Genre Analysis of the Abstracts of EAP and AAP Journal Articles: A Comparative Study with Pedagogical Implications

Laila ElSerty, The American University in Cairo

ABSTRACT

Academic writing has received the attention of many scholars across disciplines. Researchers of genre analysis, in particular, focused on academic writing at large and research articles in particular. A major constituent of any research article (RA) that received significant attention from genre analysts is the abstract (Lores, 2004). Graduate students and researchers from all disciplines submit papers to different journals, hoping for publication. The gateway for initial publication approval/acceptance is usually a well-written abstract. Therefore, it is imperative that those researchers receive proper training on how to write a publication-worthy RA with a well-written abstract. This leads to the purpose of this research paper, which is how the abstracts of RA submitted to journals for publication are written to identify similarities and differences and predict pedagogical implications to help research writing teachers identify and address areas of weakness. The focus of this paper is the analysis of RAs submitted to English for Academic Purposes (EAP) journals and abstracts submitted to Arabic for Academic Purposes (AAP) journals. In an attempt to compare and contrast abstract submissions in the two disciplines, a genre analysis following Hyland's (2000) moves analysis model was deployed. Moreover, an analysis of the lexico-grammatical features of EAP and AAP abstracts was provided. Both the genre and lexico-grammatical analysis led to insightful results, especially in reference to the AAP research article abstracts. These results yielded pedagogical implications that teachers of research Methodology should consider while teaching their graduate/research writing students–especially the AAP ones–how to write RA abstracts.

Keywords: *RA Abstracts, EAP Journal Articles, AAP Journal Articles, Genre Analysis, Lexico-grammatical Analysis, Pedagogical Implications*

INTRODUCTION

Genre analysis research has been investigated by a number of scholars and linguists. The three most prominent figures in the field of genre analysis research are Swales (1990), Bhatia (1993), and Hyland (2000). To have a better understanding of what the term genre refers to, reference will be made to Swale's (1990) definition of genre, as the different analyses conducted by the genre analysis researcher are not restricted to a specific genre. According to Swale (1990), genre is defined as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). The definition was then extended to include various types of artistic and literary work (Al-Khasawneh, 2017), such as movie, music, or literary writing genres. However, Academic writing was the

genre that received the most attention. Many researchers valorize the analysis of moves of different genres; therefore, before exploring academic writing, a proper definition of a move should be of value. A move in genre is defined as "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales, 2004, p. 228). In lay language, a move can be considered a section of the text with a specific purpose. Even though researchers have been concerned with the genre analysis and moves analysis of different texts in the realm of academic writing, research articles (RA) in particular received a lot of attention from genre analysts, resulting in a vast array of genre studies analyzing the moves of the article and the moves of RA, e.g., Introduction, Methodology, Results, and Discussion (IMRAD), and the moves in the different sections of the RA, e.g., the moves in the introduction section (Al-Khasawneh, 2017). A major constituent of any research article (RA), be it IMRAD or any other paper–that received significant attention from genre analysts–is the abstract. Lores (2004) defines the abstract as "an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it" (p.281). That is why the abstract received this attention; it acts as a summary of the whole research paper. Moreover, its ubiquitous function as a gateway towards reading an article and making important decisions, such as including it in a literature review or even as high stakes of a decision as accepting it for publication, added to the importance of this genre and led to exhaustive research investigating its moves (Lores, 2004 cited in Al-Khasawneh, 2017). Many genre analysts studied abstracts and their moves across the disciplines. However, more comparative research needs to be done in order to reach conclusions about the order of and existence of certain moves in different disciplines and whether or not there are differences in the type and order of moves. This paper explores the writing of abstracts by researchers from two similar disciplines: EAP and AAP. It argues that there might be differences in the way those researchers write their journal article abstracts, and in case differences are detected, it seeks to answer the question of what might be the reasons behind them and whether or not these differences yield pedagogical implications. Before embarking on the analysis of the different moves used by the authors of EAP and AAP journal article abstracts, a review of the literature should provide a better understanding of how the genre analysis of abstracts started and what moves have been identified.

LITERATURE REVIEW

Genre analysts disagreed on the number of moves a journal article abstract should include. This disagreement even extended to the names they gave to these moves. According to Swales (1990), who was later seconded by Feak in Swales & Feak (2009), an abstract follows a three-move model that is recognized as establishing a territory, establishing a niche, and occupying the niche. Bhatia (1993), on the other hand, considered the abstract a "factual summary" of a research article, which mainly tells the reader what the research study is all about. It concisely provides the following information: what the author did,

how he did it, what he found, and what he concluded. Accordingly, four moves that answer the four previously mentioned questions were identified in Bhatia's model. These are introducing purpose, describing methodology, summarizing results, and presenting conclusions. Many research writing teachers use Bhatia's model in their academic writing classes, as it is commonly identified in many research papers across the disciplines. Hyland (2000) introduced a model similar to that of Bahtias, where he identifies not only four but five moves – introduction, purpose, method, product, and conclusion. It is very clear that both Bhatia's (1993) model and Hyland's (2000) model share a lot of commonalities. The only two differences between the two models are that Bhatia's introducing purpose move is classified by Hyland (2000) under two different moves: introduction and purpose. Moreover, Bhatia's (1993) results in the summarizing results move is referred to later by Hyland (2000) as "product." To sum up, the three different models (Swales, 1990; Bhatia, 1993; and Hyland, 2000) have more in common than differences. However, to have a clearer picture of the analysis of abstracts as an academic genre, an extensive review of the literature would be of paramount importance. To begin with, studies that discussed the analysis of English for Academic Purposes (EAP) versus Academic Arabic Discourse (AAP) discourse will be reviewed. After that, studies that discuss the rhetorical analysis of journal article abstracts will be reviewed. Finally, previous contrastive/comparative studies of Journal Article Abstracts will be reviewed.

