UNIVERSITI PUTRA MALAYSIA

RHETORICAL MOVES AND DISCOURSE STRUCTURE IN POLITICAL SCIENCE RESEARCH ARTICLE ABSTRACTS OF IRANIAN JOURNALS

SARA SEYED PAYDARI

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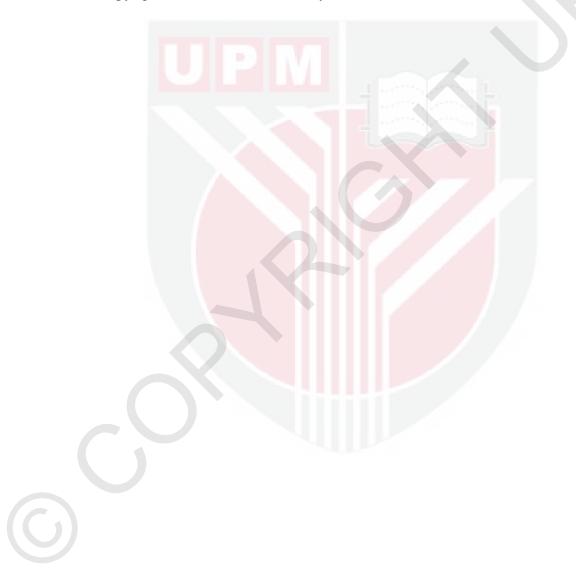**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Master of Arts**

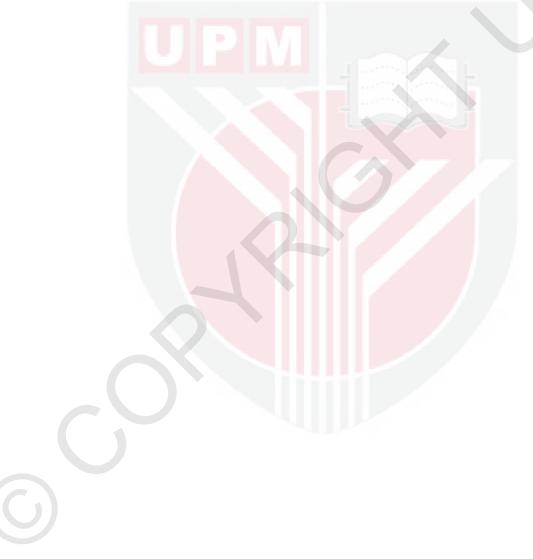**May 2017**

DEDICATION

My Dear Father and Mother

Who have provided me with care and compassion throughout my life,

and My Beloved family

My husband and my sons

Who without their endless love, support and encouragement, I would have never been able to complete this important step of my life.

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May 2017

Chairman : **Associate Professor Shamala Paramasivam, PhD**
Faculty : **Modern Languages and Communication**

The primary requirement for publishing scientific research articles is to write an abstract. Abstract writing requires not only composing skills but also being familiar with the specific genre and its constituent move structure. To understand the conventional patterns used by academics to compose a representative disciplinary abstract, this study seeks to analyse rhetorical moves and patterns of moves in research article abstracts in Iranian journals written in English in the field of Political Science (PS). A corpus of 120 empirical Political Science research article abstracts published from 2010 to 2015 were randomly collected and analysed using Hyland's (2000) five-move model as an analytical tool. The findings showed deviations from Hyland's model in patterns of moves. Introduction move (Move1), although, was a conventional move, it was a long rhetorical move in Political Science research article abstracts. Purpose move (Move 2) was the most frequent move in the corpora and it can be regarded as an obligatory rhetorical element in the abstracts. Iranian writers of Political Science journals placed more emphasis in introducing the study (Move 1) and in stating the objective (Move 2); however, explaining the Method (Move 3) and stating the Findings (Move 4) were less emphasised. There was also a tendency to omit the Conclusion (Move 5). Writers of Political Science Iranian journals used 4-Move and 3-Move patterns in their abstracts; one or two (in some cases three) moves were missing. In addition, a variety of distinct patterns were found that show the ignorance of Iranian academics of genre regularities and appropriate presentation of information in abstracts. Consequently, the study implies that Political Science abstracts written in English by Iranian academics may frustrate international readers' expectations by not providing the information required in an abstract. They may consider Political Science abstracts in Iranian Journals as less informative and can be discouraged from following the research articles that the abstracts represent. The present research concludes that raising academic writers' awareness of the abstract genre and providing approprate instructions and guidelines in abstract writing can help writers to produce more informative abstracts.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Saatera

