last phase, were scrutinized to detect the significance similarities/differences between their employment of the types of moves.

2.1 Research Methodology

2.1.1 Construction of the Corpus

The present study is based on a total of 24 abstract sections taken from MA theses written in English by EFL postgraduates from the different branches (SL, Civ & Lit) of the English department of OEB University, which formed the corpus to conduct the present study. This data comprised of three sub-corpuses each containing 8 abstracts compiled from the electronic library in OEB University. Each text from the three corpora have been written by a different student and it’s year of publication ranges from 2012 to 2016. They were produced in various topics of applied linguistic field and Anglo- American studies. The list of MA theses, its publication date and the number of abstracts taken from each branch are demonstrated in table bellow
Table 2.1 The selected MA theses publication’s date

<table>
<thead>
<tr>
<th>Date of publication</th>
<th>SL Corpus</th>
<th>Lit Corpus</th>
<th>Civ Corpus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

2.1.2 Instrumentation

This study used qualitative methods, consisting descriptive analysis, and quantitative methods, constituting frequency counts, to identify the abstracts rhetorical move-step structure employed by graduate students of each branch suggested above. In the first stage the macrostructure of the whole corpus was analyzed based on Swales (1990) CARS model to determine whether they followed the organization structure proposed by him. Swales (1990) examine some examples of introductory lines from abstracts; he noted that it was possible to identify elements from his CARS model that was principally developed from the introduction of RAs. At a macro level each of the abstracts was analyzed in terms of the move step sequences in which each sentence was examined and classified into an appropriate category.
2.1.3 The Analysis Procedures

2.1.3.1 Corpus Codification

After the entire corpus was collected each text genre was assigned by a unique code, in the form of a four letter acronym. The first two letters designate the word abstract AB and the other two letters denoted the initial letters of the branch SL for Sciences of Language, Lit for Literature and Civ for Civilization. This acronym was followed by a number from 1 to 8. So the form will be as follow, to show MA theses abstract belonging to SL branch [AB*SL1; AB*SL2…AB*SL8]. The second corpora will be coded [AB*Lit1; AB*Lit2; … AB*Lit8]. The third corpora coded [AB*Civ1; AB*Civ2; AB*Civ3; … AB*Civ8].

2.1.3.2 Data Collection

The analysis of the written texts involve examining the rhetorical structure of abstracts following Swales (1990) CARS model. According to Ackland (1990) the identification of moves and consequently the setting of move boundaries in abstracts were usually accomplished through two approaches the “bottom up” and “top down”. These approaches are used for the recognition of moves and therefore the setting of move boundaries in abstracts. Top down approach is based on the content of abstract and bottom-up approach is based on linguistic signals. In this paper, the analysis was based on “top down” approach where the content of the abstracts is examined. That is, first, move units were identified based on communicative functions; and then the chunk was broken down into steps according to the content described. This part of the analysis examines the move structure of the opening section in the 24 Master's Theses, with the aim of checking the reliability of the move model developed by analyzing the
mentioned corpus. In the present study, Moves and their constituents were determined partly through their ideational functions in the related context and partly with the aid of meta-discourse signals which, according to Hyland (2005, p.28), are explicit textual devices representing the writer’s overt attempt to create a particular pragmatic or discursive effect. Only abstracts were prepared for manual text analysis discarding the title and key words. Each sentence of text was analyzed manually to extract the moves and steps on the basis of Swales (1990) CARS model.

2.1.3.3 Data Analysis

The analytic approach of this study was qualitative and quantitative in nature. The corpus compiled was analyzed qualitatively to describe the form and function of each move-step employed in each abstract genre. The reappearing patterns of the move cycles was totaled, averaged, and tabulated using a quantitative method and the frequency diagrams of the different rhetorical segment were provided. This resulted in the identification of general move sequences and patterns. Then the frequencies and percentage that ensured were used as the data sets that were then analyzed. Hence, each abstract is made of several moves, with different functions. Once a move is determined, its communicative functions can be defined further and subcategorized into what is called steps (Swales, 1990). The percentage of abstracts that contain each move was calculated to determine their essentialities. If a move existed in 70% or more of the abstracts, it was labeled “Obligatory”. If it existed in less than 30% or more it was labeled “Conventional” whereas if it existed in less than 30% we labeled it “Optional”.
2.2 Findings and Discussions

The following section tries to give answers for the four questions raised in this study. In doing so, a cross-disciplinary analysis is conducted in order to examine the move-steps organization that MA graduate students of English language department in SL, Civ and Lit options perform in writing their MA theses abstract sections. Also, to identify whether there is any association between the frequencies of moves in the abstracts and the CARS model. Next, there will be a discussion of the similarities and differences and other variations of MA theses abstracts in terms of move structure across the three disciplines. Finally, discuss the moves not provided in the CARS model.

The findings are presented below with separate discussions for each move described in Swales (1990) CARS model.

2.2.1 Genre Analysis of SL Corpus of abstracts

2.2.1.1 Move Analysis of MA theses abstract sections (AB*SL)

The results of the generic structure of eight MA theses abstract section in SL branch revealed in Table (2.2) that shows the frequency and percentage of different move in SL corpus according to Swales (1990) CARS model. Each component will be illustrated and exemplified by P for the present move and NP for the non-present ones, and (_) for the non-present steps and (+) for the present steps in each text. For purposes of illustration, examples of linguistic exponents and signals are often italicized or underlined.
Table 2.2 Distribution of Swales (1990) CARS model Moves and Steps in SL Corpus

<table>
<thead>
<tr>
<th>Moves&amp;Steps</th>
<th>AB*SL 1</th>
<th>AB*SL 2</th>
<th>AB*SL 3</th>
<th>AB*SL 4</th>
<th>AB*SL 5</th>
<th>AB*SL 6</th>
<th>AB*SL 7</th>
<th>AB*SL 8</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>NP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>S2</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>S3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>M2</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>S1B</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>S1C</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>S1D</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>M3</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1A</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>S1B</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>S2</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>S3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

According to data presented in the table 2.2 it was noted that only Move 3 occupying the niche has been presented in (100%) in the entire analyzed corpus. It was the most frequent move occurred in the abstracts written by Sciences of Language SL.
graduate student. However, Move 2 Establishing a niche occurred less frequently with 37, 5 % and is considered to be an optional move. Whereas, Move1 Establishing a territory appears in one out of eight texts therefore it is considered to be optional.

