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ضوابط النشر

١-مجلة جامعة الأنبار للغات والآداب مجلة فصلية علمية محكّمة تصدر عن جامعة الأنبار بواقع عددين في السنة، تنشر البحوث من الجامعات والمؤسسات العلمية المحلية والعربية والأجنبية، في الآداب واللغات الحية.

٢-يقدم الباحث البحث مطبوعًا في نسختين يكون حجم الخط (١٤) للمتن و(١٢) للهوامش الختامية بخط

(simplified Arabic) للبحوث باللغة العربية، وبخط (Times New Roman) للغات الأخرى وبمسافات منفردة، وبمسافة (٢.٥) من جميع الجهات.

٣-تكون البحوث المقدمة للنشر مكتوبة وفق المناهج العلمية البحثية المتعارف عليها ويرفق مع كل بحث مستخلصين باللغتين العربية والانجليزية بحدود (المائة)كلمة لكل منهما مع الكلمات المفتاحية.

٤-ألّا يزيد عدد صفحات البحث على (٢٥) صفحة مع الأشكال والرسوم والجداول والصور والمراجع، وتستوفى مبالغ إضافية من الباحث لما زاد على ذلك، أما الملاحق فتُدرج بعد ثبت المصادر والمراجع، علمًا أنّ الملاحق لا تنشر وإنما توضع لغرض التحكيم فقط.

٥-يرجى طبع الآيات القرآنية وعدم نسخها من المصاحف الالكترونية، مع مراعاة دقة تحريكها لغويًا.

٦-تعرض البحوث على محكمينَ من ذوي الاختصاص لبيان مدى أصالتها وصلاحيتها، ولا تعاد البحوث إلى أصحابها سواء نشرت أو لم تنشر.

٧-يحصل الباحث على نسخة واحدة من العدد الذي ينشر فيه بحثه.

٨-ما ينشر في المجلة يعبر عن وجهة الباحث (الباحثين)، ولا يعبر بالضرورة عن وجهة نظر المجلة.

٩-تحتفظ المجلة بحقوق نشر البحوث الحصرية وفقًا لقوانين حقوق الطبع والملكية الفكرية الدولية ولا يجوز النقل أو الاقتباس أو إعادة النشر لأي مادة منشورة في المجلة إلّا بموافقة خطية من المجلة.

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بسـم الله الرحمـن الرحــيم

رئيس تحرير المجلة

Rhetorical Move Analysis of Iraqi Post Graduate Students' MA Linguistics Thesis Abstracts

تحليل الحركة الخطابية لمستخلصات رسائل الماجستير في علم اللغة لطلبة الدراسات العليا العراقيين

Marwan Salah Abbas
mar20h1012@uoanbar.edu.iq

Asst. Prof. Dr. Juma'a Qadir Hussein
ed.juma.qader@uoanbar.edu.iq
College of Education for Humanities, Department of English / University Of Anbar

المستخلص

أهتم العديد من الباحثين مؤخرًا بالتحليل النمطي كطريقة للحصول على معلومات دقيقة حول المناورة بلغة الكتابة الأكاديمية. التحليل النمطي يمكّن الباحثين من الحصول على رؤية دقيقة من شأنها أن تساعد في إنتاج قطعة كتابية جيدة التنظيم. تناولت الدراسات السابقة التحليل النمطي من جوانب عديدة. ومع ذلك وبحسب معرفة الباحث، لا توجد دراسة سابقة لتحليل مستخلصات رسائل الماجستير العراقية في علم اللغة وفقًا للانتقالات البلاغية باستخدام انموذج سويلز كارز (٢٠٠٤). وبالتالي فإن هذه الدراسة هي محاولة لتقييم الانتقالات البلاغية المستخدمة في المستخلصات. تهدف الدراسة الحالية إلى تحليل بنية الانتقالات البلاغية لمستخلصات رسائل الماجستير في علم اللغة الإنجليزية في العراق من طلاب الدراسات العليا. تحقيقا لهذه الغاية ، تم اختيار عينة الدراسة قصديا لثلاثين مستخلصاً وتم تحليل البيانات بناءً على انموذج سويلز كارز(٢٠٠٤) للانتقالات البلاغية. كشفت النتائج عن وجود عدد قليل من الباحثين الذين اتبعوا بنية الانتقالة الاولى، والانتقالة الثانية، والانتقالة الثالثة. وتم تكرار الانتقالات بصورة عشوائية وبالتالي فإن تطبيق نموذج سويلز (٢٠٠٤) يعتبر مساهمة جديدة للإطار النظري الجديد.

