The First Language Effect on the Organizational Structures of Academic Writing: A Text Analysis Study from Persian Literature

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ABSTRACT

This article aimed at comparing the organizational structures used in abstracts of published articles written in English by English versus Persian native speakers in the field of Persian Literature based on the Swalesian tradition of genre-based framework to identify common structural patterns of Persian Literature academic writing in English. Accordingly, two groups of research article (RA) abstracts written by English and Persian native writers were analysed based on the Swalesʾ CARS model. To see if there is any significant difference between these two groups, the chi-squared statistics was applied for each move. Moreover, to find out which group employed and followed mandatory rhetorical move structures more strictly each step in both groups were statistically compared and described. The results showed that there is a statistically significant difference in the move employment of moves one and three between two groups. English native writers use move one more frequently than the other moves, whereas Persian native writers employ move three more repeatedly in their abstracts in the field of Persian Literature.

1. Introduction

With a huge number of research papers and publications, abstracts are a passing benchmark based on which the reader decides whether go further and read the full text. For this growing significance of research-paper abstracts, there is a growing corpus of genre-based text analyses in different disciplines. However, there is still required needs in some fields like Persian Literature. As pointed out by Bhatia (Bhatia, 1993, p. 78) "An abstract, as commonly understood, is a description or a factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article" So, after titles, abstracts have the most important impression in research articles on readers. Because they are what readers, first, face with when they are attracted by the title. They represent and summarise the whole effort of the researcher(s).

Moreover, with the seminal role of English in world languages, especially in the age of globalization, researchers need to write their research articles in English and read English research articles to keep abreast with the latest development of a relevant discipline and field to distribute and exchange academic information. Thus, acquiring and following the lexicosyntacticand rhetorics of RA (research article) abstracts is essential in this practice. So, this paper aims at reporting a prevailing pattern to be taught to and employed by academic writers and students of Persian Literature at graduate level or higher in terms of moves or move structures proposed by Swales (1990).

2. Literature Review

There are abundant textual studies on the genre of the research articles, to define, demonstrate and investigate moves and sub-moves. Swales and Feak (2000) define a move as ''the defined and bounded communicative act that is designed to achieve one main communicative objective'' (p. 35). Swales, also, expounds genre as "a class of communicative events, the members of which share some set of communicative
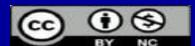
purposes. These purposes are recognised by the expert members of the parent discourse community and thereby constitute the rationale for the genre" (Swales, 1990). A genre determines a certain conventional pattern for communication to be followed by writers, despite the fact that writers can take advantage of linguistic and rhetorical resources to have their own creativity for their personal and ideational concerns without violating the conventions of the genre.

Genre analysis is the study of communicative strategies in using the language through describing the organization and structure of written or spoken texts. Rhetorical conventions of various genres have been studied by researchers such as Swales (1990), Bhatia (1993), Dudley-Evens (1994), Ozturk (2006), and others. There has been a great connection between the findings of genre analysis and English teaching in the field of English for Specific Purposes (ESP) (Swales, 1990; Bhatia, 1993; Hyland, 2000).

Bhatia (2002) in his multi-perspective model refers to genre as a multi-disciplinary activity studied not only by linguists (both applied and computational), discourse analysts, communication experts and rhetoricians, but also from sociologists, cognitive scientists, translators, advertisers, and plain English campaigners:

Genre analysis can be from two different perspectives: it may be seen as a reflection of the complex realities of the world of institutionalised communication, or it may be seen as a pedagogically effective and convenient tool for the design of language teaching programs, often situated within simulated contexts of classroom activities. (Bhatia 2002: 3)

He continues:

although genre analysis is seen as applied in concern, and as such puts a heavy premium on conventional use of language, it is versatile and dynamic in nature, essentially explanatory rather than purely descriptive, narrow in focus, but broad in vision, and has a natural propensity for innovation and exploitation.(Bhatia 2002: 6)

