



Genre Analysis of English Abstracts and Their Persian Translations

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Abstract

This research aimed to investigate English and Persian abstracts of TEFL theses. To achieve the study's objective, 120 English thesis abstracts and their Persian translations of Iranian TEFL students at the MA level at different universities of Iran were collected and then analyzed. The sampling method used was purposive sampling. First, two raters' qualitative content analysis was done based on Swales' (2004) model. Then, the frequencies and percentages of different moves were calculated in the English and Persian corpora. Finally, Chi-square tests were run to check the significance of the difference between the frequencies of different English and Persian corpora moves. The results showed the occurrence of various moves in the English corpus. The results also confirmed that other moves were present in the Persian corpus. Finally, the results demonstrated that there was a significant difference between the frequencies of different moves in the two corpora, except Move 1 Step 2 Making topic generalizations, Move 2 Step 1B Indicating a gap, Move 2 Step 1C Question raising, and Move 3 step 6 (PISF) Stating the value of the present research.

Keywords: Genre; Genre Analysis; Move; Translation

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INTRODUCTION

The genre approach has been used in English for Academic Purposes (EAP) to analyze different academic contexts. Among these genres, emails, letters, term papers, theses, reviews, research articles, reports, grants proposals, lessons, speeches, student presentations, research projects, poster presentations, and seminars can be mentioned (Singh, Ali, Yuit, & Tan, 2019). Indeed, genre is a medium for researchers for communicating with each other to share knowledge (Trosborg, 2000). According to Swales (1990), the genre is a class of communicative events that have some everyday communicative purposes. Martin (2001) referred to genre as an activity that is step by step and has a goal, and speakers engage in which as members of a given culture. He believed that what serve as yardsticks for classifying genres are speakers' purpose and subject. Various genres consist of moves. In Swales (2004), moves have been defined as functional units with varying lengths named based on text purpose and steps that act as options available for writers to accomplish moves. The issue of genre analysis or move analysis has a long history and has taken the attention of researchers for a long time (Khany & Tazik, 2010). The studies conducted in this regard have mostly addressed move analysis in different sections of academic writings, including introduction, discussion, conclusion, etc. Academic writing and paper writing constitute inseparable parts of higher education studies in almost all educational systems.

Higher education and paper writing are tightly linked, and this has been taken into account by educationalists, applied linguists, etc. (Lea & Stierer, 2000, as cited in Khany & Tazik, 2010). In the last three decades, the attention paid to academic writing worldwide has been increasingly grown due to the challenges from the globalization and internationalization of higher education and English language education prominence (Lea & Stierer, 2000, as cited in Khany & Tazik, 2010). As a kind of text, the writers should observe various standards to make academic papers meaningful and understandable. An area of academic writing is thesis writing. A main part of theses is abstract which plays an important role in attracting the attention of readers.

Accordingly, genre analysis of this part of theses seems worth conducting. Different models have been proposed for genre analysis of academic writings. One of the most prominent models is the one proposed by Swales (2004). This model's prudence is obvious by estimating the volume of genre analysis works wherein scholars have used this model. Since academic texts are written to communicate a particular function or purpose, they have an essential role in the educational realm; therefore, their analysis is necessary as a kind of genre. In fact, lack of satisfaction of communicative functions of such texts may contribute to readers' misunderstanding, which can have negative impacts on their academic level.

Furthermore, a text whose functions is well satisfied is more comfortable for the readers to comprehend and interpret the writer's message (Poudel, 2018). Therefore, it can be inferred that using moves and steps has a significant and serious in writing academic texts role. However, it can be seen that some writers cannot appropriately use these moves in their writings and this leads to production of papers which are difficult to understand for the readers. As Vyncke (2012) stated, despite the importance of academic writing in today's World, some writers cannot observe standards and perform well in their writings. This is while practically speaking, well-conducted writing is central to a scholar's ability to pose pertinent and timely questions within their field (Boote & Beile, 2005).