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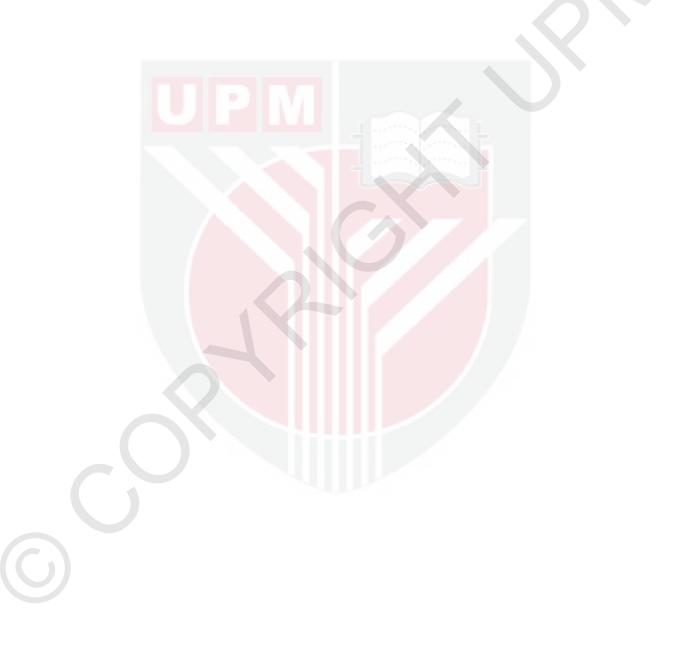
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SARA SEYED PAYDARI

Mei 2017

Pengerusi : **Profesor Madya Shamala Paramasivam, PhD**
Fakulti : **Bahasa Moden dan Komunikasi**

Keperluan utama bagi menerbitkan artikel penyelidikan sains adalah untuk menulis abstrak. Penulisan abstrak memerlukan bukan sahaja kemahiran mengarang tetapi juga harus menguasai genre khusus dan struktur gerak konstituen. Bagi memahami pola konvensional yang digunakan oleh ahli akademik bagi mengarang abstrak disiplinari representatif, kajian ini dijalankan dengan tujuan untuk menganalisis gerak retorikal dan pola gerak tersebut dalam abstrak artikel penyelidikan dalam jurnal Iran yang ditulis dalam bahasa Inggeris dalam bidang Sains Politik. Sebuah korpus 120 abstrak artikel penyelidikan Sains Politik empirikal yang diterbitkan dari tahun 2010 hingga 2015 secara rawak telah dikumpul dan dianalisis menggunakan model lima gerak Hyland (2000) sebagai alat analitikal. Dapatan menunjukkan penyimpangan daripada model Hyland dalam pola gerak. Gerak pengenalan (Gerak 1), walaupun, merupakan gerak konvensional, gerak tersebut merupakan gerak retorikal yang panjang dalam abstrak artikel penyelidikan Sains Politik. Gerak tujuan (Gerak 2) merupakan gerak yang paling kerap dalam korpora dan gerak tersebut dapat dianggap sebagai elemen retorik yang obligatori dalam abstrak. Penulis Iran bagi jurnal Sains Politik memberikan penekanan yang lebih pada bahagian pengenalan kajian (Gerak 1) dan dalam penyataan objektif (Gerak 2); walau bagaimanapun, bahagian penerangan Kaedah (Gerak 3) dan pemaparan Dapatan (Gerak 4) kurang diberikan penekanan. Terdapat juga kecenderungan untuk meniadakan Kesimpulan (Gerak 5). Penulis jurnal Sains Politik Iran menggunakan 4-pola gerak dan 3-pola gerak dalam abstrak mereka; satu atau dua (dalam sesetengah kes tiga) gerak didapati hilang. Di samping itu, pelbagai pola berbeza didapati yang menunjukkan kejahilan ahli akademik Iran mengenai kenalaran genre dan presentasi maklumat yang sesuai bagi abstrak. Oleh sebab itu, kajian ini mengimplikasikan bahawa abstrak Sains Politik yang ditulis dalam bahasa Inggeris oleh ahli akademik Iran mungkin mengecewakan ekspektasi pembaca antarabangsa dengan tidak menberikan maklumat yang diperlukan dalam sesebuah abstrak. Mereka mungkin menganggap abstrak Sains Politik dalam jurnal Iran sebagai kurang