Genre-based approaches have inspired such numerous studies and research papers in the field of discourse analysis on rhetorical structures of written and spoken modalities (Swales,1990), such as legal genre (Fredrickson, 1995), grant proposal (Connor &Mauranen, 1999; Connor, 2000), and the whole research articles and mostly abstracts and introductions of research articles in a single discipline (e.g., Swales &Najjar, 1987; Swales, 1990; Fredrickson and Swales, 1994), discussion sections (Hopkins,1988; Holmes, 1997), result sections (Williams, 1999), comparing variations in research abstracts in specific disciplines (e.g. Salager-Maeyer, 1990; Gibson, 1993; Kaplan et al., 1994;Anderson and MacLean, 1997)research abstracts across disciplines (e.g. Melander et al., 1997; Hyland, 2000; Samraj, 2005), introductions and abstracts across languages (e.g. Taylor &Chen, 1991; Duszak, 1994; Ahmad, 1997; Martin, 2003; Yakhontava, 2006; Ansarin&Rashidi, 2009; Hirano, 2009; Loi&Sweetnam Evans, 2010; Soler-Monreal, Carbonell-Olivares, Gil-Salom, 2011), across disciplines (e.g. Swales &Najjar, 1987; Salager- Mayer, 1990; Anthony, 1999; Connor, 2000; Upton & Connor, 2001; Samraj, 2002; Lores, 2004; Samraj, 2005; Kanaksilapatham, 2005; Ozturk, 2007), linguistic and textual variation (Blagojević, 2016; Pan, 2016; Jalilifar et al. 2017), non-English studies (e.g. Fakhri, 2004), complexity measures in the second language development (e.g. Menke&Strawbridge, 2019; Mazgutova&Kormos, 2015) and comparison between native and non-native English writers (Yaghoubi-Notash&Tarlani-Aliabadi, 2012; Gao, 2016).

Flowerdew (2005) has categorised genre position in applied linguistics into three references:
(1) English for Specific Purposes
(2) North American New Rhetoric studies (concerned with composition studies and professional writing in an L1 context), and
(3) Australian systemic functional linguistics.

New Rhetoric Studies, emphasizing on the social functions of genres in specific contexts argue that checking subject verb agreements, providing students and writers with formal frames, "gross surface features", is not enough. They must have sufficient knowledge about the social context of the text, "features of the situation" (Freeman and Medway, 1994). So scholars should focus on the sociocultural aspects of the genre as well as linguistic or rhetorical structures (Flowerdew, 2005).

Among scholars like Bhatia (1993, 1995, 2002), Salager-Meyer's (1990, 1992, 1994, 1999),Lorés, (2004), Kanoksilapatham (2005) and Connor and Mauranen (1999) working on the rhetorical tradition of Introduction, Method, Results & Discussion,

and Conclusion (IMRD/C) and genre theory and approaches, the most leading one is Michael Swales (1990). His move structure model CARS (Create-A-Research-Space) contributes to the configuration of academic writing, especially for non-native researchers and EAP developers, practitioners and instructors. In his move constituent pattern an introduction has 3 moves each of which has some steps as in table 1.

Table 1: The structure of research article introductions (Swales, 1990)

Move 1: Establishing a territory	Step 1 Claiming centrality and/or
	Step 2 Making topic generalization(s) and/or
	Step 3 Reviewing items of previous research
Move 2: Establishing a niche	Step 1A Counter-claiming or
	Step 1B Indicating a gap or
	Step 1C Question-raising or
	Step 1D Continuing a tradition
Move 3: Occupying the niche	Step 1A Outlining purposes or
	Step 1B Announcing present research
	Step 2 Announcing principal findings
	Step 3 Indicating RA structure

The rhetorical resemblance between RA abstract and introduction puts forth equal organizational patterns of study on both. Bhatia's (1993) argument about such organizational and contextual similarity has caused many researchers to be implemented on RA abstracts and introductions alike in Swales' CARS framework. So,, in this study the generic structure of moves in Swalsian tradition for introduction was applied to analyze lexico-grammatical patterns of English RA abstracts in Persian Literature discipline to put forward a textual template and genre-specific features for English academic writing in this field. To do so the move structures of English and Persian writers' abstracts written in English in this field are compared to see if there is any difference in move employment between these two groups. Having found a statistical difference in any move between two groups, the frequency of steps-moves are compared to identify which move patterns are used more frequently in which group.