Furthermore, having reviewed the existing literature, the researcher found that the volume

LITERATURE REVIEW

Dudley-Evans (1986) for the first time introduced genre analysis as text analysis with the aim of obtaining the necessary information to identify the genre the text belongs to, with the focus on the features and conventions which are common in different texts, without any focus on the informational content of the text. Swales (1981) referred to genre analysis as a kind of analysis through which a system of organizing a genre is revealed. Bhatia (1993) defined genre analysis as a type of discourse analysis which explains the convention of genre construction and interpretation. However, contrary to discourse analysis which deals with

of existing literature on genre analysis of thesis abstracts and their translation is low in general. This is while abstracts are important in motivating or demotivating readers to continue to read theses. Furthermore, in the scarcity of research on theses abstracts, the researcher found that research on English and Persian abstracts of TEFL theses is also scant. These issues in combination motivated the researcher to identify moves used in English and Persian abstracts of TEFL theses. To this end, the following research questions will be addressed in the present study:

1. What are the generic structures of English abstracts of Iranian students' TEFL theses?

2. What are the generic structures of Persian abstracts of Iranian students' TEFL theses?

3. Is there any significant difference between generic structures of the English and Persian abstracts of TEFL theses?

description and emphasis on the linguistic aspects of text construction and interpretation, in genre analysis, the communicative purposes of particular text genre is concentrated on (Bhatia, 1993).

The move analysis is one of the most typical instances of a text-degree analysis of discourse structure. As move analysis was fundamentally improved as an instrument to teach non-native speakers the rhetorical constructions of research papers (Swales, 1981), this component has been effectively shared to other scopes of English for Specific Purposes (ESP) instruction. Swales's component of move analysis has stimulated substantial investigation on the rhetorical constructions of educational and skillful texts. In academic

writing, it has been imposed to educational disciplines involving biochemistry, biology, computer science, and medicine as well as on a difference of educational genres, consisting of university lectures and textbooks. More currently, skillful discourse has also been searched by the lens of move analysis (Bhatia, 1993b). Genre analysis has been in the focus of attention during past two decades. The enhancing interest in this field is promoted by a requirement to provide types of educational and technical texts for the pupils, so that they can provide those texts suitably. In contrast, researchers and scientists need to interact their opinions and discoveries utilizing publications, and it needs them to have a complete range of the discourse community's agreements (Martin, 2003). English has long been made as the language of technical interaction (Flowerdew & Dudley-Evans, 2002); it is a standard for journals published in any other language to need the writers to prepare English outlines for their papers (Lores, 2004). Unluckily, lack of knowledge of text construction and audience expectations has led to non-native authors to be remarkably ineffective in the universal community (Connor, 2000, as cited in Martin, 2003).

Genre analysis has usually been a systematic attempt, with researches concentrating on only a few texts. In other words, a corpus-based method needs analysis of a well-designed 'representative' collection of texts of an especial genre. These texts are inscribed electronically, permitting for more complicated and universal study discoveries, disclosing

linguistic models and repetitive data that would otherwise be too labor thorough to reveal by hand (Baker, 2006). That is not to mention that a corpus-based methodology is directly a numerical methodology. Corpus based discourse analysis relies on both numerical and non-numerical data. Samarj (2008) investigated the Introduction part of 30 masters' theses from three disciplines based on Swales' move structure. In the analysis of the corpus, he utilized both discourse analysis and interviews with subject professionals. An analysis of the comprehensive structure of the thesis introductions showed discourse characteristics that separate this genre from research papers and also pointed to disciplinary difference within this genre. Rashidi and Ghaffarpour (2010) sought to identify generic structures of abstracts in TEFL and Astrophysics. To this end, 80 research article abstracts were analyzed, using Swales' (1990) CARS (Create-A-Research-Space) model. According to the results of content analysis, the authors more or less benefited all Swales' (1990) moves in writing article abstracts.

