Genre-based Analysis of Iraqi Post Graduate Students' MA Linguistics Thesis Abstracts

A THESIS
SUBMITTED TO THE COUNCIL OF THE COLLEGE OF
EDUCATION FOR HUMANITIES-UNIVERSITY OF
ANBAR, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS IN ENGLISH LANGUAGE AND LINGUISTICS

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2022 AD   **1443 A.H**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

﴿ هُوَ الَّذِى بَعَثَ فِى الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِى ضَلَالٍ مُبِينٍ ﴿٢﴾ (سورة الجمعة)

صدق الله العظيم

In the name of Allah, most gracious most merciful
«It is He who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom - although they were before in clear error»

Almighy Allah says the trutrh.

(Al-Jumu'a: 2)
Translated by A. Yusuf Ali (2001)

Supervisor and HOD's Declaration

I certify that this thesis entitled (**Genre-based Analysis of Iraqi Post Graduate Students' MA Linguistics Thesis Abstracts**) was prepared under my supervision at the University of Anbar as a partial requirement for the degree of Master of Arts in English Language and Linguistics.

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Date: 10 / 5 / 2022

In view of the available recommendations, I forward this thesis for debate by the Examining Committee.

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1st Scientific Expert's Report

I certify that this thesis entitled (**Genre-based Analysis of Iraqi Post Graduate Students' MA Linguistics Thesis Abstracts**) was submitted by (**Marwan Salah Abbas Ali**) to the College of Education for Humanities/ University of Anbar in partial fulfillment of the requirements for the degree of Master of Arts in English Language and Linguistics is scientifically adequate for examination.

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Scientific **Expert: Assist. Prof. Jasim Muhammad Abbas, (Ph.D).**

Date:25/ 5 /2022

2nd Scientific Expert's Report

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Examining Committee's Certification

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Dedication

This modest endeavor is lovingly dedicated to our prophet "Mohammed", the teacher of humanity (PBUH).

To my patient father and soft-hearted mother for their encouragement.

To my soul mate, my wife, who endured much to create a conducive atmosphere for my study.

To my precious brother and sister who had a share of supporting me.

To the apple of my eye, my kids, Islam and Abdullah.

To all those who teach people to do good.

With love and gratitude

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Abstract

Researchers have recently been interested in 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, hence M.A linguistics thesis abstract section written by Iraqi postgraduate students. Little studies on rhetorical move structures have been conducted in the Iraqi M A linguistics university context, still more studies are required. To this end, fifty M.A linguistics thesis abstracts have been purposively selected from five Iraqi public universities representing different parts of Iraq. Therefore, the current study is a genre-based analysis of the rhetorical move structure and finding out transitivity processes of Iraqi EFL Post-Graduate Students' M. A Linguistics thesis abstracts in selected Iraqi public universities. An eclectic model has been adopted to analyze qualitatively the rhetorical move structures of thesis abstract based on Swales' CARS (2004) model of rhetorical moves (the first objective), and to find out quantitatively the transitivity processes used in rhetorical moves based on Halliday (1994) and Thompson's (2000) model of verbal choices of transitivity by using AntConc and ANOVA SPSS software programs, (the second objective). This model may have not been adopted previously by either researcher. The findings revealed that there were few researchers following the structure of (Move1, Move2, and Move3). Concerning the transitivity processes, frequencies showed that the relational processes came with the highest frequency, 38.63%(204), followed respectively by material processes 22.91% (121), mental processes 18.56% (98), verbal processes 13.06% (69), and existential 6.18%(36). These processes are determined by the contexts in which they are used. Finally, the study implicates further application of genre-based analysis in both EFL and ESL contexts.

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List of Abbreviations

AB	ABSTRACT
ANB	Anbar univ.
BAG	Baghdad univ.
BSH	Basrah univ.
CARS	Create a Research Space
DF	Degree of freedom
EAP	English for Academic Purposes
ESP	English for Specific Purposes
EFL	English as a Foreign Language
M	Move/s
MSL	Mosul univ.
S	Step/s
RQ	Reasearch Question
SIG.	Significant
SFL	Systemic Functional Linguistics
SFG.	Systemic Functional Grammar
TP	Transitivity Processes
TIK	Tikrit univ.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discourse and genre analysis have recently 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 written discourse is one of the most effective ways of exchanging knowledge among readers, linguists, educators, and professional researchers have recently focused on analyzing written academic language in terms of rhetorical moves. Larabee (2009) states that academic writing differs from non-academic writing in several ways. Academic writing is thesis-driven, follows academic conventions, and demonstrates complexity and higher-order thinking, in addition to a precise and accurate use of language and well-planned and organized writing. The development of English in academic contexts and the increasing number of university graduates are the two key factors that have inspired this interest. These and other essential considerations are in parallel with the fact that the majority of English for Academic Purposes (EAP) teachers around the world are non-native English speakers, therefore, content in EAP and teacher training courses must be updated to suit modern development (Hyland, 2006). Thus, such importance has motivated researchers to conduct studies on written discourse.

As an important section in all types of research, the abstract section is the key point for readers to accept or reject what they read as it is mentioned by (Lores, 2004) "abstracts are considered portal for readers, conference

organizers, and journals to select contribution to accept or reject" (p.43). On the same side, Doró (2013) describes research abstracts as "a lens through which research becomes available to larger audiences" to emphasize their importance. Many researchers have been persuaded to conduct various investigations into research abstracts because of their unique function (2013). Therefore, an abstract is frequently defined by (Bhatia, 1993) 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" (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). That is, an abstract is, according to genre analysts, supposed to be structured into parts and sub-parts, moves/ steps, and each move, according to Swales (2004), represents a semantic unit that expresses a specific communicative function in the text, abstract. Three moves are presented by Swales' Model (2004), M1 (establishing a territory), M2 (establishing a niche), and M3 (presenting Present research).

Accordingly, the study of genre is highly linked to text analysis in order to understand how a text is organized in terms of information that would be thematic, rhetoric, and stylistic. Genre analysis is defined as a tool for identifying similarities and differences in the uses of purpose, form, audience, and language features (Ghasempour and Farnia, 2017). As a type of genre, the abstract section of theses is one of the most considerable genres in academic discourse. This section, according to some studies (Afzaal, 2020), (Derkhashan and Nadi, 2019) may constitute a bit challenging for most writers, EFL post-graduate students are no exception, in writing abstracts properly and effectively in terms of the rhetorical moves proposed by Swales (2004) and many other genre analysts

1.2 Statement of the Problem

As mentioned above (1.1), Writing an abstract is a must in every scientific research, a thesis is no exception, due to its significance in summarizing the whole search story. The reasons why an abstract is a crucial component of research are summarized by Berkenkotter & Huckin (1995) in three points. First, it provides readily available important information or statements. Second, it serves as a screening device, allowing readers to determine whether or not they will finish reading the entire content. Finally, it provides a framework for readers to follow the whole article. For such reasons, a well-written abstract motivates readers more effectively to read and understand the whole research.

Accordingly, it is essentially important, based on genre analysts, to structure an abstract into rhetorical moves in which each move is a semantic unit that expresses a communicative function in the abstract as a text (Swales 2004). In turn, these moves comprise sub-steps characterized by different lexico-grammatical features such as the transitivity processes whose function is to analyze language elements in terms of their overall communicative meaning (Young & Harrison, 2004). Such a systematic way of structuring an abstract as a genre type is observed to have often been overlooked or written differently by different writers in research articles or thesis abstracts, M.A linguistics thesis abstract by Iraqi EFL post graduates is a case in point. Overlooking such rhetorical moves-based abstract may result in writing inaccurate easy-to-follow text due to disorganized communicative functions that would cause difficulty for the reader to pursue or understand the overall meaning or the communicative function of the text, hence abstract. It is argued that such a problem would not be overcome unless writers are adopting a typical model for structuring an effective piece of text such as the CARS model

proposed by Swales (2004) and many other models of genre-based abstracts.

Thus, the present study is intended to fill in the gap by analyzing and investigating the rhetorical moves and lexico-grammatical features, as far as transitivity is concerned, of thesis abstracts written by Iraqi EFL post-graduates, MA in linguistics. Investigating such a gap would serve as a guide for EFL students in understanding the organization and structure of research abstracts and the writer's stance in the abstract as a text. Thus, EFL students are required to be aware of the rhetorical knowledge of writing communicatively and effectively a well-structured abstract. Rhetorical moves and transitivity processes may be used to comprehend a point of view agreed upon by the discourse community, much as composing a thesis abstract depends on a needed style including the move structure and the verbs used. Recent researchers have used transitivity to investigate how speakers deliver a message via their worldview from a narrative point of view (Simpson, 1993).

Different studies locally (Al-Zubaidi 2013; Jawad and Saleh 2018; Ebadi 2019; Afzaal, 2020), regionally (Sahawneh & Al-Ali 2011; Al-Khasawneh 2017), and worldwide (Krajňáková, 2015; Moghadam and Meihami, 2016; Loutayf, 2017; Briones, 2018) have been conducted on rhetorical moves of an abstract section, to name but few. Though different past studies adopted different models of genre-based analysis (Swales 1981; Swales 1990, 2004 CARS model; Hyland 2000, 2005) , the majority of these studies focused on the application of the models separately focusing on the structural aspect of the abstract as a genre and not the functional aspect, hence lexicogrammatical features of the rhetorical moves such as transitivity. Little few studies adopted an eclectic model to deal with both aspects of the rhetorical moves of the abstract, the structural and functional. Therefore, this study came to fill in this gap by combining Swales' CARS (2004) model of the rhetorical

structure of the moves and Halliday's (1994) and Thompson's (2000) models of transitivity processes. Hence, the main objective of this study is to analyze and investigate the rhetorical move structure of M.A linguistics thesis abstract sections written by Iraqi EFL post graduate students in some public universities. Although many studies on the genre-based analysis of abstracts have been conducted in the Iraqi EFL context, still other structural and functional aspects have not been addressed adequately.

1.3 Objectives of the Study

This study aims at:

1. Investigating the rhetorical move structures of Iraqi EFL Post-Graduate Students' M. A Linguistics thesis abstracts based on Swales' (2004) model of rhetorical structure.

2. Finding out the types of transitivity processes used in Iraqi EFL Post-Graduate Students' M.A Linguistics thesis abstracts based on transitivity processes proposed by Halliday (1994) and Thompson (2000).

1.4 Research Questions

This study addresses the following RQs:

1. What are the rhetorical move structures of Iraqi MA English linguistics thesis abstracts by post-graduate students based on Swales' CARS (2004) model of rhetorical moves?

2. What are the types of transitivity processes used in Iraqi MA English linguistics thesis abstracts by post-graduate students based on transitivity processes proposed by Halliday (1994) and Thompson (2000)?

1.5 Significance of the Study

Based on the objectives, this study is hoped to be significant for researchers in discourse analysis in general and genre analysis in particular as a theoretical and practical background. It is also hoped to serve as a guide for EFL students in understanding the organization and structure of research abstracts. Hence, it demonstrates a genre-based analysis as a powerful tool in analyzing and investigating academic text written by post-graduate students, i.e., the abstract section. EFL learners could make use of the findings of this study to develop their academic writing in general and wriring abstract in particular.

1.6 Scope and Limits of the Study

The study is a genre-based analysis of the rhetorical move structure of Iraqi MA English linguistics thesis abstracts written by post-graduate students in selected Iraqi EFL public universities. It, also, tries to find out the types of transitivity processes used in these rhetorical moves. The analysis of rhetorical move structure is based on Swales' CARS (2004) model of rhetorical moves (RQ1), whereas the investigation of transitivity processes is based on Halliday's (1994) and Thompson's (2000) model of transitivity (RQ2). The data were fifty M.A linguistics thesis abstracts selected purposively from five Iraqi public universities representing different parts of Iraq: (center) Baghdad University (henceforth BAG), (north) Mosul University (henceforth MSL), (middle) University of Anbar (henceforth ANB),   Tikrit University (henceforth TIK), and (south) Basrah University (henceforth BSH).

1.7 Definition of Key Terms

1. **Genre:** The communicative intent and common elements of content and form of work are used to identify the genre. Swales (1990), defines

genre as "a class of communicative events, the members of which share some set of communicative purposes". Genre in this study refers to a kind or class of communicative event with a communicative purpose and regular features of content and form.

2. **Move:** a move is a discursive segment that serves a specific communication function (Swales, 2004). It is a functional terminology for a defined and bounded communication act that is intended to contribute to the text's primary communicative aim. Moves, which might be necessary, prototypical, or optional, make up genres. These actions are carried out via strategies or tactics, which are reflected in lexico-grammatical components.

3. **Step:** Dudley-Evans and John (1994) define the word step as a lower-level text unit than the move that gives a comprehensive perspective of the alternatives open to the writer in putting out the moves.

4. **Move analysis**: Dudley-Evans and John (1994) defined move analysis as a method for analyzing discourse and text in English for specific goals. The overall goal of move analysis is to identify a genre's movements and tactics, their acceptable sequence, and their linguistic aspects, as well as to explain why these elements are chosen by skilled users of the genre to achieve their communicative goals.

5. **CARS model**: John Swales (1981) established the Creating a Research Space [C.A.R.S.] Model based on his analysis of journal papers that represented a variety of discipline-based writing methods.

6. **SFL Model:** (Systemic Functional Linguistics) is a valuable and extremely strong tool for text analysis. SFL is defined by O'Donnell (2011) as an approach to language developed by M.A.K. Halliday and

his followers during the 1960s in the United Kingdom, and later in Australia.

7. **Transitivity processes:** According to Halliday and Matthiessen (2004), transitivity involves the verbal group's activities, as well as the individuals (human and non-human) who participate in these processes in the noun group. In the prepositional phrase and adverbial group, it comprises the circumstances in which the processes occur, as well as when, where, and how they occur.

8. **Abstract**: Accoding to Koltay (2010), it is regarded as the most important part of a study. It is the opening section of an academic research piece published in a journal article that tries to summarize and disseminate knowledge gathered through the writer's investigation.

1.8 Research Layout

The study is organized into five chapters: The first of which lays forth the theoretical foundation for the researcher's work. It demonstrates the significance of the analysis by describing how it is distinct from previous studies, how it addresses something that is not yet investigated or examined, or how it adds to existing research on the topic in any manner. It is intended to provide an overview of the study's history, demonstrate the issue statement by referring to previous studies and describing the gap that will be filled, declare the investigation's objectives, the purpose of the study, and the research questions that the current study will address. This chapter also illustrates the study's scope and limitations, demonstrating the study's relevance, and lastly, providing definitions for certain important terminologies.

The second chapter is devoted to a literature review, which includes definitions of genre, modern theories of genre, and finally, some related previous studies. The third chapter covers the theoretical framework and the

methodology, while the fourth chapter is devoted to data analysis and discussion. Finally, the fifth chapter is concerned with conclusions and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines some definitions of genre and the historical background of the subject. It also sheds light on written discourse, genre analysis, and writing thesis abstracts in a way that is required by the study's requirements. In addition, this chapter examines the three approaches to the genre: English for Specific Purposes (ESP), North American New Rhetoric, and systemic functional linguistics. Furthermore, some terms are explained that are always associated with genre analysis. They are mentioned purposefully because they are used in this study. As a framework for the study, a link between all terms and ideas used in the study is established. Finally, the chapter ends with reviewing several related past studies.

2.2 Written Discourse

Writing is considered as one of the most important productive activities that need careful arrangements of thoughts in a stylistic manner. Chakraverty and Gautum (2000) stated that writing is an activity that necessitates enough time to consider a certain topic as well as evaluate and classify any prior information. In coincide with what is mentioned, Byrne (1979) added that the writing process is the act of producing symbols, or the forming of sentences, which are then integrated in a certain order and linked in specific ways to make a cohesive meaningful text. Writing is, thus, defined as a continual activity based on the capacity to meaningfully convey one's own ideas and feelings to others via the use of written words.

To add further, Hoey (2001) mentioned that a text is an interaction between the writer and reader controlled by the writer in turn, as in the case with fictional or academic texts. In this situation, the author envisions a certain type of reader who will accept what he has written. Discourse is a communication setting in which individuals communicate using a combination of language and context. Linguists debate the genuine distinction between discourse types (written and spoken). The context and genre of such differentiation are investigated by researchers differently (Nunan, 1993). Thus, the writer of any academic genre should think about the reader who will read his work to get the message. In line with Nunan, McCarthy (1991) admitted that the writer generally has time to consider what to write and how to write in written materials. The phrases are well-formed, allowing the utterances to be comprehended well by the receiver.

Discourse in writing differs from discourse in speech. In terms of function, Brown and Yule (1983) believed that there is a noticeable separation between spoken and written discourse. They explained that speech serves an interactional (exchanging) purpose, that is, spoken form only, whereas written discourse serves a transactional purpose (documenting information), in other words, it is the written texts. In this sense, Linderman (2001) asserted that "writing is a method of communication that employs a traditional graphic system to communicate a specific message to the reader" (p.10). That is, writing is a visual system that combines letters, words, phrases, and punctuation to communicate an intended message deliberately. It could be said that the interaction process is complete when the reader comprehends the intended message underlying the written discourse.

Furthermore, according to McCarthy (1991), the difference is due to specific grammatical regularities that shape both written and spoken discourse.

In reality, the context of writing in which letters are used differs from the context of speaking in which phonemes are used. As a result, when it comes to the norms that govern their use, written and spoken discourses are not the same. McCarthy (1991) added that written discourse and spoken discourse are highly dependent on their immediate environments or contexts in which they are utilized. It is hard to decipher a discussion without first understanding its background. Accordingly, in both spoken and written discourse, the interpretation of some elements in a given text depends highly on cohesive ties that connect language elements with each other as far is the structure and meaning are concerned. An idea which is concerned with cohesion and coherence proposed by Halliday. This will be addressed in the coming two sub-sections, chesion and coherence.

2.2.1 **Cohesion**

Halliday and Hassan (1976) admitted that cohesion is found "where the interpretation of some element in the text is dependent on that of another. The one presupposes the other in the sense that "it cannot be effectively decoded except by recourse to it" (p.4). Thus, the link between parts in a text such as words, phrases, and sentences, as well as other items such as pronouns, nouns, and conjunctions, is referred to as cohesion (Paltridge, 2012). According to Widdowson (2004), it addresses "how clauses and sentences are connected, and text structure addresses large-scale organizational aspects of texts" (p.91). A conversation or a written composition with cohesion is distinguished from a random collection of phrases by its cohesion. People frequently attempt to describe any grouping of sentences they read or hear as a single text. We seldom assess whether a collection of phrases or utterances is a text-only on the basis of its structure. Outside of the text, we search for contextual signals to explain what we are reading or hearing. People have a proclivity to read into

"accidental fragments of coherence" in a text and assign significance to them (Johnstone,2008).

Reference, substitution, ellipsis, conjunction, and lexical cohesion are the five forms of cohesion that were described by Halliday and Hasan (1976). According to Renkema, (1993), in the five basic categories of cohesion, the understanding of a discourse element is contingent on another aspect that might be brought up in a conversation. Accordingly, Jones (2012) proposed that there are two sorts of language aspects that are employed to create a sense of connectivity in texts, grammatical cohesion, and lexical cohesion. Grammatical Cohesion which is based on grammar is one of these forms. "Conjunction that means using linking words, substitution means substituting one word or phrase for another, ellipsis means leaving something out, and reference means using pronouns to refer to another word " are some of the strategies used to create grammatical cohesiveness (p.50). On the other hand, Johnstone (2008) stated that lexical cohesion refers to using the same words repeatedly or words that refer to each other in different ways, such as "having similar or antonymous (opposite) meaning or by being meronyms (one referring to a whole and the other to a part of it: tree –limb) or hyponyms (one referring to a class and the other to an item in the class: meat –beef)" (p.120).

Others like, Halliday and Hassan, as cited in Jones (2012), asserted that people utilize these aspects differently. Moreover, they label text texture as tight or loose depending on how many cohesive devices are present. The extent to which these devices are employed is determined by the amount of time it takes to build linkages and comprehend the text as a whole. For instance, in a shopping list, there is no need to include the word "and" after each item.

2.2.2 **Coherence**

Coherence is defined by Crystal (2011) as "the main principle of organization postulated to account for the underlying functional connectedness or identity of a piece of spoken or written language (text, discourse)" (p.81). De Beaugrande and Dressler (1981) admitted that coherence is the method that provides conceptual connection, such as logical relations, events, objects, situation organization, and continuity in human experience. Furthermore, it is concerned with how the components of the textual environment that lay underneath the surface text are interconnected and significant.

In addition, Yule (2020) stated that coherence is "everything fitting together well"; it is not something that happens in words or structures, but something that exists in people. It is people who "make sense of what they hear or read" (p.170). Coherence is a key factor for retrieving implicatures recovered from a written text since it leads to "successful understanding" (Schiffrin, Tannen, & Hamilton 2001). It is what defines a text to be always the interpretative framework that the reader brings to it. This component of texture is linked to people's expectations of how elements in a text should be structured and the types of social activities related to a text (Jones, 2012). Others like Brown and Yule (1983) asserted that the result of the interaction between the text and the reader is referred to as coherence. It is the reader who provides the comprehension of the text. Meanwhile, the difference between cohesion and coherence is stated by Hoey, (1991). as follows:

> We will assume that cohesion is a property of the text and that coherence is a facet [i.e. side] of the reader's evaluation of a text. In other words, cohesion is objective, capable in principle of automatic recognition, while coherence is subjective and judgments concerning it may vary from reader to reader.

(p.12)

2.2.3 **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 trace all the ways 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 with more popular cultural genres such as soap operas, film noir, westerns, and thrillers (Flowerdew, 2013).

In line with its emergence, genre first appeared to specify different types of literature; poetry; drama; movies; etc. It has been a popular paradigm for analyzing the form and purpose of scientific discourse in the last two decades, as well as a useful tool for establishing instructional methods in domains like rhetoric, professional writing, and English for Specific Purposes (ESP). Genre-based methods have had a significant influence by building a philosophy of language and education based on research into the linguistic structures of texts and the social settings in which they arise. Genre analysis may be defined as a broad phrase that encompasses a variety of methods and approaches to texts, ranging from extensive qualitative examination of a particular book to more quantitative counts of linguistic elements (Hyland 2009). Martin (1985) mentioned that when language is utilized to achieve goals, genres are how they are accomplished.

Nonetheless, understanding the relationship between language and its context and applying this understanding to language instruction is the main goal of genre research (Hyland, 2002). 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 the same role and goal (or set of functions and purposes). Genres are usually performed by a single individual (Paltridge, 2012).

Furthermore, Bhatia (1993) argued that a genre is an identifiable communicative event characterized by a set of communicative aims that are identified and shared by members of the community in which it happens. It is frequently highly organized and conventionalized, with limits on permissible contributions in terms of aim, placement, shape, and functional usefulness. Expert members of the discourse community, on the other hand, frequently use these limits to attain private aims inside the framework of the socially accepted purpose (s).