The paper lacks review of the literature in which you should introduce works done or related to the topic. The literature review has demonstrated a brief record of EAP/ESP works on research articles in different disciplines to come to the requirement of a research in Persian literature EAP papers.

3. Methodology

3.1 Materials

Having surfed the net, a corpus of two groups of 30 English abstracts, written by English native writers and Persian native speakers separately, of roughly equal length, on Persio-Islamic topics, refereed, reviewed, revised and published in indexed journals about Islamic-Persian literature and comparative literature, were drawn form a range of academic journal issues between 1994-2012 like Persian Literary Studies Journal, International Journal of Middle East Studies, AdabiatErfani, Adabiyat–e – Parsi-e- Moaser.

3.2 Procedure

According to Swales' move-structure CARS model, on which the theoretical framework of the present paper is based, sentence is the unit of analysis (single or clustered). He considers move as "a discursive or rhetorical unit that performs a coherent communicative function in a written or spoken discourse."So the rhetorical structures of the abstracts were analyzed based on his move and sub-move system. To recognise move structures it is needed to identify key lexical phrases (Nattinger&DeCarrico 1992) as well. Having scanned and pored over the abstracts, moves and steps were identified thorough lexico-gramarical signals and the function of sentences. The number of recognised steps constituting moves was counted and tabled to provide academic writers in the Persian literature field with an accepted organizational pattern. To increase the reliability and objectivity of the study, the steps and moves wasrecognised and counted twice by the researcher with time interval of two weeks.

After providing two tables of frequency of occurrence for step-move structures, to make the corpus statistically comparable chi-square was used to see if the difference between each move in two groups were statistically significant. In other words, the chi-square result from comparing each move in two groups shows if language background can have any considerable effect on employing moves in writing English RA abstract in the field of Persian Literature.

4. Results

In Swales' (1990) there are some typical sentence patterns of moves and steps as a guideline based on which the identification and enumeration procedure in this paper has tried to tally with. The followings are some examples of common and most frequently-used moves and steps recognised in genre-based corpus analysis in this study.

Move 1:

Move 1 is about *goal* and *current capacity*. The writer by applying this move shows that his study is within the concern of the specific subject-matter and is contributing to the field. It indicates that the
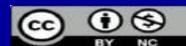
writer has common grounds with the academic circle of that subject and is relevant to the field and is in line with the criteria and interests of the content area. The followings are excerpts and examples from papers of the corpus of the current study.

Step1:*Claiming centrality*

"Love and its transformative power have long been at the center of Islamic Sufism.The so-called "third world" has often experienced modernity andits version of the "city" in some of their most grotesque formswhere Iran has not been an exception."

Step 2: *Making topic generalization(s)*

"Farid al-Din 'Attar (1145-1221) was one of the most significant authors to espouse and articulate profane love as a representation of both earthly and heavenly love."

"In literary histories written in both Iran and the West it has generally been assumed that early modern Persian literary works are (technically inferior) copies of Western literary works."

Step 3:*Reviewing items of previous research*

"'Attar's use of the theme of transgressive love and his inclusion of marginalised members of society such as social pariahs and transgressors as earthly manifestations of the divine is particularly noteworthy."

"…which, to follow Adorno's theorizing,…"

Move 2:

Move 2 is about *problem*.To pose a research question to extend the territory of current frontier of studies in a specific field, the writer identifies a missing point or challenges the present results of studies and raises a research question by"statements about the knowledge or practice" or "statements about the phenomena". Having recognised the shortcomings of the present stand of a specific-field research repertoire, and gained the agreement of the reader by explaining his own stance, the writer opens a new gate or counter-claims the present findings to take opportunity to discuss the issue and answer the questions in following parts and show his contribution to extend the territory of the intended academic field. As another alternative the writer might follow the present trend and dovetail his discussion with current tradition. The followings are examples from the corpus of articles, data, for the present study:

Step 1A:*Counter-claiming*

"Whilst each of these dramas may be seen as the product of the distinct version of modernity…"

"This has been and is still a claim. Almost no academically and scientifically sound works have substantiated this claim."