2.2.1.1.1 Move 1 Establishing a Territory

Generally, this move aims at giving the readers sufficient background information to grasp the topic or establish the field (see section 1). However, only two of SL postgraduates have employed this move in their writing, it is the less frequent move with only 12, 5 %. This move achieved through two steps, step 1Claiming centrality which occurred just once out of 8 abstracts. Centrality claims has been conceptualized by Swales (1990) as “appeals to the discourse community whereby members are asked to accept that the research is part of a lively, significant or well-established research area”. The following example illustrates this point and the linguistic devices illustrate this point is bold typed:

E.g. Vocabulary acquisition has been spotlighted by tremendous educational trends only during the past decades as a result of discovering its paramount importance in the teaching/learning process.

Similarly, step 2 Making topic generalization with only 12, 5% as exemplified in the example:

E.g. The inescapability of sociolinguistic variation as a systematic occurrence has long been acknowledged by contemporary linguists.

While none of the analyzed abstracts contain step 3 Reviewing items of previous research.
2.2.1.2 Move 2 Establishing a Niche

This move points out that the previous research has some limitations that need investigation. There are four steps in move 2 namely, step1A *Counter claiming* step1B *Indicating a gap*, step1C *Question-raising* and step1D *Continuing a tradition*. The most used step in this move is step1B with 37.5% which is a conventional step in SL sample. The gap-indicating elements serve to identify a deficiency or limited amount of a certain type of written research. In this study, terms such as “need” and “problem” are assumed to be semantic elements of the gap-indicating strategy. This assumption is in line with Kwan’s (2006) perspective on the gap indicating strategy. Here are some Representative abbreviated sample passages that contain gap-indicating elements.

*E.g.* Nonetheless, the undemanding notion of incorporating sociolinguistic diversity teaching programmes involving standard and non-standard employment of spoken language into English as a Foreign Language (EFL) classes was only approached by handful researchers.
E.g. It has been noticed that EFL learners are facing many difficulties through the process of mastering any foreign language (FL). One of them is the lack of sufficient vocabulary.

![Figure 2.2 Frequency of Steps (Percentage) of Move2 SL Corpus](image)

**Figure 2.2 Frequency of Steps (Percentage) of Move2 SL Corpus**

**2.2.1.1.3 Move 3 Occupying the Niche**

In this move students used straightforward statements about their studies and this is actually one of their strategies to attract the jury’s attention. It is realized through the obligatory step 1A *Outlining the purposes* or step 1B *Announcing present research*. The most frequent step in the analyzed data of this move is step 1A with 100% of the abstracts, the result shows that SL graduates students took the opportunity to outline the purpose of the study rather than announcing their present research and this due to the lack of establishing a niche move and this to strengthen his text. *Outlining the purpose*
Step 1B and step 3 did not occur in any of the abstracts analyzed. In the other hand, step2 occurs 100% in the whole corpus and it exemplified by expressions like show, demonstrate, reveal, indicate and find.

E.g The results of the study show that the experimental group outperformed the control group (11.0769>8.80). Films are recommended to be used, within language lessons. The results from the questionnaires showed that, on one hand, teachers (87.50%) believe in the relationship between language and culture.
2.2.1.2 Organization of Moves in SL Corpus

The previous discussion provides a thorough description of the existence of moves. So, based on these results we find that moves exist with different amounts in the corpus. Now, we need to take a look on the order of moves. Therefore, to achieve this goal table (2.3) was organized to visualize the data as a whole. Each column represents one of the eight SL written abstracts.

Table 2.3 The Moves patterns and Types of Linearity in SL Corpus

<table>
<thead>
<tr>
<th>SL Corpus</th>
<th>Move patterns</th>
<th>Types of Linearity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB *SL1</td>
<td>M3</td>
<td>non-linear patterns</td>
</tr>
<tr>
<td>AB*SL2</td>
<td>M3</td>
<td>non-linear patterns</td>
</tr>
<tr>
<td>AB*SL3</td>
<td>M1 → M2 → M3</td>
<td>Completely linear patterns</td>
</tr>
<tr>
<td>AB*SL4</td>
<td>M3</td>
<td>non-linear patterns</td>
</tr>
<tr>
<td>AB*SL5</td>
<td>M3</td>
<td>non-linear patterns</td>
</tr>
<tr>
<td>AB*SL6</td>
<td>M1 → M2 → M3</td>
<td>Completely linear patterns</td>
</tr>
<tr>
<td>AB*SL7</td>
<td>M3</td>
<td>non-linear patterns</td>
</tr>
<tr>
<td>AB*SL8</td>
<td>M3 → M2 → M3</td>
<td>Cyclical patterns</td>
</tr>
</tbody>
</table>

The findings of the analysis showed that Swales three move structures was seldom used as only two out of eight SL written abstracts employed this model from the table it has been noticed that move 3 is preferred by the majority of SL graduate writers
of abstracts as a prologue to their abstracts. Approximately, more than a half of the analyzed data have move 3 at the beginning of abstracts. Usually the abstracts that contain move 3 are shorter than abstracts that contain the other moves. A well structured abstracts would contain the three move and order them according to the CARS model (M1, M2, M3) from this perspective only 2 out of 8 abstracts were characterized by a **Completely linear patterns (AB*SL3, AB*SL6)**. Other kind was detected in this corpus which is a **non-linear** abstracts contain 1or 2 moves out of 3 that did not follow the expected order in the structured model. Also a **Cyclical patterns** which means a repeated move as remarked in **AB*SL8**.