Moreover, Bhatia (2002) defined genre analysis as the study of situated language behavior in institutionalized academic or professional contexts, which is a commonly recognized concept that may be investigated. On the other hand, Swales (1990), the leading pioneer in genre and move analysis in the area of ESP, described a genre as a series of communication events shared by members of a specific community with a common set of communicative goals. Swales added that the concept of genre is defined as the communication that has its own set of norms. These norms are determined by the communicative goal of the context. For instance, the norms for writing social

letters are not the same as the standards for writing novels or theses. Bloor & Bloor (1993) defined genre as a formal property of a social practice that may be specified and taught. They described genre as a textual quality that characterizes it as a series of motions or segments each of which fulfills a component of the text's overall communicative objective. Miller (1984) defined genre as a type of social action that occurred inside a given discourse notion and whose scope could be determined. Thus, genre can be varied according to the context in which it is used.

Meanwhile, Bhatia (1993), and Bawarshi and Reiff (2010) proposed methods for analyzing genres, specifically textual genres. For example, we may choose to analyze a genre using a 'text-first' or a 'context-first' method (Flowerdew 2011). That is, we may start by looking at typical discourse patterns in the texts we're interested in (a text-first approach), or we can start by looking at the context of the texts we're interested in (a context-first approach). The phases should be employed freely and selectively based on the analysis' beginning point, objective, the feature of the genre we wish to focus on, and our level of prior understanding of the genre (Paltridge, (2006).

Paltridge (2012) added that there are three stages of genre-based analysis. The first stage is to gather samples of the genre you are interested in. Bhatia recommended using a small sample of texts for exploratory research, a single typical text for comprehensive study, or a larger sample of texts if we want to look into a few specific traits. Academically, the more genre examples you may collect, the better you will be able to recognize typical elements of the genre. The second stage is to think about what you already know about the genre. This entails understanding the setting as well as any traditions that are normally connected with the genre. We can look for information in current literature such as guide books and manuals, as well as seek out practitioner

guidance on the genre. It is also a good idea to look at previous assessments of the genre in question, as well as other comparable genres, by reading research articles or books on the subject.

The next stage is to fine-tune the analysis by identifying the text's speaker or writer, as well as the text's audience and their relationship to one another. That is, who utilizes the genre, who writes in it, who reads it, and what roles do readers play while they read the book (Paltridge, 2012). As a result, the intent, or purpose, of the writings must also be considered. That is, why do authors write in this genre, why do readers read it, and what is the genre's purpose for those who utilize it? Another factor to examine is the genre's normal conversation patterns. That is, how are the texts often ordered, how are they typically presented in terms of layout and format, and what are some common language qualities in the genre? (Paltrigde, 2012)

What do people need to know in order to participate in the genre, and what worldview does the work assume its readers have? To put it another way, what attitudes, beliefs, and assumptions does the genre presume or expose (Bawarshi and Reiff, 2010). Thus, readers should also consider the networks of texts that surround the genre and how vital it is to understand these in order to compose or understand a particular genre (Paltridge, 2012).

2.2.4 Genre Structure

Genre structure is regarded as the most significant innovation that has been a shift away from straightforward constituency depictions of genre staging. Martin (1994, 1995) used the term macro-genre to describe works that include common fundamental genres including a recount, report, explanation, and exposition. He proposed that logico-semantic connections for sentence complexes (elaboration, extension, enhancement) may be used for genre complexing in larger texts. Martin also discovered periodic and prosodic trends

across genre complexes — for example, the beginning and conclusion of an article, or the evaluative position of a review — throughout his study. In light of Halliday and Matthiessen's work on forms of structure in the grammatical description, the question of whether the staging of basic genres should be reassessed arose.

Martin (1995b) claimed that the structure of even the most basic genres can be factored out using a variety of organizing principles, and that constituency representation simply provides a skewed picture of genre phasing. Figure 2.1 shows Martin's interpretation of Halliday and Matthiessen's categories of structure.

Figure 2.1 As Adopted From J. Martin.Types of Structure in Relation to Modes of Meaning

Types of structure		Mode of meaning
particulate		ideational meaning
– orbital [mono-nuclear]		– experimental
– serial [multi-nuclear]		– logical
prosodic		interpersonal meaning
periodic		textual meaning

The three main types of structure are particulate, prosodic, and periodic. Text is segmented and organized into orbital or serial patterns by particulate structure. With orbital structure, one segment is designated as nuclear, and other segments are assigned as satellites to this nucleus; with serial structure, there is no nuclear segment on which other segments are dependent; the text

unfolds step by step, with each step dependent on the one before it. The prosodic structure is supra-segmental, spreading itself throughout a text in a fashion similar to tone contours in phonology, more and less intensively as needed. Periodic structure is a wave-like structure that arranges a text into a rhythm of peaks and troughs in accordance with the demands of information flow (Martin,1995b).

2.2.5 **Genre Pedagogies**

The findings of genre studies have had a significant influence on Language for Specific Purposes (henceforth, LSP) instruction. This is due to the fact that genre descriptions anchor instruction in research and provide learners with a clear grasp of how target texts are constructed and why they are written the way they are. The following are some of the possible benefits of genre-based writing education (Hyland, 2004b):

a. Explicit: Makes it clear what has to be learned to assist students in learning to write.

b. Systematic: Gives a rational framework for concentrating on both language and context.

c. Course objectives and content: Are built from target needs when employing a needs-based approach.

d. Teachers play a critical role in assessing students' learning and creativity.

e. Empowering: Gives the readers access to their favorite literature's patterns and variants.

f. Critical: Provides students with the tools they need to comprehend and criticize important discourses.

g. Teachers' understanding of texts is increased, allowing them to confidently advise pupils on writing.

Since genre pedagogy did not claim to be the only technique to actualize all of these traits, no other approach attempts to do so. LSP practitioners use genre pedagogies to emphasize what needs to be learned while also arranging teaching around the genres that learners require and the social contexts in which they will function (Hyland, 2004b). This usually entails using a scaffolded approach to help students gain control of a genre by using complete texts that are tailored to the needs of the students. Scaffolding is a learning metaphor that refers to the supporting behaviors that an expert might use to help a beginner learner progressively reach greater, autonomous levels of performance, according to sociocultural learning theory (Vygotsky, 1978). It entails active and ongoing assistance from a teacher who models suitable methods for specific reasons, assists students in their use of the strategies, and offers a meaningful and relevant context for utilizing the strategies in LSP classrooms.

2.2.6 **Genre and Discourse Analysis**

Discourse analysis is a set of methodologies for studying language in action, examining texts in connection to the social setting in which they are used despite this broad concept being understood differently across the social sciences. This is due to the fact that language is an inextricable aspect of social life and is intertwined with practically everything we do. Discourse analysis, in reality, oscillates between two poles, emphasizing specific texts or institutional social processes, but typically focusing on language phenomena

that occur above the sentence level, the conversation is no exception. For example, O'Sullivan, et al (1994) argued that "genres are agents of ideological closure—they restrict the meaning-potential of a particular text," whereas writers may rely on readers already knowing and anticipating genre conventions. We can tell whether a piece is an essay, a joke, or a recipe right away, but we can also spot originality, irony, and inventiveness. Genres can thus be viewed as a form of unspoken agreement between writers and readers, shaping both text makers' and receivers' expectations (p.128).

Bhatia, (2004) argued that the study of "conventionalized or institutionalized genres in the context of specific institutional and disciplinary practices, procedures, and cultures" is popular for understanding how members of specific discourse communities interpret, construct, and use such genres to achieve their own community goals (p.12). Thus, discourse as a genre goes beyond textual analysis to account for how text is generated, interpreted, used, and exploited in specific social, institutional, or professional circumstances in order to achieve specific disciplinary aims (2004).

Furthermore, discourse analysis, according to Bhatia (1993), can be done using at least four levels of description. The first level focuses on linguistic description at the surface level, taking into account the syntactic properties of various English variations. The second level investigates the relationship between lexico-grammatical choices and rhetorical functions, using the functional language description. The third is based on the use of interactional analysis, which emphasizes the interactive element of the text-reader dialogue. As Swales (1998) pointed out, genre research exposes how genres reflect and shape the societies in which they are used:

> In-group abbreviations, acronyms, argots, and other special terms flourish and multiply; beyond that, these discourse communities evolve their own conventions and traditions for such diverse verbal

activities as running meetings, producing reports, and publicizing their activities. These recurrent classes of communicative events are the genres that orchestrate verbal life. These genres link the past and the present, and so balance forces for tradition and innovation. They structure the roles of individuals within wider frameworks and further assist those individuals with the actualization of their communicative plans and purposes. (p.20).

Bhatia (1993), on the other hand, considered these three levels or methods to be insufficient, claiming that they lack "sufficient explanation of socio-cultural, institutional, and organizational restrictions and expectations that determine the form of a given discourse-genre." In addition, he claims that these three levels "pay little heed to the conventionalized regularities in the structuring of distinct communicative occurrences." As a result, he contends that a fourth level of genre analysis should be included while analyzing a genre work. "In order to answer the question, 'Why are specific discourse-genres created and used by expert communities the way they are?" it is necessary to combine socio-cultural and psycholinguistic aspects of text formation and interpretation with linguistic insights," he says.

Thus, the current study is an investigation of language used by Iraqi post-graduate students, which includes examining both the language form and the language function of MA thesis linguistics abstracts. Therefore, every written text is a genre that severs a specific purpose. For example, a genre is somewhat like a letter to the editor. Letters to the editors take place in a specific context, such as in newspapers and magazines. They feature distinct and unmistakable organizational and structural patterns. That is, they usually start with a heading, then the substance of the letter, and finally the name of the letter's author. They are usually short and attempt to comment on or express a particular point of view on a topic of current relevance to the newspaper or magazine's readers (Platridge,2012).

2.2.7 **Genre and Rhetoric**

Many different fields of study have been inspired by genre analysis in the field of rhetoric. For example, Labov's (1972) narrative structure of abstract, orientation, complicated action, evaluation, result or resolution, and coda uses the Aristotelian schema for a 'generic framework' for the beginning, middle, and conclusion' of texts. Longacre's (1968, 1974) study on Philippine languages follows an Aristotelian pattern in its structural formula of 'aperture, episode, denouement, anti-denouement, closure, and finis. In addition, Threadgold, (1994) argued that Martin's (1989) systemic description of the staging of expository texts as consisting of an 'introduction' includes a 'thesis statement', or statements, a body of the text that includes a number of supporting arguments, and a conclusion that restates the thesis statement(s) and summarizes the arguments follows a similar pattern of a basic Aristotelian type structure.

Kinneavy, as cited in (Paltridge, 1997), went on to develop his own discourse theory, which is based on the link between language's purpose and discourse patterns. Kinneavy's discourse categories are classified according to whatever aspect of the communication process receives the most attention.

On one hand, the genre type is classified as 'expressive' if the text's attention is on the sender. When the attention is on the receiver, on the other hand, it is classified as a discursive genre. If the focus is on the text's linguistic form, it is classified as a literary genre; if the text tries to describe some 'world reality, it is classified as a referential genre. Kinneavy added through each of these discourse kinds in terms of their 'inherent logic, organizational patterns, and aesthetic characteristics (Paltridge, 1997).

2.2.8 **Genre and Linguistic Anthropology**

Historically speaking, the study of verbal genres in American Indian languages and cultures has been a prominent subject of interest in linguistic anthropology since the late nineteenth century. John Wesley Powell, who created the Bureau of American Ethnology, and Franz Boas, whose work focused on the textual recording of American Indian cultures, were two key actors in the early development of this study. (Paltridge, 1997). The importance of obtaining an 'insider's' view of interactions and discussion of North American Indian distinctions between myths and folktales), the need for the texts to be socially, culturally, and linguistically representative of the type of interaction being examined; and the need to explore a full range of texts, on a full linguistic scale are all principles that Boas promoted in his data collection work as cited in Paltridge, (1997).

To add more, Bauman and Briggs (1990) stated that instead of being driven by the social and physical surroundings of encounters, 'contextualisation' refers to how communication contexts form via negotiation between participants in social interactions (p.69). They argued that the textual nuances that indicate how participants "together build the environment around them" are studied in 'contextualising performances' analyses. 'Entextualisation', on the other hand, refers to the process of converting a section of speech into a single unit "that may be removed from its interactional context. (p.73). "The formal aspects of texts, such as cohesiveness, the overall structure of a text, and parallelism, are of more relevance here. In addition, research into 'the world' formed in 'performance' (p74), the interplay between verbal performance and media such as music and dance, and the composting process itself has been conducted (Foley, 1988).

2.3 Elements of Genre

2.3.1 **Moves and Strategies**

The use of rhetorical moves and strategies in genre analysis backs 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, and a new study on academic genres has resulted in descriptions of research paper findings sections (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 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/EFL technique. The study aims to analyze and investigate the lexco-grammatical structure and rhetorical moves of Iraqi post-graduate thesis 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.

2.3.2 **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.

2.4 **Genre Sets and Systems**

Genre researchers' focus has recently changed from single genre study to groupings of related genres and "the links among genres within a community" (Yates & Orlikowski, 2002, p. 103). Spinuzzi (2004) called the genre "assemblages". Even though individual genre analyses provide us with information necessary for understanding community norms, practices, and ideologies, genre theorists have acknowledged that it is impossible to unpack complex communicative phenomena without studying interactions among genres (Devitt, 2000; Yates & Orlikowski, 2002).

Bazerman (1994) proposed that a restricted range of connected genres "may suitably follow upon another" (p. 98) within each unique context, impacting other genres that follow in response to a specific scenario. He claimed that rhetors must act generically in response to a stereotyped scenario

in order for others to recognize and accept their actions, which he claimed would not be possible "without a common sense of genre" (p. 100). Focusing just on individual texts written in response to a rhetorical context may restrict our grasp of the complexities of generic interaction and how some genres need the use of other genres (Devitt, 2000).

Meanwhile, Bawarshi (2000), added that many genres are utilized in the same social situation, and "each genre within a scenario type creates its own... unique social activity, its own subject roles, and connections between these roles, as well as its own rhetorical and formal qualities" (p.351). Devitt (2000) asserted that in order to comprehend how a genre works, one must first comprehend all of the other genres that surround and interact with the one in question, both those that operate overtly and others whose presence is only inferred. A genre set is a collection of all the different sorts of writings created by someone working in a specific field. Orlikowski and Yates (1994) proposed that genre sets overlap, and they used the term 'genre repertoire' (p. 541) to characterize them. Spinuzzi, (2004) added that as new genres are improvised or otherwise added, this repertoire evolves throughout time.

In addition, Bazerman (1994) expanded on the concept of genre sets, proposing that it be replaced by the concept of genre systems, which encompasses the entire set of "interrelated genres that interact with each other in specific settings" (p. 97) and "attends to the way that all the intertext is instantiated in generic form establishing the current activity in relation to prior acts" (p. 99). Members of a community engaged in an activity, according to Bazerman (1994), produce "a complicated web of connected genres where each participant makes an identifiable act or motion in some recognizable genre, which may then be followed by a specific range of suitable generic replies by others" (pp. 96-97).

2.5 Approaches to Genre-based Analysis

Recently, the genre has made inroads within the discipline of linguistics. Halliday (1978) and others like Levinson (1979), Saville-Troike (1982), and 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 of modern genre studies that are considered key concepts for genre analysis.

2.5.1 English for Specific Purposes Approach (ESP)

Swales creates the Swalsean method known as the ESP Genre analysis approach (1981). It is a method of text analysis that investigates the structural regularities that identify one form of a text or genre from another (Dudley-Evans, 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, 1998). Thus, it was created to make students aware of various texts, particularly academic texts like university lectures and academic essays, in order to improve non-native students' capacity to comprehend and write academic writings effectively.

Lesiak-Bielawska (2015) suggested that the key goal was to see how different registers of English might be detected, such as the distinction between English for Electronic Engineering and English for Biology. Swales (1990) identified the term 'genre' as below:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style. The communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as

here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation. (Swales, 1990, p.58)

In addition, Ramirez (2015) stated that the most significant contribution of ESP is *Swales' (1981) Aspect of Article Introductions,* which marked the start of a new phase in which Swales introduced his new method 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 discipline-specific genres, particularly research articles and what Swales (1990, p.46) referred to as 'occluded genres,' which work behind the scenes of research articles (abstracts, submission letters, review letters, and so on).

2.5.2 Systemic Functional Linguistic Approach

Over the last three decades, systemic functional approaches to the genre have made significant contributions to how the genre is understood and utilized in textual analysis and language education. J. R. Martin, Frances Christie, Bill, Cope and Mary Kalantzis, Gunther Kress, Brian Paltridge, Joan Rothery, and Eija Ventola were influenced in large part by the work of Michael Halliday or (Halliday and Hasan) at the University of Sydney and applied to the genre in

particular in the work of J. R. Martin, Frances Christie, Bill, Cope, and Mary Kalantzis, Gunther Kress (Bawarshi & Reff, 2010).

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 SFL. A text may be characterized by systematists in terms of two complementing variables: the immediate situational setting in which it was created (register or context of situation) and the general goal and function of the interaction (genre or context of culture).

As a result, 'functional' refers to the job that language conducts in certain settings. The structure or arrangement of language such that it may be utilized to get things done in particular circumstances is referred to as 'systemic'. The 'systems of options' accessible to language users for the manifestation of meaning are referred to as 'systemic' (Christie, 2007). The idea of 'realization' is particularly essential in SFL because it represents the dynamic way in which language realizes social intentions and circumstances as unique linguistic exchanges while also realizing language as specific social acts and meanings (Bawarshi & Reff, 2010).

Meanwhile, according to Halliday (1984), situation settings are not independent and distinct, but rather frequently recur as "situation types, a collection of stereotyped semiotic and semantic interactions that make up a scenario... of individuals, acts, and events from which the things that are spoken acquire their meaning" (pp. 28-30). He added that this 'clustering of semantic properties according to scenario categories' is referred to as register (p.68). Register specifies what really happens (the 'field'), how players interact

(the 'tenor'), and what function language plays (the 'mode') by relating a situation type to certain semantic and lexico-grammatic patterns, as cited in (Bawarshi & Reff, 2010).

Eggins, (1997) argued that the 'field' of discourse, for example, denotes the system of activity inside a given environment, which includes the actors, practices, and conditions. The social links between the participants—their interactions—within the discourse are represented by the 'tenor' of the discourse. And the 'mode' of discourse refers to the channel or wavelength of communication (face-to-face, via e-mail, phone, etc.) that participants utilize to carry out their activities and relationships. Each of these environmental elements in SFL has a predictable and systematic link with lexico-grammatical patterns and is used to construct three sorts of meaning: experimental, textual, and interpersonal.

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 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). SFL, 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).

2.5.3 **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 the 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, placed in the community and context of the writer and audience, according to the New Rhetoric method, which focuses on the North American group. This approach emerged in the 1960s with a deep commitment to providing a powerful theoretical and historical foundation for the teaching of writing to all undergraduate students. Flowerdew (2002) divided genre theorists into linguistic and non-linguistic camps, identifying the New Rhetoric group as a non-linguistic group that views genre as 'social action' in its obsession. (1994 a, 1994 b, Freedman & Medway). Carolyn Miller's key work *'Genre as a Social Action'* (1984/1994) 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, and Freedman and Medway 1994, who combined ideas from classical rhetoric, and literary and communication studies. The relevance of

historical contingency, as well as the cultural and historical situatedness of the genre, is emphasized in their work.

However, some scholars, Bazerman, Medway, and others described this approach as a powerful framework for explaining genre for two reasons: first, in addition to its traditional focus on literature, more attention has been paid to non-literary forms (written or spoken); and second, rather than focusing solely on the linguistic regularities of texts, the New-rhetorical has sought to understand the social, political, and rhetorical actions implied in these texts (Artemeva and Freedman, 2008).

Furthermore, the New-principal rhetorical's focus was on textual regularities, particularly in literary works like sonnets, tragedies, and odes, which were described in terms of form and content rules. In addition, new-rhetorical genre studies delve further, focusing on the textual aspects of non-literary writings like the lab report's objective, techniques, and observations. Without abandoning traditional definitions of genres as regularized types or kinds of discourse characterized by similarities in content and form, current genre studies concentrate on connecting linguistic and substantive similarities to regularities in human activity (Freedman and Medway, 1994).

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).

Having reviewed approaches to genre-based analysis, the study adopted an aclectic model which is based on the combination of two approaches, ESP

and SFL. The connetion of these two approaches is in coincidence with the objectives of the study.

2.6 Discourse Community, Communicative Purpose, and Genre

The three basic elements, *Discourse Community, Communicative Purpose, and Genre* are highly co-referential and considered the backbone of Swales's approach to genre-based analysis. Discourse communities are referred to, according to Swales (1990), as 'socio- rhetorical networks that form in order to work towards sets of common goals' (p.9). In addition, Swales presents six distinguishing features of discourse communities in his book *Genre Analysis*. To begin with (i); 'a discourse community has a generally accepted set of common public aims,' which might be articulated directly or implicitly. (ii); a discourse community must have 'mechanisms of intercommunication among its members,' such as meeting rooms, telecommunications technology, newsletters, etc., in order to achieve and progress its aims. (iii); persons who use these methods to engage in the discourse community's life are members of the discourse community. (iv); 'a discourse community employs and thereby owns one or more genres in the communicative pursuit of its objectives'. Members of a discourse community must be able to recognize and identify these genres. (v); 'a discourse community has gained some distinctive lexis, in addition to owning genres,' which might take the shape of "increasingly common and specialized terminology," such as abbreviations and acronyms. Finally, 'a discourse community has a threshold level of members with a reasonable degree of relevant material and discoursal skill' who can teach new members about shared aims and communicative purposes.

Furthermore, these criteria emphasize that a discourse community is a social group that utilizes language to perform work in the world, and that discourse preserves and expands a group's knowledge, according to Swales (1990). As a result, genres not only assist members of a discourse community in achieving and furthering their objectives, but they also assist new members in learning about and participating in the discourse community's shared goals, demonstrating the importance of genre as a teaching tool in ESP (p.24-27). Swales (1990) defined genres first as linguistic and rhetorical actions, involving the use of language to communicate something to someone at some time in some context for some purpose by proposing that a genre "comprises a class of communicative events, the members of which share some set of communicative purposes" (p.27). He added that a genre defines a group of communication events that have emerged in response to a shared set of communicative goals. A communicative event might be random or idiosyncratic, inspired by a unique, distinct purpose. As a result, a genre is a generally stable set of linguistic and rhetorical "events" that members of a discourse community have standardized in order to respond to and fulfill agreed communicative goals (swales, 1990).

Swales (1990) is cautious to point out that 'exemplars or examples of genres vary in their prototypicality"(p.49), implying that a text's genre membership is determined by a spectrum of familial resemblances rather than "either/or" fundamental features, because "communicative purpose has been identified as the privileged attribute of a genre' (p.52). He emphasized the importance of 'other features, such as form, organization, and audience expectations, in determining the extent to which an example is archetypal of a certain genre.' Hence, the genre's logic 'shapes the schematic structure of the discourse and impacts and constrains content and style choice' (p.58).