Ali Asghar, Muhammad Asghar and Mahmood (2015) dealt with the analysis of the preface of 80 English textbooks in the field of linguistics. For the purpose of data analysis, Swales' s (1990) model and Bhatia' s (1993) model were used. Having analyzed the data, the researchers identified the following moves: introducing the book, stating the purpose, describing the book, readership identification, expressing gratitude and accepting the responsibility of the shortcoming. The only

move absent in the preface sections was calling for responses from readers. Zekrati (2015) took an examination on Discussion parts of 60 medical papers by Iranian and non-Iranian writers using Yang and Allison's (2003) model. Based on the findings, move 2 Reporting the outcomes was identified as the most common move. The lowest frequency belonged to move 5 Summarizing the study and move 3 Summarizing the outcomes. Moreover, an important variation was found between Iranian writers and non-Iranian writers concerning the repetition of different moves.

In trying to analyze the structure of moves in Results and Discussion sections of 90 Master theses in the field of TEFL by Vietnamese students, Nguyen and Pramoolsook (2015) used Chen and Kuo's (2012) framework. As shown by the results, moves Reporting major findings, summarizing, evaluating, and deducing from the reported study were most frequent in Results and Discussion parts of Master theses. In a study by Ershadi and Farnia (2015), move structures of the discussion parts of 150 English and Persian computer research papers were investigated according to Swales' (1990) eight-move structure. According to the results, in the English articles, the most frequent moves included move 1 background data, and move 2 sentences of outcomes. In the Persian articles, move 2 statement of results was more frequent than the other moves. Shirani and Chalak (2016) examined the Introduction part of 160 Iranian TEFL students' master theses according to Swales' (1990) model. The discoveries indicated that all the moves were used in about all theses which were analyzed in the study.

Also. The difference between the frequencies of different moves was found to be insignificant.

Ghazanfari, Hosseini Mohtasham and Amirshuibani (2016) sought to analyze conclusion sections of 80 papers written in ELT and Nursing majors in terms of move structures according to Yang and Allison's (2003) model. The findings showed that Yang and Allison's (2003) moves were used in the conclusion sections of the papers. Moreover, it was revealed that the frequencies of the moves used in the papers of different fields were not significantly different. Soodmand Afshar and Ranjbar (2016) explored generic structure of Research Questions and Method sections of 35 papers in the field of applied linguistics in international and Iranian journals. Content analysis was done based on Swales' (2004) model and Lim's (2006) model of genre analysis. The researchers reported that the observed difference between the frequencies of different moves utilized in papers published in national and international journals was not significant. Moreover, it was shown that various moves were employed in articles.

Rahimi and Farnia (2017) touched genre analysis of the introduction sections of 70 English and Persian dentistry articles using Swales' (2004) model. Move 1 step 1 claiming centrality, Move 2 step 1a counter-claiming and Move 3 Announcing present research descriptively and/or purposively were the moves used more than the other moves by writers. Also, a significant difference between the frequencies of different moves in English and Persian articles was found in the results. Soodmand Afshar, Doosti, and Movassagh

(2018) followed the objective of analyzing the generic structure of Introduction sections of 60 Applied Linguistics and Chemistry articles based on Swales' (2004) framework. The results of data analysis reported frequency differences which were significant statistically. In other words, Applied Linguistics and Chemistry articles were not similar concerning the frequency of different moves. Hosseini Massoum and Yazdanmehr (2019) aimed at doing a genre analysis of discussion parts of 100 M.A theses composed by TEFL American English and Iranian students according to Yang and Allison's (2003) model. Data analysis led to the finding that the discussion genres written by Iranian and English students were statistically significant. As the most dominant difference, English students provided a summary of the study in discussion section, but Iranian students did not. Numerically important variations were also discovered in the distribution of mandatory, traditional and optional moves. English-speaking authors showed constraints in the discussion part positively, more than Iranian authors.