Abstract

Many researchers have recently been interested in the Genre-based analysis of the manipulation of academic writing language such as the rhetorical moves of the thesis abstract section. Genre-based analysis of rhetorical move structure provides a keen eye on the effective organizational and functional aspects of abstract components. These rhetorical move structures have often been overlooked or written differently by different writers, especially in the Iraqi context, that is, M.A linguistics thesis abstract section written by Iraqi postgraduate students. A few studies on rhetorical move structures have been conducted in the Iraqi M A linguistics university context, hence more studies are required. To this end, thirty M.A linguistics thesis abstracts have been purposively selected from three Iraqi public universities representing different parts of Iraq. Therefore, the current study is a genre-based analysis of the rhetorical move structure of Iraqi Post-Graduate Students. Swales (2004) model has been adopted to qualitatively analyze the rhetorical move structures of the thesis abstract. The findings revealed that there were few researchers following the structure of (Move1, Move2, and Move3). Also, there was a misuse of M2. Finally, the study implicates further application of genre-based analysis in both EFL and ESL contexts.

Keywords: Genre analysis, MA linguistics thesis abstracts, CARS Model (2004), Rhetorical Move Analysis.

1. Introduction

Genre analysis has gained popularity in the discipline of linguistics, particularly in the fields of language teaching and learning, as well as other areas of professional and academic communication (Bhatia, 2002). As one of the most effective ways of exchanging knowledge among readers in written discourse, linguists, educators, and professional researchers have recently focused on analyzing written academic language in terms of rhetorical moves. Furthermore, Larabee (2009) stated that academic writing differs from non-academic writing in several ways. In addition to using language precisely and accurately, adhering to academic traditions, demonstrating complexity and higher-level of thinking, and being well-planned and ordered, academic writing is thesis-driven. From an academic point of view, the development of English in writing, and the increasing number of university graduates, are the two key factors that have inspired this interest. These and other essential considerations are in the same point that the majority of English for Academic Purposes (EAP) teachers around the world are studying English as a foreign

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language since it is used only in the academic institutions. Furthermore, the content in EAP and teacher training courses must be updated to suit the modern development (Hyland, 2006). Thus, such importance motivates researchers to conduct studies on academic written discourse.

Accordingly, the abstracts are the key point for readers to accept or reject what they read as it is mentioned by (Lores, 2004) who elaborated that abstracts are considered portal for readers, conference organizers, and journals to select contributions to accept or reject. Doró (2013), in the same side, described research abstracts as "a lens through which research becomes available to larger audiences" to emphasize their importance. It is argued that through genre one could express his/her own ideas with a well-organized communicative purpose. In addition, many researchers have been interested to conduct various investigations into research abstracts because of their unique function (Doro, 2013). Therefore, an abstract is frequently defined as "a description or factual summary of a much longer report, intended to provide the reader with a precise and concise knowledge of the whole article" (Bhatia, 1993, p. 78). They may assist readers in deciding whether or not to read the entire thesis. Given this, the value of analyzing rhetorical moves in research thesis abstracts is undeniable (Hyland, 2000; Pho, 2008). Abstracts, as defined by Ventola (1994), have "become a tool for mastering and managing the ever-increasing information flow in the scientific community." (p. 333). Walter (2008) added that an abstract is "a shortened form of a speech, article, book, or other document that contains only the most important facts or ideas."(p. 36).