Because of a genre's logic, as well as its schematic, syntactic, and lexical rules, are all determined in the context of a discourse community's shared aims, how members of a discourse community define genres is crucial to understanding their function and structure. As a result, ESP genre analyses rely on a discourse community's "nomenclature for genres as a significant source of knowledge" more than SFL studies (1990, p.61). As Swales pointed out, such naming can give anthropological insight into how and why members of discourse communities utilize genres. (1990).

2.7 Register Analysis

Conrad and Biber (2009) proposed that a register is a type of language connected with a certain context of use (including particular communicative purposes). The situational background, linguistic traits, and functional linkages between the first two components are all included in the definition of a register.

The linguistic aspects of registers are their distinctive lexical and grammatical traits. However, registers are classified according to their situational circumstances, such as whether they are created in speech or writing if they are interactive, and what their major communication goals are. When seen from a registered viewpoint, one of the book's core ideas is that linguistic qualities are always useful. That is, linguistic traits are more likely to appear in a register if they are exceptionally well matched to the register's aims and situational context. As a result, the functional analysis is the third component of any register description (Conrad and Biber, 2009).

The analysis of either whole texts or a collection of text extracts may be used to identify and describe registers. This is due to the fact that the linguistic component of a register analysis necessitates the identification of the variety's pervasive linguistic features: linguistic qualities that may exist in any variety but are significantly more prevalent in the target register. As seen in the

examples below, these ubiquitous language traits are plainly functional (Conrad and Biber, 2009).

Genre characteristics are not prevalent; rather, they may appear just once in an entire text, usually at the beginning or finish. They are also frequently decorative rather than utilitarian. Firstly, it's crucial to recognize the situational qualities of conversation that set it apart from other registers. Direct engagement between at least two persons who are in the same place at the same time is required for a face-to-face discussion. Both participants are required to talk (or the conversation would become a monologue). Furthermore, while many particular themes and aims are available, participants should typically share events, thoughts, and feelings.

The second stage is to describe the conversation's usual (pervasive) language elements. This stage necessitates the analysis of several texts from the target register in order to identify linguistic traits that are common across texts (rather than unique to a single text). Previous register studies have discovered that first-person pronouns (I and we), second-person pronouns (you), and questions are more prevalent in conversation than in many other registers. The third phase of a register analysis is to use functional words to explain the link between situational parameters and widespread language properties (Conrad and Biber, 2009).

Consequently, the relationship between genre, register, and language is described by Eggins (1997) as follows: -

a) Language is employed for a certain function or purpose, and this usage is tied to a specific circumstance and culture.

b) The cultural (genre) context is more abstract and universal than the situational environment (register).

c) Genres are realized via languages, and the reality of register mediates the realization of genres in the language (Eggins, 1997: p. 78).

2.7.1 **General and Specialized Genres and Registers**

Conrad and Biber (2009) claimed that it is possible to distinguish between general and specialized registers in writing. Academic writing is a wide register characterized by well-crafted language addressed to a large number of readers apart from the author in time and space, with the primary communication goal of transmitting information about a topic. Thus, there are lots of other specialized written academic registers available. The targeted audience (students vs other professionals) and the more precise communication aims to distinguish textbooks from academic research books (e.g., introducing and surveying an academic field versus presenting the results of a new research project).

However, research articles in academic journals, like academic research books, are produced for other experts but focused on the findings of a single study. There are significant variances in register between academic areas. A psychology research paper, for example, differs from a chemistry research article, and so on. It's critical to understand that there isn't a single 'correct' threshold for a register analysis. Rather, situational and linguistic aspects might be examined for a generic or highly specialized register. An examination may begin with a broad register and then go on to the more specialized registers inside it. Because there will be more variety among texts in a general register than there will be among texts in a single sub-register, the linguistic study of a general register will require a bigger sample of texts (2009).

2.7.2 Genres as Textual Instantiations of Rhetorical Situations

First of all, since it is true that regularities in textual form and substance can describe genres, contemporary thought regards these regularities as surface reflections of an underlying regularity. Genres can act as a basic role in reshaping the situations to which they are related. Bawarshi (2000) said genres produce their own social semiotic, a semiotic that rhetorically shapes and facilitates social actions while also being characterized by the activity it facilitates. This is why, although our social circumstances form us, genres shape us. In addition, (Devitt, 2000) admitted that genres are characterized less by their formal elements and more by "their aims, participants, and subjects: by their rhetorical acts," according to this new approach. "a genre's status and purpose in a social environment determine it" (p. 698). Others such as Paré and Smart (1994) expressed that "A particular profile of regularities across four dimensions," they are "a collection of texts, the composing practices involved in generating these texts, the reading strategies applied to evaluate them, and the social roles performed by writers and readers" creates "a distinctive profile of regularities across four dimensions" (p. 147). Bawarshi (2000) summarized the new, rhetorical interpretation of genre "Genre is what it permits us to accomplish, the potential that makes the actual feasible, the con' and the 'text' at the same time." (p. 357). The new notion of genre was defined by Anne Freadman (2002) as the capacity of human speech that separates it, for instance, from the language of bees; that is what divides 'culture' from programmed instinct.

2.8 Abstract as a Genre

First of all, an abstract is regarded as the unique version of a research or thesis and it is the text which is the key part of any academic work to be

published in a journal. Thus, it is defined by Kilborn (1998), as " a text that contains the most important content of an already existing text in a concise, condensed and abbreviated form."(p.19). Others like Koltay (2010) admitted a full definition for an abstract as a text that reflects the most important information of an existing (primary) text in a form shorter than the original. The importance of information is decided from a pre-defined viewpoint, which enables the abstract to serve to inform (informational) goals. It should attract the reader's attention because it is the first part to read." The abstract according to Kiltoy, (2010) stands for the following:

1- The main or original text (sometimes simply referred to as "the original") is the text whose substance is represented in the abstract.

2- The core content is more than twice as long as the abstract.

3-Both texts are written and stored on paper or other non-paper storage media (e.g., electronic, optical).

4 -Abstracts are used to inform (provide information).

However, "Why are abstract searches more effective and cost-effective than full-text searches?" The reason for this is that full-text searches frequently provide an unacceptable quantity of irrelevant results (Pinto and Lancaster, 1999).   From a different perspective, we may remark that the rise in the speed with which people can acquire information has important implications for creating and disseminating information, emphasizing the necessity of abstracts as information transmission instruments (Chan and Foo, 2004). Nicholas et al. (2007) said that some publishers recognize the importance of abstracts by recommending that they charge for abstracts rather than complete texts. However, joking aside, we must recognize that abstracts are normally free to see for all people, whereas full-text papers cost a membership. As a result,

some viewers will only be able to see the abstractions because they have no other option.

Furthermore, in certain digital libraries, abstracts must be seen before the whole text may be accessed (Nicholas et al., 2007). So, what is the history of abstracts and abstracting? Abstracts were created with the intention of being read by humans and were closely linked to papers published in scientific publications. Abstracts were produced from electronic databases with the introduction of online information retrieval in the 1960s, while they were still meant to be read by humans. So, going back to our discussion of why people write abstracts, we can see that the reasons why people write abstracts are rather self-evident: they need to write abstracts if they want their works to be published and read. The following quotation can still be used to represent the abstract as a whole:

The focus must be on global information exchange, and scientists do not have time to read all the documents relevant to their research. These principles are as true today as they were 100 years ago. (Hawkins and Brynko, 2008: p. 27)

Abstracting is a difficult task that requires both decoding and encoding of data. Because it necessitates a comprehensive examination of texts, it improves critical reading abilities and broadens comprehension of basic rhetorical concepts (Guinn, 1979). It is also undeniable that abstracting encourages attentive reading, summarization, and synthesis of data (Curtis and Bernhardt, 1992) as cited in Koltay (2010).

$2.8.1$ **Features of Abstracts**

There are certain features that all abstracts have:

1- The length

Abstracts are expected to be a fraction of the length of the original. This demonstrates that the length of the abstract is a critical consideration. Various authors appear to view and address this topic in different ways. A basic and straightforward definition of abstract length is that it must be shorter than the original; otherwise, producing one is pointless. Despite this, this method is rarely employed (Koltay, 2003).

According to Armstrong and Wheatley (1998), abstracting services favor short abstracts for obvious reasons such as production and storage expenses, as well as printing, binding, and distribution costs when paper copies are generated. However, their review of eleven database suppliers' rules indicated that there is no universally agreed standard for abstract length. Recommendations ranged from 'as short as possible' to 'no limit,' with word counts range from 50 to 500. The concept of brevity is also prevalent in the digital era since physical limitations appear to be less important. There appear to be principles guiding the view of this issue, such as the fact that saving the user time remains a top priority. Others like Waters (1982) added that crucial material may be omitted in abstracts less than 200 words, whereas abstracts longer than this limit may include a lot of duplicate information. Despite this, he claimed that the duration of the original is crucial.

All of this demonstrates that absolute length rules do not apply to abstracts. Instead, consider the following factors, according to Pinto and Lancaster, 1999:

a) The original language;

b) The physical availability of the original;

c) The length of the original;

d) Semantic features of the original (among others, its complexity and the density of information in it);

e) Complexity and density of information in it);

f) The importance of the original for the abstracting service;

g) The abstracting service's practice (whether it requires informative abstracts or limits the length).

2- Functions

In general, the goal of abstracting is to provide someone unfamiliar with a text with a basic understanding of what it contains. This is accomplished without having to recount every detail of the original story (Werlich, 1988). Abstracts are an important part of research communication because they may reach a far larger audience than full-length papers (Staiger, 1965).

Abstracts are designed to serve a variety of goals, as stated by Zellers et al. (2008): Abstracts are used by readers to assess whether a piece of writing piques their attention or pertains to a project they're working on. Rather than shifting through hundreds of papers, readers depend on abstracts to swiftly determine whether or not an item is relevant. Abstracts are also used by readers to determine the level or complexity of a piece of literature. If the abstract is very technical or simple, readers will assume that the article will be similarly overly technical or simplistic.

As a result, Fidel (1993) as cited in Koltay (2010) described the major purposes of abstractions as follows: they promote the efficiency of information collecting by providing orientation to users, providing an

overview for those who need to stay current, and serving as a source of information.

3- Additional Benefits

Remarkably, other features of abstracts are beneficial to their consumers. The majority of these advantages are due to the fact that abstracting may be done in several languages. It's possible, for instance, that the original and abstract are written in separate languages. Abstracts can make material published in a foreign language accessible in this way (Fidel, 1993). When it comes to foreign language use, abstractions that are written in the user's native language or in a language that is more known to them than the original language can assist them to overcome the language barrier (Cross and Oppenheim, 2006) as cited in Koltay (2010).

Some of the advantages are available regardless of the consumers' native language. To begin with, an abstract aids reader in comprehending the entire book by serving as a pre-reading synopsis of the main topics. Before reading an article, readers should read the abstract to get a sense of what will be in the content. Reading the content becomes easier and more efficient as a result of the overview achieved in this manner (Zellers et al., 2008). In the pos-treading phase, there is the last set of extra advantages. These concerns reading articles in one's own language as well as a foreign one. Readers frequently preserve abstractions even after reading the originals to remind them of supporting sources. Abstracts can aid the reader in remembering the content of the article as well as the topic. Sources are easily identified since abstracts include entire bibliographic citations (Zellers, 2008).

They can assist to solidify thoughts and perspectives about the research by using this function (Cross and Oppenheim, 2006).

2.8.2 Types of Abstracts

There are three distinct forms of abstracts, according to Koltay, (2010):

2.8.2.1 Informative Abstracts

Informative abstracts are seen as more significant, popular, and commonly utilized than indicative abstractions (Collison, 1971) as cited in Koltay (2010), to the point that the informative abstract is usually referred to as "the abstract," despite the fact that all sorts of abstracts serve beneficial functions (Cleveland and Cleveland, 1983). In line with what is mentioned above, Procter (2008) as cited in Koltay (2008), asserted that informative abstracts should include as much of the quantitative and qualitative information provided in the text as feasible, as well as reflect its rationale. This is one of the most crucial characteristics that can be used to define an informative abstract. Abstracts should include the scope and objective of the study, the techniques used and the type of therapy given, the findings, the conclusion, and the author's interpretation of the findings (Collison, 1971) as cited in Koltay (2010). Informative abstracts concentrate on what the original says while retaining the original's basic thinking in a simplified version (Guinn, 1979). Informative abstracts have frequently been compared as a skeleton with the flesh missing. This means that the reader is provided with enough information to recreate the entire story (Cleveland & Cleveland, 1983). This metaphor may appear questionable since it represents a non-scientific way of thinking. Good metaphors, on the other hand, may be really beneficial. The notion of a skeleton is similar to that of an instructive abstract, which is a smaller replica of the main text (Day, 1988; Rathbone, 1972) as cited in

Koltay(2010). Another distinguishing property of informative abstractions is that they are the only ones that may be used in place of the original. Informative abstracts are intended to offer immediate access to relevant information.

As a result, they can eliminate the need for the user to access the original for further information (Ashworth, 1973). According to Roundy (1982: 35), as cited in Koltay (2010), informative abstracts may stand-alone since they include specifics about each portion of the original and provide the essential facts of the original, enabling the reader to select whether or not to continue reading if they already know the facts. Finally, it is agreed that producing informative abstractions is far more difficult than comprehending the conceptual differences between informative and indicative abstracts (Manning, 1990).

2.8.2.2 Indicative Abstracts

Indicative abstracts, according to widely held views, describe the substance of the original in broad terms but do not report the exact material (Rowley, 1988). To put it another way, suggestive abstractions simply describe the original, not what it contains (Roundy, 1982). This implies that they provide readers with an introduction to the subject. Readers must check the original to learn about the author's findings, conclusions, or recommendations (Kilborn, 1998). This is how Goldbort (2002) expressed that indicative abstracts (also known as descriptive or 'topical' abstracts) serve as tables of contents for articles written in prose (often paragraphs). Rather than communicating the information included in the article, they are written about it. They educate readers "about the type of material contained in the paper, with an emphasis on the research topic and an abridged and indirect discussion of the procedures," according to the authors. They describe the work, and "rather

than capturing the actual data and conclusions, (their) phrases express the many facets of debate," according to the author (p.26).

As a result, material in indicative abstracts is treated more superficially (Rowley, 1988). Indicative abstracts may be prepared more quickly and cheaply than informative abstractions because they need less perception and topic knowledge (Rowley, 1988). It is important to remember that indictive abstracts are not intended to be used as document replacements; they are just smart selection aids. Because they are descriptive rather than substantive, they can only forecast the structure of the original and hence cannot stand alone (Day, 1989).

2.8.2.3 Indicative-Informative Abstracts

The informative and indicative abstracts are frequently combined into a hybrid kind, the indicative-informative abstract, which is believed to be more prevalent than the pure varieties (Aucamp, 1980) as cited in Koltay (2010). Ashworth (1973) has the following position in this regard:

> It is doubtful, however, whether there is any great value in drawing a rigid distinction between these types of abstract the indicative and the informative abstract. Almost always in practice the ideal abstract will combine the characteristics of both types and in any one abstracting publication the amount and kind of information presented will vary with the importance and source of the document under consideration. (p.125)

Indicative abstracts are a hybrid: sections of the abstract are written in an informative style, while minor material is presented in an indicative manner. Such abstractions can convey the most information in the shortest amount of time (Rowley, 1988). Hence, Koltay (2010) stated that both indicative and informative remarks are included in indicative-informative abstracts. This implies that the more significant information of the original is reflected in these

abstractions in the same manner as informative abstracts do, while less important stuff is only represented by statements that contain some type of reference to the original. To sum up, in this study, the researcher is intended to analyze and investigate the informative abstracts since they are mostly used in post-graduate thesis writing.

Additionally, according to Elsevier Journal, there is a fourth type, Graphical Abstracts, which is the focus of the next section.

2.8.2.4 Graphical Abstracts

Journals are increasingly requiring that a "graphical" or "visual abstract" be submitted in addition to the content of the paper. This is a single, succinct, graphical, and visual summary of the article's primary results. It might be the post's final figure or, better yet, a figure created just for the purpose, which conveys the essence of the article in a single look for readers. Please examine the samples provided below. The graphical abstract will appear in online search result lists, online contents lists, and the article, for instance, on Science Direct, but not in the PDF file or print version of the paper. https://www.elsevier.com/authors/tools-and-resources/visual-abstract.

Also, Authors may submit an image file that has been produced according to the figure guidelines in the Journal. Without discrete lettered components and a separate caption, the figure should be a single picture. Information should generally flow from left to right or top to bottom. As graphical abstractions, data figures are not authorized. The graphical abstract might be a schematic model figure from the article itself. It is suggested that you use the following specifications:

Size: at least 5.5 in (14 cm) wide

600 pixels per inch (resolution) (ppi)

https://www.jci.org/kiosks/publish/graphical

2.9 Relevant Past Studies

Genre-Based Analysis is regarded as one of the recent topics that every post-graduate researcher should have a keen interest to learn about. This section provides a brief explanation of the past studies. This is done so as to give points of similarities and differences with the current study. Thus, they are organized chronologically as follows:

1) **Krajnakova (2015)** *A Genre Analysis of English-Written Master's Theses and Dissertation Abstracts in the Setting of Prešov University***.**

This study aimed at examining the problem of English-written TA, focusing on five common rhetorical techniques, tense, and grammatical subjects employed by Management students at Presov University. The most crucial movements of Results and Conclusion are infrequently contained in the corpus of 33 Master's and 33 Dissertation thesis abstracts, indicating a general preference for the moves of Problem Statement and Methodology. The tense phenomenon reveals the present simple's dominance, and it is noted that pupils favor non-personal Discourse Domain grammatical topics. The findings support TA's underappreciated status and demonstrate how its genre characteristics are unique to the Slovak academic setting. (Krajňáková, 2015)

2) **Loutayf (2017)** *Analysis of abstracts in English: A study of abstracts written by EFL writers in Argentina***.**

The purpose of the study was to present findings on the rhetorical structures and communicative purposes of the abstracts in this corpus, compare them to existing models in English literature and demonstrate the structures that can be used to help EFL science writers improve their abstract writing skills and communicative purposes. The data were analyzed to be compared to

the current models in English literature, utilizing IMRaD (Introduction, Methods, Results, and Discussion), CARS, and other methods (Create A Research Space) and the combinatory models suggested by Swales (1981, 1990) as done by Loutayf, (2017).

3) **Briones (2018)** *Move analysis of abstracts in applied linguistics research: The Middle East and North Africa (MENA) Perspective.*

This study examined the moves that occur in a corpus of 29 semi-randomly selected online research article abstracts from three applied linguistics publications in the Middle East and North Africa (MENA). The Purpose (P), Method (M), and Product (Pr) movements are the most prominent throughout the corpora of two of the three journals, according to Hyland's (2000) Introduction-Purpose-Methods-Product-Conclusion (I-P-MPr- C) move structure. Furthermore, only three abstracts out of 29 have the entire and sequenced I-P-M-Pr-C structure described by Hyland (2000). The following conclusions may be drawn from these findings: Although Hyland's move structure is visible throughout the corpus, it is not sequenced in the order in which Hyland's structure was first introduced. (Briones, 2018)

4) **Sahawneh and Al-Ali (2011)** *Rhetorical and Textual Organization of English and Arabic Ph.D. Dissertation Abstracts in Linguistics.*

This study compared English and Arabic Ph.D. dissertation abstracts in the field of linguistics in order to investigate the rhetorical and linguistic differences between English and Arabic abstracts. Following Swales' (1990) CARS model of RA introductions and Bhatia's (1993) IMRD move structure, they analyzed the rhetorical components that make up the macrostructure of

fifty English Ph.D. dissertation abstracts written by native English speakers and those underlying fifty Arabic Ph.D. dissertation abstracts written by native Arabic speakers. (Sahawneh & Al-Ali, 2011)

The study ended with variations in generic structural preferences in terms of the type and frequency of moves, as well as the language realizations of these moves, across the two sets of data. Sociocultural and academic expectations are most likely to blame for the rhetorical differences between the two languages. Certain linguistic realizations, such as voice and tense choice, are attributed to either intrinsic linguistic distinction between the two languages or academic practice. (Sahawneh & Al-Ali, 2011)

5) **Al-Khasawneh (2017)** *A Genre Analysis of Research Article Abstracts Written by Native and Non-Native Speakers of English" (Fadi Maher*

The aim of this study was to examine twenty abstracts on the subject of Applied Linguistics produced by native and non-native English speakers. Abstracts for the study were chosen from well-known journals in the field of Applied Linguistics. The data were investigated to identify the variations in rhetorical structure of research abstracts between native and non-native writers using Hyland's (2000) model of genre analysis. The results of this study demonstrated that both native and non-native authors followed the three-move rhetorical framework (Purpose, Method, and Conclusion), albeit there was a substantial variation in the introduction and conclusion moves. In comparison to their non-native counterparts, native authors were more inclined to use these two techniques. (Al-Khasawneh, 2017)

6) Moghadam and Meihami (2016): *A Rhetorical Move Analysis of TEFL Thesis Abstracts: The Case of Allameh Tabataba'i University.*

This study aimed at examining the rhetorical moves in MA thesis abstracts published on the subject of TEFL at Allameh Tabataba'i Institution an Iranian university, from 1988 to 2015. As a result, Hyland's (2000) rhetorical move model was used to assess 300 MA thesis abstracts. The thesis abstracts were studied in three-time intervals to follow the rhetorical motion trends and for convenience of analysis. While the "Purpose," "Method," and "Product" were the most often used rhetorical movements in the first interval (1988-1997), the "Purpose" was the most frequently used rhetorical move in the second and third intervals (1998-2007 and 2008-2015). In addition, for the three periods, the rhetorical movements 'Introduction' and 'Conclusion' were the least common. On top of that, the research revealed that thesis abstract rhetorical move patterns shifted from Purpose-Method-Product (P-M-Pr) to Introduction-Purpose-Method-Product-Conclusion (I-P-M-Pr-C). 'Method' and 'Product' are two different types of maneuvers. (Moghadam and Meihami, 2016)

7) Ebadi, Salman, Nguyen, and Weisi (2019) *Rhetorical Structure Variations in Abstracts and Introductions of Applied Linguistics Master's Theses by Iraqi and International students.*

This study aimed at comparing the rhetorical differences and similarities found in the abstracts and introduction parts of MA theses written by Iraqi and foreign students in the subject of Applied Linguistics (AL). Two sets of MA theses (30 each) were chosen at random to attain this purpose. The rhetorical structures in the abstract and introduction parts were classified using Hyland's (2000) suggested model and Chen and Kuo's (2012) framework, respectively. The data revealed that in their abstracts, Iraqi university students incorporated

the stages of (a) Research hypotheses and (b) Outlining thesis structures, but their foreign counterparts did not. Iraqi MA students also talked about their findings in abstracts more than foreign MA students.   In addition, although both Iraqi and foreign MA students used the moves in their introductory chapters with equal frequency, international students used different procedures to complete Moves 1 and 3 (Ebadi, Salman, Nguyen, and Weisi, 2019).