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maklumat dan tidak menggalakkan mereka untuk menyoroti artikel tersebut yang digarap abstrak. Kajian ini menyimpulkan bahawa dengan meningkatkan kesedaran penulis mengenai genre abstrak dan menyediakan penerangan dan panduan yang sesuai dalam penulisan abstrak dapat membantu penulis untuk menghasilkan abstrak yang lebih bermaklumat.

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Last but not least, I would like to express my appreciation to the Dean and Deputy Dean of the faculty of Modern Languages and Communication for their support and help towards my postgraduate affairs. My acknowledgement also goes to all office staff of the faculty.

I certify that a Thesis Examination Committee has met on 5 May 2017 to conduct the final examination of Sara Seyed Paydari on her thesis entitled "Rhetorical Moves and Discourse Structure in Political Science Research Article Abstracts of Iranian Journals" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Arts.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

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Date:

Declaration by graduate student

I hereby confirm that:
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Name and Matric No.: <u>Sara Seyed Paydari , GS39720</u>

Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

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Signature:
Name of Member
of Supervisory
Committee: Associate Professor Dr. Noritah binti Omar

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EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESP	English for Specific Purposes
PSRAA	Political Science Research Article Abstract

CHAPTER 1

INTRODUCTION

1.1   Background of the Study

It is significant to be able to write scientific research articles in English because most journals are written in English as a medium for academic language all over the world. To become successful, scholars should be skillful in writing research articles in English. According to Krashen (2003), the percentage of articles written in English in the 1977 Science Citation Index was 83% and that number had increased to 95% by 1997. The pressure to publish in high impact English-medium journals has grown extremely worldwide over the past thirty years and it has been documented in research on English as a second Language, (Harzing,2013; Martínez, 2011). Salager-Meyer (2013) also stated that publishing in high-ranking English-medium journals can ease communication among scholars. Wood (2001) adds that to become a member of the academic world, a researcher needs to produce a research article ratified by the discourse community.

Non-native speakers of English are under increasing pressure to firstly, follow latest research article guidelines, and secondly, to have their own research published. Paltridge (1993) states, non-English-speaking researchers face enormous difficulties if they want to be successful in the discourse community through writing research articles. It is obvious that they need a lot of guidance and support in developing acceptable performance levels in reporting research in English. This is more, especially for novice researchers.

Thus, writing can be seen as a central element of university courses, as well as professional development programs, which require the understanding of what these discourses of the academy are, and what counts as 'good writing' (Hyland, 2004). In this regard, Nunan (1999, p.271) believes that producing a coherent, fluent, extended piece of writing is probably the most difficult task to do in language and it is something most native speakers never master. Academic writing can be seen as a form of communication that conveys disciplinary content.

Usually, English for Academic Purposes (EAP) courses are offered by universities to present academic language support to university students. However, these classes mostly focus on the general necessities of the students involved in academic studies, and cater more to university students at the undergraduate level of their studies. There is a lack of EAP courses for post-graduate students who have more specific demands in terms of language knowledge and related skills as they are often involved in writing and research. Hyland (2005) emphasizes that EAP instructors should do more research in postgraduate classes to better understand their teaching context.