Thus, some writers face difficulty in writing an abstract. This causes challenges to writers, EFL learners are no exception. Several studies have been conducted on abstract section (Afzaal, 2020; Derakhashan, 2019; Suryani and Rismiyanto, 2019; Amnuai, 2019; Ebadi, Rawdhan Salman 2019; Jawad and Saleh ,2018). However, those studies, have not adopted CARS (2004) model of rhetorical analysis to investigate the frequencies of moves and steps since each move has step/step. Hence, the main objective of this study is to analyze and investigate the move structure of abstract sections written by EFL students from public Iraqi universities. In other words, this study deals with this problem from a different perspective. Although many researches, (Al-Zubaidi, 2013) have been conducted on genre-based analysis of abstract, the Iraqi post-graduate students have not been addressed adequately. Writing an abstract is a must in every thesis due to its significance in summarizing the whole thesis. Accordingly, the study attempts to answer the following question: What are the rhetorical move structures of Iraqi MA English linguistics thesis abstracts

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most frequently used by post-graduate students based on Swales' CARS (2004) model of rhetorical moves?

2. Theoretical Framework

2.1 Genre Analysis: An overview

Recently, many researchers have worked on the genre method, particularly in language teaching and learning. It is for the purpose of examining a variety of academic genres. Genre analysis, according to (Bhatia, Flowerdew, and Johnes, 2008), provides a grounded description and explanation of language use in academic and professional contexts. From a historical point of view, the term 'genre' may be traced all the way back to Aristotle, who used it to refer to three primary genres of writing in his Poetics: poetry, drama, and the epic. These divisions have grown significantly. On the contrary, the concept of genre as a distinct sort of literature has persisted into the modern day. Simultaneously, it came to designate more popular cultural genres such as soap operas, film noir, westerns, and thrillers (Flowerdew, 2013). In line with its appearance, the genre was firstly appeared to specify different types of literature; poetry; drama; movies; etc.

Nonetheless, understanding the relationship between language and its context and applying this understanding to language instruction is the main goal of genre research (Hyland, 2004). Genres are regarded as language-based activities that individuals participate in. Spoken genres include academic lectures and informal discussions. Written genres include newspaper reporting and scholarly articles. A genre's variants frequently share a number of characteristics. They can be spoken or written in a variety of ways, some of which are traditional. They frequently have a same role and goal (or set of functions and purposes). Genres are usually performed by a single individual (Paltridge, 2012).

2.2 Elements of Genre
2.2.1 Moves and Strategies

The use of rhetorical moves and strategies in genre analysis dates back to Swales' (1981, 1990) work, which described the rhetorical organizational patterns of research papers. The basic objective of rhetorical moves is to categorize discourse units according to their communicative or rhetorical moves in order to characterize the communicative purposes of a text (Biber et al., 2007). In genre analysis, moves and strategies are of critical importance. Moves are the normal rhetorical processes used by authors and presenters to build their social objectives. (Bruce, 2009).

Meanwhile, a semantic unit tied to the writer's goals is referred to as a move (McKinlay, 1984 quoted in Swales, 1990). Others like, Ding (2007) argued

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that a move is a method for identifying textual regularity in various genres. Lores (2004) added that the term move in move analysis is "a functional term that refers to a defined and bounded communicative act that is designed to contribute to one main communicative objective, that of the whole text". That is, the main aim of moves is the analysis to determine a text's functions in terms of its communicative goals. Moves, according to Bhatia (1993), are distinguishing features of the generic structure that can create a substantial difference in the status of the genre. (Bhatia, 1997) admitted that Non-discriminatory techniques, on the other hand, "represent the choices of the individual writer in order to suit his private objective" (p. 215).

However, in this work, genre theory is used in an ESP technique. The study aims to analyze and investigate the lexco-grammatical structure and rhetorical moves of Iraqi post-graduate theses abstracts, with a particular focus on move, which is related to the ESP approach of genre theory, which analyzes textual patterns or organization in a genre by breaking the text up into moves. To determine the writing strategies used in the text, not only the structure but also the language aspects are examined.

2.2.2 Steps

The term step is defined by Dudley-Evans and St.John (1998) as "a lower-level text unit than the move that provides a thorough view on the options available to the writer in laying out the moves" (p.89). Steps are also known as sub-moves. They are textual elements that may or may not appear in any given text. To help the primary move achieve its communicative aim, each step has a schematic and semantic function. Thus, they are unlike moves since they can be sometimes optional.

2.2.3 Approaches to Genre Analysis

Recently, the genre has made inroads within the discipline of linguistics. Halliday (1978) and others like Levinson (1979), Saville-Troike (1982), Miller (1984) have been interested in genre analysis linguistically. Swales (1990) and Bhatia (1993) are considered the leading figures since they proposed the most influential definitions of genre. There are three methods to modern genre studies that are considered a key concept for genre analysis.