8) **Jawad (2018):** *Genre Analysis of MA Thesis Abstracts by native and (Iraqi) non-native Speakers of English.*

The purpose of the study was to look at the macro-structure (move-step analysis) of MA theses in linguistics abstract sections. There are two corpora, one including fifteen MA theses written by American native speakers and the other containing fifteen MA theses written by Iraqi Arab non-native English speakers. As a result, Swales' (1990) model is the one used in this research. There are three significant moves in this approach. Swales' (1990) model has optional phases for each step. According to the findings, there were some parallels and variances in terms of cyclicity (move structure) and move-step frequency of recurrence. (Jawad, 2018)

9) **Al-Zubaidi (2013):** *Analyzing the Rhetorical Structure of Linguistics Dissertations Abstracts Written by Iraqi EFL Graduates.*

The study aimed at exploring the general structure of MA and Ph.D. dissertation abstracts done in English by Iraqi EFL graduates. In linguistics dissertation abstracts, it studies the rhetorical organization or move structure used in the implementation of these moves. Swales' (1990) and Bhatia (1990) models were used for data analysis. The rhetorical micro-analysis revealed eleven component moves that are used to construct the schematic structures of Iraqi EFL graduates' dissertation abstracts.   The move of declaring current research or expressing study objectives, presenting hypotheses, reporting

outcomes, and discussing methods are all required. The rhetorical macro-analysis, on the other hand. The study identified five moves around which these dissertations are structured. The moves of purpose, methodology, and result are three of which are required. Furthermore, the results revealed that short phrases, present tense, and passive voice were commonly used in the articulation of the abstract texts studied. (Al-Zubaidi, 2013)

2.10 Re-Evaluation of Past Studies

The above studies are some samples of the studies that dealt with the genre analysis of abstracts. Only two studies have dealt with genre-based approach by Iraqi EFL post-graduate students, specifically those who are specialized in linguistics in five universities. Thus, the present study is different from the study of (Krajnakova (2015) which was concerned with examining the problem of English-written TA, focusing on five common rhetorical techniques, tense, and grammatical subjects employed by Management students at Preov University. Unlike the present study, Krajnakova's article focuses on the common five moves used in writing an abstract, whereas the present study adopts two models, Swales (2004) and Hallidy (1994). Unlike the current study, Loutayf (2017) looks for present findings on the rhetorical structures and communicative purposes of the abstracts of EFL learners in Argentina. Whereas, the present study investigates the rhetorical moves and thematic structure. Another difference is that Loutayf adopted IMRad and Swales (1990) models, whereas the current study adopts Swales (2004) and Halliday (1994). To add further, Briones' (2018) adopts Hyland's (2000) model to analyze 29 semi-randomly selected online research article abstracts from three applied linguistics publications in the Middle East and North Africa (MENA), whereas the present study relies on Swales' (2004) and Halliday's

(1994) models to analyze a purposeful sample consisting of (50) abstracts culled from libraries and website.

Shawnee's study compares English and Arabic Ph.D. dissertation abstracts. The analysis is based on Swales' (1990) and Bhatia's (1993) models which differ from the current study since it adopts Swales' (2004) and Halliday's (1994) and Thompson's (2000) models for data analysis.

Another study that is different from the current study is Maher and Al-Khasawneh's study. They adopt Hyland's (2000) model of genre analysis. The difference lies in the data, applied linguistics, and the model of analysis. Moghadam and Meihami (2016) are different from the present study although they investigated the rhetorical moves in MA thesis abstracts by applying Hyland's (2000) rhetorical move model was used to assess 30 MA thesis abstracts. Unlike the present study, Ebadi and others (2019) examined the rhetorical differences and similarities found in the abstracts and introduction parts of MA theses written by Iraqi and foreign students in the subject of Applied Linguistics. Finally, Jawad and Saleh (2018) examined the macro-structure (move-step analysis) of MA theses in linguistics abstract sections. Their study is different from the current study in using Hyland's model. Similarly, Al-Zubaidi (2013) emphasized the general structure of MA and Ph.D. dissertation abstracts done in English by Iraqi EFL graduates. It is also different from this study in using Swales' (1990) and Bhatia's (1990) models.

This study differs from the previous studies since it seems to be a comprehensive study since it includes analyzing and investigating the MA linguistics thesis abstracts the rhetorical moves and the transitivity processes. To the best of the researcher's knowledge, none of the researchers conducted such a study on analyzing abstracts in different universities, University of Anbar, University of Baghdad, University of Basrah, University of Tikrit, and

the University of Mosul. In addition, this study is different from the previous ones in that it applies Swales'(2004) and Halliday's (19, 94), and Mathessen's (2000); therefore, this study aims to fill in the gap of investigating the rhetorical moves and transitivity analysis.

2.11 Summary

This chapter provided readers with pertinent information about the phenomena being studied. It included definitions for written discourse that consists of cohesion and coherence. Genre analysis has been discussed concerning its structure and theories. Also, a discourse community has been defined in terms of qualities. The techniques for genre analysis were also included. The theories of genre analysis have been discussed as well. concerning abstracts, the abstract has been addressed in terms of functions and types. The chapter came to a close with a review of relevant previous and how this study is different from others in terms of methodology. Finally, these studies have been critically discussed to give an idea about the contribution of this study.

CHAPTER THREE

THEORETICAL FRAMEWORK AND METHODOLOGY

3.1 Introduction

This chapter is dedicated to providing the theoretical framework for data analysis. Thus, it explains the models used in this study. It simplifies and illustrates the theoretical framework by highlighting the genre-based approaches to analyzing written texts. Furthermore, this chapter displays where the data were taken from, as well as the criteria for data selection and data analysis procedure.

3.2 The Theoretical Framework and the Model of Analysis

Based on the objectives of the study, the researcher suggested an eclectic model which consists of two models. The first model is Swales' model of rhetorical move structures specified for investigating rhetorical moves of Iraqi EFL linguistics thesis abstracts (objective 1), whereas, the second model was adopted to find out the transitivity processes of the rhetorical moves of the thesis abstracts based on transitivity processes proposed by Halliday (1994) and Thomson (2000) (objective 2). This model seems to be more comprehensive than other models as it is an up-to-date development of earlier versions (1981, 1990). The reason behind combining these two models into one is that objective one relates rhetorical moves which represent the structural aspect of the abstract to which Swales' (2004) CARS model is designed; on the other hand, the second objective addresses the lexico-grammatical features as a functional element which characterize the rhetorical moves of abstract to which Halliday (1994) and Thompson (2000) model is designed. These two

models are based on systemic functional grammar as the theoretical background. The following sub-sections address the models separately.

3.2.1 (CARS) model by Swales (2004)

Swales'(2004) CARS model **(Creating a Research Space)** 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 it as an alternative to the problem-solving model. In the first attempt, Swales (1981) explained that there are four fundamental move structures 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. During the period from 1981 to the present, the notion of rhetorical moves has grown in relevance in English for Specific Purposes. There was a shift away from a focus on technical and scientific lexicon and toward rhetorical uses of language. Swales' Creating a Research Space Model (CARS) has had a significant impact on genre studies in ESP and the instruction of academic writings. This effect extends not just to foreign or first-language students, but also professional writers with the goal of publishing in international journals (Lesiak-Bielawska, 2015). The use of rhetorical movements 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, Douglas, Ulla Conner, and Thomas A. Upton, 2007).

However, Swales (2004) defines a *move* (henceforth, M) as a "discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse." (p 288). Bhatia (1993) adds that moves are "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). Text-internal content elements are studied either in regard to rhetorical moves and steps or in reference to language structures that are connected to these moves and steps, according to Bruce (2008: p 32).

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:

➢ **Move 1 Establishing a territory**

This move aims 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:

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)

➢ **Move 2 Establishing a niche**

This move is used to establish the intended niche for the study. Thus, it is accomplished 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 introduce the study's problem, such as:

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

3- *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:

4- *There have been relatively few investigations whose purpose has been...*

5- *One reason to take such an approach is that . . .*

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

➢ **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 do or achieve, for example:

7- *"This paper evaluates…"(1990).*

Additionally, Chu (1996) suggests the following example:

8- *The purposes of this paper are the following a) to classify verbal report data into two types . . . and to describe . . . b) to summarize . . .*

9- *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 research questions or the hypotheses proposed 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, but unlikely in others.

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

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

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

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

Table 3.1 The revised CARS Model by Swales (2004)

	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.

3.2.2 **Halliday (1994) and Thompson's (2000) Model of Transitivity**

This model is an SFL Model of Analyzing Lexico-Grammatical Features of the rhetorical moves of thesis abstracts. SFL is defined by O'Donnell (2011) as a method for language proposed by Halliday and his followers during the 1960s in the UK, then in Australia. The most fundamental concept in Systemic Functional Grammar is that language is built up of systems of meaning choices (Halliday, 1985a). Halliday (1985a) used the term '*functional*' to describe his grammar in three ways: "its interpretation of texts, of the system, and the components of linguistic structure"

First of all, it is said to be functional "in its interpretation of texts." Text, according to Halliday and Hasan (1994), is "language that is functional in a certain context." (p.76) It is not a jumble of incomprehensible and disjointed phrases or words thrown together at random. Every word serves a certain goal, such as to demand, debate, or make a statement. In addition, SFG has a key role in the language system's interpretation. Every component engaged in the language is regarded as functional in this system. According to Halliday's Introduction to Functional Grammar, all languages are structured around two basic types of meaning: '*ideational*' or reflecting and '*interpersonal*' or active (Halliday, 1994).

Thus, these elements, referred to as metafunctions in the current theory's terminology, are expressions in the linguistic system of two very broad objectives that underpin all uses of language: (i) to comprehend the environment (ideational), and (ii) to act on others in it (interpersonal). These are joined by a third metafunctional component, the 'textual,' which gives the other two meanings" (Halliday, 1985a: p.xiii). The pattern of ideational

meanings is controlled by the field; the interpersonal meaning is determined by the tenor, and the textual meaning in any text is determined by the mode.

Further, according to SFL, it is concerned with the interpretation of structure from a functional point of view. It is stated by Halliday (1985a)in his famous book *Introduction To Functional Grammar*, "each element in a language is explained by reference to its functions in the total linguistic system. "In this third sense, therefore, a functional grammar is one that constructs all the units of a language -its clauses, phrases and so on- as organic configurations of functions." (p.15)

Furthermore, SFL is a commonly used and acknowledged method of analyzing language in terms of its functional meaning (Young & Harrison, 2004). As a result, its use is extremely broad, effective, and fruitful (Banks, 2002). Halliday and Matthiessen (2004) intend that transitivity includes the processes in the verbal group, the participants (human/non-human) who are participating in these processes in the noun group, the circumstances in which the processes occur, and the when, where, and how they take place in the prepositional phrase and adverbial group, and the circumstances in which the processes occur and the when, where, and how they take place in the prepositional phrase and adverbial group.

Halliday (1994) and Thompson (2000) postulated process categories of transitivity achieved by verbs, and this research looked into them (see Table 3.3). Thus, to identify the process types of transitivity, Halliday's (1994) and Thompson's (2000) models on transitivity systems were combined. The following table shows Halliday's (1994) and Thompson's (2000) verbal choices of transitivity model:

Table 3.2 The Verbal Choices of Transitivity Processes Proposed by Halliday (1994) and Thompson (2000)

Process Type	Verbs
Material	do, test, analyze, investigate, collect, study, deal, catch, resign, dissolve, evaluate, produce, combine, play, break, mend, soak, increase, etc.
Mental	aim, consider, like, attempt, design, feel, think, perceive, long for, know, see, believe, hear, fear, predict, understand, find, hypothesize, wish, etc.
Relational	be, act as, serve as, have, mean, indicate, suggest, imply, show, betoken, mark, reflect, equal, make, comprise, contain, lack, linking verbs (become, appear), etc.
Behavioral	look, complete, watch, stare, observe, listen, worry, dream, chatter, grumble, talk, cry, laugh, smile, frown, sigh, whine, etc.
Verbal	say, tell, ask, describe, repeat, outline, explain, order, promise, speak, imply, indicate, show, recommend, conclude, report, demonstrate, reveal, characterize, etc.
Existential	there be, exist, remain, arise, occur, come about, happen, take place, follow, ensue, sit, stand, lie, hang, rise, stretch, emerge, grow, erupt, flourish, prevail, etc.

These processes are explained as follows:

1. **Material Processes**

According to Eggins (2004), any clauses that describe doing processes are referred to as material processes. Participants in the material-process play the roles of actor and goal as it is mentioned by Nguyen (2012) who defines the Actor as the process doer and the Goal as "the person or object influenced by the process. Thompson adds that material processes are the most important sorts of processes:" running, throwing, scratching, cooking, sitting down, and so on. These are referred to as "material processes." The classic definition of a

verb is a 'doing word,' and this adequately characterizes such operations. They are illustrated as follows, based on Thompson (2000):

He	had been shaving.	
Edward	was sawing	wood.
Her mother	Smashed	the glass.
Actor	**Process: material**	**Goal**

<div align="right">(p.95)</div>

Table 3.3 Illustraion of Marerial Processes Based on Thompson's (2000)

2. Mental Processes

Thompson (2000) asserts that mental processes, on the surface, appear to be a viable semantic category: there are clear distinctions between what happens in the external world and what happens in the internal world of the mind; and there are numerous verbs that refer to these mental processes, such as thinking, imagining, liking, wanting, seeing, and so on. Furthermore, the words Actor and, to a lesser degree, Goal seem unsuitable as labels for, say, the players in this clause:

"She could hear *his voice.*"

The person whose mind the mental process happens is not really 'acting' – more accurately, she is 'undergoing' the hearing process; and the process is not really 'directed towards' the phenomena – intuitively, it seems as sufficient to say that the voice activates the mental process of hearing. (2000)

Halliday and Matthiessen (2014) identified five characteristics that divide mental from physical processes, which help us better grasp how this domain of language operates. The first is that all mental processes include at least one human participant: the person whose mind the process is taking place in. Even if an inanimate participant is depicted as experiencing a mental

process, its participation in the process confers a degree of humanness on that participant (and the mental process loses some of it is mental-ness'), for example:

We used to have a car that didn't like cold weather.

The second one is that the kind of entity that may function as the other participant in a mental process, the phenomenon, is less constrained than the entities that can act like players in a material process. As with material processes, it might be a person, a tangible item, an abstraction, or anything else. For instance, it might be said:

I didn't understand the text.
She wanted above all an end to the suspense.

Another significant distinction between them and material processes is this. The projected clause is not identified as a participant in these circumstances, as it is in verbal procedures. They are considered cognitive processes.

Tense is the fourth factor for distinguishing between material and mental activities. The continuous form is the most appropriate present tense for material processes: He's fixing the handle. It is feasible to utilize them in their basic form, but this requires some further contextualization: 'He repairs the handle once a week but it still sticks. The most natural present tense for mental processes, on the other hand, is the simple form: They like salmon, and it is often difficult to construct a context in which the continuous form sounds natural (which is one reason why the well-known advertising slogan 'I'm lovin' it' is much more memorable than the more natural 'I love it'). This trait of mental-process verbs is typically portrayed as a strange exception in teaching EFL, yet it is an intrinsic component of their grammar.

The fifth reason for categorizing mental processes is because they need a different style of inquiry than those used to investigate fundamental instances of material processes. One can't truly ask 'What did she do?' for a sentence like

"She wanted above all an end to the suspense" "What was her reaction?" is the most suitable inquiry. However, there are some situations in which this question is inappropriate, leading us to identify four sub-categories of mental processes: perceptive (seeing, hearing, etc.); emotive, or reactive (processes of feeling); cognitive (processes of deciding, knowing, understanding, etc.); and desiderative (a technical term for 'wanting'; by the way, this category was not included in Halliday, 1994). It's worth noting that 'discover' here implies 'find out;' if it meant 'found' (e.g., 'Columbus discovered America,' for example), it would be a material process.

Meanwhile, Martinez (2001) demonstrated a group of verbs like "suggest" and "indicate" that may be classed as either a relational or mental activity; the former when they "connect two abstract things," and the latter when they "make us believe that" (p. 231).

➢ "A recent study suggested a rate of failure to obtain an image of only 0.5 percent." relational process)

➢ "Some studies have suggested that the inhibition of cancer may promote death." (mental process)

Similarly, when a clause with the verb "show" has an explicit Sayer and projects what is said, it is a verbal process; however, when it relates abstract nominal elements, it is a relational process. As an illustration:

• Research shows that a footballer may increase the number of practices to get perfect performance. (verbal process)

• These figures show a 25% increase in breath per second. (relational process)

The verb "display" has overlapping verbal and mental processes, according to Halliday (1994); the former when it has an explicit sayer, the latter when it connects two abstract things. The grammatical structures and contexts of a

phrase may help transitivity analysis, since classifying process types may lead to interpretative differences.

3. Relational Processes

The third major process type is the relational process which may be described as is about being, which includes possessing. Relational processes are defined by their ability to link a participant's identification and description. In essence, they indicate that something is, was, or will be, and as a result, relational processes are often referred to as being processes. Other verbs, such as become, look, seem, stay, have, feel, and the like, might connect a participant to a description. They are described by Butt et al (1996) as the essential feature of relational processes in that they tie a participant to its identity or description. In addition, Halliday (1994) states that relational processes exist in two distinct modes:

a) Attributive 'a is a property of x'

b) Recognizing 'a is the recognition of x'

They are categorized based on whether they are used to identify something (identifying) or to attribute a quality to something (assigning a quality) (attributive). An entity's quality is assigned or attributed to it in attributive mode. They are illustrated as follows:

Mike is wise.

John has a book.

4. Behavioral Processes

These processes are regarded as a 'halfway house' between mental and material processes in terms of semantics. It's because the meanings they comprehend fall between materials and mentals. Hence, behavioral processes

are "processes of (usually human) physiological and psychological activity, such as breathing, coughing, smiling, dreaming, and gazing," according to Halliday (1994, p.139).

The borders of behavioral processes are uncertain, according to Halliday (1994, p.139), although they may be identified as typical of the following types:

1. A (near mental) process of awareness is indicated by actions, such as looking, watching, staring, listening, thinking, worrying, and dreaming.

I am watching the match now.

2. (near-verbal) verbal behavior, such as chatter, grumble and speak.

He is speaking very fast.

3. Physiological processes, such as crying, laughing, smiling, flying, sighing, snarling, whining, breathing, coughing, fainting, crap, yawning, and sleeping.

John has been sleeping.

4. (near material) physical positions and activities, such as singing, dancing, lying (down), and sitting (up, down).

He is lying over there.

5. Verbal Processes

The verbal process refers to the act of stating something, or more precisely, the act of symbolically indicating something. It is a transitional state between mental and material processes: stating something is a physical action that reflects mental activity. "Verbal processes are processes of 'saying,'" as it is stated by Halliday (1994: p.140). The word Saying has to be taken in a wide sense, since it refers to any kind of symbolic communication. In each situation, these processes may project both direct and indirect effects. Typically, two distinct clauses realize these: the projecting clause encodes a signal source

(sayer) and a signaling (verbal process), while the projected clause realizes what was said. Each of the projected and projecting sentences is examined separately.

According to Thompson (1994:98), there are many different structures that may transmit a message, but they can be divided into two categories. The message might be provided separately in a planned clause or summarized inside the same sentence. When a projected clause is employed, it is not examined as a verbal process participant: the process and the participant in the projected clause are studied independently.

Accordingly, "Sayer is the key participant in a verbal process. There are three more people who may have an impact on speech processes:"

1. The recipient is the person who is addressed by the sentence.

2. The job of the verbiage is to match what is uttered. -This might refer to one of two things: the substance of what is being said or the name of the saying.

3. The target is the entity that the talking process is aimed towards.

6. Existential Processes

The last process type is one that may nearly be characterized in negative terms: it reflects an entity's simple existence without implying anything more about it. It's a process of existentialism. The usage of the word 'there' in the structure makes it simple to recognize. Thus, Halliday (1994) admits that "Existential processes convey that something exists or occurs,"(p.142) Existent refers to an entity or event that is believed to exist.

Consider the following examples:

There is a man in the house.
The child sat on the table.

The verb (be) is often used in existential sentences. They are stated using verbs that imply 'exist' or 'happen,' such as exist, persist, arise, occur, come

about, happen, and take place, as well as some contextual information, such as time (follow, ensue), the location (sit, stand, lie, hang, rise, stretch, emerge, grow). Other verbs, such as explode, flourish, and triumph, may also be employed in a variety of abstract existential sentences.

3.3 Methodology

This section is the methodology of the study. It addresses the following topics: research design, instruments for data analysis, criteria for data selection, procedures for data selection, data analysis procedures, and finally the summary of the chapter.

3.3.1 Research Design

The primary goal of research design is to define how the researcher acquires the answers to the proposed questions of the study. A research design should be linked to the study's design, i.e., it is concerned with data gathering processes, sample selection, and data analysis procedures. As a result, the research design is the logical plan utilized for data analysis. It entails the connections between the study topics, data gathering, and data analysis techniques (Robert, 2011). It also provides a logical foundation, methodological flexibility, and a thorough knowledge of minor instances (Maxwell, 2016).

This study is a mix-mode genre-based analysis of rhetorical moves and transitivity processes of 50 M.A linguistics thesis abstracts written by Iraqi EFL post-graduate students. Mixed-methods research allows researchers to answer study questions with adequate depth and breadth (Enosh, Tzafrir, & Stolovy, 2014), as well as generalize the results and implications of the studied

topics to the whole population (Enosh, Tzafrir, & Stolovy, 2014). The study is based on an eclectic model, the Swales (2004) CARS model was used to answer RQ1, and Halliday (1994) and the verbal choices of transitivity proposed by Thompson(2000) was used to answer RQ2. Therefore, this study was designed in a way in which the first objective was investigated qualitatively and the second objective was conducted quantitatively using (AntConc) software program for counting the frequency of transitivity processes used and (the ANOVA) SPSS software program to show the significant difference among and within groups.

However, to the best of the researcher's knowledge, no study has analyzed and investigated both the rhetorical moves/steps and the transitivity processes in a mixed-mode analysis. The CARS model and the SFL model were used in this investigation. The key rationale for using these models in this study is that they appear to be acceptable models for investigating rhetorical moves and the transitivity processes, which are what the researcher is after. The analysis will be conducted using the theoretical framework presented in the first section of this chapter.