Writing in academic settings requires not only composing skills but also familiarity with the specific academic genre. The term genre has been interpreted in a variety of ways by experts. Swales (2004) and Devitt (2004) describe genre as a text that has particular and distinctive communicative functions, distinctive and recognizable patterns and norms of organization, and structure that result in a conformity of practice by its users. Stubbs (2002, p. 20) uses 'genre' and 'text type' interchangeably. Flowerdew (2001, p.15) defines genre as a particular type of communicative event which has a particular communicative purpose recognized by its users, or discourse community. Likewise, Bhatia (1993, p.13) defines genre as a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by members of the community in which it occurs. It can thus be concluded that a genre has three important aspects; firstly, type of communicative event, secondly, patterns that occur in particular events and thirdly, expert users can recognize these patterns and confirm them.

Among all academic genres, abstract is considered as one of the most important genres that transfers new knowledge and findings in academic discourse communities. The core idea of a research article is condensed into the abstract section and it is essential for the article's publication and citation. As it captures the essence of the whole article, the abstract tends to be the first part of a journal article to be read (Hartley, 2003; Salager-Meyer, 1990).

The research article abstract "has emerged as a result of a well-defined and mutually-understood communicative purpose that most abstracts fulfill, irrespective of the subject discipline they serve" (Bhatia, 1993, pp.77-78). Bhatia also states that an abstract as a description or factual summary of the much longer report, is meant to give the reader an exact and concise knowledge of the full article (1993, p. 78). In connection to this, Swales (1990) points out that abstracts are independent, as not everyone who reads the abstract will necessarily read the article itself. A research article abstract as a part of the article, acts as a 'time-saving device' as it allows readers to decide if the entire article is worth reading (Martin, 2003).

In the academic sphere, the first requirement for a preliminary consideration of publication of a research article is to submit an abstract. In other words, the tactical use of rhetorical and linguistic features that confirm the standards of the specific academia encountered can increase chances for successful publication. Huckin (2001) notes that, given the crucial role in academic communication, abstracts not only facilitate information retrieval but also determine publication success, acceptance or rejection.

In 2001, Flowerdew conducted an interview with editors of eleven international journals in English language teaching and he found that the most problematic errors made by non-native speakers were not errors at the surface level of language such as subject-verb agreement or article use. He pointed that the main problems the non-native speaking author faced was the inappropriate structure of different sections of

the research article (Flowerdew, 2001). Thus, understanding the difficulties that non-English speaking authors face is important.

Conducting more research on the rhetorical structure of current research articles written in English and published in international journals will, therefore, provide support and guidance to native and specifically non-native speakers in writing more acceptable papers.

1.2 Statement of the Problem

In academic settings, especially at post-graduate levels, non-native scholars face many challenges in their writing. They are expected to produce work at a native-like level to be admitted into the academic discourse community. In fact, proficiency in academic English is seen as a value and need for non-native speakers of English to survive in the academic world.

For Iranian scholars, as with other non-native students, writing in the English language is a very demanding task. This is because in the Iranian education system, students study English as a foreign language only for 50 to 80 minutes per week (Ministry of Education of the Islamic Republic of Iran, 2010). However, the English education they receive is not sufficient to enable them to achieve full proficiency in using English language at the academic level. Besides, in the Iranian English language teaching system the emphasis is more on reading and comprehension skills; thus, the writing skill amongst most Iranians including academics is inferior compared to comprehension and reading skills. This has been documented in the studies of Vaezi (2008) and Rahimi & Abedini (2009).

Since English is the language of international scientific communication, Iranian scholars who wish to gain international recognition have to not only adopt, but also learn international scientific writing. They are required to have acceptable proficiency level in English in general and academic discourse in particular to be able to read and write research articles, to receive the latest updates in their own discipline as well as to publish in English. Hyland (2000) believes that learning to write academic genres involves students being familiar with the issues of form and structure and with public contexts for writing.

According to Pho (2013, p.19) "Many non-native speaking scholars, despite their well-established expertise in the field, have their papers rejected when they submit to English- medium international journals." He further pointed that lack of knowledge about cross disciplinary and cultural differences in text structures and reader expectations are seen as the main reasons for non-native writers' lack of success in the international community. The lack of knowledge of the rhetorical features could also lead to difficulty in producing structured text. Evidence from research into academic writing has revealed that many non-native researchers have

difficulty in publishing their work in English due to discrepancies in rhetorical structure as to the target disciplinary community. In a multitude of cases, their written work is rejected by prestige journals due to the authors' rhetorical deviations (cited in Mirsharifi, Aminian, & Jafarian, 2008).