Genre Analysis of EAP Discourse

As mentioned earlier, Swale (1990), Bhatia (1993), and Hyland (2000) were concerned with the study of Academic writing as a genre, which was also referred to as English for Specific Purposes (ESP) or English for Academic Purposes (EAP). Their seminal studies are considered invaluable contributions to the literature of EAP discourse. Accordingly, many studies drew on Swale's (1990), Bhatia's (1993), and Hyland's (2000) models of analyzing academic discourse. Some of these are Yoon & Casal (2020), Bhatti, Mustafa, & Azher (2019), and Aziz et. al. (2021). Bhatti, Mustafa, & Azher (2019), for example, worked on the analysis of abstracts of Linguistics and literature research articles, whereas Aziz et al. (2021) were concerned with the analysis of MA TEFL abstracts. Similarly, Yoon & Casal's (2020) study, for example, targeted the analysis of conference abstract articles. Yoon & Casal (2020) carried out their research to analyze "625 conference abstracts accepted to the 2017 American Association of Applied Linguistics Conference" (P. 462). The researchers adopted Moreno and Swales' (2018) seven-move model and found that five of the seven moves were highly frequent, while two dominant moves emerged.

Genre Analysis of AAP Discourse

Academic Arabic Discourse has been widely investigated. For example, Alharbi (2016) analyzed the discourse of Arabic research articles. Applying Swales (1993) Create-a-Research-Space (CARS) model, the research analyzed 20 introductions of research articles

in the field of Islamic studies. The results indicate that there is a difference between the research article introductions written in Arabic and the CARS model developed by Swale (1993). Another research study that focused on AAP is Al-Ali's (2018) genre-pragmatic analysis of Arabic academic book reviews. In this study, Al-Ali (2018) used Hyland (2000), Gea Valor (2000–2001), Moreno and Suárez (2008a) and Alcaraz-Ariza (2010) to analyze Arabic book reviews. The results show that Arab reviewers made use of two sub-moves that were not used by other researchers. Another study that analyzed AAP discourse was conducted by Al-Ali (2010). In his study, Al-Ali (2010) analyzed a hundred of the acknowledgments found in Ph.D. dissertations. The discursive analysis mainly targeted the rhetorical tools employed by Arabic writers and yielded interesting results: Arabic writers tend to use religious, academic and social cues.

Rhetorical Moves Analysis of Journal Article Abstracts
Following a top-down approach to investigating Academic writing, the current review moves from the broad genre to a more specific subgenre – Academic abstracts. Many research articles studied the rhetorical moves analysis of journal article abstracts (Bouziana & Metkal, 2020; Behnam & Golpour, 2014; Eldakhs, 2018; Alhuqbani, 2013; Al-Khasawneh, 2017; and Vathanalaoha & Tangkiengsirisin, 2018). For example, Alhuqbani (2013) followed both Bhatia's (1993) and Hyland's (2000) models to analyze Arabic research article abstracts across the disciplines. The findings suggest that the disciplinary variations are the result of the different Arabic journal requirements and that these journals should reconsider the requirements of acceptance and publication.

Previous Contrastive/Comparative Studies of Journal Article Abstracts
There are many comparative studies that focus on the analysis of academic abstracts from different perspectives or, in other words, on many different levels of comparison. In their research study, Bouziane and Metkal (2020) investigated the different moves of abstracts written in English, Arabic and French. Interestingly, even though it still falls under the umbrella of academic writing, the data came from different sub-genres (e.g., journal articles, MA theses, and Ph.D. dissertations). The cross-linguistic analysis showed that the purpose move is the one that is most common across the sample. Similarly, Al-Khasawneh (2017) analyzed 20 abstracts written by both native and non-native speakers of English. The author adopted Hyland's (2000) five-move model. The findings of the study revealed that native and non-native writers shared common rhetorical moves, mainly purpose, method, and conclusion, yet there was a significant difference between native and non-native writers in two moves: the introduction and conclusion. In a similar study, Behnam and Golpour (2014), who also adopted Hyland's (2000) five-move model, compared abstracts not only across languages, but also across disciplines. They collected 80 English and Iranian research article abstracts in two disciplines: Mathematics and applied linguistics. The corpus came from four journals: an American applied Linguistics journal versus an Iranian one and an

American mathematics journal versus an Iranian one. Cross-linguistic and cross-discipline analyses were conducted. Results showed a significant difference in the cross-discipline analysis, and while the difference was reported in the cross-linguistic analysis, it was not as statistically significant as the cross-discipline one. This led the researchers to discuss the pedagogical implications of teaching Iranian graduate students the essential moves that an abstract should cover. From a different perspective, Eldakhs (2018) (also using Hyland's 2000 model) made another type of comparison–one that is not cross-linguistic nor cross-disciplinary. She compared research article abstracts that came from more prestigious versus less prestigious journals. Her findings show that longer moves for introduction, purpose and method appear more in abstracts in less prestigious journals. On the other hand, significantly lengthier findings appear more in abstracts in more prestigious journals.

Reviewing the literature, it can be noticed that no previous research has been conducted adopting Hyland's model to compare and contrast Arabic for Academic Purposes journal article abstracts to English for Academic Purposes journal article abstracts. Therefore, the next step was to try to bridge this gap in the literature by analyzing abstracts from the two very close disciplines and identifying the similarities and differences in the rhetorical moves adopted by the authors of EAP and AAP journal article abstracts.

DESIGN

Purpose of the Study

After reviewing the literature, the purpose of this study is to investigate the rhetorical moves of English for Academic Purposes (EAP) and Arabic for Academic Purposes (AAP) journal article abstracts to identify any similarities or differences in the frequency and sequence of the moves. The paper also explores the lexico-grammatical feature deployed by authors in writing EAP and AAP journal article abstracts. Moreover, the paper will discuss some pedagogical implications and suggestions for future research. To be able to do so, the current study aims to answer the following research questions:

Research Questions

1. What are the different rhetorical moves used by EAP and AAP abstract writers?
   a. Is there a significant difference in the frequencies of moves in EAP and AAP Journal article abstracts?
   b. Is there a significant difference in the sequence of moves in EAP and AAP Journal Article abstracts?
2. What are the lexico-grammatical features deployed by EAP and AAP abstract writers?
3. What are the pedagogical implications of the results?