"While there is no point in denying a European influence on early modern Persian literature,…"

"This Paper….reflects a new world view which is a forerunner of the world view that…"

Step 1B:*Indicating a gap*

"Without such an analysis, we are left with aninadequate understanding of medieval culture and literature."

"…there is a need of looking at earlier indigenous Persian literary works…"

"The developments in the19th century literary works and intellectual history of Iran alsohas a role to play in influencing later literature, next to Europeanliterary influence."

"What is absent from this philanthropistdefinition is the workings of power and the political agendas that…"

Step 1C:*Question-raising*

"Although applying modern theories to medieval society might appear anachronistic, it is essential to inquire whether modern insights and theories can help us to better understand medieval works, or whether they are exclusive to early modern and modern scholarship."

"…to see if there are other beginningsor influences on early modern Persian literature."

Step 1D:*Continuing a tradition*

"In pursuing this argument, a fewtheoretical notions concerning transgression and law are used."

Move 3:

Move 3 is about *solution of criteria of evaluation*.To occupy his niche, the writer restores to this move by explaining and outlining his purpose of this study, settling his position by stating his objectives, methodology, and the required structure, announcing principal findings and the implications of the results of his study. It is the opportunity for the writer to explicate how he wants to prove his claims and reach to what and what to do with it. The followings are examples of the Steps from corpus articles of the present study:

Step 1A:*Outlining purposes*

"The present article traces the intersections of transgression, law, inclusion and exclusion, self and Other in 'Attar's

treatment of class, gender, sexuality, and religion."

"Focusing mainly on the Iago-Roderigo-Othello trio in Othello (ca.1603–4) and the relationship of a titular hero and those who besiege him in Halu (1963) by contemporary Iranian dramatist Ali Nassirian (b. 1935), the present article contextualises these play-texts and tries to examine the broader social frameworkswhich gave rise, amongst others, to socio-economic, political, andcultural contradictions."

"…the article puts forward the thesis that Othello, as the epitomeof Eurocentric modernity, is only seemingly a "domestic" playaddressing a "micro-politics of transition" in the West from feudalism to capitalism."

"The play's major undercurrent, the articlefurther argues, concerns a wider "macro-politics of empirebuilding.""

"The article also sees Nassirian's work –at the level of form manifests manysocial contradictions prevalent in post-"White Revolution"Iranian society–as an instance of a "lopsided" modernity."

"This paperintends to show that Persian travelogues from the 19th century,and especially HâjSayyâh'sSafarnâme."

Step 1B: *Announcing present research*

"In creating an understanding of human diversity and'Attar's inclusiveness, this article refers to the concepts of law andjustice in its modern sense as well as acknowledging the medievalunderstanding of these notions."

"The paper is a description of some aspects of *HâjSayyâh'sSafarnâme compared to one of the earliest modern(ist) pieces of literature, Mohammad 'Ali Jamâlzâde's short story Bile dig, bile choghondar.*"

"The paper is a description of some aspects ofHâjSayyâh'sSafarnâme compared to one of the Earliestmodern(ist) pieces of literature,…"

Step 2:*Announcing principal findings*

"It is found that…"

Step 3:*Indicating RA structure*

"This article fills this gap by exploring the reasons for 'Attar's inclusion of transgressors and peripheral characters in his works from a modern theoretical perspective."

The observed frequencies of occurrence of each move and its constituent steps in total and divisions, and in each in EN (Persian native) and PN (Persian native) groupsare indicated in tables 2.and 3.andillustrated in figures 1.and 2.

