A CONTRASTIVE GENRE ANALYSIS OF ABSTRACT OF MASTER OF ARTS (MA) THESES IN APPLIED LINGUISTICS WRITTEN BY NATIVE AND NON-NATIVESPEAKERS OF ENGLISH WITH RESPECTS TO MOVES AND MOVE MARKERS

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ABSTRACT

Throughout years, after Swales' ground-breaking contribution to the field of genre analysis, constellations of studies analyzing different sections of various genres such as academic, and business ones have been carried out. Among all these studies research articles (RAs) have received special attention in analyses but not most other genres. Theses in applied linguistics especially abstract section are of the neglected genres and need to be explored. Motivated by this, the present study was an attempt to study these genres for their generic structures and contrast this structure between Iranian and Natives' Master of Arts (MA) theses. In analyzing the abstracts five moves were identified, "Situating the research, Presenting the research, Describing the methodology, Summarizing the results, and Discussing the research, among these moves in both groups only the last move, Discussing the research", with some variation between the two groups. Move marker analysis was another phase of this study with some aims the first of which was finding lexico-grammatical patterns and it did not yield so promising results. The other aim which was scrutinizing writer identity in theses gave the overall conclusion that in abstracts both groups try not to include their identity in their theses. The findings of this study may be of use in ESP material designing and classroom discussions for consciousness rising.

KEYWORDS: Genre; Genre analysis; ESP genre school; MA thesis; Abstract section; Communicative moves

This paper is set around four related objectives. The first objective of the study is to analyze the generic structure of abstract section of MA theses in applied linguistics written by Native and Iranian students using move-step analysis and to find any possible variations in these two sections between the writing of these two groups. The second objective of this study will be to analyze the aforementioned sections for possible significant lexico-grammatical patterns, or as they are known form-function relations. The third objective of the paper is examining abstract section for writer identity from the viewpoints of personal pronoun use, verb tenses, voice, and hedges in abstracts. The last aim of the study is to find the overall function of the section. This study was carried out to explore the unexplored generic structure of an extremely important genre of academic genre, abstract. The term Genre has its roots in very old times when it was used to refer to normal everyday concepts such as "to be born", "to come to existence", or "to generate". Bringing a non-literary concept of genre, which is the focus of this study at the same time, is not so easy because the term has a long and delusive history and as Bawarshi and Reiff (2010) put it the term is really complex and the complexity which exists in the meaning of the word has been disseminated from the variety of views expressed by different traditions, from genre being mainly a tool of aintaining the class or type of texts, which is an old literary view of genre, to acting dynamically to generate a variety of discursive social actions. In another place the term has been given an ambience which is much closer to linguistic or non-fictional genre concept, "Genre is a term for grouping texts together, representing how writers typically use language to respond to A Contrastive Genre Analysis 22 recurring situations"(Hyland, 2008). Swales (ibid) points out that, in the early stages of linguistics, the concept genre has not been given its full recognition that it deserves, due to the dominance and prevalence of traditional, grammar-based approaches to texts and a disinclination to take over a term derived from art Levinson (as cited in Swales, 1990). Later in continuation Swales points out that, the concept is only given more attention by ethnographers and systemicists. In systemic linguistics the term has received its independent role and away from register only recently and it had caused a lot of problems. As a conclusion to this debate Swales claims that only recently has genre been given its pivotal role and its use over concepts such as register and style. However, by now linguistic contributions have conceded and appreciated the genre concept as types of goal-directed communicative events having schematic structure. Again according to Bawarishe and Reiff (ibid) the trends under this wing of genre are: Genre and Systemic Functional