Methodology

Drawing on Hyland's (2000) Five-move abstract model (See Figure 1), this research paper

focuses on the analysis of the Rhetorical moves and lexico-grammatical tools deployed by EAP and AAP journal article writers in writing their article abstracts. The analysis will follow Hyland's (2000) Introduction, Purpose, Method, Results, and Conclusion (IPMRC) five-move sequence.

Figure 1: Hyland's (2000) Abstract Five Moves

1. **Introduction (I):** This move establishes context.

2. **Purpose (P):** This move provides the purpose of the study together with the thesis or hypothesis. It may include the objectives of the research or the research problem.

3. **Method (M):** In this move, the author describes the research design, procedures, approach, and data collection.

4. **Results (R):** This is when the author talks about the observations, findings and what was accomplished.

5. **Conclusion (C):** This is when the author interprets the results and draws inferences. It includes some indication of the implications and applications of the findings.

Description of the Data

Date for this study was randomly collected from a corpus of **Ten** journal article abstracts, **five** of which come from **EAP** journals, while the other **Five** are taken from different **AAP** journals All journal articles are published between 2017 and 2022. The EAP journals are *Journal of English for Academic Purposes, English for Specific Purposes, International Journal of Applied Linguistics*, and *TESOL Quarterly*. The AAP journals are the *International Journal of Arabic Linguistics, Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, Journal of Arabic and Islamic Studies*, and *International Journal for Arabic Linguistics and Literature Studies*. The initial search of AAP journals included other journals such as *Arab World English Journal* and *Arab Journal of Applied Linguistics*, but they were excluded because they were not restricted to AAP research. They included EAP, linguistics, and applied linguistics research.

Analytical Framework

The analytical Framework used in this paper is mainly a qualitative one in which the author depends on color coding and describing the different rhetorical moves authors use in writing their abstracts. The color code used in this analysis is described as follows: Yellow for the

Introduction, Red for the Purpose, Purple for the Methodology, Turquoise for the Results, and Grey for the Conclusion (See the Appendices). Frequencies will be calculated, and the Chris Square test will be used to compare the moves in the two samples. The move analysis and description of moves are mainly qualitative. However, with statistical reference to move frequencies and percentages (See Figures 2 and 3) and the Chis Square Test results (See Figure 5), the study carries some quantitative aspects, placing it in the middle of the qualitative-quantitative continuum.

ANALYSIS

### *Move Analysis of EAP Journal Article Abstracts*

The five EAP-abstract-sample shows higher consistency in following Hyland's (2000) five move model – The IPMRC move sequence, yet with flexibility in order as in Yoon & Casal (2020, P. 462) (See Sample Abstract One in Appendix A). They deviate from that model at some points where the writer decided either to omit the ***results*** move (resulting in IPMC move sequence) or ***conclusion*** move (resulting in IPMR move sequence). In other cases, the positions of purpose and methodology are swapped, as in Yoon & Casal (2020, P. 462), resulting in IMPRC (See Sample Abstract 1 in Appendix A) or IMPC sequence as in Leo (2022) (See Sample Abstract 3 in Appendix A).

When it comes to frequency, it can be observed that the introduction move, where the author introduces the topic and provides some background information, and Methodology move, where the author describes the research design, conceptual or analytical framework, or data collection, are the two most frequent moves in EAP journal article abstracts. It is also worth mentioning that the introduction is the longest move. Its length sometimes extends to one third or a half of the abstract. On the other hand, the purpose move in which the author writes the purpose of the study, the result move in which the author reports on results and findings, and the conclusion move where the author makes some interpretations or refers to implications of findings are equally less frequent with an 80% frequency in the sample. See Figure 2 for the frequency of moves in the EAP journal article abstract sample.

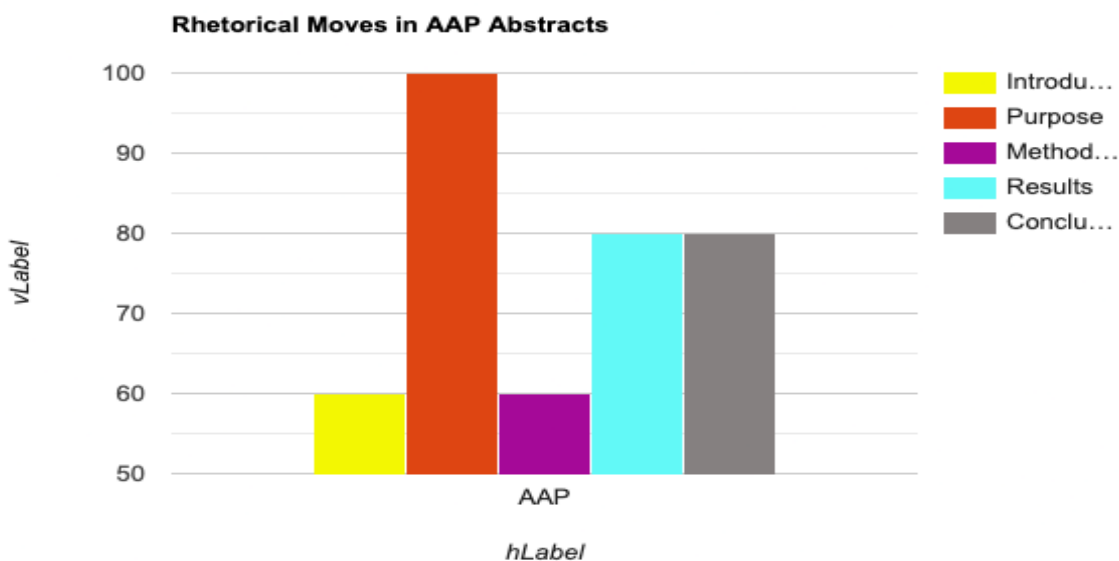### *Move Analysis of AAP Journal Article Abstracts*