Table 2: Frequency of steps and move structure of corpus abstracts out of 30

Move / constituent Steps	Frequency	Percentage
Move 1. Establishing a Territory		
Step1.claiming centrality **and/or** Step2.Making topic Generalization **and/or** Step3.Reviewing Items of PreviousResearch	15 28 24	50% 93.33% 80%
Move 2. Establishing a Niche		
Step1A.Counter- claiming **or** Step1B.Indicating a Gap **or** Step1C.Question-raising **or** Step1D.Continuing a Tradition	10 13 4 3	33.33% 43.33% 10 13.33%
Move 3. Occupying the Niche		
Step1A.Outlining Purposes **or** Step1B.Announcing Present Research Step 2.Announcing Principle Findings Step 3.Indicating RA Structure	13 15 1 1	43.33% 50% 3.33% 3.33%

Table 3: Frequency of steps and move structure of corpus abstracts in EN (Persian native) and PN (Persian native) groups

Move / constituent Steps	EN (N=30)	PN (N=30)
Move 1. Establishing a Territory		
Step1.claiming centrality **and/or** Step2.Making topic Generalization **and/or** Step3.Reviewing Items of Previous Research	27 (90%) 28 (93.33%) 24 (80 %)	10(33.33%) 18(60%) 2 (6.66%)
Move 2. Establishing a Niche		
Step1A.Counter- claiming **or** Step1B.Indicating a Gap **or** Step1C.Question-raising **or** Step1D.Continuing a Tradition	11 (36.66%) 15(50 %) 3(10 %) 2 (6.66 %)	12 (40%) 11(36.66%) 4(13.33%) 3(10%)
Move 3. Occupying the Niche		
Step1A.Outlining Purposes **or** Step1B.Announcing Present Research Step 2.Announcing Principle Findings Step 3.Indicating RA Structure	27 (90%) 28 (93.33 %) 4 (13.33%) 1 (3.33 %)	25(83.33%) 27(90%) 19(63.33%) 1 (3.33%)

*Figure 1: The frequency of occurrence of prevalent steps in 3 moves.*
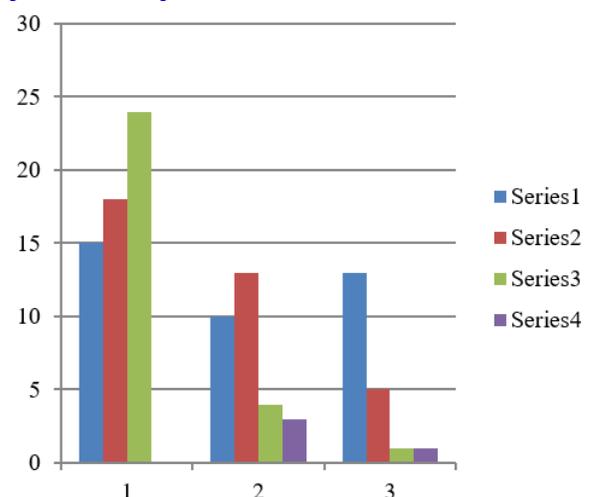
Figure 2: Step frequency for moves 1, 2 and 3 between PN and EN. [Series 1 is EN and series 2 is PN.]
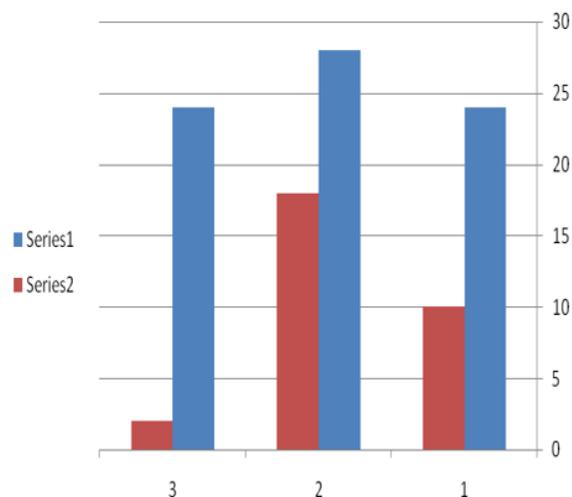
Table 4 shows the result of Chi-square statistics for each move.