**2.2.2 Genre Analysis of Lit Corpus of MA theses abstracts sections**

**2.2.2.1 Move Analysis of MA theses abstract section (AB*Lit)**

In doing the second phase of investigation in this study, a total of 8 MA theses abstracts written by literature postgraduates of the English Language department of OEB University were examined following almost the same procedures used in investigating the first corpus. Lit corpus also will be analyzed following Swales (1990) CARS model. The findings reveal that, there is a superior density in using the move-step realization in Lit corpus. It was found that the move3 *occupying the niche* is **conventional** as 62, 5% of the analyzed data contain this move and almost half of the analyzed abstracts have move2 *Establishing a niche* whereas, move1 *Establishing a territory* was realized in more than the half of the whole Lit corpus. Table (2.4) will demonstrate a detailed description about the whole Lit Corpus.
Table 2.4 Distribution of Swales (1990) CARS model Moves and Steps in Lit Corpus

<table>
<thead>
<tr>
<th>Moves&amp;Steps</th>
<th>AB*Lit 1</th>
<th>AB*Lit 2</th>
<th>AB*Lit 3</th>
<th>AB*Lit 4</th>
<th>AB*Lit 5</th>
<th>AB*Lit 6</th>
<th>AB*Lit 7</th>
<th>AB*Lit 8</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>P</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>NP</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>S2</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>S3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>M2</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>S1B</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>S1C</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>S1D</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>M3</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1A</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>S1B</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>S2</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>S3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
2.2.2.1.1 Move 1: Establishing a territory

This move employed by 50% of Lit corpus and it is achieved by at least two steps in each abstract. The first step works to establish in the eye of the reader the importance and/or the centrality of the research as a means of attracting attention step1 Claiming Centrality with 37, 5% of time and therefore a conventional step. In all the abstracts contained this step was initially occurred in the beginning of the text:

E.g. In the world of Literature, many writers write a myriad of novels in the genre of postmodern literature in general, and some distinct authors write under the Historiographic metafiction (AB*Lit4).

The second conventional step existed in this move is Making topic Generalization With the frequency of 50% and it exemplified in the following example.

E.g. Literature is unreadable without the hero that is the vital element in any literary works (AB*Lit1).

And finally Reviewing items of previous research that reviews pertinent literature that helps to situate the ensuing study in the previous body of research. With only 12, 5% and therefore it considered an optional step, this example shows step 3 in the abstract:

E.g. But when we look back at racial representations from the time of the 1940s in films such as Disney’s Dumbo (1941), we are likely to be shocked by how negative and overtly stereotypical the racial representations are. The literature review shows that this subject has been studied in a general manner.
2.2.2.1.2 Move 2 Establishing a Niche

This move presents a rational conducting the report study. The findings showed that the majority of Lit abstracts have failed in employing the Establishing a niche move in their MA abstracts. Almost the steps realized this move is optional with the frequency of 12, 5% for Indicating a gap (step1B) while both Question-Raising (step1C) and continuing a tradition step1D with the frequency of 25%. Whereas, none of the analyzed abstracts in Lit corpus contain step 1A Counter-Claiming step. The following are example that show step 1B in the abstracts. The following sentences illustrate steps (1B, 1C, 1D) respectively:

E.g. (S1B) **However, this study reveal the fact that even though the films of Walt Disney are widely considered as innocent, pedagogical tools that aim to educate the most sensitive part of the society i.e. children, a critical viewing will show that they generally reflect racist stereotypical connotations about non-western people.**
E.g. (S1C) So, each story varies from each other in a sense of the order of events, or the idea pictured in the story. This research investigates the correlation between history and metafiction and how it turned to recast the past.

E.g. (S1D) However, in the last few decades, a new image of women was born. Women started to be depicted as strong, powerful and independent. To trace this shift in literary and cinematic representation, this study chooses two novels adapted into movies.

![Figure 2.5 Frequency of Steps (Percentage) of Move 2 in Lit Corpus](image)

### 2.2.2.1.3 Move 3 Occupying the Niche

A good percentage of literature postgraduates works to occupy the niche. The results reveal that this move was the most frequent move in the analyzed data. Swales (1990) display that whenever move2 occurs move3 should follow, but the finding showed the opposite. M3 appears even with the absence of M2. M3 was strongly
occurred in the analyzed Lit sample and this done by one of the two options either by outlining purposes step (1A) or by announcing present research step (1B) were the two steps found to be conventional with considering that step 1A Outlining purposes occurred in 37, 5% in the corpus while step1B Announcing present research appeared with the frequency of 62, 5% in Lit sample. One other conventional step employed in this sample is step 2 Announcing present finding this step was found in half of the Lit corpus with the frequency of 50% time. The third step namely Indicating article structure was found to be completely absents in the hole analyzed data. The following sentences are examples of the already mentioned steps of M3:

M3 /Step1A:  e.g. This study aims to point the comparison between the two famous literary heroes to show the development of the hero over time. In order to investigate in the concerned question the study uses a comparative and descriptive interpretation.  
(AB*Lit1)

M3/Step1B:e.g. This study examines David Herbert Lawrence’s Sons and Lovers in order to show how his personal experiences influenced his writings. (AB*Lit2)

M3/Step2: e.g This study finds that the Magical Kingdom had stereotypically portrayed people of color namely Arabs, African and African Americans or blacks in general. (AB*Lit5)
2.2.2 Organization of moves in Lit Corpus

As proved in table (2.4) 4 out of 8 abstracts in Lit sample contained the three moves of the CARS model. The interested thing is that the order of these moves differs significantly across the analyzed abstracts. Therefore, table (2.5) represents a detailed description about the order and sequence of the moves patterns in Lit Corpus.
Table 2.5 the move patterns and Types of Linearity in Lit Corpus.