It is assumed that writing an abstract in English is an easy task. However, this is not necessarily true, due to the fact that abstract constitutes a genre in its own right. Although it shares many features of the research article it also differs in several important aspects; one of which is the rhetorical structures. Thus, abstracts function as independent discourses (Van Dijk, 1980) as well as being advanced indicators of the content and structure of the text that follows them. It is indeed, a distinct genre to master.

Swales (1990) stated that although the study of certain types of abstracts can potentially be highly revealing of disciplinary discourse communities, the abstract unfortunately has remained a neglected field among discourse analysts. Even though Swales' (1990) idea about abstract as a neglected field may not be valid nowadays with the numbers of studies in this genre, still a number of gaps remains in this field. One significant gap in this area is lack of research on the writing of particular groups of people in academic discourse such as Iranian academics with regard to how Iranian writers project themselves in academic texts and the way they organise and structure their discourse. Secondly, there is a gap between abstract-writing manuals and the actual practice of experienced speakers' abstract writing in published research (Hyland, 2000; Santos, 1996). This may be because these manuals do not focus on training writers on the rhetorical moves used in published research (Cantor et al., 1994; Santos, 1996). Much more studies are therefore needed about the writing structures of different cultural groups.

A number of studies regarding writing a research articles' abstracts have been conducted by Iranian academics. For example, Jalilifar (2007) investigated hedges in English academic research article abstracts. He collected a corpus of 552 thesis and dissertation abstracts from nine disciplines. His study revealed that conventional hedges that are hedges by passive voice and hedges by putting oneself at a distance from the data were the primary types of hedges used in the abstracts. Khedri (2013), who studied metadiscourse markers in research article abstracts between two disciplines, applied linguistics and economics, found that each disciplinary community within the broad domain of soft sciences have had social agreement and contextual restriction in metadiscourse use.

Nasseri and Nematollahi (2014) compared the generic structure of abstracts of master theses in applied linguistics written by native English and Iranian students using move-step analysis to find possible variations between the writing of these two groups. They focused on analysing lexico-grammatical patterns, use of personal pronouns, verb tenses, voice and hedges in abstracts. They found that the generic

structure of the abstracts in the field of applied linguistics for both groups is very similar.

Ebadi et al (2015), in the study on the use of metadiscourse markers in Persian and English academic research articles in the field of Geology, found that the Persian writers used more interactive metadiscourse devices than the interactional ones in the argumentative chapters of their research articles. In contrast, native English writers used more interactional metadiscourse markers than the interactive metadiscourse features in the discussion and conclusion chapters of their research articles.

Although research have been conducted on the abstract genre among Iranian writers, there is still much room to investigate this genre in the Iranian context. In previous studies regarding research article abstracts among Iranian writers (Jalilifar 2007; Khedri, 2013; Nasseri & Nematollahi ,2014; Ebadi, et, al.2015) the macro level (move analysis) of abstracts written by Iranian academics in political science discipline has not been studied. Pho (2013, p.5), also pointed that in disciplinary studies 'hard sciences' have received more attention from researchers than the 'soft sciences'; therefore, there is a need to do more research on linguistic realization and move identification of research articles in 'soft sciences'. The present study is conducted to address these gaps. The study analyses rhetorical moves and patterns of moves in abstracts of research articles in political science.

The corpus of this study is constructed from empirical political science research article abstracts (PSRAA). This discipline was particularly chosen for the present study for two reasons. Firstly, political science discipline appears to be under-researched. Secondly, language is one of the most important factors in communication in a research community. Through language use, political science research community members convey their new knowledge, public view points, assumptions and beliefs, and values of their community. Thus, analysing written discourse in political science discipline undoubtedly will shed much light on the writing practice of political science writers. Hyland (2002) stated that scholars should be aware of rhetorical organization in order to be a member of the discourse community. Hence, it would be necessary to carry out more studies on move analysis on the genre of abstracts across different disciplines and among different cultural groups which will arguably present information and knowledge of greater structural variation.