3.3.2 Instruments for Data Analysis

The instruments for the sake of analyzing **RQ2** were AntConc and ANOVA SPSS version 26, software programs. They are used in this study to count the frequency of occurrence and the mean for transitivity processes in the data, the thesis abstracts. AntComc is a software program used for finding out the occurrence and concordance of the data. It is a program for analyzing electronic texts (that is, corpus linguistics, for example) in order to find out patterns in language. It was created by Lawrence Anthony of Waseda University. It is one of the most well-designed and easy-to-use corpus tools out there. https://wmtang.org/corpus-linguistics/antconc-tutorial/

As for the ANOVA SPSS test, it is used in this study to show if there is a significant difference among and within groups. ANOVA test is a way to find out if survey or experiment results are significant or not. In other words, they help to figure out if one needs to reject the null hypothesis or accept the alternate hypothesis. Basically, a researcher is testing groups to see if there's a difference between them. Examples of when one might want to test more than three groups. It has two options: first, if the mean is more than 0.05, then the null hypothesis should be considered which means there is no difference between groups. secondly, if the mean is less than 0.05 then there is a significant difference which means that the alternate hypothesis is considered, there is a mean difference between groups. https://www.statisticshowto.com/probability-and statistics/hypothesis-testing/anova/

3.3.3 Criteria for Data Selection

The study's data were purposively copied from Iraqi university libraries that are considered an authentic source. The researcher chose the data from five Iraqi public universities: BAG, MSL, TIK, and BSH. The data were full electronic versions and hard copies. The data were selected from different Iraqi universities, specifically post-graduate students' linguistics theses. These universities are situated in different parts of Iraq: North, Middle, and South to ensure the authenticity of the data. For the purpose of the study, the only abstract section was selected. The data covered the period between 2007-2021. The reason behind specifying this period was attributed to the fact that from 2006 onwards, getting data was easier than before because of the availability of electronic sources.

3.3.4 Procedure for Data Selection

The data selection was based on the following procedures:

1. Making an online contact or phone call with the Liberians of the universities selected.

2. Making contact with lecturers and friends from the universities working in the departments of English from the universities selected.

3. Some data were collected via mail and whats-up from the lecturers and Liberirians.

4. The rest of the data were collected manually via visiting some libraries of the universities selected, specifically the University of Baghdad, and the University of Anbar.

5. Randomly, collecting and categorizing data in electronic folders which represent all universities selected. Each folder carried the names of the universities selected. More than ten theses were selected from the universities.

6. Ten thesis abstracts were analyzed from each university, the reason why ten theses are that the analysis reached saturation point, which is the point when "no new information or themes are observed in the data" (Guest, Bunce, & Johnson, 2006, p. 59), Appendix 1.

3.3.5 Data Analysis Procedure

The data analysis procedure includes the method according to which the data are to be analyzed. Thus, in this study, the data were analyzed qualitatively and quantitatively based on the nature of the study's aims and the research questions given in the first chapter. Accordingly, content analysis is coordinated as a form of analysis. Content analysis is defined by David Colton and Robert W. Covert (2007) as a method for analyzing narrative data, such as

the transcripts of individual and group interviews. Content analysis is concerned with any written and spoken form. In addition, content analysis is defined by Berelson (1952) as a method for classifying written or oral materials into identified categories of similar meanings, which represent either explicit or inferred communication.

Thus, the following procedures were based on the objectives of the study:

1- Fifty thesis abstracts were selected for the purpose of the analysis. The data covered ten theses from each university.

3. The first objective of the study which reads as **analyzing the rhetorical move structure of Iraqi MA English linguistics thesis abstracts by post-graduate students** was analyzed based on Swales' (2004) CARS model qualitatively.

2- Tableting the findings of objective one for each university separately which relates to the frequency of the rhetorical moves of the abstracts.

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

4- The second objective which reads as **investigating the types of transitivity processes used in Iraqi MA English linguistics thesis abstracts by post-graduate students** was investigated according to transitivity processes as proposed by Halliday (1994) and Thompson 2000 quantitatively.

5- Tableting the total findings of the frequency of occurrence for transitivity process types.

6- Then AntConc, a software program was used to find the frequency of occurrence of transitivity processes based on the list of verbs proposed by Thompson's (2000) model of verbal choices of transitivity processes.

7- ANOVA, the SPSS software program is used to do the quantitative analysis concerning transitivity analysis to identify whether there is a

significant difference or not between transitivity processes of the whole data.

Having listed the procedures of data analysis, the following diagram is the conceptual framework of the study which summarizes the steps of analysis based on the objectives of the study. Based on the model of analysis, a thesis abstract section comprises three rhetorical moves: presenting the territory, Move 1, establishing a niche, Move 2, and presenting the present research, Move 3; these moves, in turn, include steps, objective 1. These moves are characterized by lexico-grammatical features that express the communicative functions of the moves, hence transitivity. Transitivity involves six processes: material, mental, relational, behavioral, verbal, and existential, objective 2. To show the rhetorical moves and steps used based on swales 2004, an example abstract was taken from the data analysed and each move and step were given a specific color as shown in appendix1.
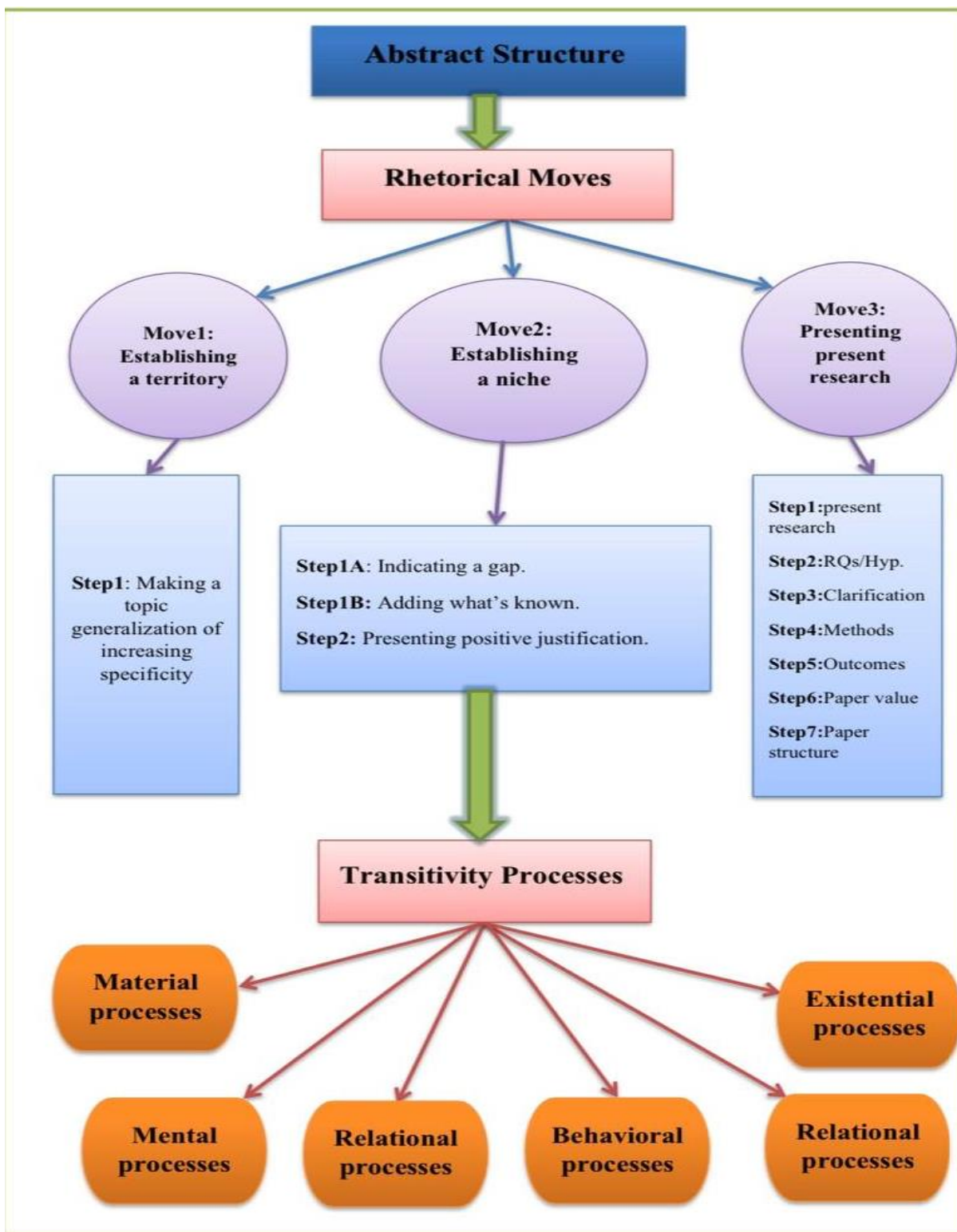
Figure 3.1explains The Conceptual Framework of the Study

3.4   Summary

The theoretical background and methodology were discussed in this chapter. The CARS (2004) and Halliday (1994) and Thompson (2000) models provide the theoretical background. Each of these models has been thoroughly discussed. The methodology is the second section of this chapter. It consisted of the research design and instruments for data analysis in which AntConc and ANOVA programs were explained. Then, the criteria for data selection have been elaborated and the data selection procedure. Finally, the data analysis procedure was described.

CHAPTER FOUR

FINDINGS, ANALYSIS, AND DISCUSSION

4.1   Introduction

This chapter is concerned with the study's findings, analysis, and discussion in order to answer the two research questions proposed in Chapter one. Therefore, this chapter is divided into three main sections. The first section, 4.2, starts with data analysis based on Swales' (2004) CARS model to answer the first research question, the rhetorical moves of the abstracts. The second section, 4.3, is concerned with answering the second research question based on transitivity processes proposed by Halliday (1994) and Thompson (2000). Finally, the third section is concerned with the discussion of the findings.

4.2   Findings Related to RQ1 (Qualitative Analysis)

What are the rhetorical moves and steps of Iraqi MA English linguistics thesis abstracts by post-graduate students?

M&S (Bag.)	Ab1	Ab2	Ab3	Ab4	Ab5	Ab6	Ab7	Ab8	Ab9	Ab10	Freq.	%
M1	P	P	P	P	P	P	NP	NP	NP	P	8	80%
S1	+	+	+	+	+	+	-	-	-	+	8	80%
M2	NP	P	NP	NP	NP	NP	NP	NP	NP	NP	1	10%
S1A	-	+	-	-	-	-	-	-	-	-	1	10%
S1B	-	-	-	-	-	-	-	-	-	-	0	0%
S2	-	-	-	-	-	-	-	-	-	-	0	0%
M3	P	P	P	P	P	P	P	P	P	P	10	100%
S1	-	-	-	+	+	+	+	+	+	+	7	70%
S2	+	+	+	+	+	+	+	+	+	+	10	100%
S3	-	-	-	-	-	-	-	-	-	-	0	0%
S4	-	-	+	+	-	-	+	+	-	+	5	50%
S5	+	+	+	+	+	-	-	+	-	-	6	60%
S6	-	-	-	-	-	-	-	-	-	-	0	0%
S7	+	-	-	-	+	+	+	-	+	-	5	50%

Table 0.1 The Distribution and Percentages of Steps and Moves in BAG

4.2.1 Move Analysis of BAG.

- **Move 1 Establishing the Research Territory**

    Table 4.1 the distribution and percentages of steps and moves in BAG

    following abbreviaions are clarified as follows:

    M&S: Moves and Steps. Ab: Abstract. Freq.: Frequency. %: Percentage.

    M1: Move 1, M2: Move 2, M3: Move 3.

    S1: Step1, S2: Step2, S3: Step3, S4: Step4, S5: Step5, S6: Step6, S7: Step7.

    P: Present, means that the move exists.

    NP: Not Present, means that the move does not exist.

    +: the step exists.

    -: the step does not exist.

- **Move 1 Establishing a territory**

    Remarkably, Table 1 shows the distribution of the moves and steps used by researchers. According to the model adopted, M1 is considered the most

important one since it seeks to provide readers with appropriate background knowledge about the study being addressed. Thus, it aims at establishing the field of the discourse of the study and showing generalizations concerning the field. However, depending on the abstracts in the data, they have not shared this move in writing. Only two of them have not achieved the move. It is found with 80%. Furthermore, as was mentioned in chaper3 that it is done by only one obligatory step, making topic generalization(s) of increasing specificity, which happened in most of the abstracts investigated. This can be shown as follows:

1. **(S1)** *"Language is a social, cultural and variable phenomenon. Its variability is one of the main concerns of linguists and scholars whose interest is the investigation of the social reasons and motives that lead to variation in language use." (AB1)*

2. **(S1)** *The concept of deixis which means "pointing to" is a linguistic phenomenon manifested in human languages. It includes some expressions which refer to persons, places and times need to be appointed and this is done by referring to the place and time of happening and persons involved in it. (AB6)*

Furthermore, making topic generalization(s) of increasing specificity is significantly identified by using of present simple. Some researchers tend to use certain modal auxiliaries like, "may", should", and "will". In coincide with what is previously mentioned, Swales (1990) states that when non-integral reporting verbs occur, the present tense is utilized.

- **Move 2 Establishing a niche**

    This move provides a key hint that the previous studies have some limitations which are intended to be investigated or analyzed. It is accomplished through one of the two obligatory steps that cannot be existed

together and another optional step. They are: first, indicating a gap that is obligatory, second, adding to what is known, and third, presenting positive justification. Concerning BAG data, move 2 is rarely employed by researchers. It is observed with 10% of the total data by using a gap indicator. The following example illustrates the step:

3. **(S1A)** *"According to the educational findings, the non-native speakers of any language may find difficulty to apply the linguistic principles of the foreign language in composing a good literary work. In this study both of these aspects, i.e, the application of general principles of lexical relation to the literary works, namely prose poem and this application by non- native speakers of English, namely Arabs are discussed". (AB2)*

- **Move 3 Presenting the present research**

This move is utilized by researchers as a direct strategy to attract the audience's attention. It is, on one hand, shown by the only obligatory step, announcing present research purposively/descriptively. On the other hand, the other six steps are optional. This move is identified in all BAG corpus. Furthermore, this move is permanently used with the highest percentage, 100% in comparison with other moves. Accordingly, step2, presenting research questions/hypotheses, has got the highest percentage of this move with 100% in the all BAG corpus. Then, step scored 70%. As for step 5, announcing the principal outcomes has got 60%. Besides, step 4, summarizing methods and step 7, outlining the structure of the paper have been observed equally with 50% of the data analyzed. The other two steps that have not been used in all BAG data are step3, definitional clarifications, and step6, which states the value of the present research.

Thus, this move is the most frequently employed in all BAG data. Sometimes, researchers are interested in showing their findings instead of presenting their purposes. They failed to establish a niche move, rather, they

seek to build up their written text. Researchers are also interested in presenting their research structure to draw the map of what they were writing.

Here are some examples:

4. **(S1)** *"The present study is limited to ten common moral topics from the traditions of Prophet Muhammad (P.B.U.H.) in Arabic and the New Testament in English. This limitation is necessary owing to the large number of moral topics that religions deal with. These topics have been selected with a view to achieving the closest possible correspondence between the texts of the two languages studied". (AB4)*

5. **(S2)** *"The treatment of the subject in this study has been conducted on the basis of four hypotheses: (1) Speech act theory can be applied to moral religious texts, (2) Effective moral teaching requires the use of different types of speech acts, (3) Prophet Muhammad's Traditions and the New Testament must have shown such uses, (4) The speech acts utilized in both texts show correspondence in their types". (AB4)*

6. **(S4)** *"The model of analysis adopted for this study is the rules set by Searle (1969: 54 ff.) for certain types of illocutionary acts and the felicity conditions from which these rules are extracted. To investigate the validity of these hypotheses, fifteen Prophetic Traditions in Arabic and fifteen New Testament verses in English have been examined. The analysis of the texts is supported by a statistical analysis constructed to find out the frequency of each type of speech act in each moral teaching in both texts. The use of "a rank-difference correlation" theory proves that any increase in types and frequencies of speech acts in Arabic texts are accompanied by an increase in types and frequencies of speech acts in English texts. This fact justifies the limited number of traditions and verses examined in this study. Then, these frequencies have been converted into percentages by which the researcher has made a comparison that contains the type of each speech act and its frequency and the percentage it represents in both texts".(AB4)*

7. **(S5)** *"The findings, reached through this study, indicate that English and Arabic are generally similar in the distinction between and markers of 'power' and 'solidarity'. Concerning pronominal choice, both languages*

have one form of the second person singular pronoun. Nevertheless, speakers of both languages make use of the relational value of the first person plural pronoun to reflect 'power' and 'solidarity'. Both languages depend, mainly, on terms of address , with the exception that Arabic speakers make use of kinship terms, due to cultural differences, to indicate 'power' and/or 'solidarity'. Another finding is that Arabic journalistic texts contain more honorific expressions than the English ones. Moreover, journalistic texts rarely contain instances of code/style switching, since the standard and formal forms of language are used.   Furthermore, power holders may adopt either negative or positive politeness in addressing inferiors, while inferiors adopt only positive politeness in addressing power holders". (AB5)

8. **(S7)** *"This study falls into four chapters. Chapter one is an "Introduction". It sets out the preliminary ideas, concepts and parameters of the thesis which include the following: the problem, aims, the hypotheses, scope, procedures, data, significance of the study, and basic definitions. Chapter two presents and surveys the "Theoretical Background" of this study. It studies the key concepts on which the present study is based. Chapter three studies "The Analysis of Data". It includes: the choice of the quantity and the quality of texts which comprise ten narrative (anecdotal) texts; five taken from the New Testament and the other five taken from the Prophetic Traditions; provision of a model for analysis based on a synthesis of two models by: Givon (1983) and Longacre (1989) . Chapter four presents the "Conclusions and Recommendations" of the study. In the light of these conclusions, a number of suggestions for further studies and recommendations for EFL curriculum designers, learners have been proposed". (AB9)*
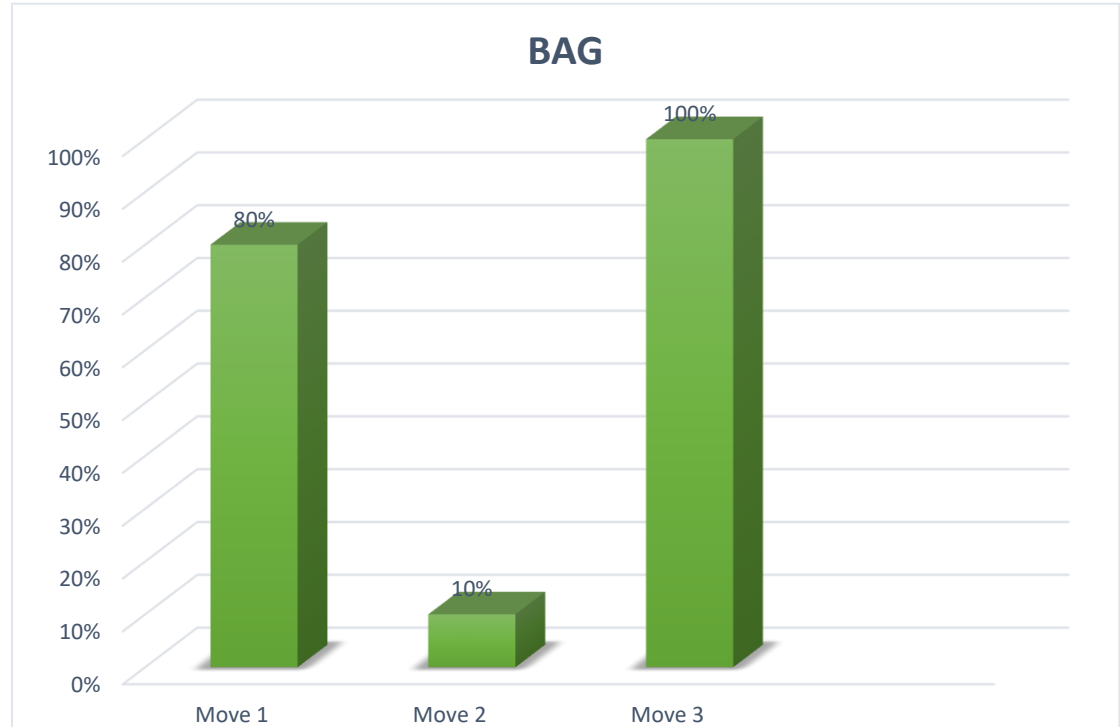
Figure 0.1The Percentages of Moves in BAG.

4.2.2 Move Analysis of MSL

M&S (Msl)	Ab1	Ab2	Ab3	Ab4	Ab5	Ab6	Ab7	Ab8	Ab9	Ab10	Freq.	%
M1	P	NP	NP	NP	NP	P	NP	NP	NP	NP	2	20%
S1	+	-	-	-	-	+	-	-	-	-	2	20%
M2	NP	P	P	NP	NP	P	NP	NP	NP	NP	3	30%
S1A	-	+	+	-	-	+	-	-	-	-	3	30%
S1B	-	-	-	-	-	-	-	-	-	-	0	0%
S2	-	-	-	-	-	-	-	-	-	-	0	0%
M3	P	P	P	P	P	P	P	P	P	P		
S1	+	+	+	+	+	-	-	+	+	+	8	80%
S2	+	+	-	+	+	+	+	+	+	+	9	90%
S3	-	-	-	-	-	-	-	-	-	-	0	0%
S4	-	-	+	+	+	+	+	+	+	+	8	80%
S5	+	-	-	+	-	-	+	+	+	-	5	50%
S6	-	-	-	-	-	-	-	-	-	-	0	0%
S7	+	+	+	-	-	-	-	-	-	-	3	30%

Table 0.2The Distribution and Percentages of Steps and Moves in MSL

- **Move 1 Establishing a Territory**

    Since this move is achieved by one step, it should be used initially at the beginning of an abstract. That is, making a topic generalization of increasing specificity is the first step that is used purposefully by the writer so as to establish a bridge to the reader to get his attention. However, in MSL corpus, the move is noticed by 20% of the data analyzed. Thus, there is a noticeable absence though it is the typical step that should be obligatorily utilized by researchers. For example:

9. **(S1)** *"Texture can be defined as the way a text is put together". (AB1)*
10. **(S1)** *"The adjective word-class involves a variety of items that have many syntactic functions. These items or adjectives are somewhat problematic since they involve a good deal of variation in their functions and type such as central and peripheral. Adjectives can also be problematic because the same form of a word can be used as adjective and adverb or because other parts of speech have the function of adjective". (AB8)*

- **Move 2 Establishing a niche**

    This move is conducted for the purpose of presenting the research report. It was observed that the total number of the abstracts analyzed have not presented this move well since it was only seen in three samples. Accordingly, the steps appeared: S1A, employing gap indication has come with 30% while the other two steps, S1B(adding what is known) and S2(presenting positive justifications) have not been noticed since they have got 0% of the data. The following examples illustrate the step:

11. **(S1A)** *"The problem to be tackled with in this study is that most of the Iraqi learners at the university level find it difficult to differentiate between the ditransitive and complex-transitive verbs because of the similarities of their structures".* (AB2).