<table>
<thead>
<tr>
<th>Lit Corpus</th>
<th>Move Patterns</th>
<th>Types of Linearity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB*Lit 1</td>
<td>M1 → M3</td>
<td>Semi-Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 2</td>
<td>M3 →</td>
<td>Non-Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 3</td>
<td>M3 →</td>
<td>Non-Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 4</td>
<td>M1 → M2 → M3</td>
<td>Completely Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 5</td>
<td>M1 → M2 → M3</td>
<td>Completely Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 6</td>
<td>M1 → M2 → M3</td>
<td>Completely Linear patterns</td>
</tr>
<tr>
<td>AB*Lit 7</td>
<td>M3 → M2 → M3</td>
<td>Cyclical patterns</td>
</tr>
<tr>
<td>AB*Lit 8</td>
<td>M1 → M2 → M3</td>
<td>Completely Linear patterns</td>
</tr>
</tbody>
</table>

It’s noteworthy to say that M3 *Occupying the Niche* was the most frequent move among the three moves, as if it was used as an opening move for Lit written abstracts. Exactly, 3 of 8 abstracts started with this move. It also noted that abstracts begin with M3 are shorter than those composed by the three moves, example a-) and b-) exemplify this phenomenon:

a-) AB*Lit 2

**Abstracts**

*This study examines David Herbert Lawrence’s Sons and Lovers in order to show how his personal experiences influenced his writings. What motivated this writing is a personal interest in D.H. Lawrence and a fascination with his work and its implicit messages. For understanding the messages of his literary work, it is important to analyze the hidden realities behind events and personalities, and the way of fictionalizing them. In Sons and Lovers, Lawrence writes his joys and, above all, his*
pains. The consequences of Lawrence’s sinuous biography are reflected and described in this novel by means of plots, a set of characters, symbols and themes. The study is informed by psychoanalytical theory through which writing is, ultimately, as simulated as a therapy for self-expression and communication. M3

b-) AB*Lit 6

Abstract

For a long time the literary classic tale used to be the source of joy for children; however, nowadays this is not the case since people become more familiar with Disney’s interpretation of these tales. Disney’s full-length animated films have been a popular form of children’s animated literature for more than 60 years. But when we look back at racial representations from the time of the 1940s in films such as Disney’s Dumbo (1941), we are likely to be shocked by how negative and overtly stereotypical the racial representations are. The literature review shows that this subject has been studied in a general manner. However, this study reveal the fact that even though the films of Walt Disney are widely considered as innocent, pedagogical tools that aim to educate the most sensitive part of the society i.e. children, a critical viewing will show that they generally reflect racist stereotypical connotations about non-western people. M1 Thus, this research raises a set of interesting questions such as how the western best views the orient rest. M2 Therefore, this paper will be focusing on revealing the negative, inaccurate representations that sought to propagate racism in a sample of three full-length animated Disney movies namely: Dumbo (1941), Aladdin (1992), and The Lion King (1994). This study finds that the Magical Kingdom had stereotypically portrayed people of color namely Arabs, African and African Americans or blacks in general. These stereotypical depictions were consciously adopted to
provide young audiences with distorted facts about their Other and thus perpetuating and reinforcing racism. M3

From this example we conclude that a well formed abstract is the one composed by all Swales’ three rhetorical moves. However, (AB*Lit 2) and (AB*Lit 3) considered to be in a Non-linear patterns as they were composed of moves that did not follow the same order. In the other hand, (AB*Lit 4), (AB*Lit5), (AB*Lit6) and (AB*Lit8) represent a Completely linear abstract in which they contain all the three rhetorical moves (M1, M2, M3) with the same sequence as in Swales (1990) CARS model. The Semi-linear patterns materialized in (AB*Lit1) as they were composed of fewer than the three moves.

2.2.3 Genre Analysis of Civ Corpus of MA theses of abstract sections

2.2.3.1 Move Analysis of Abstract sections (Civ)

The third and the last investigated sample in this paper consists of 8 MA theses abstract sections written by graduate students of English in the field of Civilization. This sub-corpus was also analyzed manually against Swales (1990) CARS model. The findings revealed from the macro analysis of abstracts are detailed in table (2.6).
Table 2.6 Distribution of Swales (1990) CARS model moves and steps in Civ Corpus

<table>
<thead>
<tr>
<th>Moves&amp;Steps</th>
<th>AB* Civ 1</th>
<th>AB* Civ 2</th>
<th>AB* Civ 3</th>
<th>AB* Civ 4</th>
<th>AB* Civ 5</th>
<th>AB* Civ 6</th>
<th>AB* Civ 7</th>
<th>AB* Civ 8</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>S2</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>S3</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>5</td>
<td>62,5%</td>
</tr>
<tr>
<td>M2</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>NP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>1</td>
<td>12,5%</td>
</tr>
<tr>
<td>S1B</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>
| S1C         | -         | -         | -         | -         | -         | -         | -         | -         | 0  | 0%
| S1D         | -         | -         | -         | -         | -         | -         | -         | -         | 0  | 0%
| M3          | P         | NP        | P         | P         | P         | P         | P         | P         |    |    |
| S1A         | +         | -         | +         | -         | +         | +         | -         | +         | 5  | 62,5%|
| S1B         | -         | -         | -         | +         | -         | -         | -         | -         | 1  | 12,5%|
| S2          | +         | -         | +         | -         | +         | +         | +         | -         | 5  | 62,5%|
| S3          | -         | -         | -         | -         | -         | -         | -         | -         | 0  | 0%