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Linguistics, Genre and Historical/Corpus Linguistics, and English for Specific Purposes (ESP). Later on in the same book Swales (ibid) after offering detailed analyses of the aforementioned fields regardless of the differences that the term genre has in them he summarizes the common stance of the term in the fields as: 1. a distrust of classification and of facile or premature prescriptivism: 2. a sense that genres are important for integrating past and present; 3. a recognition that genres are situated within discourse communities, wherein the beliefs and naming practices of members have relevance; 4. an emphasis on communicative purpose and social action; 5. an interest in generic structure (and its rationale); 6. an understanding of the double generative capacity of genres- to establish rhetorical goals and to further their accomplishment. (Swales, 1990). ESP approach to genre analysis which is also known as Swalesian approach, due to Swales' great contribution in bridging ESP and genre analysis, can be seen as an evolution of the aforementioned two approaches, namely New Rhetoric and SFL approaches, as it has both intertextuality and systemic functional approach towards text, spoken language or in broader sense discourse. The term ESP is a part of much broader Language for Specific Purposes (LSP) term and according to Bawarshi and Reiff (2010) this applied trend has mostly targeted "studying and teaching specialized varieties of English, most often to nonnative speakers of English, in advanced academic and professional settings" (p.41). They go on by appreciating Swales' seminal work and his book "Genre Analysis: English in Academic and Research Settings" and they rightly propose that though ESP has its roots in years before, 1960s, and although researchers in ESP had begun using genre analysis as a research and pedagogical tool in the 1980s, it is Swales' entrance to the field and his seminal attempt in his book that brings the methodology and theory of ESP into the applied world of genre analysis. "It is largely due to Swales? work and the research it has inspired over the last twenty years that ESP and genre analysis have become in many ways synonymous" (Bawarshi and Reiff, 2010, p. 41). Bawarshi and Reiff's appreciation of Swales is not misplaced as it is seen that in the field ESP genre analysis the first working definition of the term genre comes from Swales as early as 1990.

LITERATURE REVIEW

The concepts discourse and genre are intertwined in a way that one cannot be tackled without the other and total exclusion of one while dealing with the other would spoil it or at least would make it look fragmentary. So in any attempt of discussing, or analyzing any genre there should be a reference to discourse and discourse analysis as this field, genre analysis, of course with its new sense not related to art or literary critique, but to what is known as non-fictional analysis using Swales' term, is an evolution from discourse analysis so a part of it at the same time. Besides, human life is nothing but a constellation of different discourses in different contexts and encounters, e.g., academic, social, and business and all these make a brief review of discourse and discourse analysis and its related concepts and terminologies at this very start of review of literature indispensable.

"Genre" as a term has its roots in French language and its first uses have been recorded in literature and art. According to Online Etymology Dictionary (www.etymonline.com) the word's history dates back to 1770, a French word in English meaning "kind, sort, style" which is used especially in French for "independent style" of painting, "depicting scenes of ordinary life", according to another dictionary, Thesaurus Online Dictionary (www.thefreedictionary.com), it is "a category of painting in which domestic scenes or incidents from everyday life are depicted". These two dictionaries alongside many others all agree on the point that the term is originally literature based and artistic. Despite all these, nowadays, due to its excessive use in different non-literary fields such as linguistics, discourse, and genre analysis sometimes such a crystal clear fact is ensconced in misleading assumptions. With regards to the definition of the term, range of definitions for the term is also very interesting and mind boggling, and it is again due to the fact that it is used in many different fields and disciplines and there is a long evolutionary history behind the term. On this issue Swales (1990) elaborates on the evolution of the meanings of the term. According to him genre in different fields has been assigned different meanings, in folklore studies it is thought of as a permanent form which is used as a classificatory concept, then there comes the genre in literary studies where it is defined as clarificatory rather than classificatory and there is a move towards dynamism in the term's definition. In this trend according to Bawarshi and Reiff (2010) are Neoclassical Approaches, Structuralist Approaches, Romantic and Post-Romantic Approaches, Reader Response Approaches and Cultural Studies Approaches to Genre. The other trend is genre in rhetoric; in this trend researchers have tried to classify discourse into broad