The AAP journal article abstract sample collected shows some flexibility in following the five-move model proposed by Hyland (2000). Except for Zanelli (2017), the AAP abstracts collected follow a five-move pattern - introduction, purpose, methodology, results and conclusion - in which the ***introduction*** and ***methodology*** are two optional moves (See Appendix B). Moreover, the flexibility is extended to the order of this move. In many cases, the moves did not follow Hyland's (2000) IPMRC order, and sometimes, a move was embedded in another in a sandwich format (See Abstract 6 and 8 in Appendix B). For a summary of the frequency of each move in the sample (see Figure 3).

Figure 2: The Rhetorical Moves in 5 EAP Journal Article Abstracts
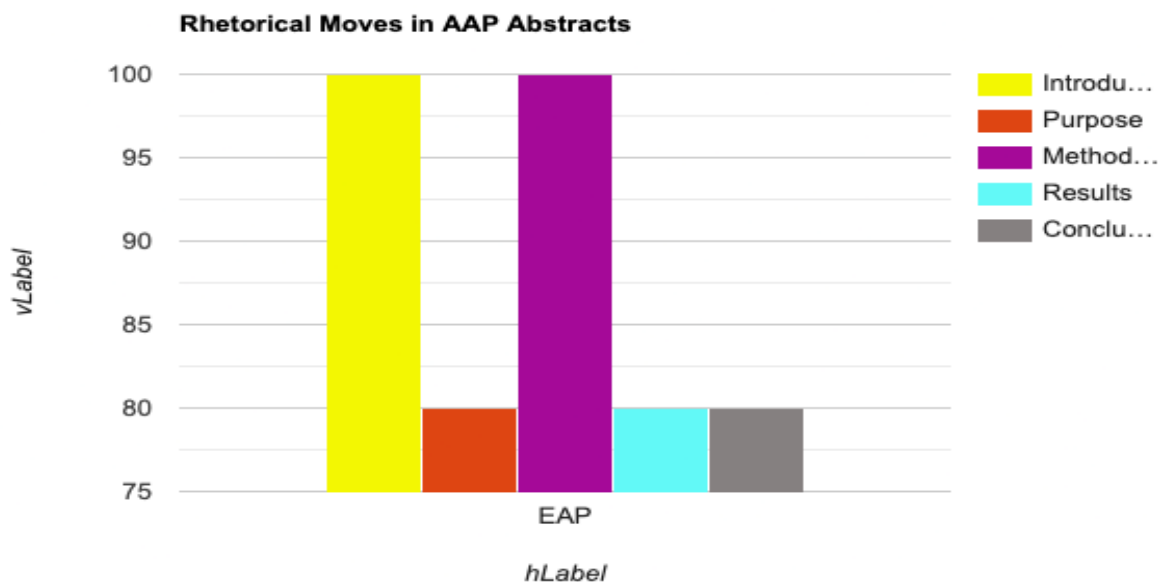
The Zanellis (2017) abstract was not included in the previous discussion as it was difficult to identify more than two main moves: Introduction and Purpose (See Sample Abstract Nine in Appendix B). This significant difference in the move pattern could be due to the nature of the article, as it falls under literary studies rather than language or linguistic studies.

Figure 3: The Rhetorical Moves in 5 AAP Journal Article Abstracts.

RESULTS AND DISCUSSION

Rhetorical Moves in EAP and AAP Journal Article Abstracts

Comparing the frequencies of the moves in the two sets of abstracts (EAP) and (AAP) yielded interesting results. There was a slight difference in the introduction, purpose, and methodology moves. Two of these moves (Introduction and Methodology) appeared more in the EAP abstract sample more than in the AAP abstract sample, while the purpose of the study was a mandatory move that appeared in all the abstracts in the AAP sample but in only 60% of the EEP sample. However, there was no difference in the frequencies of the Results and Conclusion moves in the EAP and AAP abstracts (See Table 1).

Table 1: Comparing EAP & AAP Journal Article Abstracts

	EAP Abstracts	AAP Abstracts
Introduction (I)	100%	60%
Purpose (P)	80%	100%
Methodology (M)	100%	60%
Results (R)	80%	80%
Conclusion (C)	80%	80%
Possible Move Sequence	IPMRC – IPMC – IPMR – IM-PRC –IMPC	IPMRC – MPMRC– MPIMRC – ICRC – IP

The insignificant difference in the move frequencies in the EAP and AAP abstract sample was also triangulated through the performance of Chi Square Test. The Chi-Square statistics is 0.8964. The *p*-value is .925077. This means the result is not significant at *p* < .05 (See Figure 4).

Figure 4: Chi Square Test Results

	Introduction	Purpose	Methodology	Results	Conclusion	*Row Totals*
			Results			
EAP Abstracts	5 (4.29) [0.12]	4 (4.83) [0.14]	5 (4.29) [0.12]	4 (4.29) [0.02]	4 (4.29) [0.02]	22
AAP Abstracts	3 (3.71) [0.13]	5 (4.17) [0.16]	3 (3.71) [0.13]	4 (3.71) [0.02]	4 (3.71) [0.02]	19
Column Totals	8	9	8	8	8	41 (Grand Total)

A significant difference, however, can be perceived in the sequence of moves in the two samples, even though some EAP and AAP abstracts follow Hyland's (2000) five-move abstract sequence (IPMRC). Other sequences were identified in the two samples. On the one hand, the EAP journal article abstract sample shows other possible sequences such as IPMRC – IPMC – IPMR – IMPRC –IMPC in which some moves may not exist (e.g., Results and Conclusion) or maybe swapped or embedded as in IMPC sequence. On the

other hand, the AAP journal article abstract sample (as in Ghadi, 2022 and Bidaoui, 2021) shows MPMRC and MPMIRC sequences in which the author starts with the methodology then, moves to purpose, and then refers back to other aspects of the methodology. The use of this circular rather than linear argument may be attributed to the influence of the mother tongue of the writers (i.e., Arabic), as some linguists argue that Arabic discourse follows more of a circular pattern rather than a linear one, an argument initiated by Robert Kaplan (1966) when he discussed contrastive rhetoric and the transfer of L1's (mother tongue) rhetorical patterns to L2 (English in this case).