Table 2.6 revealed that 5 out of 8 postgraduates of Civilization group in the English language department of OEB University employ all the three moves of the CARS model. In which move 1 *Establishing a Territory* seems to be almost *obligatory* in 75% while move 2 *Establishing a niche* was found in 5 of the 8 abstract with the frequency of 50% and therefore considered to be *conventional*. Whereas, move 3
Occupying the niche came next with an average rate of 62.5% and also considered conventional. A more detailed description of moves is presented below.

2.2.3.1.1 Move 1 Establishing a Territory

![Chart: Frequency of steps (Percentage) of Move 1 in Civ corpus]

As it was explained in the first chapter, move 1 aimed at establishing a territory for present research to be presented though one or more of three steps. Generally, Swales (1990) categorized this move into 3 main steps. Civ writers of abstracts seemed to have paid much importance to move 1. As was mentioned before, this move occupied 75% of total number of Civ sample. Step 1 function to claim centrality of the topic and it was occurred in 6 out of 8 abstracts in the corpus with 75%. It was observed that the six abstracts started with this step. Sentence a-) demonstrate step 1:

a-) Islam in America expanded fast in the recent years due to the large interest in the faith that led to conversions.
Moreover, move1 realized by step2 *Making Topic Generalization* similar to step1 step2 also considered **obligatory** as it occurred 75% of the entire corpus and it situated after step1 directly. The following sentences realized step2 in the text:

b-) *Those conversions were the result of the answers given by the religion to the questions that are unanswered in Christianity. Islam for the new converts means a guide for their lives and a solution to their problems.* (AB*Civ2)

Not much different from the first and the second the third step *Reviewing Items of Previous Research* occurred 62, 5% in the analyzed data and it seems to be **conventional**.

*E.g The American Cinema was subjugated to a systematic development that was inaugurated in the 1920s, and evolved to be the first entertainment industry in America. Many historians who delved in this subject demonstrated that, as a new medium, Cinema had Two-dimensional areas that tackle from one side its nature as a system that reproduces culture.* (AB*Civ5)

### 2.2.3.1.2 Move 2 Establishing a Niche

Establishing a niche move supply the research with a convenient justification by indicating a gap, challenge to claim or raising a question or it may be in a form of continuing a tradition.
Figure 2.8 Frequency of Steps (Percentage) of Move2 in Civ Corpus

This move was the least used move by Civ postgraduate’s writers with the frequency of 50%. The most frequent step in this move was step 1A Indicating a gap with 50% of the total sample. The next occurred step was step 1A Counter-claim with a percentage of 12, 5% of all. However, step1C and step1D seems to be totally absent. The sentences below are very representative for step 1A a-) and step 1B b-)

a-) According to different participants, this phenomenon exists in the Arab World at a high degree because of the Palestinian issue. (AB*Civ1)

b-) At that time, science and religion were two faces of the same coin and Muslim scientists could achieve in mathematics, medicine, astronomy and other sciences what had never been achieved before
2.2.3.1.3 Move 3 Occupying the niche

![Bar chart showing the frequency of steps in Move 3](chart.png)

**Figure 2.9 Frequency of Steps (Percentage) of Move3 in Civ Corpus**

Last and not least *Occupying the niche* move aims to occupy the space that has been established in the second move. In this corpus move3 was realized by three steps, the most frequent step is step 1A *Outlining purposes* with 62.5% of abstracts and labeled **conventional**. The same frequency was for step2 *Announcing principal findings* whereas step1B *Announcing present research* labeled **optional** as if it occurred just 12.5% of the whole number. The following instances are representative to all these steps:

**Step 1A** Though this dissertation aims to examine the nature of relation between America and Arabs, it goes on to explain how this relation has been worsened because of the close relation between the U.S. and Israel. (AB*Civ2)

**step 1B** this Mémoire claims that the growth of Islam is remarkable and this has been proved through the involvement of Muslims in all fields of the American life.
**Step 2** In conclusion, our research has **found** out that Islam has succeed in creating an identity in the American mind; therefore, Americans nowadays do not see Islam as the religion of terrorism but a religion of peace and tolerance. (AB*Civ1)

**2.2.3.2 Organization of moves in Civ Corpus**

Table 2.7 The move patterns and Types of Linearity in Civ corpus

<table>
<thead>
<tr>
<th>Civ Corpus</th>
<th>Move patterns</th>
<th>Types of Linearity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB*Civ1</td>
<td>M1 → M3</td>
<td>Semi-linear patterns</td>
</tr>
<tr>
<td>AB*Civ2</td>
<td>M1</td>
<td>Semi-linear patterns</td>
</tr>
<tr>
<td>AB*Civ3</td>
<td>M1 → M2 → M3</td>
<td>Completely linear patterns</td>
</tr>
<tr>
<td>AB*Civ4</td>
<td>M1 → M2 → M3</td>
<td>Completely linear patterns</td>
</tr>
<tr>
<td>AB*Civ5</td>
<td>M3 → M1 → M2 → M3</td>
<td>Non-linear patterns</td>
</tr>
<tr>
<td>AB*Civ6</td>
<td>M1 → M3 → M2 → M3</td>
<td>Cyclical patterns</td>
</tr>
<tr>
<td>AB*Civ7</td>
<td>M1 → M2 → M3</td>
<td>Completely linear patterns</td>
</tr>
<tr>
<td>AB*Civ8</td>
<td>M1 → M3</td>
<td>Semi-linear patterns</td>
</tr>
</tbody>
</table>