categories. Such as expressive, persuasive, literary, and referential depending on what is being fore grounded in a piece of writing or speech, e.g., when the writer or speaker gives importance to expressing him/her self that piece of work is expressive. Earlier attempts here are essentially deductive, top-down in their orientations and treat genre as a set of packed categories allowing no exploitation of any kind, however by contrast, approaches recently are more of anti-taxonomic nature , so not static, and proceed along inductive wing, giving genre a more central role in rhetorical inquiry and criticism. The last trend in which the term genre is realized is linguistics, Swales talks of genre's meaning in this trend as a distinctive category of any discourse type; here genre receives its due right in being completely dynamic and multidisciplinary, as it has been a focus of attention and used in miscellaneous fields such as composition studies, professional writing, rhetoric, linguistics and English for Specific Purposes (ESP). Regarding the last trend which is genre in linguistic trend, the basis of this study is also on this trend and one of its branches which is ESP, there are different evolutionary and chronological histories, but the most relevant and clear one is that of Bhatia (2004) on the side of academic, professional and other institutionalized contexts he asserts one can identify a variety of traditions such as discourse as genre, discourse as text, discourse as professional practice and discourse as social practice. On the side of chronological development of the field which Bhatia has elaborated on much more than the previously mentioned side it is possible to see three main phases, each one focusing on one major aspect of written discourse analysis. These phases are: Textualization of Discourse, Organization of Discourse, and Contextualization of Discourse. Another related evolution of written discourse which is again in line with

this historical trajectory comes from Bhatia (1993) with the title "from description to explanation in discourse analysis"(p.1).

METHODS

The corpus

The present study aimed to provide a detailed description of the rhetorical features of abstract section of MA theses written by applied linguistics students in English speaking universities, named as Native students in this study, and Iranian students and by having a cross-sectional and cross-institutional approach. This study tried to detect any probable similarities and differences between these two groups, Native and Iranian students, and abstract. The data for abstract section of Native theses were gathered, solely, from online sources, http://www.appling.ucla.edu/index.php, and also www.google.com was of great help. For Iranian abstracts there were two main sources the first one was universities, Tabriz State University, Tarbiyat Moallem University of Azerbaijan, Azad University of Maragheh, Azad University of Tehran (center), and the other one was again online, www.Irandoc.ac.ir.These purposes in the study were achieved by two level analysis, macro Move and Step analysis and micro Lexico-grammatical analysis.

The corpus of the study was gathered mainly from two different sources. The first source was Iranian universities, and the Internet. The corpus was 40 abstracts, 20 for each group. To prevent arbitrariness effect the corpus was selected randomly from a pool of 80 abstracts, 32 Native and 48 Iranian. Whole abstracts were from theses written from 2000 to 2012. Table1.1. provides the detail of the whole corpus.

Table 1.1 Numbers and Average of Words and Pages in the Whole Corpus

Native data		Iranian data	
Number of pages	average	number of pages	average
1-2	1	1-2	1
Number of word tokens	average	Number of word tokens	average
5310	265	4770	238

Procedures

As the title of this thesis shows, the cornerstone of this study is the conceptions of ESP approach which is also known as Swalesian approach due to his great

contribution to the field. In this study two terms of ESP genre analysis are used which are the building blocks of this thesis, the terms "Move" and its inseparable sibling, "Step". Numerous definitions have been proposed for the

term "Move" most of which are related (see review of literature), but here the most related and working one seems to be Swales' definition, according to him move is: "discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (2004, p. 228), and accordingly "step" is a smaller unit than move which acts as a smaller unit in realizing different moves, to make the picture clearer it suffices to have Swales' famous CARS models' first move: Establishing territory which is realized by three different steps namely:

Step 1 Claiming centrality and / or

Step 2 Making topic generalization(s) and / or

Step 3 Reviewing items of previous research

As it is seen one move may be realized by different steps and this was seen in the data analysis of this study. Taking Swales' approach as a model throughout years different studies have been carried out two of which were the most related ones to this study and were adopted as models of analysis. The first one was Santos' 1996 five move model for analyzing abstracts. These five moves in this model are "Situating the research", "Presenting the research", "Describing the methodology", "Summarizing the results", and" Discussing the research" with eight steps.

Data analysis alongside the discussion of the study went through some stages that were mostly of two distinct kinds. The first stage in analysis, in analyzing abstracts, was analyzing the texts for their move structures and at the same time assigning different steps their names according to their functions. There was another stage to this study which was carried out using concordance program, Ant Concordance 3.3 in this case, to find any specific words or word chains signaling existence of a move's corresponding steps. It should be borne in mind, however, that only steps that were of high frequencies were passed through this stage. Some results were also gained from this stage, some words were identified as a signals of specific steps, and whenever such a result was gained a further step was also carried out which was analyzing the key word in its context of occurrence, keyword in context (KWIC) in the aforementioned software. In this stage the attempt was to figure out any probable lexico-grammatical patterns, and at the same time an attempt was made to analyze writer identity in academic writing based on Hyland's (2005)

model, it should be added that due to the very nature of this software only use of first person pronouns, tense and voice of verbs, and hedges were analyzed.