Table 4: Chi-square result for each move between EN and PN.

Move 1			Move 2			Move 3		
Chi Square (χ^2)	P-value	df	Chi Square (χ^2)	P-value	df	Chi Square (χ^2)	P-value	df
8.237	0.01627	2	1.036	0.79254	3	8.86	0.03121	3

The descriptive statistics of the move-step shown in tables 2 and 3 and figures 1 & 2 indicate that the frequency of steps 2 and 3 in Move 1, steps 1B and 1A in move 2 and Step 1B and 1A in move 3 have gained the highest dominant structure use.

According to table 4, the p-value of move 1 is less than 0.05 and it shows that there is a significant difference between English native writers and Persian native writers writing in English. The frequency table (table 2) indicates that English native writers use all three steps of move 1 more frequently than Persian native speakers.

However, p-value of move 2 is higher than 0.05 and it implies that there is not statistically significant difference between EN and PN groups in terms of move 2 employment.

Moreover, as the p-value in move 3 is less than 0.05, it indicates that English native speakers and Persian native writers use move 3 statistically differently. The noticeable difference in this move is in step 2. The less frequency of this step used by English native writers in this corpus could be due to the nature and type of research and writings in this specific field and literature learning topics. Researches in this field are more descriptive and qualitative, theory-based, on Swales term (2004), than experimental (data-based), and more library research and argumentative Figures 1 and 2 display the frequency difference of steps of moves 1 and 3 graphically.

As indicated, move 1 is almost missing in Persian native writers' English abstracts while the difference in move 3 is less frequent use of step 3 by English native writers due to the nature of Persian literature studies.

5. Discussion

Viewing texts at four levels of content, context, lexicogrammar and structure, the significant differences of native and non-native research articles (RA) writers of Persian literature in English can be explained by factors in these four layers. The respective factors of rhetorical text types can be

(1) Theparticular, social context of the text which signifies the communicative purpose of the text,

(2) A specific material and information that show what the text is about,

(3) A specific text structure, comprising the rhetorics of texts and

(4) Certain lexico-grammatical pattern of elements.

Hence, one part of the difference in using moves for scholars could be emanated and inferred from the familiarity of writers with these four levels of the target text.

More presumably, another part of the difference, could be on the part of the RA writers' language background, i.e. their first language. As the linguistic repertoire of L1 is transferred in L2 acquisition partially or completely, it can be true for skills, too. That is L1 language skills such as writing can be transferred into L2 writing and interfere writing in an L2. In other words, the observed difference in RA writing of native and non-native speakers of English might be the (accurately or inaccurately learnt) writing system of non-native speakers of English in their native language.

Thus, studying and knowing the RA abstract structures, the higher percentage of some specific steps used in English abstracts of accepted and published research papers written by English native writers in this field provide EAP teachers, practicing specially in Persian speaking countries, with a contrastive study to beware of their highlight on their course design and lesson plan. It can be an instructional guide and reference in their course design for English academic writing learners in Persian Literature field. They can more focus on those more frequently-used steps and move structures by English native writers and explain the communicative purposes and logic behind these stereotypical organizational structures.

Employing more typical and common steps and textual styles in published papers can be a short-cut for academic writers to have their papers accepted and published less painstakingly and more straightforwardly.

6. Pedagogical Implications

After delineating the textual rhetoric, formal features and organizational style for communicative purposes employed in the discourse community of RA writers in Persian Literature field, the next needed step is how to meet the need of their application in academic writing on the specific subject. This paper also tries to suggest some optional strategies and task-based exercises to enhance teaching those moves and patterns. By this way, students are taught to identify, acquire and apply the genre of RA abstracts, and as a result, their awareness and mastery in academic writing can be further developed.