The last investigated move patterns was already presented in the table above. A **Completely linear patterns** was the most appeared move patterns in 3 out 8 abstracts namely( AB*Civ3, AB*Civ4, AB*Civ7) followed by a **Semi-linear patterns** with 3 frequencies(AB*Civ1, AB*Civ2, AB*Civ8). The rest of moves patterns have all appeared just once during the whole of the sample. It’s important to mention that move3 occurred once at the beginning of abstract ( AB*Civ5) and have been significantly actualized through outlining purposes and therefore it’s labeled **Non-linear patterns**. Also it was noted that one of the abstracts of Civ sample follow a **Cyclical patterns**
with repeated move exactly M3 and it is \((\text{AB}^*\text{Civ6})\). It was also observed that M1 was the initial move in almost the entire corpus and this due to the nature of the field of writing in civilization on that need to demonstrate the value of the discussed topic at a global level.

As Ayer (2008) asserted that one may not find an exact definition to distinguish between moves and steps and thus, the analysis was a bit difficult. Anyway, despite of the difficulties that was held in the analysis of the two different levels, the move step level and macrostructure level the first question of this research 1-) What are the move-steps organization do MA graduate students of English language department in SL, Civ and Lit options perform in writing their MA theses abstracts ? was answered in the discussion above.

2.2.4. The Compatibility of the corpus to Swales (1990) CARS model

Now in response to the second question of this paper 2-) To what extent are written abstracts of MA graduate students of ( SL, Civ & Lit ) accorder with the rhetorical strategies of Swales (CARS) model of academic writing ? A total of 24 abstracts were scanned for the existence of this model. The table below provides a summary about the moves and their essentiality in each corpus:
The results obtained from this study were not in line with Swales (1990) CARS model. Because in his model Swales classified move one as an **obligatory** move but the measured corpus showed that only Civ postgraduates employ M1 as an **obligatory** move whereas, it classified to be **optional** in SL sample and conventional in Lit sample. Also it was observed that M1- step3 considered to be **conventional** in Civ, **optional** in Lit and totally absent in SL corpus regardless the fact that Swales classified step3 as an **obligatory** step and both M1(step1, step2) as an **optional** steps.

Move 2 in the other hand, was classified by Swales (1990) by four optional steps. However, the results of the three sub-corpora revealed that (step1A) was totally absent in both SL and Lit sample and **optional** in Civ abstracts. **Step1B in M2** was appeared to be conventional in both Civ and SL corpus and **optional** in Lit sample. Additionally, the results showed that none of the SL and Civ abstracts use step1C and step1D in their
written texts. However, the two steps are presents in Lit corpus and Classified to be optional.

Move 3 was employed in almost all the analyzed abstracts in which step1A M3 classified to be obligatory in SL abstracts and conventional in Civ and Lit abstracts. Step1B was optional in both Civ and SL and conventional in Lit sample. Contrary to SL writers who use step2 as an obligatory step Lit and Civ postgraduates use it as a conventional step with the frequency of 50% and 62.5% of the entire corpus. Finally, step 3 was completely absents in three corpora.

The findings on the macro-structure level of this paper were not in agreement with Swales (1990) CARS model. It was concluded that SL written abstracts are accorder with Bhatia’s (1993) four move model than the CARS model as if all students use the method move to refer to the methodology they use in their research paper and provide a summary of findings in the end of their written abstracts. Whereas written abstracts of civilization and Literature options were slightly compatible to the (1990) CARS model in way they employ the three moves but not with the same essentiality as Swales (1990) described.

2.2.5 Contrastive Genre Analysis of SL, Lit and Civ Corpus of Abstract

2.2.5.1 Contrastive Move Analysis

To answer the third question of this research, “3-)what are the similarities and differences between the cross-disciplinary MA theses abstracts in terms of the genre structure of moves?”, It was driven from the comparison between the three groups that were examined in terms of the macrostructure level, the move-step level and types of linearity. The figure below provides a detailed visual interpretation for the whole analyzed corpus.
Figure 2.10 The frequency of Moves per Corpus

2.2.5.1.1 Phase 1 Similarities and differences at the move-step level

2.2.5.1.1.1 Move 1 realization

Figure 2.11 The frequency of steps (Percentage) of Move 1 in the Three Corpora
As the data analysis revealed **Establishing a territory** move was employed differently in each corpus in a way that, only postgraduates of Civilization branch used **M1** as an **obligatory** move. Whereas, it seemed to be **Conventional** in Literature written abstracts and **optional** in SL group. This move was realized by the two steps (**Claiming centrality, Making topic generalization**) in the three groups but step3 (**Reviewing items of previous research**) was not employed at all in SL corpus despite of its importance. Whereas, both Civ and Lit corpus step3 was reflected not as an **obligatory** step but rather a **conventional** in Civ and optional in Lit corpus.

2.2.5.1.1.2 Move 2 realization

![Bar chart showing the frequency of steps (Percentage) of Move 2 in Per Corpus](image)

**Figure 2.12** The frequency of steps (Percentage) of Move 2 in Per Corpus

**Establishing a niche** move was the less frequent move in the three corpora. It was realized only by step 1B **Indicating a gap** in SL corpus and was labeled **conventional**. It was also realized by the same step in addition to step 1A **Counter -**
Claiming in Civ corpus and also labeled conventional. Moreover, both SL and Lit analyzed abstracts characterized by the absence of step 1C and step 1D (Question-raising, Continuing a tradition). The results also revealed that there were not many differences between Civ and SL corpus. Differently, Literature written abstracts were classified according to the analysis as an optional move and actualized by a different step namely (indicating a gap, Question-raising and Continuing a tradition).