Result

Move structure

The corpus of abstracts was analyzed using Swalesian famous move and step analysis based on the notion of communicative purpose. The model that was used in analyzing the abstracts was Santos' 1996 five move model for analyzing abstracts. Figure 1.2. is the definition and the name of these moves that were the starting point in the analysis.

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Figure 1.2: Abstract Moves and their Definitions

Moves	definition
Situating the research (M1)	This move is used to create a starting and reliable point of departure to the whole study which is realized by situating current knowledge, citing previous research and/or stating the problem.
Presenting the research (M2)	By this move the students introduce the research by making a statement of the thesis main feature main purpose or by talking of the hypotheses of the work.
Describing the methodology(M3)	purpose or by talking of the hypotheses of the work.
Summarizing the result (4)	**In this move the main focus is on presenting the findings and results of the thesis in one or some** short sentences.
Discussing the research (5)	**This move presents the significance of the research by either drawing conclusions, offering** recommendations, or implications of the study

The result of the analysis showed that all the aforementioned moves were present, but the percentages were different. In the native corpus which was composed of 20 abstracts of MA theses in applied linguistics the most frequent move was Presenting the research (19 occurrences which translated to 95% of the native data), second most present move in native data was Situating the research (17 occurrences, 85%), Describing the methodology was the third most frequently occurring with 16 occurrences that was 80% in the native corpus, next one was Summarizing the results with 15 occurrences that was 75%, and the last and least occurring move was Discussing the research that occurred only five times and translated to 25% percent and at the same time due to its scarcity of occurring was taken as the only optional move while all the other four moves were taken as obligatory in native abstracts. The result of the analysis showed that all the aforementioned moves were present, but the percentages were different. In the native corpus which was composed of 20 abstracts of MA theses in applied linguistics the most frequent move was Presenting the research (19 occurrences which translated to 95% of the native data), second most present move in native data was Situating the research (17 occurrences, 85%), Describing the methodology was the third most frequently occurring with 16 occurrences that was 80% in the native corpus,

next one was Summarizing the results with 15 occurrences that was 75%, and the last and least occurring move was Discussing the research that occurred only five times and translated to 25% percent and at the same time due to its scarcity of occurring was taken as the only optional move while all the other four moves were taken as obligatory in native abstracts.

In Iranian abstracts Describing the methodology was the most frequent and ubiquitous move occurring in all 20 abstract with the absolute 100% presence, the second rank in Iranian abstract was shared by two moves namely Presenting the research and Summarizing the results that were present in 19 abstracts, that equaled 95%, Situating the research was the next move regarding the frequency of occurring (occurred in 10 abstracts, 50% in the corpus), and the last and again least frequent move was Discussing the research and like native in the native counterpart it occurred only in five abstracts and occupied only 25% of the corpus which was again taken as optionalrather than mandatory. Table 1. 3. Shows all these findings.

Table 1.3: Frequency and Percentage of Moves in Abstracts: Differences of Iranian and Native Abstracts

Move	All	Native		Iranian	
		N	Percent	N	Percent
Situating the research	27	17	85%	10	50%
Presenting the research	38	19	95%	19	95%
Describing the methodology	36	16	80%	20	100%
Summarizing the results	34	15	75%	19	90%
Discussing the results	10	5	25%	5	25%
Total	145	72			

Regarding the differences two groups, Iranian and native students, were not so much different. Situating the research move was not used with the same frequency where native students used the move 17 times, Iranian used it only 10 times and this may be due to the fact that Iranian students want their abstracts to be short, sometimes professors ask their students to have short abstracts, this was also confirmed by relative short abstracts regarding the number of words, which was 5310 and average of 265 words for native and 4770 and average of 238 words for each abstracts. This may also be partly due to the native speakers' tendency to have a complete and full-fledged start, but it is not very absolute as some of the natives ignored it too.