1.1.1 English for Specific Purposes Approach (ESP)

Swales creates the Swalsean method, known as the ESP Genre analysis approach (1981). It is a method of analyzing text that investigates the structural regularities in terms of identifying one form of a text or type of genre to which it is related (Dudley-Evans & St-Jon, 1988). Such a method is

not intended to construct a system for identifying genres, but rather to examine how a book achieves its communication goals (Dudley-Evans, 1994 a). Thus, it was created to make students aware of various texts, particularly academic texts like university lectures and essays, so as to improve EFL students' capacity in comprehending and writing academic discourse in terms of written only effectively.

In addition, Ramirez (2015) stated that the most significant contribution of English for Specific Purposes is related to the Swales' (1981) article entitled "Aspect of Article Introductions". It was considered the start of a new phase in which Swales delivered his new technique through his extensive study of *Genre Analysis* (1990). Due to its importance, this work prompted and aided the publication of a new series of articles that became known as the core of English for Specific Purposes.

In ESP, genre studies mostly focused on academic genres, particularly research publications, with a comparable theory and use of genre. This study has tremendously enriched our understanding of context specific genres, particularly research articles and what was mentioned by Swales (1990) referred to as 'occluded genres,' which work behind the scenes of research articles (abstracts, review letters, and so on).

2.2.2 Systemic Functional Linguistic Approach

SFG was created in the 1960s, primarily by Halliday (Halliday, 1961; 1967; 1970 & 2014). This theory views language as a matter of choosing between options (Halliday, 2014, p. 20). Language is also a social activity with various meta-functions, such as ideational (to convey the experiential level of language), interpersonal (to express the relationships among the speakers), and textual (to express the relationships between the linguistic activity's constituent elements (Halliday, 2014, p. 30), as cited in Hussein, 2019). She added that the "axis of choice" or the vertical paradigmatic axis is a choice made at each pattern (or level) in contrast to what has not been chosen to express distinctions in meaning (in contrast to the horizontal syntagmatic axis which refers to the patter) (2019).

Thus, the idea of Systemic Functional Linguistics (SFL) is that language structure is inextricably linked to social function and environment. Language within a culture is arranged in the manner it is because it serves a social purpose within that culture (2010). Eggins, (1997) admitted that the link between language and its functions in social environments is the focus of Systemic Functional Linguistics. However, Halliday's work has served as a foundation for Systemic Functional (also known as 'Sydney School') approaches to the genre, which focus on helping students "learn to exercise the proper language choices relevant to the requirements, functions, or

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meanings at every time" (Christie,2007). Hasan (1984a) referred to "generic structure potential" as the range of staging options within a genre).

Additionally, Paltridge (1997) said that the structure of a text is never genre-defining, because, in typical instances of a genre, it is 'the co-occurrence and interaction of each aspect of discourse structure with other components of interactional and conceptual frames in their entirety that leads to the recognition of a text as an instance of a genre, not the presence of particular discourse structures alone (p.104). Systemic Functional Linguists, according to Hyland (2006), described genres in terms of internal language characteristics and functions. Narratives, recounts, arguments, and expositions are examples of lexico-grammatical qualities that are used to classify genres (spoken or written) based on their lexico-grammatical properties (Bawarshi & Reff, 2010).

2.2.3 New-rhetorical Approach

North American academics such as Miller (1984/1994), Bazerman (1988), Bizzell (1992), and Berkenkotter and Huckin (1995) are part of the "New Rhetoric" school, which takes a distinct approach to the conception and study of genre. The key goal for this school is to pay attention to the socio-contextual features of genres and how these components evolve through time, rather than focusing on the formal qualities of the texts in isolation. They also lay a strong focus on the social functions, or activities, that these genres serve in various contexts (Berkenkotter & Huckin, 1995; Hyons, 1996; Paltridge, 1997a), as cited (Mrtin-Martin, 2003).