2.2.5.1.1.3 Move 3 realization

![Bar Chart]

Figure 2.13 The Frequency of Steps (Percentage) of Move 3 in Per Corpus

**Occupying the niche** move was employed in the three corpora and seemed to be obligatory in SL corpus and classified conventional in Lit and Civ abstracts. This move was actualized much by step 1A (Outlining purposes) and step 2(Announcing principal findings) with 100% for step2 SL corpus. Also this move was observed that it was missing step3 in the three corpora.
2.2.5.1.2 Phase 2: Comparison at the macrostructure level

The similarities and differences at the macrostructure level were turn around two main angles. The first angle is by showing the differences in applying moves and sub-moves and the functions behind these moves. While the second angle was the way postgraduates of the three options distributed the length or the weight of each single move. The weight of move 1 was significantly different between the three groups. In way that, it seems to be accorder to the need of the type of the research. In which the field of civilization requires more than one sentence to cover this move in way that it was observed that move 1 was realized by one paragraph and sometimes the whole abstracts cover just move 1. Similarly, the same thing happened in the SL abstracts but using move 3 and the method move that did not exist in our model of analysis. It was noted that move 3 was realized in a paragraph and sometimes the entire abstract including just move 3. The increasing use of this move was perhaps due to the nature of the field of applied linguistics in which students feel that more information about the method used and main purpose of this study.

2.2.5.1.3 Comparison at the level of move linearity patterns

Table 2.9 Frequency of Move Patterns and Linearity patterns across Corpora

<table>
<thead>
<tr>
<th>Types of linearity</th>
<th>AB*SLs</th>
<th>AB*Lits</th>
<th>AB*Civs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely linear patterns</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Semi-linear patterns</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Non-linear patterns</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cyclic patterns</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
As it was observed in the table above, significant differences were found in terms of move order between the three groups of corpora. It was evident that an ideal move patterns was (M1, M2, M3) in 9 out of 24 abstracts in the entire corpus. SL sample of abstracts was characterized by a non linear patterns including M3 in the beginning of the written text. Whereas, the move sequence of the majority of Lit corpus was in a natural order with completely linear patterns. Civ corpus in the other hand was between semi-linear patterns. However, the shared linear pattern in the three corpora was that of cyclical move pattern in which move cycle just once in each sub corpus of the 24 abstract.

To conclude, the results of the four questions of this contrastive genre-based study of 24 MA theses abstracts written by different postgraduates from different branches, namely Sciences of language, Literature and Civilization belonging to OEB University were discussed with details. The answers related to each question were presented under separate parts, with concern to move-step frequency and organization by comparing the three groups of corpora to one another. Depending on these findings a prototypical move-step model was developed for each group.
GENERAL CONCLUSION

Through this contrastive genre analysis study we have examined three sets of MA theses abstracts in English selected from three different options of the same English department of OEB University. The rhetorical patterns of the abstract sections from the three groups were analyzed using Swales (1990) CARS model. The analysis explored the generic similarities and differences found in the same written discourse genre of the three different disciplines. The following section summarises the main findings of this study, and discusses the pedagogical implication based on these findings. Finally, we draw attention to the limitations of the research methodology adopted; and we closed the thesis with recommendations for future research on the abstract genre in contrastive studies.

2.4 Summary of the findings

The finding revealed from this paper indicates that variation in writings can be existing at different level of text in the same language across disciplines. The comparison demonstrates significant differences in the order and frequency of the move-step employed. The first difference was in the level of the macro-structure and it shows how MA theses abstracts vary across disciplines. Following Swales (1990) CARS model, SL MA theses abstracts fundamentally do not have a conventional structure of Swales’ framework. As it was observed before the majority of the analyzed SL abstracts were composed by only one move in which they follow the [M3→] structure. While Lit MA theses abstracts nearly, accorder with the international convention based on the norms of the English academic writing which is a completely linear patterns. The majority of Civilization postgraduates in the other hand, follow at least a semi-linear patterns and succeed in employing the moves in their natural order. Moreover, other variation has been detected in this analysis was the method move that was present in almost every abstract in
the entire SL corpus and thus, it was the obligatory move following the third move (M3) in SL corpus. This illustrates the importance of describing the method adopted in the research. Therefore, it was concluded that the method move makes the half part of research in the field of applied linguistics because it was employed in the form of an independent move in almost the whole corpus and sometimes was embedded in the outlining purposes move (STEP3-M3).

The comparison of move-step level of MA theses abstracts revealed significance similarities and differences between the three corpora. Although, usually Civ abstracts are longer than Lit and SL abstracts because they include all the moves and each move was realized by 2 steps at least two steps. Establishing a territory move had principally the same function and realized by the same linguistic devices to achieve this aim which is generalizing the topic of the research in the three groups. Although only Civ abstracts include the establishing territory move more frequently than the other corpora and succeed in employing the three steps (step1-2-3) in M1 and therefore, it was concluded that the field of western civilization requires the presents of M1. Establishing a niche move was basically conventional in Civ and SL corpus of abstracts and was realized more frequently by step1B indicating a gap. Differently, it was optionally used in Lit analyzed abstracts. M3 Occupying the niche were found to be the only obligatory move in SL abstracts while the same cannot be said for Civ and Lit abstracts in which M3 classified as a conventional move. It was concluded that the three corpora seems to be different from one another in both the macrostructure level and the move-step level.