The second move Presenting the research had exactly the same frequency and was almost used in all abstracts, 38 out of 40, this high frequency of use of this move by both groups seems self-evident as this is the first part a reader or an examiner would be introduced to the work done and ignoring such an stage may cause great confusion on the part of the reader and may have bad consequences for the student, because the reader may not take time to search in the other parts of the thesis to find the main purpose or hypothesis of the study.

Describing the methodology is the part that thing changes in the discussion of Iranians and natives, here not all natives realized the move, 80%, while all the abstracts on the Iranian front had this move and this may be explained by Iranian students', at the same time their professors", willingness to talk of methodology of the study, as I experienced in my own and my friends' cases while working on our theses, one of the first things that we had in mind even before exactly narrowing down our final topic was the methodology. We look for a method in an enthusiastic manner maybe to guarantee our work basis and whole framework and due to this we want to foreground it some way or another and one suitable place to show it is in the abstract.

Summarizing the result again was the part that had received more attention from Iranian students by 95% nearly all abstracts had this move and natives had this move by 75% which is again high, and this nuance maybe due to the fact that Iranian students, including I, are eager to show the result of their study and what they have done and achieved and like Methodology they want to make a powerful and vivid image of what they have done on their own part.

Discussing the research on both wings has not been realized and seems not to be welcome so much in

this part, and this maybe has been caused by the facts that at first it is the last part and like other parts of the thesis the last stage does not receive its due attention, as in the last move of conclusion part that will be explained later in detail or even the conclusion itself as a whole which is the last part of theses and research articles and has not been even explored well enough, another reason maybe students unwillingness to put all their eggs in one basket and talk of implications or overall conclusion of the study

and revealing things too soon and compromising the promotional nature of abstract.

Regarding the number of moves used there is a very interesting similarity that the total number of moves is 145 which is divided somehow equally by 72 for native and 73 for Iranians. This is the very due course to have an image of the move patterns found in the abstracts. Table 1. 4. Shows these patterns and the frequency of their occurrences in both groups.

Table 1.4: Frequencies and Number of Move Patterns in Native and Iranian Abstracts

Move structure	Native	Iranian	total
1. **M2-M3-M4**	3	9	30%
2. **M1-M2-M3-M4**	3	6	22.5%
3. **M1-M2-M3- M4-M5**	2	1	7.5%
4. **M1-M2**	2	0	5%
5. **M2-M1-M2-M3-M2-M4**	2	0	5%
6. **M1-M2- M3-M5**	1	1	5%
7. **M1- M3-M4-M5**	0	1	2.5%
8. **M1-M3-M2- M4-M5**	0	1	2.5%
9. **M2-M3-M4-M5**	0	1	2.5%
10. **M1-M2-M3**	1	0	25%
11. **M2-M1-M3-M4**	1	0	2.5%
12.**M1-M3-M4**	1	0	2.5%
13. **M1-M2-M5**	1	0	2.5%
14. **M1-M2-M3-M2-M4**	1	0	2.5%
15. **M1-M2- M4-M2**	1	0	2.5%
16. **M1-M2-M3-M2-M4-M5**	1	0	2.5%

In this table as it is evident 16 different patterns were used in 40 abstracts and students have used the moves in different combinations with the natives using 13 and Iranians using seven different move patterns. This show more variety on the part of natives to use different combinations and more conservativeness on the part of Iranians and I think this may have something to do with originality of study, maybe Iranian students are much willing to copy or follow others' path while native students rely more on their own creativity.

Results of Steps and "Move Markers"

What was presented as move analysis of course have smaller building blocks called "Step" and these steps are the realizations of the Moves. Table 1.5. shows the steps and their frequency, of these steps the first two steps, Situating current knowledge, and Citing previous research are steps of the first move, Situating the research, next three steps, Indicating main features, Indicating main purpose, and Hypothesis raising are related to Presenting the research move, and the last three steps, Drawing conclusions, Giving recommendations, and Pedagogical implications are the steps of Discussing the research.