The generic structure of the introduction parts of 50 oral presentations of English language and Administrative Sciences fields was explored based on Swales' (1990, 2004) model in the study done by Singh, Ali, Yuit and Tan (2019). The researchers found that the pattern of moves and steps use was similar in the papers of English language and Administrative Sciences majors. As seen in the reviewed literature, while preface sections of books have been analyzed using different genre

analysis models, missing in the literature is the place of a study on genre analysis of the English and Persian abstracts of Iranian students' TEFL theses. This study aimed to fill this gap.

METHODS

This study used a descriptive qualitative design which dealt with the content of the English and Persian abstracts of TEFL theses. To be more specific, a qualitative content analysis design was used in the present study since the content of the selected corpus was qualitatively analyzed to answer the proposed research questions. In order to achieve the objective of the study, 120 English thesis abstracts and their Persian translations of Iranian TEFL students at MA level during 2015 to 2020 at Shiraz State University, Shahid Bahonar University, Yazd University, and different branches of Islamic Azad University were collected and analyzed. This number was selected based on data saturation point. That is, after the analysis of this corpus size, no new finding was found. The sampling method used was purposive sampling. The reason for selecting the above mentioned universities was their accessibility to the researchers. To collect the data for the purpose of this study, 120 English abstracts and their Persian translations of Iranian TEFL students at the above mentioned universities during 2015 to 2020 were collected through purposive sampling and analyzed qualitatively. The qualitative content analysis was done by two raters including the researcher and a TEFL expert who was university instructor with PhD in translation field and whose research interest

was discourse analysis. In this qualitative process, the moves used in the corpus were identified based on Swales' (2004) model. Then, the frequencies and percentages of different moves were calculated in the English and Persian corpora. Finally, Chi-square tests were run to check the significance of difference between the frequencies of different moves in the English and Persian corpora. Data analysis was conducted at both qualitative and quantitative levels. At the qualitative level, the

content of the abstracts was analyzed by the two raters based on Swales' (2004) model to identify the moves used in them. At the quantitative level, the frequency and percentages of the moves in the English and Persian abstracts were calculated. Moreover, a series of chi-square tests were run to check the significance of differences between the frequencies of different moves used in the English and Persian abstracts.

Table 1 indicates the results of the comparison of the microstructures in the English and Persian abstracts of these.

RESULTS

Table 1

Moves and Their Frequency within 120 English and Persian Abstracts

Moves	English abstracts		Persian abstracts	
	Frequency	Percentage	Frequency	Percentage
Move 1				
Establishing a territory Step 1	20	33.33%	0	0%
Claiming centrality				
Move 1 Step 2				
Making topic generalizations	44	73.33%	39	65%
Move 1 Step 3				
Reviewing items of previous research	18	30%	5	8.33%
Move 2				
Establishing a niche Step 1A	14	23.33%	7	11.66%
Counter-claiming				
Move 2 Step 1B				
Indicating a gap	26	43.33%	19	31.66%

Move 2 Step 1C Question raising	0	0%	6	10%
Move 2 step3 (optional) Implicit inconsistencies precluding gap	40	66.66%	6	10%
Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively	95	91.66%	96	93.33%
Move 3 Step 2 (optional) Presenting RQs or hypotheses	30	50%	0	0%
Move 3 Step 3 (optional) Definitional clarifications	26	43.33%	0	0%
Move 3 step 6 (PISF) Stating the value of the present research	40	66.66%	31	51.66%
Move 3 Step 7 (PISF) Outlining the structure of the paper	50	83.33%	13	21.66%

As seen in Table 1, the frequencies with which different moves have occurred in the English and Persian abstracts are different.

Therefore, in the next section, the identified moves, some examples of the moves, and Chi-square tables are provided.

Move 1 Establishing a territory Step 1

Claiming centrality

Move 1 Establishing a territory Step 1 Claiming centrality was occurred mostly at the beginning parts of the abstracts, in English and Persian. This move states centrality of the work under investigation. This move was absent in the Persian abstracts. An example of this move is presented in the following:

Example:

- Learning English has been turned into a must in today's global village.