2.5 Pedagogical implication

Generally, the findings of this study have the pedagogical implication to help non native postgraduates in writing their MA theses abstracts section. Hyland (2000)
established that the comprehension of genre knowledge helps students in becoming accommodative members of their academic discourse community. This kind of contrastive cross-disciplinary analysis can be a guide to help members of academic discourse community including ESL and EFL students and teachers to perceive disciplinary variations in terms of Swales’ three move structure and its function in reformulating many texts genre like abstracts. Despite the fact that this research interested only in abstract genre as a basic components of the whole thesis, but it may provoke postgraduates to look after the move-step organization of the other parts of the entire MA thesis in the process of writing their research papers.

The issue revealed from this contrastive genre analysis study was the random realization of written abstracts by the three different options in the same department. This problem may require from instructors and or supervisors to establish a united academic writing model for the graduate students because even students with a high level need to follow an academic guide such as Swales (1990) CARS model or Bhatia’s (1993) four move model to write a well structured text genre since this models cover up all the information that should be exist in the abstract genre.

2.6 Limitation and further studies

The present research seems to be some way limited because it does not include an exhaustive list of moves series. In a way that only 8 MA theses abstracts chosen from each discipline. Thus it is proposed to have a large sized sample of MA theses abstracts in future contrastive genre analysis studies. The analysis of the chosen sample was held by only one human rater with a humble qualification in this kind of analysis and who might also have been subjective in detecting the moves and steps outlined in the analytical framework used to carry out the analysis of this study. Therefore, the analysis of this study might not be
reliable so it would be more accurate if other rater was participated in this investigation to check the validity and reliability of this research.

This study was only limited to investigate just a single genre and exploring only the MA theses abstracts in just one language across three different disciplines. However, further research can be conducted on other sections of MA theses, for instance the acknowledgment, conclusion and/or the introduction section. Also, it could involve other disciplines such as mathematics; chemistry and so on. Moreover, studies on the same genre which is the abstract sections of the MA theses written in two different languages such as English and Arabic merit further investigation. Furthermore, other studies can be conducted on both the microscopic level and the macroscopic level instead of this study that was only focused on the macrostructure level.
References


Lawrence Erlbaum Associates in EAP writing research and instruction (pp. 28-36).

The University of Reading: CALS.


APPENDIX ONE

The List of English SL branch Corpus of MA Theses

1. (AB*SL1) Aissaoui, S. (2014). Teachers’ and Students’ Attitudes Towards the Effect of Extensive Reading on Enhancing EFL Learners’ Vocabulary Knowledge The Case of First Year Master Students of Literature and Civilization at Larbi Ben M’Hidi University, Oum-El Bouaghi.

2. (AB*SL2) Abedelali, B. (2013). Investigating the Effects of Watching Films on EFL Students’ Pop Culture Awareness Case Study of First Year LMD Students at Oum El Bouaghi University.


Oum-El Bouaghi.

5. (AB*SL5) Bougandoura, F. (2013). Reviewing the Impact of Lack of Reading as a major Factor behind Students’ Poor Written Production The Case of Third Year LMD students at Larbi Ben M’Hidi University.


7. (AB*SL7) Belfetni, H. (2013). Teachers’ and Students’ Perspective about the Effect of Cooperative Learning on Enhancing EFL Students’ Reading Comprehension
The Case of First Year LMD students at Larbi Ben M’Hidi University.

APPENDIX TWO

The List of English Lit Branch of Corpus of MA Theses


3. (AB*Lit3) Bradja, A. (2013). Feminism at Stake: Baby Girl


5. (AB*Lit5) Kalli, I. (2015). Women in Literary and Cinematic Representation: Then and Now, a Comparative Study between Margaret Atwood’s the Handmaid’s Tale and Gillian Flynn’s Gone Girl


   Case study: Assia Djebar’s Les Nuits de Strasbourg (1997)

APPENDIX THREE

The List of English Civ Corpus of MA Theses


Islamic Contributions to Development of the Western Sciences, Technologies, and Thoughts: Seyyed Housein Nasr Vs Bernard Lewis


7. (AB*Civ7) Kensal, N. (2013). Muslims’ Contributions to Western Civilization:

Al-Idrissi’s Map of the World in the Twelfth Century AD.

يعتبر سوايلز 1990 على التحليل النمطي مصدر إلهام كبير بالنسبة لكثير من المحللين لأكثر من عقود من النمطية النص الأكاديمي، وخصوصاً ملخص (RA)، وقد حظيت باهتمام كبير من المجتمع الماجستير، ومع ذلك، تم تحليل ملخصات رسائل الماجستير باللغة الإنجليزية وفي ثلاثة مجالات مختلفة مثل علم اللغة (RA)، وخصوصاً ملخص (RA)، وخصوصاً ملخص (RA)

 Yoshio Ono

 حضارة على وجه واحد. وكان الغرض الرئيسي من هذه الدراسة هو مراجعة 24 جليزية من قبل مختلف طلاب الدراسات العليا من الخيارات من قسم اللغة الإنجليزية في جامعة

 وسيتم تحليل النصوص المحددة عشوائياً وفقاً لنموذج من الأبحاث الأكاديمية سوايلز 1990 (CARS)، على ذلك، تم تحليل البنية الخطابية كل ملخص من العينة حيث وتيرة الحركة ونظام عينات. سوايلز 1990 وبالإضافة إلى ذلك، أظهرت ملخصات أطروحات الماجستير خلفية التخصص إلى الطالب. نطلب الدراسات العليا لتسهيل مهارات الكتابة الأكاديمية.