Thus, genre knowledge is essentially social, existed in the discourse or the context in which the writer and the reader live, based on the New Rhetoric approach, which is directed at the North American group. The method had been developed in the 1960s out of a strong desire to enable all undergraduate students to have a solid theoretical and historical foundation for the instruction of writing. Flowerdew (2002) divided genre theorists into two group, linguistic and non-linguistic ones, identifying the New Rhetoric group as a non-linguistic group that views genre as "social action" in obsession. Also, Miller's work *"Genre as a Social Action"* (1994) was the first to introduce New-rhetorical or rhetorical genre studies to contemporary studies. According to Gruber (2013:31), the rhetorical genre study was primarily founded on the work of a group of researchers, including Bazerman 1988, Freedman, and Medway 1994, who combined ideas from classical and old rhetoric and literary studies. The relevance of historical contingency, as well as the cultural and historical situatedness of genre, is emphasized in their work.

Since the primary goal of New Rhetoric research is to uncover something of the attitudes, values, and beliefs of the communities of text users that genres imply and construct, their methodological orientation tends to be ethnographic (e.g. participant observation, unstructured interviews, etc.) rather than text analytic, with the goal of uncovering something of the attitudes, values, and beliefs of the communities of text users that genres imply and construct (Hyland, 2002).

2. Swales' Rhetorical Moves and Steps

During the period from 1981 to the present, the notion of rhetorical moves has grown in relevance in English for Specific Purposes. The use of rhetorical movements in genre analysis is mainly back to Swales' (1981, 1990) work, which described the rhetoric organizational patterns of research papers. The rhetorical moves are basically utilized to categorize discourse units according to their communicative or rhetorical moves in order to characterize the communicative purposes of a text (Biber, Douglas, Ulla Conner and Thomas A. Upton, 2007).

However, Swales (2004) defined move as "discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse." (p 288). In addition, Bhatia added that (1993) a move is "discriminative elements of generic structure…[depending] upon the communicative purpose (s) that it serves in the genre and that is why it varies from one genre to another". (p 32). Bruce (2008) argued that text-internal content elements are addressed in regard to rhetorical moves and steps, or depending on their reference to language structures. They can be connected to these moves and steps.

3. The Adopted Model

The model adopted in this study Swales' (2004) CARS model (Creating a Research Space). It is sometimes known as the move step model. This model has been widely applied to different genres, application letters, introductions, and abstracts. It is probably the most well-known example of genre move analysis. Thus, Swales (1981) proposed a new version as an alternative for the problem-solving strategy. In the 1st attempt, Swales (1981) explained that the model consists of four essential moves in the introduction structure of Research Articles. They are: (i)*Defining the field*, (ii). *Reporting previous research*, (iii). *Preparing for the current study*, and (iv). *Presenting current research.*

However, Swales (1990) proposed a revised version of the model that integrated the first two moves and renamed them "Establishing a Niche and

Occupying the Niche", respectively, to reflect the metaphorical role of scripts. As for the components of Swales' (2004) CARS model, it is an updated version of Swales' (1990) Model. This model proposes a set of moves and steps that go into creating well-structured written content. Furthermore, it consists of three mandatory moves, each of which is composed of sub-moves or steps. The model goes like this:

1. *Move 1 Establishing a territory*

This move is utilized to create a research project for the appropriate discourse community on the subject of study. As a result, its primary function is to draw the reader's attention to the subject at hand. One thing you can do to make this happen is:

a) *Step 1 Making Topic generalizations of increasing specificity*

Making a subject generalization is one of the obligatory steps or the only step of move one. It is defined according to Biber and Thomas (2007), making a topic generalization is accomplished by using a neutral type of broad statement that presents a more general notion or knowledge about the issue that the study works with, such as:

1- There is now much evidence to support the hypothesis that…

(Swales (1990): p 144)

2. *Move 2 Establishing a niche*

This move is used to establish the intended niche for the study. Thus, it is utilized by researchers to present that the previous studies have some kind of incompleteness and limits that need to be investigated. Therefore, this move is achieved by one of the three steps. According to Shehzad (2008), researchers strive to persuade their readers of the need for their study by pointing out a gap. It's one of the following options:

a) *Step 1A Indicating a gap*: is utilized to highlight the problem of the current study, such as:

7) "A key problem in many…is…" (Swales, 1990: p 147).