Table 1.5: Frequency and Percentage of Steps in Abstracts: Differences of Iranian and Native Abstracts

Steps	Native		Iranian		Total	
	N		N		N	percent
S1: **Situating current knowledge**	15		9		24	29%
S2: **Citing previous research**	1		1		1	1%
S3: **Indicating main features**	7		0		8	10%
S4: **Indicating main purpose**	18		18		36	43%
S5: **Hypothesis raising**	1		3		4	5%
S6: **Drawing conclusions**	0		2		2	2%
S7: **Giving recommendations**	4		1		5	6%
S8: **Pedagogical implications**	1		2		3	4%
Total	47 N	57 %	36 N	43 %	83 N	100 %

For the other purpose of the study I used a Concordance program, namely Ant Concordance 3.3, to find any prominent lexico-grammatical feature. In doing so, as is the case in software register analysis, I picked the two steps, Situating current knowledge, and Indicating main purpose, as they had occupied about 72% of the whole steps. Analyzing the most frequent steps, which were two steps in this study, using the concordance program at first to find the most frequent words and possible patterns or keywords, no significant finding was gained. Table 1.6.shows the word frequencies that were found in concordance analysis.

Table 1.6. Frequency of 15 Most Frequent Words

All abstracts		Iranian S1		Native S1		Iranian S4		Native S4	
The	684	The	27	The	39	Of	50	Of	42
Of	468	Of	23	Of	30	The	43	The	31
And	338	And	21	and	28	In	27	And	19
In	306	To	17	To	24	Study	17	In	19
To	226	A	11	In	18	To	16	This	18
A	151	In	11	A	15	EFL	14	Study	17
Study	104	As	9	Student	9	And	13	To	17
That	102	Language	9	That	9	The	11	Do	13
Was	98	Has	8	Writing	9	On	10	A	8
Were	94	Is	6	English	8	English	9	Is	7
Students	90	Be	5	ESL	8	Learners	9	Students	6
On	81	Been	5	Is	8	Was	9	ESL	6
Language	79	For	5	Are	8	A	8	From	6
English	76	It	5	studies	8	Effect	8	How	6
For	69	On	5	Audit	7	This	8	Learners	6

Writer Identity in Abstracts

The most striking and meaningful difference that was observed in concordance of the two most frequent steps was the use of is by natives and was by Iranian students in Indicating the main purpose step to show the purpose of the study. In this specific steps Iranian student in nine cases had introduced their theses purpose in the past and natives in seven cases had used simple present to introduce their purpose. The explanation for this may lie in the fact that natives, like the genre of news and newspaper, use simple present to add immediacy and freshness to their work, and as Hyland (2005) asserts to

include their own identity, while Iranian use past to stay a bit distant from the work maybe to heed formality. These cases are: Seven cases of simple present, "is", use in natives' purpose step:

1. This study project **is** a secondary analysis of data collected in the Adult ESL Lab School project.

2. This study **is** a genre analysis on 40 RA abstracts written in two languages, English and Chinese and from two disciplines, chemistry and linguistics.

3. The purpose of this study **is** to examine how gender conditions the production of talk in an ESL classroom.

4. The purpose of this study **is** to examine the way in which low-level adult ESL students construct activities to meet their own needs and objectives within the framework of pair interaction assignments given by the teacher.

5. The purpose of this study **is** to examine the communication strategy use of one adult ESL learner in two different task types over 17 months.

6. The manner in which the instructor treats an error **is** the focus of this study.

7. The purpose of this study **is** to explore the role of model texts (sample answers) as a source of feedback in L2 writing.

Nine cases of simple past use, "was", in Iranian students' purpose step:

1. The present study **was** conducted to investigate the relationship between the level of language proficiency and background content knowledge with EFL reading comprehension.

2. The purpose of the present study **was** to compare the distribution of interactional metadiscourse resources in research article abstracts written in English by English (native speakers of English) and Iranian (non- native speakers of English) academics.

3. The purpose of this study **was** to compare 'interactive' and 'interactional' metadiscourse in the introduction section of introductory textbooks vs. scholarly textbooks in the field of applied linguistics.

4. As such, the present study **was** carried out with the aim of examining Farsi ostensible invitations in terms of the universals of pragmatics.

5. The present study **was** an attempt to determine the impact of direct instruction of narratives on Iranian Elementary EFL writing ability conducted in "randomized pretestposttest" design.