12. **(S1A)** *They have been studied from various perspectives, but few scholars*

focus on their cognitive and pragmatic dimensions. (AB6)

- **Move 3 Presenting Present Research**

    This move is considered the conventional move since it is observed as one of the most frequently used moves, appearing in all the data analyzed of MSLU. As it is stated previously, this move can be achieved in seven steps. They are found in the data analyzed as follows: the step which has got the highest percentage in step 2, i.e., is seen with 90%. Besides, the following steps are step 1 and step 5 which are observed with 80% of the data. Thus, they were seen as typical steps since they were used the most. Consequently, step 5 is seen with 50 % of the data. Furthermore, step 7 outlining the structure of the study has appeared with 30%. The other step that has got 10% in the data analyzed is step 2. Other steps have not been applied in all the data, they are step3 and step 6 which have appeared with only 0%. They are considered the minority in the data of MSL. The following examples illustrate these steps:

13. **(S1)** *"This study deals with two major types of transitive verbs ditransitive and complex-transitive. These verbs (simple or multi-word) not only denote actions (physical or mental) but also affect other elements in the sentences i.e. the objects". (AB2)*
14. **(S2)** *"In this study, it is hypothesized that the learners have the ability to recognize and produce constructions including ditransitive verbs more than complex-transitive verbs. Simple ditransitive and complex-transitive verbs are also hypothesized to be the most common used verbs as compared with multi-word ones. To try out the hypotheses of this study, a two-part test was submitted to the learners concerned. After checking the learners 'responses, it was found that the learners lack the knowledge about these two types of transitive verbs". (AB2)*
15. **(S4)** *"The data analysis consists of forty proverbs that have been selected randomly from Mosuli Arabic native speakers. In this respect, every single proverb has been checked out in authentic published books about Mosuli*

proverbs, so as to ensure that they are authentic. The data samples are divided into categories and analyzed in a mixed research type (i.e. qualitative and quantitative). The study used an eclectic model for the data analysis that covers two perspectives of proverbs, namely: cognition and pragmatics. This model is based on some theories that are taken from, first, Lakoff and Turner's (1989), the Great Chain Metaphor theory that helps in exploring the cognitive mechanisms in the selected samples, second, Searle's (1979) classification of illocutionary speech acts that are used to analyze the pragmatic functions of the selected proverbs". (AB6)

16. (S5) *"Then, the results have revealed that the majority of the learners have the ability to recognize the different ways of negation, but they are unable to use them appropriately. Therefore, they prefer to use "not" within the verb phrase in producing negative sentences".*

17. (S7) *"The study falls into five chapters. The first chapter presents the problem, aims of the study and the hypotheses. The second chapter is concerned with giving a review of literature on standards of textuality. Chapter three tackles the aspects of texture in English and Arabic. Chapter four, deals with texture in Arabic texts and their English translations. Finally, chapter five offers the conclusions arrived at in this study and makes suggestions for further research". (AB1)*
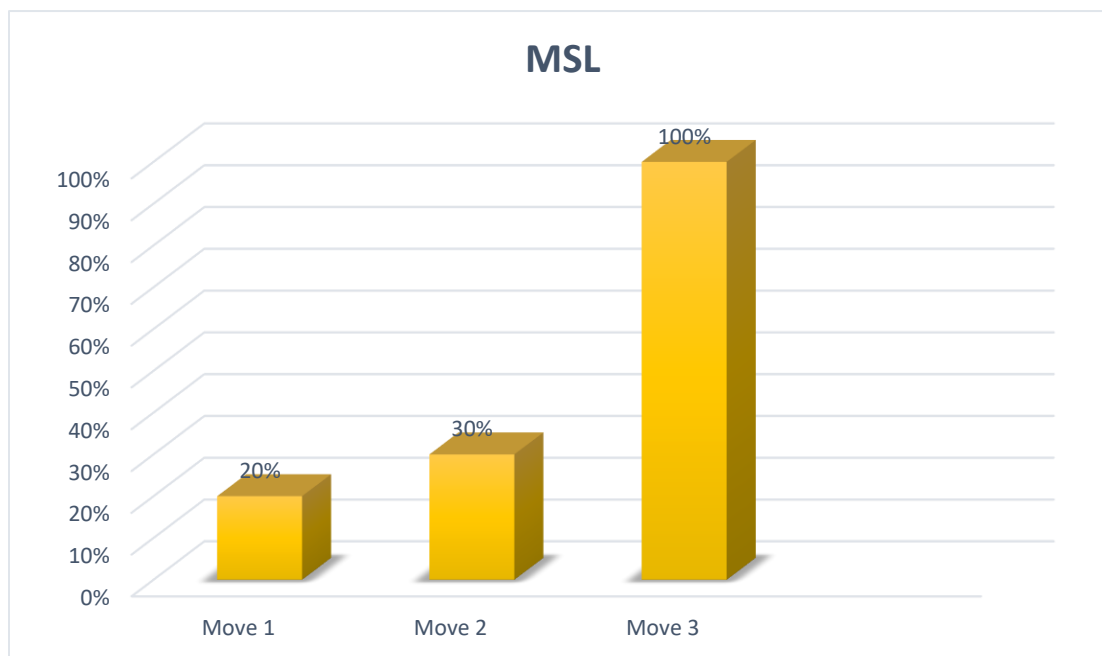
Figure 0.2 The Percentages of Moves in MSL

4.2.3 Move Analysis of ANB.

M&S (Anbar)	Ab1	Ab2	Ab3	Ab4	Ab5	Ab6	Ab7	Ab8	Ab9	Ab10	Freq.	%
M1	P	P	P	P	P	P	NP	P	P	P	9	90%
S1	+	+	+	+	+	+	-	+	+	+	9	90%
M2	NP	P	NP	NP	NP	NP	P	P	P	NP	4	40%
S1A	-	+	-	-	-	-	+	+	+	-	4	40%
S1B	-	-	-	-	-	-	-	-	-	-	0	0%
S2	-	-	-	-	-	-	+	-	-	-	0	0%
M3	P	P	P	P	P	P	P	P	P	P	10	100%
S1	+	+	+	+	+	+	+	+	+	-	9	90%
S2	-	+	-	-	+	-	+	+	-	+	5	50%
S3	-	-	-	-	-	-	-	-	-	-	0	0%
S4	-	+	-	+	+	+	+	+	+	+	8	80%
S5	+	+	-	-	-	+	+	+	+	+	7	70%
S6	-	-	-	-	-	-	-	-	-	-	0	0%
S7	+	-	+	-	-	-	-	-	-	-	2	20%

Table 0.3 The Contribution of Moves and Steps of ANB.

- **Move 1 Establishing the Research Territory**

    Table 2 shows that the first move that occurred by 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 to establish the field of discourse to get the reader's attention. Thus, step 1 is considered the conventional step that is frequently used or employed. The following examples show this step:

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

19. (S1) *"Meaning is a controversial subject in the way that there 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:

20. **(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)*
21. **(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 Present Research**

    Almost all the corpus analyzed encounter a good application of this move. Depending on the data, this move, presenting the present work 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. For example:

22. **(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". (AB3)*

23. *(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". (AB6)*

24. *(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)*

25. **(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". (AB6)

26.(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". (AB3)*
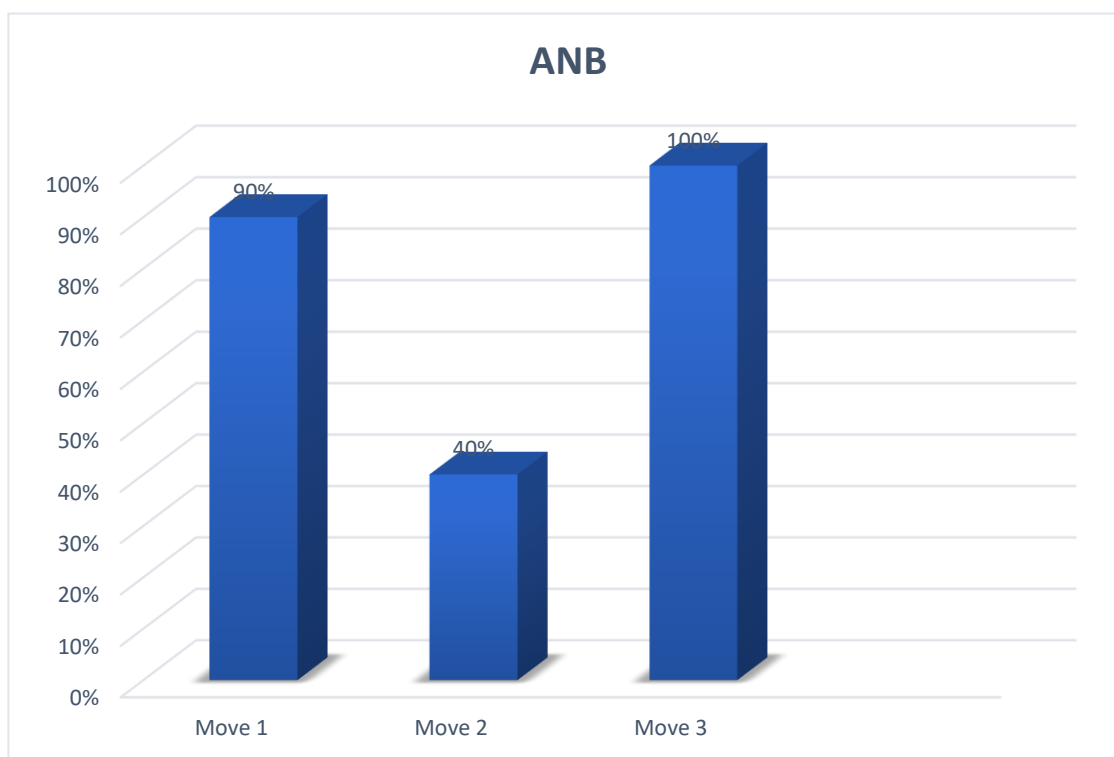

Figure 0.3 The Percentages of Moves in ANB.

4.2.4 Move Analysis of BSH

BSH	Ab1	Ab2	Ab3	Ab4	Ab5	Ab6	Ab7	Ab8	Ab9	Ab10	Freq.	%
M1	P	NP	P	P	NP	NP	NP	NP	P	NP	4	40%
S1	+	-	+	+	-	-	-	-	+	-	4	40%
M2	NP	NP	NP	NP	P	NP	NP	NP	P	P	3	30%
S1A	-	-	-	-	+	-	-	-	-	+	2	20%
S1B	-	-	-	-	-	-	-	-	+	-	1	10%
S2	-	-	-	-	-	-	-	-	-	-	0	0%
M3	P	P	P	P	P	P	P	P	P	P	10	100%
S1	+	+	-	+	+	+	+	+	-	+	8	80%
S2	+	+	+	-	-	-	+	+	-	+	6	60%
S3	-	-	-	-	-	-	-	-	-	-	0	0%
S4	+	-	-	-	-	+	+	+	+	+	6	60%
S5	-	-	-	-	-	-	-	+	-	+	2	20%
S6	-	-	-	-	-	-	-	-	-	-	0	0%
S7	+	+	+	+	+	+	+	-	-	-	7	70%

Table 0.4 The Distribution and Percentages of Steps and Moves in BSH

- **Move 1 Establishing the Research Territory**

  According to table 3 above, move 1 has been adopted via topic generalization of increasing specificity in 40% only, while 60% has not. Generalization often is achieved to highlight the need for the present research as well as the action that will be made in the process. Researchers, in this data, are not always interested to establish their field with readers. It is, according to the data analyzed, regarded as a minor step due to its existence. For example:

  27.**(S1)** *"Nowadays, the relationship between language and politics is the main focus of scholars in the sense that politicians exploit language to persuade their audience of their present or future plans. Further, politics is seen as a struggle for power to set up certain political, economic and social ideas. It is argued that speeches in parliament should not only be defined*

in terms of their textual properties, but also in terms of a contextual analysis for its importance in showing power dominance and changing the situations". (Ab1)

28. **(S1)** *"Vocabulary learning has recently assumed an important role in linguistic research. Over recent years there has been a revival of interest in the role of vocabulary in language teaching, and it is now widely accepted that activities that aim at the learning and use of vocabulary have a central part to play in any language syllabus, whether for general or for specific purposes".(AB3)*

- **Move 2 Establishing a Niche**

As mentioned above, this step is established to point out that there are some. limitations in the previous research which need to be investigated and analyzed. However, three steps can be used to achieve move 2, but only two of them are used rarely. Step 1A, gap indication is presented in 20% of the data since researchers have a lack of knowledge concerning certain phenomena or concepts. Furthermore, step 1B, adding what is known, and Step 2, to give positive justification is not totally used that exists in 0%. Then, the following examples illustrate, the steps:

29. **(S1A)** "*However, MA theses have not received as much attention as Ph.D. dissertations and research articles ." (AB10)*

- **Move 3 Presenting the Present Research**

Move 3 is identified in all BSH data. That is, researchers are highly interested in showing their contribution, aims, methods, results, and research structure. Thus, this move is present as follows: step 1, announcing the present research descriptively and/or purposefully is highlighted at

80%. Additionally, step 7, indicates the research structure is observed at 70%. Both step 2 and step 4 are used for 60% of the data analyzed. Furthermore, in step 5, presenting the principal outcomes is seen at 20%. The other minor steps that are context determined appear 0%. They can be applied according to the field of research. To show the steps, some examples are presented below:

30. *(S1) "This thesis presents Critical Discourse Analysis (CDA) to investigate the discourses of the British ex-prime minister, Tony Blair about the Iraq War 2003 with special attention to Argumentation (practical reasoning). Rhetorical forms are relatively deeply and unavoidably involved in shaping the realities as the way they did with Blair's discourses which helped in breaking the war against Iraq". (AB1)*

31. *(S2) "The aim of this work is to arrive at an effective literary interpretation through the application of a pragmatic theory and the psych narrative techniques to the text. Its hypothesis is that the application of the pragmatic theory and the psycho-narrative techniques would help in working out and analyzing the conversational implicatures in the dialogues and the implied intentions of the main characters". (AB7)*

32. *(S4) "The data were obtained from the internet, via the Guardian, with special evaluation from the same newspaper as a reaction against Blair's decision. The study will not present the political speculations of Blair's intentions of Iraq War 2003 rather how his speeches support the War against Iraq especially the basic properties of the speeches that are the discursive expressions of his public reasons. The study seeks to provide a comprehensive analysis of Blair's political speeches within the framework of Fairclough & Fairclough 2012 in their book, Political Discourse Analysis: A Method for Advanced Students".(AB1)*

33. *(S5) "Therefore, it has been found out that informants with the academic rank of a professor have scored higher than other informants who are of less academic ranks, and so on". (AB10)*

34. *(S7) "The thesis is divided into five chapters. While Chapter One introduces the preliminaries of the study, Chapter two presents the theoretical*

background of both CDA and Rhetoric. Chapter Three is the methodology of the study. Chapter Four, the analytical chapter, offers an integrated analysis of the practical reasoning of Blair's discourse regarding the current data. Finally, Chapter Five presents the conclusion, recommendations and suggestions". (AB1)
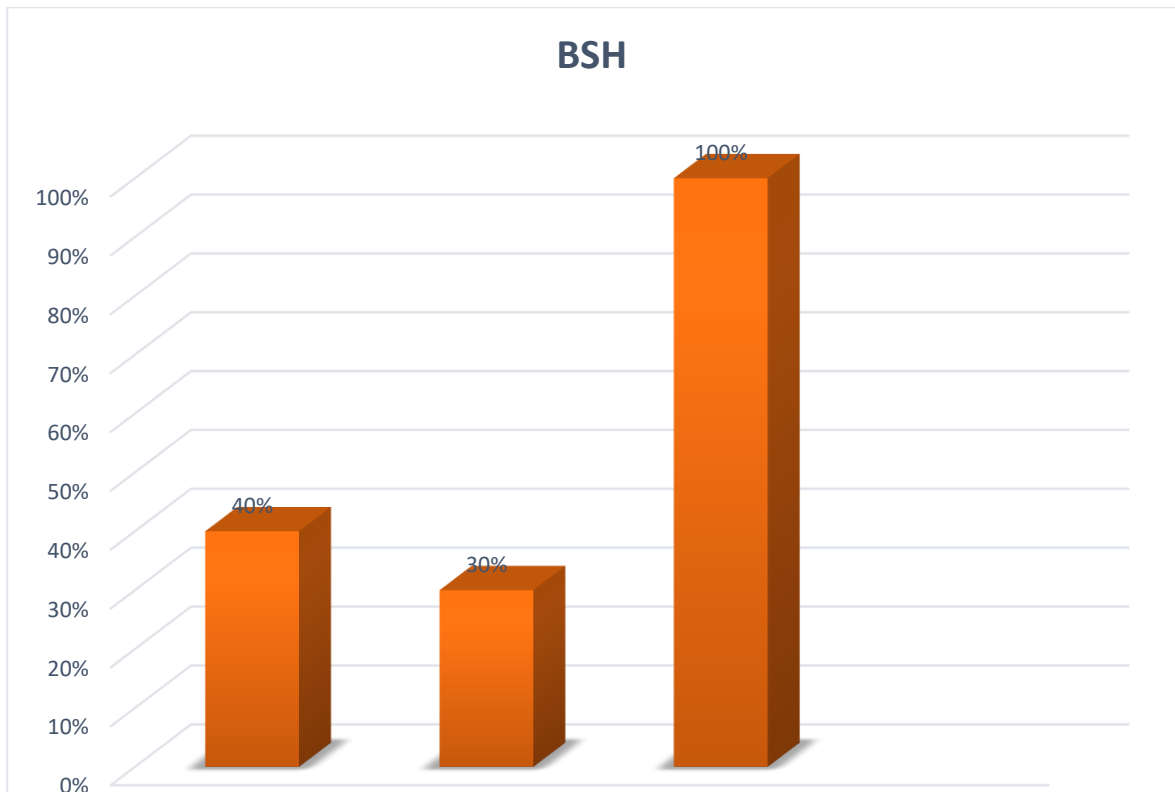

Figure 0.4 The Percentage of Moves in BSH

4.2.5 Move Analysis of TIK.

M&S (Tik.)	Ab1	Ab2	Ab3	Ab4	Ab5	Ab6	Ab7	Ab8	Ab9	Ab10	Freq.	%
M1	P	P	P	P	NP	P	P	P	P	NP	8	80%
S1	+	+	+	+	-	+	+	+	+	-	8	80%
M2	P	NP	NP	NP	P	P	NP	NP	P	NP	4	40%
S1A	+	-	-	-	+	+	-	-	+	-	4	40%
S1B	-	-	-	-	-	-	-	-	-	-	0	0%
S2	-	-	-	-	-	-	-	-	-	-	0	0%
M3	P	P	P	P	P	P	P	P	P	P	10	100%
S1	-	-	+	+	+	-	-	+	+	+	6	60%
S2	+	-	+	+	+	+	+	+	+	+	9	90%
S3	-	-	-	-	-	-	-	-	-	-	0	0%
S4	+	-	-	+	+	+	+	+	+	+	8	80%
S5	-	+	-	+	-	-	-	-	-	-	2	20%
S6	-	-	-	-	-	-	-	-	-	-	0	0%
S7	-	+	-	-	-	-	-	-	-	-	1	10%

Table 0.5 The Distribution and Percentages of Steps and Moves in TIK.

- **Move 1 Establishing a Territory**

According to table 5 above, move 1 is present via topic generalization of increasing specificity in 80%, while 20% is not. Academically, step 1 is used so as to present the study to the field of the discourse. Thus, due to its significant importance, it is an obligatory step that the researcher should apply. For example:

35. (S1) *"Relative clauses (henceforth Rcs) are considered a common linguistic phenomenon in both Arabic and English. This indicates that these languages employ various grammatical units (structures) in order to convey various meanings. These variations may affect the process of learning and interpreting". (AB3)*

36. (S1) *"Every language contains a number of expressions that are used figuratively to make it more aesthetic and effective. Among these expressions are idioms. Idioms are used daily by native speakers of*

English through standard and slang language". (AB4)

- **Move 2 Establishing a Niche**

As shown in the table, three steps can be used to achieve move 2, but only one of them is established in the data analyzed. Step 1A, indicating the gap is present in 40% of the data. Furthermore, step 1B, adding what is known, and Step 2, to give positive justifications have not been totally used so that they appear 0%. The following example shows the step used:

37. (S1A) *"The problem of the study is that the interpreters or people are commonly not awareof how they practice interpretation in their conversation, they may start speaking, in the middle of conversation, at the period before possible completion, or wehen ther is a silence in the mid of speaker's utterance. (AB2)*

38. (S1A) *"So far, no study has ever been made that investigated troponymy in Arabic, especially in the Glorious Qur'an".* (AB6)

- **Move 3 Presenting the Present Research**

Move 3 is also shown in all the data of TIK. As stated previously, move 3 can be established in seven steps. According to the table above, step 2, presenting research questions and/or hypotheses is observed at 90%. Then, in step 4, summarizing methods, is used for 80% of the data analyzed. The following is step 1, announcing the present research descriptively and/or purposefully highlighted at 60%. Additionally, in step 5, presenting the principal outcomes is seen at 20%. Furthermore, step 7, indicating the research structure is observed at 10%. Finally, The other minor steps that are context determined appear 0%. They can be applied according to the field of research. To show the steps, some examples are presented below:

39. **(S1)** *"This study investigates the use of substitution as a cohesive device in English narrative texts". (AB5)*

40. **(S2)** *"This study deals with conversation analysis as a main method of the study". (AB1)*

41. **(S4)** *"The data have been selected from Israeli Ministry of Foreign Affairs website. The Israeli Political Speeches are analyzed ideologically and linguistically according to Fairclough's three-dimensional approach (1989, 1995, and 2010)". (AB10)*

42. **(S5)** *"The basic findings arrived at are as follows: non-native speakers of English face a lot of problems in realizing idioms, they fail to communicate or understand native speakers or even each other due to their unfamiliarity with English idioms, It is also found that culture affects the realization of idioms to a great extent". (AB4)*
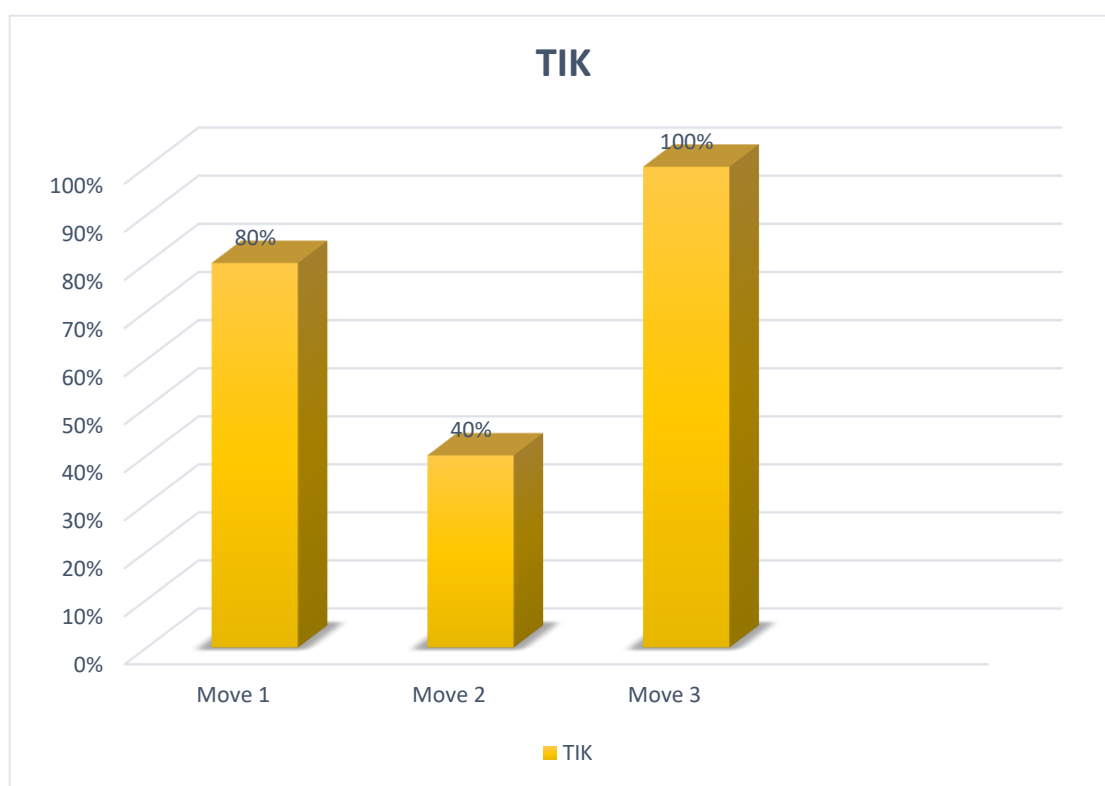
Figure 0.5 The Percentage of Moves in TIK.