As shown in Table 1, the frequency and percentage of this move in the English abstracts 20 and 33.33%. These values are zero in the Persian abstracts. A Chi-square analysis was run to check the significance of difference between the frequencies of this move in the English and Persian abstracts. Table 4.2 shows the results.

Table 2*Chi-square Test Results for Move 1 Establishing a territory Step 1 Claiming centrality*

Test Statistics	
Chi-square	.118
Df.	1
Asymp. Sig.	.029

As Table .2 indicates, there is a significant difference between the frequencies of this move because the p-value is smaller than α ($p = 0.029$, $\alpha = 0.05$).

Move 1 Step 2 Making topic generalizations

Move 1 Step 2 Making topic generalizations states some general points about the topic. An example of this move is as follows:

Example:

- For many people, English communication is very difficult and challenging.

Example:

برای بسیاری از افراد، برقراری ارتباط به زبان انگلیسی بسیار مشکل و چالش برانگیز است.

This move was present in 73.33% and 65% of the English and Persian abstracts. A Chi-square test was used to see whether the observed difference is significant. Table 3 shows the results.

Table 3**Chi-square Test Results for Move 1 Step 2 Making Topic Generalizations**

Test Statistics	
Chi-square	.001
Df.	1
Asymp. Sig.	.085

As Table 3 demonstrates, the observed difference is not significant, as the p-value is bigger than α ($p = .085$, $\alpha = 0.05$).

Move 1 Step 3 Reviewing items of previous research

Move 1 Step 3 Reviewing items of previous research refers to the previous literature on the topic. Some examples of this move are as follows:

Example:

- The effectiveness of MALL has been noted by several researchers in the

field among whom Dashtestani (2012) can be mentioned.

Example:

تأثیرگذاری یادگیری زبان به کمک موبایل مورد توجه محققان بسیاری از جمله دشتستانی (2012) قرار گرفته است.

The frequencies of this move, as shown in Table 1, were 18 and 5. A Chi-square test was utilized to see whether this difference is significant. Table 4 presents the results.

Table 4**Chi-square Test Results for Move 1 Step 3 Reviewing Items of Previous Research**

Test Statistics	
Chi-square	.306
Df.	1
Asymp. Sig.	.001

As Table 4 presents, there is a significant difference between the English and Persian abstracts regarding the use of this move since the p-value is smaller than α ($p = .001$, $\alpha = 0.05$).

Move 2 Establishing a niche Step 1A Counter-claiming

Move 2 Establishing a niche Step 1A Counter-claiming refers to contradictions to the

previous claims. In what follows, an example of this move has been provided:

Example:

However, the researcher believes that this can be rejected by some empirical evidence in future studies.

Example:

هرچند محقق بر این باور است که این را می توان از طریق شواهد تجربی در تحقیقات آتی رد کرد.

This move was present in 23.33% and 11.66% of the English and Persian abstracts. To analyze the significance of this difference, a Chi-square test was used. Table 5 shows the results.

Table 5

Chi-square Test Results for Move 2 Establishing a Niche Step 1A Counter-claiming

Test Statistics	
Chi-square	.413
Df.	1
Asymp. Sig.	.091

According to Table .5, there is a statistically significant difference between the frequencies of this move because the p-value is bigger than α ($p= 0.091$, $\alpha = 0.05$).

Move 2 Step 1B Indicating a gap

Move 2 Step 1B Indicating a gap refers to a gap which motivated the author to write the work under investigation. In the following section, some examples of this move have been mentioned:

Example:

- This thesis aims to complement the earlier works on this topic.

Example:

این پایان نامه در پی تکمیل کارهای قبلی روی این موضوع است.

This move was occurred in 26 English prefaces and 19 Persian abstracts. To understand about the significance of this difference, a Chi-square test was used.

Table 6

Chi-square Test Results for Move 2 Step 1B Indicating a gap

Test Statistics	
Chi-square	1.320
Df.	1
Asymp. Sig.	.850

Table 4.6 shows the results. As Table .6 shows, there is no significant difference as the p-value is bigger than α ($p=0.850$, $\alpha=0.05$).