6. The purpose of this study **was** to investigate the impact of listening practice on reading ability of the adult EFL learners.

7. The purpose of this study **was** to explore the effect of summary-reaction writing on Iranian EFL learners 'retention & recall of general scientific texts.

8. The present study **was** designed to explore the profile of occurrences of hesitation markers in Iranian EFL learners' spontaneous speech in contrast with the profile of occurrence of the same markers in the spontaneous speech of English native speakers and to find the effect of the speaker's sex in the profile of occurrences of these markers in both EFL learners and English native speakers' speech.

9. The present study **was** conducted to compare the effect of implicit focus on form through corrective recast with the effect of delayed, explicit focus on form. To examine another prominent feature of writer identity in concordance the use of first person pronoun, I, me, my, we, us and our as the writer-self was examined. In Iranian abstracts there was no use of these pronouns, but in native abstracts six uses of "I" and four cases of "My" were found, it should be added that all these cases were found only in four abstracts, and as a result as Hyland (1996 & 2002) asserts students in academic writing tend to impersonalize their text by not using first person pronoun, even professors mostly ask the students to do so, and in this regard both Iranian and Native students seem to law-abiding and depersonalize their texts. These six cases are:

1**. I** then observed actual teacher practice in the classroom to determine if practice correlated with belief. The question that this research project considers is, are teachers' philosophical beliefs regarding error correction consistent with their classroom practice? In order to answer this significant question, the following research questions were also posed and answered: 1) What are teachers' philosophical beliefs about error correction in beginning level adult community ESOL classrooms?and 2) what error correction techniques are teachers using in their beginning level adult community ESOL classroom? The data collection for this project was a process of eliciting from the participants their ideas about error correction through a questionnaire and interviews.From

this I ascertained each teacher's philosophical beliefs regarding error correction. I then

observed the teachers in their classroom by way of video data. When student errors occurred,I recorded the teachers' treatment of the errors on a coding schema. In a second part of the data collection process, I met individually with the teachers to discuss the video data and my coding of the error correction episodes.

2. Overall, **I** found that the classroom level and the task at hand both have an effect on which morphemes will have obligatory occasions at all.

3. **My** research specifically questions which of fourteen morphemes are present at the verybeginning level (Level A) of adult ESL classes, how the presence or absence of the morphemeschanges as this learner progresses to higher levels (Levels B and C), and

4. How level and classroom task affect morpheme percent accuracy. **My** results show that not all of the fourteen morphemes have obligatory contexts in Level A, but as this learner progresses to Levels B and C, more morphemes are used in the classroom.

5. **My** research answers the following questions: What communication strategies do an adult low-level English learner use in teacher supplied language support activities and open-ended classroom language activities, and do these strategies change over time or with task variation?

This finding was supported by the number of agentless uses of passives, in Iranian abstracts there were 92 uses of passives while in native abstracts only 44 uses of passive were found. Though this finding on its own does not reveal anything important, it just, to a very extent, shows Iranian students tendency to use more passive structures to distance themselves from their work compared to their Native counterpart. Some of these passive structures are:

Native abstracts

1. First, the vocabulary size of students from each language group **was compared** and the relationship between vocabulary size and institutional placement level **was examined**.

2. The resulting scores **were examined** in relation to three aspects in which members of those dyads could differ.

3. Although visual support in the form of pictures and video **has been widely used** in language teaching…..

4. These slots **are organized** into a formal model of writing system descriptions that captures the semantics of writing systems**.**

Iranian abstracts

1. The second instructional group **was given** a grammar consciousness-raising (CR) task in which the participants communicated and interacted about the target structure to discover rules for it. The control group **was given** a comprehensible input with no explicit or implicit focus on the target structure of the study.

2. 34 undergraduates **were interviewed** and afforded 68 ostensible and 68 genuine invitations. And, 41 pairs of friends **were interviewed** and afforded 41 ostensible invitations. The data **were then put** to statistical tests.

3. Research **has been conducted** in ShahidBeheshti high school in Maragheh.

4. In the explicit instruction, participants **were given** direct articulatory explanations on the way each of the above phonemes **is produced**.