In the higher level of education more advanced students will be expected to write articles, and all students have to read them, so it is essential that we understand what exactly Iranian political science writers do.

1.3   Objectives of the Study

This study seeks to identify the rhetorical moves and patterns of the moves in research article abstracts from the journals in political science discipline in Iran. The first aim of this study is to analyse political science research article abstracts (PSRAA) for move structure. The second aim of this study is to identify the patterns of rhetorical moves. The third aim is to find out how the patterns of the moves in the PSRAAs are established in the abstracts. The research objectives are as follows:

- To identify the dominant rhetorical moves in political science research article abstracts written in English in Iranian journals
- To identify the patterns of the moves
- To find out how the moves are manifested linguistically in the political science research article abstracts written in English in Iranian journals

1.4   Research Questions

1- Which are the dominant rhetorical moves in political science research article abstracts written in English in Iranian journals?
2- What are the patterns of rhetorical moves found in the abstracts?
3- How are the rhetorical moves manifested linguistically in the abstracts?

1.5   Theoretical Framework

The theory that underlies this study is the ESP genre theory. ESP genre approach is followed by concepts of communicative purpose, discourse community and genre. The main aim of genre theories is to show the organization of the target text through the moves that perform a specific communicative purpose and by studying the lexico grammatical features of the moves (Swales, 1990; Hyland, 2005).

ESP research has the belief of helping EAP instruction by describing the language and discourse features of specific genres (Hyland, 2000). In the ESP perspective, discourse structures are usually described in terms of moves, and communicative purpose is given an essential role. The main aim of ESP approach is structural move analysis to describe global organization pattern of specific genres (Swales, 1990; Bhatia, 1993). Move analysis is a main approach in ESP genre analysis. Its aim is to identify the moves, move sequences, and key linguistic features. It is useful in helping academics use English in those situations needed by their discipline.

1.5.1   Communicative Purpose in ESP

One of the key concepts in ESP genre theories is communicative purpose in which identifying and categorising genre is essential. Swales (1990) sees communicative purpose as both a privileged criterion and one that operates to keep the scope of a genre focused on rhetorical action. Rhetorical action refers to the use of language to

achieve a specific purpose. Bhatia (1993) emphasizes the importance of the communicative purpose in defining a genre and notes that any key modifications in the communicative purpose would result in the development of a different genre.

1.5.2   Discourse Community in ESP

Discourse community is another key concept in the ESP genre approach. Swales (1990) suggest six characteristics to identify a discourse community. Firstly, it has an agreed and fixed set of common public aims. Secondly, its members resort to specific mechanisms and approaches to communicate with each other. Thirdly, it employs its participatory mechanisms primarily to provide information and feedback. In addition, it utilizes and hence possesses one or more genres in the communicative asssertions of its goals and it also has acquired some specific lexis. Finally, there is a threshold level of members with an appropriate degree of relevant content and discoursal expertise (pp. 24-27).

Many scholars (Miller, 1984; Swales, 1990; Bhatia, 1993) have frequently implied that genres are connected to the discourse community that gave rise to them. Swale (1990) suggests that a study of genres includes extensive examination of the discourse communities that created those genres. Therefore, it seems that different texts do not originate from the practical reservoir of the writer's mind but from the discourse community that initiates and uses the genre.

1.5.3   Genre in ESP approach

Swales defines genre as "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 choice of content and style." (p. 58)

Swales (1990) views genre as consisting of "communicative events" (p. 45). These events serve particular communicative purpose(s) which are realized by the members of the discourse community.