Comparing the Lexico-grammatical features in EAP and APP Journal Article Abstracts
It can be seen that both types of abstracts share different lexico-grammatical features. These are on the level of diction and structure. On the phrase level, authors of EAP and AAP journal article abstracts use very similar phrases to introduce the purpose of the study, report on methodology and results, and draw conclusions. Typical phrases that can be found in purpose move are "the current study presents …", "the study explores …", "The study seeks …", etc. (See table 2). These examples can be found in both EAP and AAP journal article abstracts. In the methodology move, phrases such as "following …", "this study draws on ….", and "data is retrieved from …" are also typical methodology language in the two samples. See Table 2 for more examples. The results and findings move is also characterized by the use of typical phrases such as "the findings suggest" and "the results show" (See Table 2). The tense used in the two samples is mostly the present simple with some occasion of past simple use in the EAP sample as in "Analysis showed …" The present versus past tense usage in research writing is very debatable. However, the past tense has been agreed upon in reporting results and findings. As for the conclusion move, the language is used to describe the contribution, indication and application of findings, such as "The study contributes …" and "the findings illustrate ..." It is notable here that the tense used in both the EAP and AAP samples is the present simple tense (See table 2) as it is the tense that has been agreed upon in writing the RA conclusions, and by analogy, abstract conclusions.

On the sentence level, the introduction move is really short in the AAP journal article abstracts. It does not exceed a clause and, sometimes, is non-existent, unlike the EAP journal article abstracts where the introduction takes a number of clauses and extends in length to make at least one-third of the abstract.

Voice is another notable feature that is worth discussion. It can be noticed that the author's voice in most of the EAP journal article abstract sample is very detached. There is no use of first-person pronouns, and reference is always made to the study or the paper rather than to the author(s), except for one occasion in the EAP sample where reference was made to the authors, as in "In this paper, we question …" (See table 2 and Abstract 5). This is not usually the norm in EAP writing. Nevertheless, the AAP journal article abstract sample shows that AAP authors tend to refer to themselves in academic writing, using

Table 2: Lexico-grammatical Features in EAP and AAP Abstracts

	EAP Abstracts	AAP Abstracts
Introduction (I)	The ***introduction*** move is rather long marking almost one third of the abstract length.	The ***introduction*** move is very short (one clause) or non-existent
Purpose (P)	The (current) study presents, explores, aims to, tries, seeks, etc. – In this paper, we question, etc. The main aim of this paper - this article - The paper argues	
Methodology (M)	The language used to introduce the methodology section is almost the same in the two sets. **Following** (the name of the approach or theory) Ex, Following Moreno … **This article draws on** (the name of the approach) Ex, "This article draws on ethnographic data ..." **Adopting** (the name of the approach or theory) Ex, adopting the schwa epenthesis theory **This paper reports on** (the name of the approach) - **In this study, data is** retrieved from …	
Results (R)	(The) findings suggest, reveal, etc. Analysis showed …	The results (of the study) show, re-inforce, etc.
Conclusion (C)	This lends more …; the study contributes … Findings illustrate, can provide …; Moreover, ….	
Author's voice	The author is detached. No use of personal pronouns. This study, this article, etc. Only in abstract 5, ***We*** is used. "***In this paper, we question …***"	In abstract 10, the author's voice is clearly depicted through the use of personal pronoun ***we*** as in "***we argue, we provide***" (Even though it is one author!)

the personal pronouns "I" and "we." What is rather unexpected is when the author is one person and he/she uses "we" to refer to him/herself as in "we argue …" and "we provide …" (See Abstract 10 in Appendix B). This could be the influence of culture as it noted that in some Arabic speaking cultures, individuals refer to themselves using the plural for (e.g., Alexandrian colloquial Arabic).

Pedagogical Implications

The results of comparing and contrasting the way some EAP and AAP journal article abstracts are written yielded some pedagogical implications. It is imperative that research writing teachers understand the genre theory, which focuses on analyzing generic constructs and the rhetorical situation or context in which they are produced. In the context of academic writing, in particular, research writing teachers should explain the rhetorical situation in which research papers and journal articles are produced and interpreted. This means drawing the attention of their research writing students to the purpose of writing, the

expectations of readers, the discursive conventions, and the professional context in which journal articles are produced. Focusing on Journal article abstracts as a sub-genre, teachers of research writing should make sure that their students are aware that there are certain mandatory moves that have to be included in a Journal article abstract. For example, the need to learn more about the mandatory rhetorical moves in abstracts is very obvious in the Zanelli (2017) sample (See Figure 6). It is also important for research writing teachers to be familiar with the students' first language and disciplinary backgrounds and how these might affect the writing of abstracts. In the case of teaching students of AAP, teachers need to draw AAP research students to the importance of including all the IPMRC moves in their abstracts. They might also find it useful to spend ample time explaining the rhetorical and discursive situation of abstract writing–the moves, the language and the voice–to AAP research students, especially those coming from literary and stylistic disciplines rather than linguistics and applied linguistics ones. Another feature that is worth teaching is the syntactic variations. Teachers of research methodology should allocate part of their syllabi to address the syntactic variation in journal article abstracts. Students of research should be made aware that syntactic possibilities allow the embodiment of one move within another, e.g., Methodology and Purpose or introduction and Purpose. One more feature that is worth mentioning in a research methodology class is that in-text citations are less frequent in journal article abstracts. Finally, research methodology students coming from either AAP or EAP, or even any other background, should be taught that manuscript submissions are governed by certain guidelines specified by the journal they are submitting their abstracts to and that these guidelines should be carefully read and adhered to.