Move 2 Step 1C Question raising

This move involves stating a question by the author. This move was absent in the English abstracts. However, the Persian prefaces included some examples of the occurrence of this move. One example is as follows:

Example:

آیا یادگیری زبان انگلیسی پاسخگوی یکی از نیازهای اصلی انسان امروزی است؟

This move occurred in 6 Persian abstracts. However, it was absent in the English abstracts. In order to check this frequency difference, a Chi-Square test was run. Table.7 indicates the results.

Table 7

Chi-square Test Results for Move 2 Step 1C Question raising

Test Statistics	
Chi-square	.93
Df.	1
Asymp. Sig.	.511

As Table .7 shows, there is no significant difference for the p-value is bigger than α ($p=0.511$, $\alpha=0.05$).

Move 2 step3 (optional) Implicit inconsistencies precluding gap

This move involves stating inconsistencies inherent in the literature. An example of this move is as follows:

Example:

- In some cases, the effectiveness of corrective feedback has been

confirmed. In some other ones, no effect was found.

Example:

در برخی موارد، تأثیرگذاری بازخورد اصلاحی تایید و در برخی دیگر تأثیری برای آن یافت نشده است.

This move was observed in 40 English abstracts and 6 Persian abstracts. A Chi-Square test was run to see whether there is a significant difference between the frequencies of this move. Table .8 shows the results of this move.

Table 8**Chi-square Test Results for Move 2 step3 (optional) Implicit inconsistencies precluding gap**

Test Statistics	
Chi-square	19.088
Df.	1
Asymp. Sig.	.001

As Table 8 shows, there is a significant difference between the frequencies of this move because the p-value is smaller than α ($p = 0.001$, $\alpha = 0.05$).

Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively

This move states the objectives of the work or describes it. One instance of this move is provided here:

Example:

- The aim of this thesis is to investigate the effect of dynamic assessment on EFL learners' writing accuracy.

Example:

هدف از این پایان نامه بررسی تاثیر ارزشیابی پویا بر درستی نگارش فراگیران ایرانی است.

This move was frequent in 95 English prefaces and 96 Persian abstracts. A Chi-square test was run whose results are shown in Table 9.

Table 9**Chi-square Test Results for Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively**

Test Statistics	
Chi-square	23.110
Df.	1
Asymp. Sig.	.003

As Table 9 shows, there is no significant difference between the differences of frequencies of this move because the p-value is bigger than α ($p = 0.003$, $\alpha = 0.05$).

Move 3 Step 2 (optional) Presenting RQs or hypotheses

This move involves statement of research questions or hypotheses by the author. In the following section, an example of this move in

the English abstracts can be seen. However, this move was absent in the Persian abstract.

This move was frequent in 30 English abstracts. But, the Persian abstracts were devoid of this move. A Chi-square test was run to check the significance of this difference. The results are shown in Table 10.

Example:

- Does team teaching significantly affect EFL learners' motivation?

Table 10

Chi-square Test Results for Move 3 Step 2 (optional) Presenting RQs or hypotheses

Test Statistics	
Chi-square	15.700
Df.	1
Asymp. Sig.	.000

As Table .10 indicates, there is a significant difference between the differences of frequencies of this move because the p-value is lower than α ($p = 0.000$, $\alpha = 0.05$).

Move 3 Step 3 (optional) Definitional clarifications

This move clarifies the topic by presenting some definitions. This move was absent in the Persian abstracts. An instance of this move in the English abstracts is as follows:

Example:

- Multiculturalism is defined as a space wherein different cultures, races and religions co-exists.

This move was frequent in 26 English abstracts. However, it was not applied in the Persian abstracts. A Chi-square test was run to investigate the significance of this difference.

Table 11

Chi-square Test Results for Move 3 Step 3 (optional) Definitional clarifications

Test Statistics	
Chi-square	46.000
Df.	1
Asymp. Sig.	.001

As Table .11 shows, there is a significant difference between the differences of frequencies of this move because the p-value is smaller than α ($p = 0.001$, $\alpha = 0.05$).