8) The application presents a problem … (p. 156).

b) *Step 1B Adding to what is known*: in order to improve and recover the previous research, more theoretical information or knowledge was added to it.

c) *Step 2 (optional) Presenting positive justification*: This step is used by researchers so as to highlight the need for their research in relation to a real-world problem.

It is, according to Samraj (2002), illustrated as follows:

There have been relatively few investigations whose purpose has been...

One reason to take such an approach is that . . .

Another reason for determining the complete repertoire of chemical signals used for any particular communicative function is that (p. 9)

3. *Move 3 Presenting Present research*

Move 3 Occupying the niche is the most complex one since it is much elaborated. Thus, in order to justify the current investigation, it is utilized, according to Swales, by seven possible steps. They are as follows:

a*) Step 1 Announcing present research descriptively and/or purposefully*: it is the obligatory one. It is maintained to explain the research's goals in terms of what it intends to gain or achieve, the following examples illustrate that:

12) "This paper evaluates…"(1990).

Additionally, Chu (1996) suggests the following example:

13) The purposes of this paper are the following a) to classify verbal report data into two types . . . and to describe . . . b) to summarize . . . c) to methodologically review introspective studies . . . and d) to discuss . . . (p. 27)

b*) Step 2 Presenting research questions or hypotheses*: it is an optional step. It is used to present briefly the proposed research questions or hypothesis by the researcher in order to be answered or verified depending on the research design. Swales (2004) states that step 2 is not only optional, but its order of occurrence is less definite than the others.

c) *Step 3 Definitional clarifications*: it is an optional step that can be used in a specific context, experimental research. Thus, definitions are used to provide a description or explanation of terminology.

d) *Step 4 Summarizing methods:* it is an optional step by which the researchers give a brief explanation of the mythology used in the study.

e) *Step 5 Announcing the principal outcomes*: This step is used to show readers the main results or findings that the researcher has reached at the end of the study. It is probable in some fields depending on the study, whether it is related to scientific or human application , but unlikely in others.

f) *step 6, Stating the value of the present research*: it can be done in some fields than others. It is context determined.

g) step 7, *Outlining the structure of the paper* is a term that is used to characterize the study's organization, such as:

14) "The structure of this paper is as follows..." (1990).

The following table illustrates the revised Swales' CARS (2004) model.

Move 1 Establishing a territory	
Step1	**Via**
	Making a topic generalization of increasing specificity
Move 2 Establishing a niche	
Step 1A	Indicating a gap
	or
Step 1B	Adding to what is known
Step 2 (optional)	Presenting positive justification
Move 3 Presenting Present research	
Step 1 (obligatory)	Announcing present research purposively/descriptively
Step 2 (optional)	Presenting research questions/hypotheses
Step 3 (optional)	Definitional clarification
Step 4 (optional)	Summarizing methods
Step 5 (PISF)**	Announcing principal outcomes
Step 6 (PISF)*	Stating the value of present paper
Step 7 (PISF)*	Outlining structure of paper

"*Steps 2- 4 in move 3 are not only optional but less fixed in their order of occurrence than the others."

"**PISF: Probable in some fields, but unlikely in others."

Table 1.1 The revised CARS Model by Swales (2004**)**

4. Methodology

The data analysis is based on Swales (2004) "Creating a Research Space". Thirty linguistics thesis abstracts have been collected purposively from the university of Anbar's central library. The data covered the period between 2006- 2020. They have been chosen to be analyzed in a qualitative descriptive method. To answer the research question of the study raised above, the following procedures are to be applied:

1- Thirty abstracts thesis were selected for the purpose of the analysis.

3. Analyzing the rhetorical move structure of Iraqi MA English linguistics thesis abstracts by post-graduate students based on Swales' (2004) CARS model qualitatively.

2- Tabulating the findings of the study related to the frequency of the rhetorical moves of the abstracts.

3- Tabulating the total findings of the whole data analyzed.

4.1 Study Samples
4.2 Data Collection Method

4.3 Data Analysis Method

This section includes two parts. The first part shows the findings of the frequency of using rhetorical moves in thesis abstracts that were counted manually according to the following table. The second part relates the discussion of results.