CONCLUSION

This paper has reported a genre analysis of EAP and AAP journal article abstracts. The findings have shown some variations in the move structure of abstracts written for EAP and AAP journals, with little to almost no significant variation in the frequency of moves. The lexicogrammatical analysis of the sample provided some insights on how EAP and AAP journal article abstract writers use different lexical, syntactic and rhetorical features. What's more, the results of the analyses yielded some pedagogical implications. Research writing teachers need to consider both the language and disciplinary backgrounds of the research writing students and speculate areas of weakness. With these findings mentioned, some limitations and implications for future research need to be mentioned. Ten journal article abstracts is a rather small sample, which can be considered a limitation in the current study and thus leads to a call for further research with a larger sample to overgeneralize the results. Another point that is worth consideration is the fact that the EAP and AAP journal article abstracts come from different journals, which might mean that the differences depicted on the identification of moves and their order might be attributed to the editorial requirements of article submission in each specific journal. Therefore, more samples should be collected from each journal in order to reach more reliable generalizations.

REFERENCES

Al-Ali, M. N. (2010). Generic patterns and socio-cultural resources in acknowledgements accompanying Arabic Ph. D. dissertations. *Pragmatics*, *20*(1), 1-26. https://doi.org/10.1075/prag.20.1.01ali

Al-Ali, M. N. (2018). A genre-pragmatic analysis of Arabic academic book reviews (ArBRs). *Pragmatics*, *28*(2), 159-184. https://doi:10.1075/prag.17006.ala

Alharbi, S. H. (2016). A discourse analysis of Arabic research articles in Islamic studies. *International Journal of Language and Linguistics*, *4*(6), 198-206.

Al Ghadi, A. (2022). An OT account of Moroccan Arabic prosody. *International Journal of Arabic Linguistics*, *8*, 16-32. https://revues.imist.ma/index.php/IJAL/article/view/30396

Alhuqbani, M. N. (2013). Genre-based analysis of Arabic research article abstracts across four disciplines. *Journal of Educational and Social Research*, *3*(3), 371. https://doi:10.5901/jesr.2013.v4n3p371

Al-Khasawneh, F. M. (2017). A genre analysis of research article abstracts written by native and non-native speakers of English. *Journal of Applied Linguistics and Language Research*, *4*(1), 1-13. https://www.researchgate.net/publication/312041134

Alotaibi , Y. H. (2022). Adjectives in Arabic. International Journal for Arabic Linguistics and Literature Studies, 4 (1), 37-52. https://doi.org/10.31559/JALLS2022.4.1.3

Arifianto, M. L., Mahliatussikah, H., Ridwan, N. A., Huda, I. S., Izzudin, I. F., & Ilmi, N. F. (2022). Representative Speech Act in Arabic News Discourse: Study on Aljazeera and Al-Ahram. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, *5*(1), 17-34. https://doi.org/10.22219/jiz.v5i1.18161

Aziz, A., Mahmood, M. A., Ahmad, S., & Akbar, N. (2021). A corpus-based study of genre specific discourse: MA TEFL thesis abstracts. *Journal of Language and Linguistic Studies*, *17*, 884-898.

Behnam, B., & Golpour, F. (2014). A genre analysis of English and Iranian research articles abstracts in applied linguistics and mathematics. *International Journal of Applied Linguistics and English Literature*, *3*(5), 173-179.

Bhatia, V. K. (2014). *Analysing Genre: Language Use in Professional Settings*. Routledge.

Bhatti, I. A., Mustafa, S., & Azher, M. (2019). Genre analysis of research article abstract in linguistics and literature: A cross disciplinary study. *International Journal of English Linguistics*, *9*(4), 42-50. https://doi:10.5539/ijel.v9n4p42

Bidaoui, A. (2021). A Perceptual Perspective of the Impact of Motivation on Learning Arabic as a Second Language in Light of Self-Determination Theory. *International Journal of Arabic Linguistics*, *7*(2), 94-108. https://revues.imist.ma/index.php/IJAL/article/view/27488

Bouziane, A., & Metkal, F. E. (2020). Differences in research abstracts written in Arabic, French, and English. *English Studies at NBU*, *6*(2), 233-248. https://doi.org/10.33919/

esnbu.20.2.4

El-Dakhs, D. A. S. (2018). Comparative genre analysis of research article abstracts in more and less prestigious journals: Linguistics journals in focus. *Research in Language (RiL)*, *16*(1), 47-63.

Dang, T. N. Y. (2022). Vocabulary in academic lectures. *Journal of English for Academic Purposes*, 101123. https://doi.org/10.1016/j.jeap.2022.101123

Duan, J., & Wei, J. (2021). A Genre Analysis of English and Chinese Legal Research Article Abstracts: A Corpus-based Approach. *Journal of Language Teaching and Research*, *12*(5), 810-821. https://doi.org/10.17507/jltr.1205.21

Friginal, E., & Mustafa, S. S. (2017). A comparison of US-based and Iraqi English research article abstracts using corpora. *Journal of English for Academic Purposes*, *25*, 45-57. https://doi.org/10.1016/j.jeap.2016.11.004

Hyland, K. (2000). Disciplinary Discourses: Social Interactions in Academic Writing. London, UK: Longman.

Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language learning, 16(*12), 1-20.