To sum up, the moves have been employed in all the data analyzed as shown in (4.11). Move 3 has been observed as the conventional move since it has the highest percentage, 52%. It meant that it was the most used move by

the researchers. Then Move 1 which has 32.29%, followed by Move 2 which is the less frequent move in the data. It appeared with the lowest percentage, 15.62%.

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

Table 0.6 The Frequencies and Percentages of Moves and Steps in all Data of the RQ1

4.3 Finding related to RQ2 (Quantitative Analysis)

What are the types of transitivity processes used in Iraqi MA English linguistics thesis abstracts by post-graduate students?

The findings of RQ2 obtained from AntConc analysis are shown below in the following tables. Appendix 2 includes some screenshots of the findings.

4.3.1 Transitivity Analysis of BAG.

The following table shows the frequencies and percentages of transitivity analysis of BAG.

BAG. University

Transitrivit Processes	Freq.	Percent.%
Material	28	23.333
Mental	25	20.833
Relational	55	45.833
Behavoiral	0	0
Verbal	2	1.666
Existinsial	10	8.333
Total	120	100%

Table 0.7 The Frequency and the Percentage of TP of BAG.

According to the table above, the relational processes came with the highest frequency (45.83%). It was followed by material processes that appeared with (23.33%). Then, mental processes appeared with (20.83%). The other processes, existential, verbal, and behavioral appeared respectively with (8.33%, 1.66%, and 0%). Here are some exmaples:

1. *Fifteen Prophetic Traditions in Arabic and fifteen New Testament verses in English have been examined to investigate the validity of these hypotheses (BAG. Ab4)*
2. *The present study deals with deixis in Standard English, Standard Arabic, and Standard Kurdish, and aims at investigating the ways in which deictic expressions are identified in these three languages is an attempt to show the similarities and differences existing between them on the syntactic and semantic levels. (BAG. Ab8)*
3. *The concept of deixis which means "pointing to" is a linguistic phenomenon manifested in human languages.(BAG. Ab6)*
4. *The results are dicussed in relation to the early identification of the model adopted. (BAG. Ab8)*
5. *The analysis of data has shown that there is great concentration on the device of the repetition of the same word following the example of the Arabic style of writing literary works .(BAG.Ab2)*

4.3.2 Transitivity Analysis of MSL.

MSL. University

Transitivity Processes	Freq.	Percent.%
Material	32	30.476
Mental	20	19.047
Relational	20	19.047
Behavoiral	0	0
Verbal	28	26.666
Existinsial	5	4.761
Total	**105**	**100%**

Table 0.8 The Frequency and the Percentage of TP of MSL.

Table 4.8 shows that material processes were the highest ones since they were applied in 30.47%. Verbal processes were used in 26.66%. Concerning Mental, relational, and existential processes were shown (19.04%, 19.04%, 4.76%) respectively. For example:

6. *This study evaluates the recognition and production of sentences with ditransitive and complex-transitive verbs and their complementation in the performance of the fourth-year Iraqi learners of English at the College of Arts, University of Mosul. (MSL. Ab2)*
7. *It aims at investigating them in English and Arabic to find out the various devices used by the two languages. (MSL. Ab1)*

8. *The second model is an eclectic one; it is concerned with identifying the pragmatic traps in deceptive advertisements. (MSL. Ab10)*
9. *It, as well, reveals that the sociolinguistic factor of social class is the most influential factor on overall borrowing rates. (MSL. Ab9)*
10. *They also show that there is no difference between shop keepers and women in their knowledge of specific colour terms. (MSL. Ab4)*

4.3.3 Transitivity Analysis of ANB.

ANB. University		
Transitivity Processes	Freq.	Percent.%
Material	22	15.602
Mental	4	2.836
Relational	77	54.609
Behavoiral	0	0
Verbal	33	23.404
Existinsial	5	3.546
Total	141	100%

Table 0.9 The Frequency and the Percentage of TP of ANB.

As shown in table (4.9) above, relational processes came with the highest frequency 54.60% followed by verbal processes which came with 23.40%. Then, material processes appeared with 15.60%. Hence, the other three processes, existential, mental, and behavioral processes appeared with (3.54%, 2.83%, and 0%) respectively. The following examples explain that:

11. *Chapter Four deals with twenty conversations in English society from different movies and twenty conversations and their translations in the Iraqi Arabic society. (ANB. Ab3)*

12. *It is hypothesized that: 1.There is no statistically significant difference in the achievement of 4th preparatory students' mean scores between the experimental group (EG) and the control group (CG) in grammar, vocabulary, reading comprehension and writing due to the use of AOs. 2.There is no statistically significant difference in retention of 4th preparatory students' mean scores. (ANB. Ab2)*

13. *Headlines are discourse units which comprise some functional parts of the topic where they provide a summary of the news article. (ANB. Ab1)*

14. *Accordingly, the participants were asked to write a descriptive essay entitled "Describing a day to remember at your university life".(ANB. Ab8)*

15.1.*There is a significant difference in achievement between the EG (taught according to AO strategy), and the CG (taught according to the conventional technique) in favour of the EG .(ANB. Ab3)*

4.3.4 Transitivity Analysis of BSH.

BSH. University

Transitivity Processes	Freq.	Percent.%
Material	11	12.359
Mental	30	33.707
Relational	30	33.707
Behavoiral	0	0
Verbal	4	4.494
Existinsial	14	15.730
Total	**89**	**100%**

Table 0.10 The frequency and the Percentage of TP of BSH.

According to the table above, (4.10), there were two kinds of processes that came with the highest frequency (33.70%). The following process was existential process that appeared with (15.73%). Then, the other two processes, material and verbal, came with (12.35 % and 4.49%) respectively. They are explained as follows:

16. *It investigates cultural problems of the translation in Lawrence's Women in Love , in addition ,it analyzes their cultural implications in translation. Finally ,the conclusions that have been drawn from the whole study comprise the last chapter , namely , chapter four .*

17.*Furthermore, more academic practices should be designed to help the learners develop strategies that improve the writing process. (BSH. Ab10)*

18. *It is the act that threatens the addressee's face. (BSH. Ab6)*

19.*It has also been shown that there are significant differences in using some metadiscoursal markers between the two disciplines . (BSH. Ab10)*

20. *It is hypothesised that there are some metaphorical expressions which can be recognised and comprehended more easily than others. (BSH. Ab9)*

4.3.5 Transitivity Analysis of TIK.

TIK. University		
Transitivity Processes	**Freq.**	**Percent.%**
Material	**28**	**38.356**
Mental	**19**	**26.027**
Relational	**22**	**30.136**
Behavoiral	**0**	**0**
Verbal	**2**	**2.739**
Existinsial	**2**	**2.739**
Total	**73**	**100%**

Table 0.11 The Frequency and the Percentage of TP of TIK.

The table above unravels that material processes were the highest ones. They were followed by relational processes that came with 30.13%. Then, mental processes were used in 26.02%. verbal and existential processes were employed in 2.73 % respectively. The following examples show that:

21. *This study investigates the use of substitution as a cohesive device in English narrative texts. (TIK. Ab5)*

22. *The study aims at showing the underlying ideologies and how the macro structures (the overall thematic content of the text) and the micro structures (discourse structures) are manifested in different texts along with the cultural and social significance of graffiti. (TIK. Ab9)*

23. *Every language contains a number of expressions that are used figuratively to make it more aesthetic and effective. (TIK. Ab5)*

24. *Besides, the role of culture is discussed and a test is conducted to university teachers to get data. (TIK. Ab5)*

25. *When there is a silence in the mid of speaker 's utterance. (TIK. Ab2)*

Accordingly, the following table illustrates the frequencies and percentages of the TP used in the data analyzed. They were then analyzed in the SPSS ANOVA test so as to if there is a significant difference among the universities.

Process Types	BAG.	MSL.	ANB.	BSH.	TIK.	Total	Perc. %
Material	28	32	22	11	28	121	**22.916**
Mental	25	20	4	30	19	98	**18.560**
Relational	55	20	77	30	22	204	**38.636**
Behavioral	0	0	0	0	0	0	**0**
Verbal	2	28	33	4	2	69	**13.068**
Existinsial	10	5	5	14	2	36	**6.818**

Table 0.12 The Percentages of Process Types Used in All the Data.

Remarkably, the data are largely comprised of relational processes, which contain the notion of "being" in the phrases or clauses, according to table (4.12). Thus, based on the data analyzed, relational processes showed the highest frequency throughout the dataset (**38.63**%), followed by material processes (**22.91**%), which means relational processes and the material were the conventional processes. Other process types scored respectively as mental processes (**18.56**%), verbal processes (**13.06**%), and existential processes (**6.81**%). Behavioral processes were not observed in the data analyzed, demonstrating the rarity of behavioral processes in academic writing (Halliday

& Martin, 1993). The lack of a behavioral process indicates the research' neglect of human behaviors.

4.4   Discussion of the Findings

The study's findings have been addressed in light of the answers to the two research questions posed in chapter one.

With refrence to RQ1, it is known that all the moves and steps are important in writing an abstract, but in the data analyzed some are used inappropriately. The data analysis revealed that (as shown in Table 4.11) the move shown in all the data is M3. It is worth mentioning that it was the only move that all researchers employed in the data analyzed 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 (BAG.Ab7). That is, there was a kind of move reverse, that is, M3 which was used before M1as in (BSH.AB1) and before M2 as in (BSH.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 (BSH.AB6, BSh.AB7) 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 is M1(32.29%). It is defined 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" (p.36). Thus, it is an obligatory one in which researchers are interested in giving their readers sufficient background

knowledge information to grasp the topic or establish the field. 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 abscence. 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 help 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 according to the CARS model (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 more than once but in a different location of the MA thesis abstract. The researcher

noted that some writers repeated certain moves unconsciously. Cyclicity, on the other hand, is dependent on the duration of the abstract; the longer the abstract, 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.

As for RQ2, transitivity processes were investigated in the data as follows: First, relational processes clauses were found to be the highest common process type in the current analysis. The term comes from the word "being," which refers to the interaction between two things (Halliday & Martin, 1993), since the term *relational processes* refers to the establishment of a link between two things or entities. The researchers made use of such a link; they overused the verb 'to be' so as to serve their needs in expressing the idea. The following examples illustrate this:

43. *"The second test was in the form of a questionnaire." (MSL.AB4)*
44. *"CDA is a form of practical argumentation which critiques practical (political) argumentation." (BSH. AB1)*

Thus, relational processes are used to offer readers enough information within the confined space of abstracts. It may be necessary to define terminology by highlighting related processes in research.

Second, material processes were found to have the second-largest proportion in datasets, where they were utilized to explain research techniques, statistical analysis, and research implications, according to the current study. Several researchers discovered that material processes prevail over other process categories since their nature is primarily materialistic and active

(Simpson, 1993; Zheng et al., 2014). Thus, the study's goal is to show specific activities without interjecting their own thoughts. Hence, the absence of the researchers along with the presence of material processes via material verbs such as "used," "collected," and "investigated," constitutes an impersonal style of writing in which the attention is transferred to the study aim rather than the actor (Zheng et al., 2014), as shown in the following examples:

45. *"This thesis presents Critical Discourse Analysis (CDA) to investigate the discourses of the British ex-prime minister, Tony Blair." (BSH. AB1)*

46. *"This thesis studies the semantic and syntactic functions of metaphorization in selected scientific discourse." (ANB.AB4)*

Third, mental processes scored the third order in percentage use. As previously stated, mental processes are made up of two parts: a "senser" and a "phenomenon." Thus, mental processes are seldom used in scientific writing (Halliday & Martin, 1993). Because authors prefer to neglect the importance of individual ideas, mental processes accounted for just (22.91%) percent of the data in this research. This indicates that mental processes were seldom utilized because it requires the use of the words "we" or "I". Here is an example:

47. *"It is hypothesized that: (i) political discourse is mainly interested in answering the question of (what to do?) in taking decisions. So, it is better to analyse the political discourse as an argumentative." (BSH. AB1)*

Fourth, verbal processes occupied fourth score in the abstract analysis. It is used to relate the process of "speaking" and include a sayer, receiver, and verbiage. Verbal processes were not particularly prevalent in the data in this investigation (13.06%). The clause identifies the sayer and recipient. The sayer "the bone grafting" is, however, a signal (Simpson, 1993; Halliday, 1994) suggesting the researchers' advice, rather than a human agent, that is, the

attitude of the researchers is transferred to the phrase where the act of recommending is performed in the passive voice, as in the following examples:

48. "In the light of the study conclusions, the researcher has recommended paying special attention to such markers.". (BSH.AB10)

Fifth, existinsial processes was the fifth score. As stated above, existential processes describe the existence of a single-participant entity. Hence, the mean average of existential processes was the lowest in the current study (6.81%). In the following examples, the clause becomes objective at the discourse level since there is no human agency to control actions or processes. Thus, Simpson (1993), Halliday (1994), and Thompson (2000) all reaffirmed this point, emphasizing the need for objectivity while applying existential processes.

49. *"There is great concentration on the device of the repetition of the same word following the example of the Arabic style." (BAG.AB2)*

50. *"There are some points of similarity and difference between the grammatical elements." (BAG. AB6)*

To sum up, it is important to see if there have been significant differences among the groups, the five universites used in the data. ANOVA, SPSS test version 26 (software program), has been adopted so as to compare the means of each university. It is utilized to see if there is a significant difference among and within the data analyzed. Based on the results achieved, it indicates that the data were not homogeneous in applying the transitivity processes. Additionally, it seems that all Iraqi universities do not tend to follow certain models in writing abstracts. Each one is self-dependent. The following table shows this:

ANOVA TEST

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7415.533	4	1853.883	4.151	.011
Within Groups	10718.467	24	446.603		
Total	18134.000	28			

Table 0.13 The Percentages of the Mean Difference of Transitivity Analysis Obtained from the ANOVA Software Program. SPSS V.26

The table explains that Sig. is (0.011) which means there was a significant difference between groups and within groups. Thus, according to the ANOVA program, there are two hypotheses: first, the null hypothesis 'all means of the groups are the same, and the second hypothesis, the alternative hypothesis 'all groups are not equal which means there should be a significant difference among groups. Thus, if Sig. is greater than 0.05 there is no difference but if Sig. is 0.05 or less than 0.05 then the data are heterogeneous or there is no concord among groups as well as within groups. Hence, the relatedness among the groups was random and it does not exist since the results showed that the significant difference was (0.011). It seems that all universities do not follow certain models to be a guide for them as a whole. Based on the results obtained from the program, there should be a significant difference between certain universities. Hence, the Post-Hog test was applied within ANOVA. It gives a keen eye to the difference between and within groups that can be observed. It was shown that the significant difference between BAG. and BSH is the highest since it is (0.016). Followed by BAG. and ANB. (0.038). Then, the significant difference between BAG. and MSL. (0.042).

As for the uniqueness of this study, the study is unique in terms of the application of Swales' CARS (2004) model. Up to the researcher's knowledge, this model has not been adopted in all the previous studies. All the researchers metioned in the section named 'previous studies' used different models, Swales, (1981 and 1990) models, Hyland's (2000) model, Bhatia's (1990 and 1993) models, and Chen and Kuo's (2012).

Second, the adoption of Halliday (1994) and Thompson's (2000) model of verbal choices of transitivity. The model adopted in the study has not been addressed in the previos reseaches. thus, it adds more the contribution of this study.

Third, concerning the use of software programs, the researcher adopted two software programs. AntConc software program and the ANOVA SPSS program version 26. This application, again, has not been conducted in the previous researches since all the previous researches were investgated qualitatively. However, this study adopted a mix-mode research design.This study is differentiated from previous ones due to the use of an eclectic model, each was utilized for a research question.

Finally, with reference to the relationship of this study to previous studies as far as differnceses and similarities are concerned, the study is unique in all its aspects. That is, it is different from all previous studies in its adoption of an eclectic model which combines the rhetorical moves and transitivity processes. A theortical framework the previous studies lack, regionally, locally and the world level.

4.5 Summary

This chapter presented the data analysis and discussion of the findings. Swales' CARS and Halliday's (1994) and Thompson's (2000) models were used in the study. The research questions, what is the rhetorical move structure of Iraqi MA English linguistics thesis abstracts by post-graduate students, and what are the types of transitivity processes used in Iraqi MA English linguistics thesis abstracts by post-graduate students? have been answered. The RQ1 has been answered qualitatively while RQ2 has been answered quantitatively. Then the discussion of the findings has been made. As a result, it has been disclosed that the rhetorical moves most frequently used in the selected data M3. And the most applied process is the relational process. The discussion has shown how these moves and processes are employed proficiently.

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

5.1   Introduction

This chapter provides a summary of the main findings, contribution of the study, implications of this study, and recommendations and suggestions for further research.

5.2   Summary of the Main Findings

This section summarises the findings reached at in the previous chapter. The summary of the findings was presented in terms of the two research questions raised in chapter 1, (1.2). The study examined rhetorical moves/steps and transitivity analysis of fifty thesis abstracts by Iraqi postgraduate students of linguistics. The analysis was based on the CARS model by Swales (2004), RQ1, and transitivity analysis based analysis based on Halliday (1994) and Thompson's (2000) model. Thus, the moves have been investigated as constituting a sequence of semantic units/rhetorical moves; each move as a part of the text, abstract, is produced to accomplish a particular communicative function. The analysis of abstracts revealed important findings in terms of rhetorical moves and process type of transitivity.

Accordingly, the study has provided answers to the two research questions. As for RQ1, the answer was related to investigating the rhetorical moves based on Swales' (2004) model. The analysis showed that M3 was used in all abstracts of the data. However, it is not used in its order based on the model. It was used randomly by researchers in different places of their abstracts, in place of the other two moves. As for M1, it was almost absent

from abstracts, though it is important in providing readers with general background knowledge about the topic. Moreover, since students may have not been experienced in showing the gab indication strategy, they seldom use M2 though it is an obligatory move according to the model. Mostly, problem statement which represents Move 2 has not been highlighted properly in writing abstract. Thus, they should be aware of how to adopt such a move to show their problem. Such ill-use or irregularity of using rhetorical moves indicates, as a conclusion, that Iraqi post-graduate students are not familiar with adopting the regular rhetorical moves agreed upon in writing abstracts and other thesis sections as illustrated in the model of analysis. As a result, students have a tendency to employ broad concepts or facts about the topic they address. It shows a kind of redundancy to readers.

With reference to RQ2, which relates transitivity process types, it was answered in terms of Halliday (1994) and Thompson's (2000) Model of transitivity. The frequency of occurrence for the process types was carried out using AntConc software program. Then, the process-types significant difference was shown by using ANOVA SPSS software program version 26. Findings showed that the highest common process type used was the relational processes followed by the material processes. Then, the mental processes, verbal processes, and existential processes came respectively in order after the first two processes, relational and material. As for ANOVA analysis, results showed that there was a significant difference among groups in using transitivity processes. This indicates that the transitivity processes were not accurately used; that is, the communicative functions of the rhetorical moves were not clearly stated in abstract writing. Besides, it seems, as a conclusion, that Iraqi post-graduate students have received no specific instructions to draw their attention to proper language use and writing thesis abstract in particular

and academic writing in general namely in terms of transitivity processes, hence, SFG. Therefore, Halliday's model SFG may be an appropriate and successful approach for a well-written text language analysis.

5.3 Contribution of the Study

The study has a significant contribution as it is considered a theoretical and practical addition to the existing framework in genre analysis and SFG. With reference to the theoretical contribution, the study is different from previous studies in adopting an eclectic model in genre-based analysis, namely connecting rhetorical moves with SFG framework, hence transitivity process types. Specifically, the eclectic model was a connection between Swales CARS (2004) and Halliday (1994) and Thompson's (2000) verbal choices of Transitivity processes. Such an elected model has not yet been adopted in either research, to the researchers' based knowledge. As for the practical contribution, the study provides professional techniques for proper academic writing in general and abstract in particular based on genre analysis.

5.4 Implications of the Study

As indicated in the study, writing thesis abstract in terms of rhetorical moves and transitivity processes encourage students to improve their academic writing skill with reference to better and optimal writing in English. Based on this fact and the findings of the study, following rhetorical moves strategies seemed to be an effective way in decreasing students' inaccuracy in thesis abstract in particular and improving their academic writing in general. Thus, there are several pedagogical implications that could be taken into consideration to improve academic writing skill at the Iraqi university level.

First, from a pedagogical view point, a genre-based analysis is an effective tool for ESP/ EFL teachers and for students as well. That is, acquiring

knowledge of any type of genre would help in knowing how this genre works to achieve its communicative purposes. This understanding might be of use to teachers in teaching these genres effectively.

Second, since students lack knowledge relevant to academic writing skills as in the case with writing thesis abstract section, then, it is necessary for decision makers to consider advanced academic writing courses or suggest up-to-date textbooks to improve academic writing at the university level, hence thesis and research article writing.

Third, implementing successful academic writing, the academic learning environment should be well-planned, to allow students extend their knowledge in writing an effective academic writing. This implies that teachers should be familiar with advanced academic strategies to enhance students' writing skills. Teachers, in this regard, should also be aware of how to monitor students' writing process, and manage time efficiently. Accordingly, training courses are required for teachers in charge of teaching academic writing.