Although Tardy (2006) states that due to difference in race, class, and gender, as well as linguistic, ethnic, and cultural background, the processes of genre learning are not necessarily the same in L1 and L2, she has argued that both L1 and L2 learners make use of 'implicit exposure to specific genre as well as explicit use of model texts which build knowledge of generic structures."LinliXu (2005) and Flowerdew (1993) have proposed some rhetorical, textual and discoursal techniques and exercises in genre display. Research article abstract writers have to manifest their affinity to the rhetorical framework of discourse community. So employing a specific genre as a teaching objective, an explicit training of the organizational patterns of the research abstracts would have a desirable outcome in academic researchers and writers achievements. The followings are some teaching and presenting techniques and task-based activities for teaching generic features and proper use for writing research articles in English.

Presenting Techniques

To add efficient, practical spice to monotonous instruction and presentation of EAP practitioners, take advantage of the interest taken from bringing variety and versatility to teaching atmosphere and students, and improve the efficacy of instruction, especially non-native learners,some techniques have been offered to EAP teachers:

Flow Chart with Power Point

Displaying the sequence of structures in power point is a lucid technique for teaching lexico-grammatical, discoursal features. It is a direct way to bring the intended materials into their sight and raise their consciousness, and discuss and explain them point by point in the context. Instructors can highlight the moves and steps on the slides and give them slide show effects to draw students` attention more effectively and sequencing them in the intended order. Power points can have other applications such asdrills, reviews and tests (Fisher, 2003) as well.

Comparison of Genre Structures

After presenting and explaining more frequently used steps and generic key features of academic writing in a certain field, the teachers can provide students with other RA writings in similar fields, with different step-move frequency of occurrence and structure, consulting with EAP researchers and their findings. In this way, students can be exposed to other structure and compare them and have a clearer idea about the more common and frequently used RA move structures and more strictly follow and apply them.

Genre-Based Exercises

Having introduced and explained the lexico-grammatical features of a certain genre and their communicative purposes, it is high time that students should put them into practice to learn the unstated points.

Jumbled Steps and Moves

Teachers can scramble the steps and moves of different sections of a research paper, e.g. abstracts and ask students to reconstruct the text and arrange the sentences in the correct order based on the logic and typical pattern of move structure.

Recognizing Move Structures

One suggested exercise for students to see if they learned the characteristics of move structures is that the teacher provides students with a few research articles in one genre, but different variations and determine one section or subsection like abstract and ask them to recognise the steps and moves and their related phrases and structures and discuss their answers and comments with their peers and the teacher.

Identifying Absent Move Structure

Another exercise for practicing on genre learning is identification exercise. Students can be given a section of a research article like an abstract with a missing move or step and required to identify it and complete the text with appropriate rhetorical structures fitted to the certain discourse. The teacher can then collect the filling structures. Share them with all students and analyze them in terms of their rhetorical and
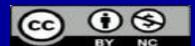
communicative functions in the specific discourse and see how incomplete the text is if they are left out.

7. Conclusion

Nobody can deny the Western influence of academic writing on the discoursal requirements of journals worldwide and its significance to publishers and reviewers. To meet this challenge, especially for non-native researchers and writers with assumed language proficiency level, genre-based researchers in different disciplines have reached to findings which have empowered practitioners in academic writing and EAP field. The genre-based analysis of published English abstracts in the field of Persian Literature in this paper purported to investigate the move structure of English abstracts written by English and Persian native speakers contrastively to yield more common lexico-grammatical patterns for academic writing in the field of Persian literature. The result of this paper shows the effect of academic writers' first language in academic writing in English in this field and can be of good help for EAP practitioners. It implies that English abstracts written by English native writers are statistically different in moves 1 and 3. The findings can, therefore, have pedagogical and instructional significance to EAP practitioners in developing their syllabus and demonstrating them effectively. As the prevalent pattern in academic writing of abstracts in English should be considered substantial, organisational exercises for sensitizing students to the genre structure and pattern were suggested in order that they provide students with attainable models of academic writing. The instructors can provide their learners with the organisational patterns of writing English abstracts which would more tally with the rhetorical genre of the English and Iranian journal requirements of the discourse community.

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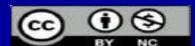
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