Leo, A. (2022). Agency in Constrained Spaces: How English Learners and their Teachers Negotiate the Power of High-stakes Exams. *TESOL Quarterly*. https://doi.org/10.1002/tesq.3149

Luczaj, K., Leonowicz-Bukala, I., & Kurek-Ochmanska, O. (2022). English as a lingua franca? The limits of everyday English-language communication in Polish academia. *English for Specific Purposes*, *66*, 3-16. https://doi.org/10.1016/j.esp.2021.11.002

Moreno, A. I., & Swales, J. M. (2018). Strengthening move analysis methodology towards bridging the function-form gap. *English for Specific Purposes*, 50, 40– 63.

Sultan H. Alharbi. A discourse analysis of Arabic research articles in Islamic studies. *International Journal of Language and Linguistics.* Vol. 4, No. 6, 2016, pp. 198-206. https://doi: 10.11648/j.ijll.20160406.12

Swales, J. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge, UK: Cambridge University Press.

Swales, J. M. (2004). Research genres: Explorations and applications. Cambridge, UK: Cambridge University Press. https://doi.org/10.1017/CBO9781139524827

Vathanalaoha, K., & Tangkiengsirisin, S. (2018). Genre analysis of experiment-based dental research article abstracts: Thai and International Journals. *3L: Southeast Asian Journal of English Language Studies*, *24*(3). https://doi.org/10.17576/3L-2018-2403-01

Webster, S. (2022). The transition of EAP practitioners into scholarship writing. *Journal of English for Academic Purposes*, *57*, 101091. https://doi.org/10.1016/j.jeap.2022.101091

Yoon, J., & Casal, J. E. (2020). Rhetorical structure, sequence, and variation: A step-driven move analysis of applied linguistics conference abstracts. *International Journal of Applied Linguistics*, *30*(3), 462-478. https://doi/10.1111/ijal.12300

Zanelli, P. (2017). Subversive writing: Mona Prince's 'Laughing revolution' from pre-

to post-2011 Egypt. *Journal of Arabic and Islamic Studies*, *17*, 35-52. https://doi.org/10.5617/jais.6101

APPENDIX
Appendix A: EAP Journal Article Abstracts

Sample Abstract 1

English for Academic Purposes (EAP) practitioners have widely adopted Swales' (1990) move analysis to investigate the rhetorical construction of various academic genres, particularly research article part-genres. While this research has deepened our understanding of academic genre practices, advances in move analysis methods have uncovered important research considerations. Following Moreno and Swales' (2018) advocacy for step-level analysis, the current study presents a move-step framework and systematic rhetorical move-step analysis of 625 conference abstracts accepted to the 2017 American Association of Applied Linguistics Conference. Findings reveal that five of the seven moves in the resulting framework were highly frequent, and two dominant move-sequence patterns emerged. The findings can provide EAP instructors and students with useful insights into discursive and rhetorical practices associated with the genre.

(Yoon & Casal, 2020, P. 462)

Introduction

purpose

Methodology

Results

Conclusions

Sample Abstract 2

Vocabulary is essential for comprehending lectures in university courses. No studies have explicitly compared vocabulary in lectures from different contexts. In this study, three corpora were developed from university lectures in EMI courses, non-EMI courses, and open access EMI courses. Analysis of the vocabulary load showed that lectures in non-EMI courses were more lexically demanding than open access EMI courses, which were more lexically demanding than EMI courses. Analysis of the coverage of Dang et al.'s (2017) Academic Spoken Word List (ASWL) showed that compared to general words, learning ASWL words is a shortcut for learners to improve their lecture comprehension. Moreover, while knowledge of items from all ASWL levels could benefit learners from the three contexts, attention to Levels 1–3 items would probably be more beneficial for those studying in EMI courses and open access EMI courses. Attention to Level 4 items appeared to be more useful for those studying in non-EMI courses.
(Dang, 2022)

Introduction

Purpose

Methodology

Results

Conclusions

Sample Abstract 3

The growing influence of high-stakes exams has had drastic impacts on English learners and their teachers. The linguistic demands of these exams have harmed English learners' aspirations and attainment, while teachers are pressured to teach to the test and replace critical approaches to language learning with practices designed to encourage rapid language acquisition. Despite their constraining effects, educators, and students often find ways to assert agency and disrupt the hegemony of high-stakes exams. This article draws on ethnographic data gathered over a year in a secondary school in New York State to illustrate the ways in which English learners and their teachers negotiate spaces of agency amid the power of high-stakes exams. These findings illustrate the power and presence of high-stakes exams on English learners while also highlighting the avenues of agency taken by educators and students as they rework aspects of the educational policy through classroom practice.

(Leo, A. 2022).

Introduction	
Purpose	
Methodology	
Results	
Conclusions	

Sample Abstract 4

EAP practitioner scholarship is a key element of EAP teacher professional development (Martin, 2014) and the credibility of EAP as a discipline (Hamps-Lyon, 2011; Ding & Bruce, 2017). It also allows a professional knowledge base to develop and pedagogical advancements to be made (Borg, 2013). Whilst the BALEAP community values and promotes such scholarship (Gillett, 2021), limited research has been conducted into EAP practitioner beliefs about the written outputs of this activity (Davis, 2019). In particular, there is an absence of research exploring the process by which EAP practitioners begin their scholarship writing. This paper presents a case study of an EAP setting in which a workload allocation has been introduced for scholarship. It explores the motivations, challenges and professional identity implications of scholarship writing for EAP practitioners in this context. The findings suggest that the institutional workload initiative facilitated a cultural shift in which scholarship writing became more normalised and academic identities of EAP practitioners were strengthened. The inclusive institutional understandings of scholarship were also seen to promote practitioner agency in overcoming perceived challenges to the production of early written scholarship outputs. (Webster, 2022)

Introduction	
Purpose	
Methodology	
Results	
Conclusions	

Sample Abstract 5

Intercultural communication has become increasingly important due to the growing internationalization of higher education, even outside the English-speaking world. Similar to multinational corporations, academic environments are believed to be one of the best examples of a social space where English is a lingua franca. In this paper, we question this claim. Focusing on the case of foreign-born scholars who hold academic positions in Poland, a country where the number of international faculty members and researchers is low, we conducted 100 biographically oriented in-depth interviews about their work at Polish universities and their language issues. This sociological qualitative approach enabled us to identify both the domains where English fluency is an asset and the "black holes" (bureaucratic issues, teaching, research collaboration) where English language communication is either impossible or impeded. The study also identifies the facilitators (cultural intermediaries) and strategies (e.g., intercomprehension and niche lingua francas) used to overcome language barriers.