Fourth, to decrease students' inaccurate academic writing process, it is recommended to provide more practice in academic research especially in academic scientific research. This might help students to be more skillful in improving academic writing.

5.5   Recommendations and Suggestions for Further Research

Based on the findings of the study, the following recommendations and suggestions for further research can be endorsed. Examining the rhetorical moves and transitivity structure of post-graduate students' linguistics abstracts and establishing a link between them as well as genre qualities of separate parts may be included in academic writing courses. These exercises have the potential to increase learners' awareness of the experienced meaning realized

by various kinds of processes, and to enhance their comprehension of the underlying reasons for language choices; then, it is better to prepare them to participate in academic discourse communities. That is, the discourse community in which written text is most often utilized had a significant role in creating a quality genre.

Accordingly, students who want to exhibit their work in academic contexts are recommended to be connected with the worldwide community discourse community. Ph.D. and M.A. theses are now considered a problem for the majority of students in light of advances in genre analysis and academic writing. Students' contributions will reach a wider audience if they can create well-written academic writing in all genre types. That is, the capacity to write well-written abstracts is a significant step on the right path.

In terms of these facts, curriculum designers may need to include ESP/EFL courses on generic structures in university programs to ensure Iraqi post-graduate students to be familiar with generic writing conventions. In this regard, post-graduate students need to share a model for writing well-organized abstracts. Non-natives, therefore, may improve their chances of publishing their works in journals with high impact factors by learning to write in a standard and high-quality manner.

Therefore, the following topics are seen as worthy of further research:

1. Since this study applied an eclectic model, as a contribution, to analyze the rhetorical moves and transitivity types of thesis abstract section, it would be possible to adopt such model to conduct similar studies on other thesis or research article sections or even on other genres.

2. A contrastive genre analysis of different or similar genres can be conducted based on the rhetorical moves and transitivity processes.

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APPENDICES

Appendix 1: Some samples of Abstracts used in the study.

ANB/AB8

M1 Synonymy as a lexical cohesive device is considered an important factor in building up any written text. **M2s1A** 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. **M3s1** To this end, this study investigated the utilization of synonymy in undergraduate Iraqi EFL university students' essay writing. Specifically, this study aimed at identifying the type of synonymy most frequently used in students' essays. **M3s2** It also aimed at investigating how the use of synonymy by Iraqi EFL university students helps in constructing a well-organized cohesive English essay. To attain these aims, twenty third-year university students of the academic year (2020-2021), first semester, from English Department-College of Education for Humanities-University of Anbar were selected as a sample of the study. The participants were purposively selected based on their background experiences, age, gender, and nationality. A qualitative research design was implemented whereby a writing task was used to collect data for the current study. The writing task was used as a research instrument to investigate the use of synonyms in the Iraqi EFL university students' English essay. Accordingly, the participants were asked to write a descriptive essay entitled "Describing a day to remember at your university life". The data were analyzed qualitatively using content analysis procedures based on Halliday and Hasan's (1976) model of cohesion. **M3s4** The findings of this study revealed that the participants utilized both types of synonymy, synonymy and near-synonymy, to create cohesion in their writing. However, the participants tended to use synonymy as a lexical cohesive connector most frequently as compared to near-synonymy in their essays. I▮

M3s5 ▮▮▮▮▮▮▮ The

- **The yellow color signifies M1**
- **The green color signifies M2 S1A**
- **The orange color signifies M3 S1**
- **The purple color signifies M3 S2**
- **The red color signifies M3 S4**
- **The blue color signifies M3 S5**

ABSTRACT

This study concerned itself with the **PSYCHO-LINGUISTIC ANALYSIS OF THE PERSUASIVE NORMS OF ENGLISH OF ADVERTISING**. It focuses on the psycho-dynamic aspects in adverts' textual analysis in relation to the persuasive appeals employed. A deep, two perspectives: psycho- linguistic analysis is maintained on some selected English advertising texts to be par excellent examples for the study.

Advertising is a genre, which has a distinctive, communicative, preplanned structure enjoying certain features which identify it as a distinct genre. Adverts, as a written discourse, can be defined as an artful deviation from the norms taken by a statement. Psychologically, the language of advertising is a style of immediate impact and rapid persuasion; reflecting specific incentives, needs, drives, and wishes that help keeping a set of persuasive appeals guaranteed.

In the psycho-dynamics of advert texting, the four stages of production in Scovel's four panned matrix, it is hypothesized, has a spotline detour.

In his mentality, it is assumed, the advertiser self- monitors the formulation of his conception and thought to deviate into an additional stage of thinking, the reformulation stage, to elevate the elements of suspense. However, all depend on visualizing the attitudinal behavior of the advertisees by including some notionality to the shared assumptions to coincide with, via the relevant persuasion strategy being behavioral or ideational quotient of the advertisees.

In comprehending the advert textual meaning, it is concluded, the advertisees try to infer, via references, the conceptual meaning of the text and to grasp the associative meanings of the advert mosaic components, by self- monitoring the very elements of deviation, extension and expansion of conceptualization.

All linguistic and non- linguistic components are utilized to formulate the final appeal and quest of the advert's oddity in structure and indications.

The sketch of analysis would be interpreted into five main stages: conceptualization, formulation, self- monitoring, reformulation, and thematic meaning.

(VIII)

ABSTRACT

The present study investigates passive forms in newspaper headlines to see how headline writers make use of these forms in achieving impact on the readers as well as the reasons and functions of using such forms . The study describes the various forms of passives used in headlines where the structure of sentence is deviant from ordinary rules of grammar .

Headlines are discourse units which comprise some functional parts of the topic where they provide a summary of the news article . Being miniature replica of the topic , they should be informational , directive and concise . They initiate the goal of the news item and negotiate the story of the article ; therefore , they are time-saving devices . They are little texts which convey more distinctive handling of vocabulary and grammar due to space pressure and their attention-seeking function.

Through the use of passive constructions , headline producers are able to view the event from a different point of view in that they can begin with the patient or emphasize the result . The passive also enables headline writers to omit the agent leaving responsibility unspecified especially in political cases .

Throughout the analysis of the selected headlines , the study has shown that abbreviations are highly used by headline writers . Special vocabulary is a distinctive feature of headlines , central passives are more commonly used than other types of passive constructions and non-finite passive forms occur more than finite ones . The passive is more frequent in political headlines than other topic categories and headline producers prefer statements to other functional types since they enable writers to inform readers about the news article .

The conclusions of this study verify the validity of the afore-mentioned hypotheses. This study verifies that (A) Renderings which use Rcs succeed in conveying the meaning more clearly than those which do not. (B) Rcs perform important functions in the Glorious Qur'an which differ from those realized in the TT. (C) The differences between English and Arabic in gender and number affect the usage and meaning of Rcs in both languages.

ABSTRACT

Sentence length and complexity are two of the significant features of narrative texts, and as such, constitute a potential field of investigation in stylistics. The present study undertakes to tackle such investigation by exploring the functionality of the length and complexity of sentences as style markers by which one author can be distinguished from another.

In other words, the study aims at investigating the correlation between sentence length and complexity on the one hand and individual style on the other hand. Two writers have been selected for comparison: **Thomas Hardy** and **Oscar Wilde**. Two short stories by each one of the writers have been chosen for analysis. These are Hardy's: **Anna, Lady Baxby** from his collection: *A Group of Noble Dames* (1891), and **A Tradition of 1804** from his collection **Life's Little Ironies** (1894); and Wilde's **The Model Millionaire** (1887) and **The Selfish Giant** (1888). The analytical procedure consists of two parts examining, respectively, sentence length in terms of the number of words per sentence, and sentence complexity in terms of the number and type of clauses per sentence.

The results obtained from each analytical part point to the existence of significant stylistic distinctions in sentence length and complexity in the data.

The thesis consists of an introduction and four chapters. The introduction gives a brief statement of the problem, the aims of the study and the analytical procedures to be followed. Chapter Two investigates the concept of style and style markers and surveys some

ABSTRACT

This study investigates the use of substitution as a cohesive device in English narrative texts. It tackles the problem of the difficulties that foreign learners of the English language have concerning the use of substitution when they create texts.

This study attempts to show the role of substitution as a cohesive device in understanding English narrative texts. It is based on the hypothesis that knowing how a text is connected is important to realize the meaning of the text.

In order to achieve the aim and test the validity of the hypotheses of this study, some selected examples of English narrative texts are used to collect data. These data are quoted from Hemingway's novel "The Old Man and the Sea" (1963), Lawrence's novel "Sons and Lovers" (1995), and Lebrecht's short story "The Woman Called Mother" (2007). The data obtained are analyzed to show how substitution is employed to cohere these texts in the light of the theoretical frame work. The model of this study is drawn upon Halliday and Hasan (1976).

The findings and conclusions that have been arrived at point out the important role of substitution in cohering texts and that understanding how substitution functions in narrative texts helps understanding the meaning of these texts.

ABSTRACT

The concept of deixis which means "pointing to" is a linguistic phenomenon manifested in human languages. It includes some expressions which refer to persons, places and times need to be appointed and this is done by referring to the place and time of happening and persons involved in it.

Deixis is realized by personal pronouns, demonstratives, some adverbs of place and time, tenses of the verb, motion verbs, the definite article ___etc.

The present study deals with deixis in Standard English, Standard Arabic, and Standard Kurdish, and aims at investigating the ways in which deictic expressions are identified in these three languages is an attempt to show the similarities and differences existing between them on the syntactic and semantic levels.

The study is based on two hypotheses: (a) the deictic expressions are similar in the three compared languages in regard to their types and are realized by the same grammatical elements. (b) There are some points of similarity and difference between the grammatical elements which indicate deixis in the three languages under comparison regarding person, number, gender and case

models of stylistic analysis. Chapter Three offers the procedural definitions of the sentence, sentence length, and sentence complexity.

Chapter Four provides the results of the teleoanalytic of sentence length and complexity in the four stories. These results have been found to offer significant statistical evidence validating the hypotheses put forward in Chapter One, which read:

1. There is a positive correlation between sentence length and complexity.
2. Thomas Hardy tends to use longer and more complex sentences in his short stories containing multiple subordinate clauses than Oscar Wilde does, i.e., Oscar Wilde uses comparatively shorter and simpler sentences in his short stories.

Chapter Five provides the relevant conclusions of the study and offers suggestions for further research. The most general results in this respect are:

a. The shortest sentences in terms of number of words per sentence are represented by the use of direct and indirect speech.

b. The longest sentences are used in describing events or characters, and particularly, in the presentation of the stories" problems and solutions.

c. Addition is the most frequently used function of coordination in the data.

d. Subordination a greater number of clauses than coordination.

Appendix 2: AntConc Analysis

	File	Left Context	Hit	Right Context
44	text trans.txt	M3s7 This study falls into five chapters: Chapter One	is	an introduction specifying the nature of the problem, aims
45	text trans.txt	different ways of negation. M2s1a . However, this study	is	based on the assumption that most Iraqi university learners
46	text trans.txt	use of substitution when they create texts. M3s2 It	is	based on the hypothesis that knowing how a text
47	text trans.txt	and analyse metaphorization and its functions. The model of analysis	is	based on the ideas of Halliday (1985, 1994), Martin (1992), Martin et
48	text trans.txt	collocated with them using Wordsmith Tools software. The qualitative analysis	is	based on Allan's (2007) theoretical framework and on Allan'
49	text trans.txt	achieve all these, a sociolinguistic modified model is adopted which	is	based on three theoretical frameworks, namely: Poplack, et al. (1988),
50	text trans.txt	on the syntactic and semantic levels. M3s2 The study	is	based on two hypotheses: (a) the deictic expressions are
51	text trans.txt	comprehending metaphor in media political reports . M2S1A It	is	based on what Lakoff and Johnson (1980) called " Conceptual Metaphor".
52	text trans.txt	to the conventional technique) in favour of the EG . 2.There	is	also a significant difference in retention between the EG (
53	text trans.txt	by the effects of the surrounding regions on Mosuli Arabic,	is	also an influential factor in Mosuli speech community that
54	text trans.txt	each other due to their unfamiliarity with English idioms, It	is	also found that culture affects the realization of idioms
55	text trans.txt	critiques of the theory are also referred to.A reference	is	also made to the relation between politeness theory and
56	text trans.txt	actual occurrence in authentic data. Quirk et al."s model (1985)	is	also used as a co-model, particularly, for analyzing
57	text trans.txt	finally, the difference between word – ambiguity and pun. Chapter three	is	devoted to the pragmatic analysis of selected extracts from
58	text trans.txt	identifies the sociolinguistic markers of 'power' and 'solidarity'. Chapter Three	is	devoted to the identification of pragmatic markers of 'power'
59	text trans.txt	hypotheses, limits, methodology and value of the study. Chapter Two	is	devoted to the theoretical background concerning sociolinguistics, language and
60	text trans.txt	to be tested in the chapters to follow. Chapter two	is	devoted mainly to discussing the relationship obtaining between language

Total Hits: 112 Page Size 100 hits ∨ ◐ 1 to 100 of 112 hits ➔

	File	Left Context	Hit	Right Context
11	text trans.txt	against Iraq especially the basic properties of the speeches that	are	the discursive expressions of his public reasons. M3s2
12	text trans.txt	in political interviews. M3s2 The aims of the study	are	the following:(i) investigating the use of intensifiers in
13	text trans.txt	is because Physical health, economic, legal, psychological, social, and effort	are	the key dimensions of the incentive appeals; each has
14	text trans.txt	Harf Al-Wahid (Iraqi Programme) with prominent political figures. Utterances	are	the unit of analysis in this study . The model
15	text trans.txt	with English intensifiers as a linguistic means of intensification. They	are	a complex phenomenon. M2s1a They are a
16	text trans.txt	intensification. They are a complex phenomenon. M2s1a They	are	a complex phenomenon. This complexity is related to the
17	text trans.txt	The main problem of this study is that swear words	are	a widespread phenomenon in current times, although there are
18	text trans.txt	mostly to be quantity rather than quality differences. Quantity differences	are	also found to occur in the use of politeness
19	text trans.txt	and the two genres analysed (viz. bookreviewing and article writing)	are	also provided.The chapter ends up with conclusions summarizing
20	text trans.txt	its features and types .The various critiques of the theory	are	also referred to.A reference is also made to
21	text trans.txt	whether the connotative or denotative meanings of each swear words	are	more closely regulated, determining which gender's swear words
22	text trans.txt	Special vocabulary is a distinctive feature of headlines , central passives	are	more commonly used than other types of passive constructions
23	text trans.txt	are more closely regulated, determining which gender's swear words	are	more directed at them. M3s4 This classification and
24	text trans.txt	M3s2 The hypothesis of the study is that there	are	some points of difficulty in recognising and comprehending metaphor
25	text trans.txt	and are realized by the same grammatical elements. (b) There	are	some points of similarity and difference between the grammatical
26	text trans.txt	native speakers of English . Furthermore, it is hypothesised that there	are	some metaphorical expressions which can be recognised and comprehended
27	text trans.txt	metaphors include the ideational function and the interpersonal function which	are	found at the level of grammar through the systems

Search Query ☑ Words ☐ Case ☐ Regex Results Set All hits ∨ Context Size 10 token(s) ⬍

are ∨ Start ☐ Adv Search

Sort Options Sort to right ∨ Sort 1 1R ∨ Sort 2 2R ∨ Sort 3 3R ∨ Order by freq ∨

100%

File Edit Settings Help

Target Corpus

Name: temp

Files: 1

Tokens: 2045

msl.txt

| | KWIC | Plot | File | Cluster | N-Gram | Collocate | Word | Keyword |

Total Hits: 10 **Page Size** 100 hits ⌄ ⟲ 1 to 10 of 10 hits ⟳

	File	Left Context	Hit	Right Context
1	msl.txt	factors to elicit the required data from their conversations which	are	audio recorded and analysed in the light of the
2	msl.txt	books about Mosuli proverbs, so as to ensure that they	are	authentic. The data samples are divided into categories and
3	msl.txt	in explaining and analysing some modern Standard Arabic proverbs, which	are	concerned with the syntactic rules of Arabic sentences in
4	msl.txt	Poplack, et al. (1988), Kinyua (2016) and Salman and Mansoor (2017). Informal interviews	are	conducted with forty-eight native Mosuli speakers divided equally
5	msl.txt	light of the adopted model. In addition, self-regulated questionnaires	are	constructed to verify some hypotheses. M3s5 This study
6	msl.txt	as to ensure that they are authentic. The data samples	are	divided into categories and analysed in a mixed research
7	msl.txt	upon which some pedagogical recommendations and suggestions for further studies	are	made. Sample 4 safa M3s1 The present study attempts
8	msl.txt	in modern Standard Arabic and the extent to which they	are	relatively fixed or totally frozen. M3 s4 The present
9	msl.txt	contains many modern Standard Arabic proverbs, too. Additionally, syntactic variations	are	taken into account with reference to a universal fixedness
10	msl.txt	that all the types of adjective functions, orders and complementations	are	used in the novels under study. M3s4 The

Search Query ☑ Words ☐ Case ☐ Regex **Results Set** All hits ⌄ **Context Size** 10 token(s) ⇕

are ⌄ | Start | ☐ Adv Search

Sort Options Sort to right ⌄ Sort 1 1R ⌄ Sort 2 2R ⌄ Sort 3 3R ⌄ Order by freq ⌄

Progress ▮▮▮ 100%

Appendix 3: ANOVA SPSS (Version 26) Analysis

| File | Edit | View | Data | Transform | Insert | Format | Analyze | Graphs | Utilities | Extensions | Window | Help |

```
/MISSING ANALYSIS
/POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

Descriptives

VAR00006

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	5	58.20	21.476	9.604	31.53	84.87	25	80
2	6	19.50	14.612	5.965	4.17	34.83	0	40
3	6	39.33	33.542	13.693	4.13	74.53	0	88
4	6	18.83	15.368	6.274	2.71	34.96	0	39
5	6	14.00	14.142	5.774	-.84	28.84	0	30
Total	29	29.00	25.449	4.726	19.32	38.68	0	88

ANOVA

VAR00006

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7415.533	4	1853.883	4.151	.011
Within Groups	10718.467	24	446.603		
Total	18134.000	28			

Multiple Comparisons

Dependent Variable: VAR00006

Tukey HSD

(I) VAR00007	(J) VAR00007	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	38.700*	12.797	.042	1.00	76.40
	3	18.867	12.797	.588	-18.83	56.57
	4	39.367*	12.797	.038	1.67	77.07
	5	44.200*	12.797	.016	6.50	81.90
2	1	-38.700*	12.797	.042	-76.40	-1.00
	3	-19.833	12.201	.496	-55.78	16.11
	4	.667	12.201	1.000	-35.28	36.61
	5	5.500	12.201	.991	-30.44	41.44
3	1	-18.867	12.797	.588	-56.57	18.83
	2	19.833	12.201	.496	-16.11	55.78
	4	20.500	12.201	.464	-15.44	56.44
	5	25.333	12.201	.262	-10.61	61.28
4	1	-39.367*	12.797	.038	-77.07	-1.67
	2	-.667	12.201	1.000	-36.61	35.28
	3	-20.500	12.201	.464	-56.44	15.44
	5	4.833	12.201	.994	-31.11	40.78
5	1	-44.200*	12.797	.016	-81.90	-6.50
	2	-5.500	12.201	.991	-41.44	30.44
	3	-25.333	12.201	.262	-61.28	10.61
	4	-4.833	12.201	.994	-40.78	31.11

*. The mean difference is significant at the 0.05 level.

IBM SPSS Statistics Processor is ready

المـستخلص

أهتم العديد من الباحثين مؤخرًا بالتحليل النمطي كطريقة للحصول على معلومات دقيقة حول المناورة بلغة الكتابة الأكاديمية. إنها تمكّن 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 حسب معرفة الباحث، لا توجد دراسة لتحليل مستخلصات رسائل الماجستير العراقية في علم اللغة وفقًا للانتقالات البلاغية وعمليات الانتقال المتعدية. وبالتالي فإن هذه الدراسة هي محاولة لتقييم الانتقالات البلاغية وعمليات الانتقال المتعدية المستخدمة في المستخلصات. تهدف الدراسة الحالية إلى: أولاً : تحليل بنية الانتقالات البلاغية لمستخلصات رسائل الماجستيرفي علم اللغة الإنجليزية في العراق من طلاب الدراسات العليا ، وثانياً ، التحقق من أنواع عمليات الانتقال المتعدية المستخدمة في مستخلصات رسائل الماجستيرفي علم اللغة الإنجليزية في العراق من قبل طلاب الدراسات العليا. تحقيقا لهذه الغاية ، تم اختيار عينة الدراسة قصدياً لخمسين مستخلصاً. بالإضافة إلى ذلك ، تم اعتماد نموذجين ، الهدف الأول تم تحليله بناءً على نموذج سويلز كارز (٢٠٠٤) للانتقالات البلاغية ، أما الهدف الثاني فقد تم تحليله بناءً على عمليات الانتقال المتعدية التي اقترحها هالدي(١٩٩٤) و ثومسن (٢٠٠٠). تم اختيار البيانات المستخدمة من خمس جامعات حكومية عراقية. كشفت النتائج عن وجود عدد قليل من الباحثين الذين اتبعوا بنية الانتقالة الاولى، والانتقالة الثانية، والانتقالة الثالثة. وفيما يتعلق بعمليات العبور المستخدمة في البيانات كانت العمليات العلائقية ٣٨,٦٣٪ (٢٠٤)، العمليات المادية ٢٢,٩١٪ (١٢١) ، العمليات العقلية ١٨,٥٦٪ (٩٨) ، العمليات اللفظية ١٣,٠٦٪ (٦٩) ، العمليات الوجودية ٦,١٨٪ (٣٦) على التوالي والعمليات الاسلوبية كانت نسبتها (٠). أظهرت هذه الترددات أن العمليات العلائقية كانت الأعلى؛ لأنه تم اختيار المستخلصات التي تم تحليلها من أقسام العلوم الإنسانية. وفقًا لذلك يتم تحديد نوع العملية المستخدمة اعتمادًا على السياقات التي يتم استخدامها فيها. وبالتالي فإن الجمع بين نموذج سويلز (٢٠٠٤) و هاليدي (١٩٩٤) و ثومسون (٢٠٠٠) يعتبر مساهمة جديدة للإطار النظري الجديد.

تحليل نمطي لمستخلصات رسائل ماجستير متعلمي اللغة الإنكليزية كلغة اجنبية في علم اللغة

رسالة مقدمة
الى مجلس كلية التربية للعلوم الإنسانية بجامعة الانبار
وهي جزء من متطلبات نيل درجة الماجستير
في اللغة الإنكليزية وعلم اللغة

من طالب الماجستير:
مروان صلاح عباس علي الشجيري

بإشراف:
الأستاذ المساعد الدكتور
جمعة قادر حسين الدليمي

١٤٤٣ه   ٢٠٢٢م