1.6   Rhetorical Move

Move is a term that refers to a defined and bounded communicative act that is designed to contribute to the main communicative purpose of the text. The identification of a move does not only involve the boundaries of a sentence or a paragraph. Each move may consist of a phrase, a sentence or several sentences, which, considered together, serve a specific communicative purpose. Given a number of models available for move analysis of abstracts (such as Swales, 1990; Bhatia, 1993; Santos, 1996; Hyland, 2000), the selection of the analytical framework

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for this study was based on applicability of the model. Hyland's (2000) model was selected since the validity and the applicability of this model is high by the large number of data (800 abstracts from 8 different disciplines) that has been analysed by using this model. Hyland's model includes five moves; they are Introduction-Purpose-Method-Product-Conclusion. Each move has rhetorical function or a communicative purpose; Move 1(Introduction) establishes context of the paper while Move 2 (Purpose) indicates aim of the study or research. Move 3 (Method) gives information about design. Move 4 (Product) states findings or result and Move 5 (Conclusion) interprets or extends results of the study. This model is discussed further in Section 2.7.2.

1.7   Conceptual Framework

This study is a genre analysis of research article abstracts written in English by Iranian scholars. The abstracts are analysed using Hyland's (2000) five move model and Hancioglu's (2009) academic abstract corpus bank, both analytical models are further explained in chapter 2 . The conceptual framework is illustrated in Figure 1.1.

Figure 1.1 : Conceptual Framework

1.8   Definition of Terms

In this section, the key terms are defined according to how they are operationalised in this study.

Genre: has traditionally been defined according to the communicative purpose and frequent features of content and form in a text. 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. Genre has a schematic structure or pattern that is generally acceptable in a situation or context to achieve a common purpose.

Abstract: is the first section of an empirical research article published in a journal article that aims to summarise a study conducted by the writer and to distribute the knowledge gained from the study.

Move analysis: is an approach to discourse and text analysis in English for specific purposes. The general aim of the 'move analysis' is to identify the moves and strategies of a genre, the accepted order of the moves and their linguistic features and also to explain why these features were chosen by expert users of the genre to achieve their communicative purpose (Bhatia,1993)

Move: means a discoursal segment that performs a particular communicative function (Swales, 2004). It is a functional term that refers to a defined and bounded communicative act that is designed to contribute to the main communicative purpose of the text. Genres are constituted of moves, which may be obligatory, prototypical, and optional. These moves are realized through strategies, or tactics, reflected through lexico-grammatical elements.

1.9   Limitations of the Study

The scope of this study involves abstracts of research articles in the political science discipline. Considering that the degree of regularity of textual structures in scientific texts depends on the discipline to which those texts belong, (Gnutzmann & Oldenburg, 1991), the researcher did not choose data from a wide range of disciplines, but collected the data from research article abstracts belonging only one representative discipline of the social sciences which is political science.

Every corpus represents a given language only to some extent. Therefore, studies on larger corpora undoubtedly deliver greater results compare to smaller corpora. A corpus of this size is enough to make tentative generalizations about the rhetorical

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move structure preferences of the members of the Iranian political science discourse community.

The data was collected with the assumption that research article abstracts are written by Iranian writers. However, there is the possibility that the abstracts have been written by someone other than the author.

1.10   Significance of the Study

English writing can be challenging for EFL students; because their writing proficiency does not match the university requirement for skilful written communication when they graduate from high school. These students need to become conscious about different writing styles and significant linguistic knowledge of the English language that they have never learned in their previous education. Therefore, this study is significant for EFL students to help them produce acceptable academic texts and to display a mastery of the key features of the rhetorical organization of a successful abstract in the field of political science.

Descriptions of the move categories across the political genre will produce beneficial information on how political writers construct and use discourse organization patterns to achieve their writing objectives. Thus, political science research article abstract (PSRAA) move analysis could increase our understanding of the role and function of the political science research article abstract genre to communicate scientific findings to discourse community peers.

The study also has an essential pedagogical motivation as it efforts to help foreign learners of EAP write well-structured English abstracts in a way that meets the international scientific community's expectations. This study also helps instructors to provide useful materials for teaching abstract writing in a way that can help learners to not drown in academic oceans.

1.11   Summary

The first chapter of the study presented the background of the study, the research problem and the objectives of the study. The theoretical perspective and conceptual framework were presented. The literature related to the area of this research is described in next chapter.

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