Move 3 step 6 (PISF) Stating the value of the present research

This move states the importance and implications of the work. An example of this move is as follows:

Example:

- This role of interaction is especially important, for without dialogue

between the teacher and learners, no learning takes place.

Example:

این نقش تعامل از اهمیت بسزایی برخوردار است چراکه بدون گفتگو بین مدرس و فراگیران، یادگیری رخ نمی دهد.

This move was applied in 40 English abstracts and 31 Persian abstracts. To check the significance of this difference, a Chi-square test was run whose results are shown in Table 12.

Table 12

Chi-square Test Results for Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively

Test Statistics	
Chi-square	65.032
Df.	1
Asymp. Sig.	.413

As Table .12 reveals, there is no significant difference between the differences of frequencies of this move because the p-value is bigger than α ($p = 0.413$, $\alpha = 0.05$).

Move 3 Step 7 (PISF) Outlining the structure of the paper

This move explains the organization of the work. In the next section, one example can be observed:

Example:

- This thesis has been designed in five chapters .

Example:

این پایان نامه در پنج فصل تدوین شده است

This move was frequent in 50 English abstracts and 13 Persian abstracts. A Chi-square test was used to explore whether this frequencies difference is significant.

Table 13**Chi-square Test Results for Move 3 Step 7 (PISF) Outlining the structure of the paper**

Test Statistics	
Chi-square	71.004
Df.	1
Asymp. Sig.	.000

As Table 13 shows, there is a significant difference between the differences of

DISCUSSIONS

The first question was concerned with the generic structures of English abstracts of TEFL theses. Regarding this question, the results showed the occurrence of the following moves in the English abstracts: Move 1 Establishing a territory Step 1 Claiming centrality, Move 1 Step 2 Making topic generalizations, Move 1 Step 3 Reviewing items of previous research, Move 2 Establishing a niche Step 1A Counter-claiming, Move 2 Step 1B Indicating a gap, Move 2 step3 (optional) Implicit inconsistencies precluding gap, Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively, Move 3 Step 2 (optional) Presenting RQs or hypotheses, Move 3 Step 3 (optional) Definitional clarifications, Move 3 step 6 (PISF) Stating the value of the present research, and Move 3 Step 7 (PISF) Outlining the structure of the paper. Moreover, the results showed that Move 3 Occupying the niche Step

frequencies of this move because the p-value is smaller than α ($p = 0.000$, $\alpha = 0.05$).

1 (obligatory) Announcing present research descriptively and/or purposively was the most frequent move in the English abstracts. The frequency and percentage of occurrence of this move were 55 and 91.66%. The second most frequent move was Move 3 Step 7 (PISF) Outlining the structure of the paper with the frequency of 50 and the percentage of 83.33%. However, Move 2 Step 1C Question raising was absent in the English corpus.

Consistent with this study, Ali Asghar, Muhammad Asghar and Mahmood (2015) analyzed the preface of the textbooks in the field of linguistics and found that most of the moves proposed in Swales' model were present in the preface of the textbooks. Similarly, Abdollahzadeh and Salarvand (2013) addressed book prefaces and reported statement of purpose(s) as a frequent move in book prefaces. The other study whose results supported those of the present study is the one by Al-Zubaidi and Jasim (2016) wherein the genre of prefaces of books was analyzed and it was found that the moves of Swales' model were used in the prefaces. In the same vein, in the study by Kuhi