Another very important identity marker according to Hyland (2005) is the use of "**hedge**" in writing that allows the writers to include their own opinions in their writing, Hedge allows information to be presented as an opinion rather than accredited fact and because of this it seems to be a device used in soft sciences rather than hard sciences. Regarding the use of hedge both groups were active and they use this device in their abstracts. On the whole 18 uses of different hedges, **may, might, should, and could** were found in Native corpus, and in Iranian corpus only seven cases of hedges, **could, would, and may**, were found which is again showing natives' propensity to have their opinions in their writings more than their Iranian counterparts. Regarding their places of use there was not any specific move to which they are assigned, and they are distributed among almost all the moves. Some examples of these hedges are:

Native abstracts

1. The results **may** highlight the important role of metadiscourse in academic writing across disciplines.

2. The study may conclude with a reflection on the need for further research and can highlight the significant role of metadiscourse in academic texts.

3. However, none of these previous studies have looked at very beginning- level English as a Second Language (ESL) learners or how the context of a second language classroom **might**affect the presence or absence of those morphemes in obligatory contexts.

Iranian abstracts

1. The results **may** highlight the important role of metadiscourse in academic writing across disciplines.

2. This study **may** promise theoretical and pedagogical implications for teachers, learners and curriculum designers.

3. Anxiety **could** be described as feelings of uneasiness, frustration, nervousness, and worry. (Horwitz and Young,1991.27)

About the identity of writers in their theses abstracts, according to my corpus it may be concluded that both groups tend to be willing to stay a bit distant from their writing rather than including themselves. However, on the whole Natives are closer to their work compared to Iranian students. In using tense, in purpose step, Natives have used "is" while Iranian students have used "was", again in using passives Native students have moved towards the identity showing wing rather than identity concealing one by using less, 44 passives, compared to Iranian students who have used 92 passives, regarding hedges Natives have used more hedges, 18 hedges, and Iranian students have used only seven hedges and in the case of using personal pronouns again Natives have ten cases of use compared to nothing in Iranian part.

CONCLUSION

The present study was set out to compare/contrast the rhetorical features of abstract section of MA theses written by Iranian and Native students of applied linguistics using Swalesian ESP approach. This study was carried out around the aforementioned objective. In relation to the objective of the study, which was to find the generic structure of a section of MA theses in applied linguistics namely Abstract using ESP genre approach and Swales' famous Move and Step concepts, some moves alongside their steps were identified. In abstract section using Santos' 1996 model for analysis of abstracts five moves alongside some steps were found, the found moves were Situating the research, Presenting the research, Describing the methodology, Summarizing the results, and Discussing the research, among these moves

in both groups only the last move, Discussing the research, with 25 percent of use was found to be optional and the first move in Iranian part with 50 percent of use vacillates between optional and obligatory due to disagreement on what percentage is the cut off number, and all the other moves in both Iranian and Native part, though with nuance difference, are obligatory. There were also some steps that function as different realization of these move, these steps and the moves to which they belong were, Situating current knowledge, and Citing previous research that are steps of the first move, Situating the research, next three steps, Indicating main features, Indicating main purpose, and Hypothesis raising are related to Presenting the research move, and the last three steps, Drawing conclusions, Giving recommendations, and Pedagogical implications are the steps of Discussing the research. These steps were also used by both groups with some differences, and there were not any steps or moves that were present in one group's theses and not the others and on the basis of this it can be concluded that the generic structure of the abstract of both groups is very similar. In this section, no significant achievement was procured, there were not any significant lexico-grammatical patterns and keyword analysis of the most frequent words yielded no results.

Another finding of this study was tracing writer identity in this genres using Hyland's writer identity marker yardsticks. In abstracts which were analyzed for this reason considering four criteria of writer identity, personal pronouns, verb voice, tense, and hedge, in the end it was concluded that both groups tend not to include themselves in this genre and try to be distant, maybe due to this genre's being short and heavily dense with information and being considered as being highly formal. This claim, abstracts being heavily loaded by information, can be further supported by the five different moves being included in this small one or two pages genre. Abstracts regardless of their shortness have to promote the job and get the readers' attention to continue reading it, and this may be the reason why writers tend not to include themselves in it. However, it should be taken into consideration that Native students were little active in having themselves in their writing compared to Iranian students.

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