(Luczaj, Leonowicz-Bukala & Kurek-Ochmanska, 2022).

Introduction

Purpose

Methodology

Results

Conclusions

Appendix B: AAP Journal Article Abstracts

Sample Abstract 6

After an examination of the minimal surface word patterns in Moroccan Arabic, the paper argues for the existence of the category minimal prosodic word in this language (min[PrWrd]). Thus a review of a standard account of syllabification in MA adopting the schwa epenthesis theory is demonstrated to lead to the recognition of such a category, which, among other things, observes the universal bimoracity requirement. It is demonstrated that the different surface patterns can be obtained within an Optimality Theory framework using universal prosodic constraints such as Ft-Bin, No-Coda and Onset. While hollow and weak roots, on the one hand, and geminates on the other, can be accounted for independently, sound triliteral roots present a challenge for the adoption of a unified min[PrWrd] in MA. This is because whereas verbs and adjectives show an invariant template structure, (non-derived) nouns vary depending on their segments sonority, which can be shown to derive in general from the H-NUC constraint. Whatever the invariant template verbs and adjectives abide by, it is shown to be respected also by other non-concatenatively derived words in MA. This lends more support to its role in the morphology of the language. (Al Ghadi, 2022)

Introduction

purpose

Methodology

Results

Conclusions

Sample Abstract 7

Covid-19 pandemic has caused many pros and cons which are mainly represented in the news in the mass media. Therefore, this study aims to observe how the mass media from Arab countries represent their position towards the Covid-19 pandemic through the news they release. In this study, the data is retrieved from Aljazeera and Al-Ahram. To find out their thoughts and opinions regarding the Covid-19 pandemic, the representative speech act framework presented by Yule (1996) and Searle (1979) is used. Meanwhile, the descriptive-analytical method on that news is relied, starting from providing data, classifying, analyzing, and presenting the results of the analysis. The result shows that there are four types of representative speech acts found in the Arabic news discourse, they are statement of fact, assertion, conclusion, and description. The writers represent their thoughts and opinions by choosing certain verbs or cognate objects, either agreeing or disputing some opinions, as well as citing various news sources or events that are considered valid and credible. Moreover, the comparison of the results from the two news sources did not show a significant difference because the language of these two newspapers is the Modern Standard Arabic (MSA). (Arifianto et, al, 2022)

Introduction

purpose

Methodology

Results

Conclusions

Sample Abstract 8

In light of Self-determination theory (SDT) (Benson and Voller, 2014; Oga-Baldwin and Nakata,2017), this study seeks to provide further evidence that highlights the impact of motivation on language learning. According to SDT (Ryan and Deci, 2000b), motivation is shaped by three innate psychological needs: competence, autonomy and relatedness. This paper reports on a direct questionnaire examining students' attitudes towards the effect of these needs on language learning. One hundred and ten participants took part in the study, all of them are native speakers of English learning Arabic, French, Spanish, or Japanese. As this is a direct questionnaire, students from each group were asked to respond to fifteen questions, five questions for each psychological need. The results of the study reinforce the perceived weight of the three innate psychological needs. Though the three needs received high evaluations, sense of belonging outranked competence and autonomy. The contribution of this study is twofold: theoretical and pedagogical. At the theoretical level, while it has been argued that the impact of motivation is an objective phenomenon, this study shows that respondents are aware of the impact of motivation on learning which adds some subjectivity to this field of inquiry. At the pedagogical level, this paper discusses better ways to create welcoming classroom environments. (Bidaoui, 2021).

Introduction

purpose

Methodology

Results

Conclusions

Sample Abstract 9

Although it may seem absurd, it is no exaggeration to say that humour is a very serious matter in Egypt, where dozens of intellectuals have analysed this phenomenon, often linking it to their national identity. This article presents various opinions on Egyptian satire to introduce a 2015 novel by Mona Prince, one of the Egyptian writers of the 1990s generation. In 2012, the author published a memoir of the January 25 Revolution. This study tries to explain the relationship between her political activism and her literary career; the role of humour in her œuvre; and how she deals with gender and religious issues in her 2015 work, which is also autobiographic. Moreover, since the novelist wrote the text between 2008 and 2014, this article offers some notes on satiric literature in pre- and post-2011 Egypt.

(Zanelli, 2017).

Introduction	
purpose	
Methodology	
Results	
Conclusions	

Sample Abstract 10

The main aim of this paper is to describe the main adjectival constructions in Modern Standard Arabic (MSA). It contributes a new analysis of an adjectival construction in MSA that was analysed in traditional grammar as a special postnominal adjectival construction, called the unreal adjectival construction. We argue that it is an example of prenominal adjectival constructions in MSA. We also provide a new analysis of the prenominal construction, suggesting that the adjective modifies the following noun, and this noun is the subject of the adjective. Moreover, we provide an analysis of predicate adjectives in MSA, whether with or without a copula, arguing that the single-tier analysis in Lexical Functional Grammar (LFG) is the appropriate analysis for predicate adjectival constructions in MSA. Additionally, this paper shows the similarities and differences between adjectival words and participial words, which are both used as modifiers in MSA.

(Alotaibi, 2022)

Introduction	
Purpose	
Methodology	
Results	
Conclusions	