Table (1) The Frequency and Percentage of the Rhetorical Moves in Abstracts

Moves	Frequency	Percentage %
M1	31	32.29
M2	15	15.62
M3	50	52.08
Total	96	100%

Move 1 Establishing the Research Territory

Table 1 shows that the first move scored 90 % of ANB data is establishing a territory. This move is employed by making a topic generalization of increasing specificity. It is the typical move that is observed in all the data analyzed. Researchers are interested in establishing the field of discourse to get the reader's attention. Thus, step 1 is considered the conventional step that is frequently employed. The following examples show this step:

1. (S1) "Headlines are discourse units which comprise some functional parts of the topic where they provide a summary of the news article". (AB1)

2 .(S1) "Meaning is a controversial subject in the way that there

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are many scholars try to handle the gap between semantics and pragmatics" (AB6)

•Move 2 Establishing a niche

This move is achieved by the writer so as to point out that the previous research has not been completely investigated or to identify the gap investigated. As was mentioned previously, this move consists of three steps. However, this move occurred in 40% of the corpus analyzed. According to the corpus, step 1A, indicating a gap is seen with 40% while the other two steps have not been employed. The following example illustrates the step:

3. (S1A) "Despite its significance, investigating synonymy has been a bit neglected as the frequency and the way it is used in students' writing which is still unclear. (AB8)

4. (S1A) "persuasion has aroused researchers" interest. It has been dealt with from different perspectives. Yet, to the researcher's best knowledge, no study to investigate persuasive appeals in WHO COVID-19 Press Briefings has ever been dealt with". (AB9)

•Move 3 Presenting the Present Research

Almost all the data analyzed revealed a good application of this move. Thus, it is the most prominent move in the abstracts. It coincides with Swales (1990), who admits that since move 2 is used, then move 3 should follow in the abstract. However, in the ANB corpus, the seven steps appear as follows: S1 (announcing the present research) has been used in most of the data. It occurs with 90%. On the other hand, step 4 (summarizing methods) has got 80%. Step 5 (announcing principal outcomes) is observed in the data with 70%. Besides, step 2 (Presenting RQs or hypothesis) is used 50%. Furthermore, the other three steps: Step 7 (outlining the structure of the paper), step3 (definitional clarifications), and step 6 (stating the value of the present research) are considered minor steps due to their appearance in the data analyzed that have been shown 20%, 0%, 0% respectively. As shown in the following examples:

5. (S1) "This study investigates one of the cultural and linguistic phenomena which is found in many societies. This phenomenon is taboo words and uses of offensive language in everyday speech. Taboo is the use of words that cause embarrassment and shameful to the hearer when said. This phenomenon is a form of vulgar and slang variety of language". (AB30)

6. (S2) "According to these aims, it is hypothesized that;(i) politicians in their interviews frequently use intensifiers, (ii) they use intensifiers in their political interviews for a specific intended meaning

as a way, for instance, to express the degree of their feelings, beliefs, and attitudes of persuasion, agreement or any other pragmatic functions, and (iii)there are intensifiers that belong to the upgrading scale and others to the downgrading scale". (AB16)

7. (S4) "In order to achieve the aims of this study, the researcher selected three political interviews to analyse pragmatically the intensifiers used by the politicians involved. The intensifiers are identified depending on the classifications of Quirk et al.'s (1985) and Lorenz's (1999) & (2002). Three models are adopted for the analysis of the pragmatic functions of these intensifiers to conduct a systematic pragmatic analysis. They are: (a)Cacchiani (2007) for expressivity and involvement, (b)Bazzanella et al. (1991), Cacchiani (2009) and Holmes (1984) for the analysis of modification for; (i)illocutionary force(ii) speech acts, and (c) Urbanova (2003) for boosting and attenuating other pragmatic functions. According to the aims and the models of the analysis, the study was qualitatively designed based on the qualitative content analysis procedure. It is only quantitative to identify the individual and the total use of intensifiers in each interview".(AB6)

8. (S5) "The study has been found out that politicians use different types of intensifiers for various purposes. It has been found that intensifiers that express undistinguished emotion and the modal meaning, and those used in the content/discourse oriented are higher in frequency than other tendencies. Moreover, it has also found that the intensifiers of both types, amplifiers and downtoners, have been used to modify the dimensions of the illocutionary force of speech acts". (AB23)