(2008), prefaces of textbooks were analyzed and purpose move was among the most frequent moves. On the second research question on the generic structures of Persian abstracts, the results confirmed that Move 1 Step 2 Making topic generalizations, Move 1 Step 3 Reviewing items of previous research, Move 2 Establishing a niche Step 1A Counter-claiming, Move 2 Step 1B Indicating a gap, Move 2 Step 1C Question raising, Move 2 step3 (optional) Implicit inconsistencies precluding gap, Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively, Move 3 step 6 (PISF) Stating the value of the present research and Move 3 Step 7 (PISF) Outlining the structure of the paper were present in the Persian abstracts. The other finding was that Move 3 Occupying the niche Step 1 (obligatory) Announcing present research descriptively and/or purposively was the most prevalent move in the Persian corpus, with the frequency of 56. The second frequency prevalence belonged to Move 1 Step 2 Making topic generalizations with the frequency of 39. Finally, it was revealed that Move 1 Establishing a territory Step 1 Claiming centrality, Move 3 Step 2 (optional) Presenting RQs or hypotheses, and Move 3 Step 3 (optional) Definitional clarifications was absent in the Persian abstracts. Similar to what was stated above in discussing about the first research question, the results of this research question are supported by the results of the studies by Abdollahzadeh and Salarvand (2013), Ali Asghar, Muhammad Asghar and Mahmood (2015), Al-Zubaidi and Jasim

(2016), and Kuhi (2008) because these researchers also found the use of different moves in the preface sections of books. Concerning the third research question "Is there any significant difference between generic structures of the English and Persian abstracts?" the results of the study demonstrated that there was a significant difference between the frequencies of different moves in the two corpora, except Move 1 Step 2 Making topic generalizations, Move 2 Step 1B Indicating a gap, Move 2 Step 1C Question raising, and Move 3 step 6 (PISF) Stating the value of the present research. Contrary to the present study, Khany and Tazik (2010) showed that there were no significant differences between international and Iranian papers in terms of the frequencies of most of moves used by the authors in the introduction sections. Also, inconsistent with the current study, Abdollahzadeh and Salarvand (2013) found no significant difference among the moves frequencies of the preface sections. The results of the study by Al-Zubaidi and Jasim (2016), Shirani and Chalak (2016), Jalilifar and Musavi (2016), and Keshavarz, Atai, and Barzegar (2007) were also inconsistent with those of the present study because the differences between the frequencies of different moves in the preface sections were slight. However, consistent with the present study, Rahimi and Farnia (2017) found a significant difference between the frequencies of different moves in the introduction sections of English and Persian articles. All in all, the results revealed that different moves proposed by Swales (2004) were used with different frequencies in the

Persian and English abstracts of TEFL theses. The results were similar to the findings of the previous studies, with inconsistencies in some cases which were mentioned above. In justifying the findings, it should be argued that since abstract of theses, in different fields including TEFL, should cover different parts, inevitably it is necessary to use different moves in writing and consequently translating them. The other justification for the findings is that since English and Persian languages and texts have their own structure, it cannot be expected that precisely the same moves are used in English and Persian abstracts. In other words, in spite of some commonalities, the differences between English and Persian languages are there to affect the use of different moves in writing and translating the abstract section of TEFL theses.

CONCLUSION

According to the results, most of the moves of Swales' (2004) model were used in the two corpora. However, as mentioned above, the frequency distributions of most of moves were significantly different. This shows that English to Persian translators did not use the same patterns of move structure in translating the English abstracts into Persian. All in all, the frequencies of moves were lower in the Persian abstracts than the English ones. In other words, the English authors benefited more moves in writing the abstracts, than the translators. Accordingly, it is concluded that in general, parsimony of move use is observed in the Persian abstracts as compared with the English

ones. Therefore, Persian translators are recommended to use more moves when translating the abstracts so that their translations are more consistent with the proposed models of move structure. The findings of the present study have some pedagogical implications. The first implication is that writing and translating the abstract section of TEFL theses require different moves. As the second implication, Swales' (2004) model is applicable in genre analysis of English abstracts of TEFL theses and their Persian translations. The third implication is that teachers teaching academic writing courses can get useful insights from the results and teach students how to use the moves which were absent in the corpus. However, it is worth noting that since this study suffered from some limitations such as smallness of sample (corpus) size, the results should be generalized with caution. Replication of the study with a larger sample may contribute to more useful results. Moreover, taking a similar study using more than one model of genre analysis can add to the validity of the findings.

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