9. (S7) "This study falls into five chapters: Chapter One is an introduction specifying the nature of the problem, aims of the study, hypotheses, limits, methodology and value of the study. Chapter Two is devoted to the theoretical background concerning sociolinguistics, language and culture". (AB14)

4.4 Discussion of the Findings

First of all, it is known that all the moves and steps are important in writing an abstract, but in the data analyzed in this study there are some used inappropriately. The data analysis revealed that (as shown in table 1) the move that was shown in all data is M3. It is worth mentioning that M3 was the only move that all researchers in the data analyzed employed since it scored (52.08%). Thus, it is considered a conventional move. However,

this move was observed in different places throughout the abstracts. It is used by researchers so as to attract the readers' attention to the purpose of their research, aims/hypotheses, methods, and the main outcomes. For instance, it was used instead of M1 in which the researchers started the abstract as mentioned by (Ab7). That is, there was a kind of move reverse, that is, M3 which was used before M1as in (AB21) and before M2 as in (AB10) which means that the researchers were interested in their aims and the gap rather than establishing the field of the discourse of the study. Within M3, there were reversing steps as in (AB15 andAB17) which means researchers are not familiar with the order of the steps. They lack knowledge about the order of the moves and steps of an abstract.

The second score of move analysis was for M1(32.29%). It is defined, according to 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". Thus, it is an obligatory one in which researchers are interested in giving their readers enough background knowledge information to prepare the topic or establish the field of discourse. But in the data analyzed, sometimes there was a kind of absence for this move since it was not used by all the researchers. It scored approximately 67% of absence. They were not able to give readers a kind of generality concerning the topic being discussed.

The third move, furthermore, is M2 since it sored (15.62%) in the data analyzed. It was seldom used so it could not have helped researchers to highlight the problem they were going to tackle. It is considered one of the obligatory moves that show the researchers' contribution and the originality of their works. Researchers were not familiar with how to raise key problems from prior research. Thus, researchers failed in using M2 because they were not interested in the gap indication strategy. It made a kind of unrelated ideas between M1 and M3 since it links move 1 (what has been done) and Move 3 (what is being done) in the development of abstract parts (what the present research is about).

To sum up, writing an abstract is a crucial task since most researchers are not familiar with the organization of an abstract. To be exact, in the data analyzed, only two moves were regarded as obligatory. Approximately (48%) of the researchers in the data had move3 at the start of the abstracts. Abstracts including move 3 were usually shorter than abstracts containing the previous moves. The three moves would be included in a well-structured abstract, which would be ordered in relation with Swales' CARS model (2004), (M1, M2, M3). Concerning the data

analyzed there was less connection between the data and the model adopted. Other types of abstracts were found in the data, which had one or two moves out of three that did not match the structured model's predicted sequence. There is also a cyclical pattern, which signifies a recurrent move. Shehzad (2008) defined cyclicity as the recurrence of the same move or step more than one time but in a different location of the abstract.

It is noted that writers repeated certain moves unconsciously. Cyclicity, on the other hand, is length dependent, that is, it highly depends on the number of words of the abstract; the longer it is, the more likely it is to be cyclical. The total number of words in the abstract is another aspect that influences the frequency of cyclicity. In addition, certain steps have been too wordy; that is, researchers used long sentences repeating the same ideas. Hence, it is known that abstracts are limited according to the word number, but the researcher observed that certain abstracts exceeded the limits.

6. Conclusions

Answering the research question: What are the rhetorical move structures of Iraqi MA English linguistics thesis abstracts most frequently used by post-graduate students based on Swales' CARS (2004) model of rhetorical moves?, the study concludes the following:

1. It seems that Iraqi M.A post-graduate students MA have no background knowledge concerning the typical order of move structure (M1-M2-M3) because only few of them follow the regular sequence of the moves and steps. Hence, they need to be familiar with models used for writing abstracts.

2. It seems that Iraqi post-graduate students MA linguistics researchers have a propensity to employ broad concepts used or facts about the topic being addressed. Thus, it shows a kind of redundancy to the readers.

3. Iraqi post-graduate students are not aware of identifying the problem statement of their study clearly; therefore, they should be aware of how to adopt such moves to show their problem.

4. Possibly, it is concluded that students' awareness can be raised by doing practices between the students and experts or professors so as to guide them in adopting the most appropriate moves/steps.

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