T. C.
ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

STRUCTURAL ORGANISATION OF ABSTRACTS IN ENGLISH AND TURKISH RESEARCH ARTICLES

(YÜKSEK LİSANS TEZİ)

Ceren COŞMUŞ

BURSA 2011

T. C.
ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

STRUCTURAL ORGANISATION OF ABSTRACTS IN ENGLISH AND TURKISH RESEARCH ARTICLES

(YÜKSEK LİSANS TEZİ)

Ceren COŞMUŞ

Danışman

Yrd. Doç. Dr. İsmet ÖZTÜRK

BURSA 2011

T. C.
ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 800910005 numaralı Ceren COŞMUŞ'un hazırladığı "Structural Organisation of Abstracts in English and Turkish Research Articles" konulu Yüksek Lisans ile ilgili tez savunma sınavı, 03/10/ 2011 günü 15:30- 16:30 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oybirliği ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)
Yrd. Doç. Dr. İsmet ÖZTÜRK
UludağÜniversitesi

Üye
Yrd.Doç.Dr. Erol BARUT
Uludağ Üniversitesi

Üye
Doç.Dr. Aysan ŞENTÜRK
Uludağ Üniversitesi

03/10/2011

ABSTRACT

Yazar	: Ceren COŞMUŞ
Üniversite	: Uludağ Üniversitesi
Anabilim Dalı	: Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	: İngiliz Dili Eğitimi Bilim Dalı
Tezin Niteliği	: Yüksek Lisans Tezi
Sayfa Sayısı	: xi + 51
Tez Danışmanı	: Yrd. Doç. Dr. İsmet ÖZTÜRK

The research article abstract has increasingly gained importance since it is found at the beginning of most journal articles and it allows readers to decide whether or not it is worth their time to read it. Although there is some research on abstracts, interdisciplinary and contrastive studies on the structure of abstracts are very limited. The main purpose of this study is to explore the rhetorical structure and the similarities and differences between RA abstracts written in English and those written in Turkish in the fields of applied linguistics and educational technology. Fifty abstracts written in each language were selected for analysis. In order to analyze the structural organization of these abstracts, the mixed type model was used. The results showed that the Introduction, Methodology and Results moves were the most frequent moves in both languages. The most striking difference between languages was the lack of a Discussion move in the abstracts written in Turkish while it existed in approximately 50 per cent of RA abstracts written in English. The findings of the study have some pedagogical implications for academic writing courses especially for non-native speakers of English.

Key Words

Genre analysis, Research article abstracts, structural organization. moves. contrastive study

ÖZET

Yazar	: Ceren COŞMUŞ
Üniversite	: Uludağ Üniversitesi
Anabilim Dalı	: Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	: İngiliz Dili Eğitimi Bilim Dalı
Tezin Niteliği	: Yüksek Lisans Tezi
Sayfa Sayısı	: xi + 51
Tez Danışmanı	: Yrd. Doç. Dr. İsmet ÖZTÜRK

Araştırma makalesi özeti, çoğu bilimsel dergi makalelerinin başlangıcında bulunduğu ve okuyucuya bu makalenin okumaya değer olup olmadığı konusunda karar vermesine yardımcı olduğu için gittikçe önem kazanmıştır. Özetlerle ilgili bazı araştırmalar olmasına rağmen, özetlerin yapısı üzerine disiplinler arası ve karşılaştırmalı çalışmalar sınırlı sayıdadır. Bu çalışmanın temel amacı, Uygulamalı Dilbilim ve Eğitim Teknolojileri alanlarında İngilizce ve Türkçe yazılmış araştırma makalelerinin özetlerindeki organizasyonu ve organizasyonlar arasındaki benzerlik ve farklılıkları araştırmaktır. Analiz için her dilden ellişer makale seçilmiştir. Bu özetlerin yapısal organizasyonunu incelemek için karma model kullanılmıştır. Sonuçlar, her iki dilde de Giriş, Metot ve Sonuç adımlarının en sık görülen adımlar olduğunu göstermiştir. Diller arasındaki en dikkat çekici farklılık, İngilizce yazılmış özetlerin neredeyse yarısında Tartışma adımı bulunurken Türkçe yazılmış özetlerde bu adımın bulunmamasıdır. Çalışma sonuçlarının özellikle ana dili İngilizce olmayan kişiler için akademik yazma konusunda eğitsel önerileri bulunmaktadır.

Anahtar Kelimeler

Biçim analizi, araştırma makalesi özetleri, yapısal organizasyon, adımlar, karşılaştırmalı çalışma

ACKNOWLEDGEMENTS

I would like to thank my supervisor Assist. Prof. Dr. İsmet ÖZTÜRK for his invaluable and constructive comments, suggestions, and supervising throughout my study.

I would also like to express my gratitude to my headmaster and my colleagues at Balabanbey Dörtçelik Primary School for their help throughout this study.

I owe much to my family, especially my mother, for her everlasting patience and encouragement. She has been a great support to me from the beginning to the end.

TABLE OF CONTENTS

PAGE

PAGE

PAGE

LIST OF TABLES

PAGE

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

CARS:	Create a Research Space
D:	Discussion
EN:	Establishing a niche
ET:	Establishing a territory
I:	Introduction
IMRD:	Introduction- Methodology- Results- Discussion
M:	Methodology
NNS:	Non-native Speaker
NS:	Native Speaker
R:	Results
RA:	Research Article
RAS:	Indicating Research Article Structure

CHAPTER 1

INTRODUCTION

Academic writing has increasingly become an essential skill to gain success in international academic community. Since Swales' (1990) publication of the CARS model (Create a Research Space), a number of studies have been carried out using the model to investigate research article (RA) introductions (Samraj, 2002; Ozturk, 2007; Hirano, 2009).

Swales' study led to more research into the structure of other sections of the RAs such as methods (Bruce, 2008), results (Bruce, 2009), discussions (Holmes, 1997; Peacock, 2002), and discussions and conclusions (Yang & Allison, 2003).

In recent years, RA abstracts have attracted great interest due to the important role they fulfill. As Lores (2004: 281) explains, 'they constitute the gateway that leads readers to take up an article, journals to select contribution or organizers of conferences to accept or reject papers'.

Although writing an abstract has been assumed as an easy task, this is not true due to the fact that the abstracts are also written according to a genre.

Previous studies of RAs have mainly focused on linguistic realizations, rather than rhetorical organization (Santos, 1996; Lores, 2004; Pho, 2008).

Although some studies investigate abstracts from broad areas such as humanities, social and natural sciences (Stotesbury, 2003; Martin, 2003), most studies examine abstracts in one discipline. For example, Santos (1996) and Lores (2004) focus on linguistics. Pho (2008), on the other hand, analyzes abstracts in the fields of applied linguistics and educational technology, which are also the fields of interest in the present study. But in Pho's (2008) study, not only the rhetorical moves of abstracts, but also the linguistic realizations of moves and authorial stance in different abstract moves were explored.

Despite the fact that RA abstracts have been analyzed in languages other than English (such as Spanish and French), to the researcher's knowledge, no study has investigated RA abstracts in Turkish. The few studies that have compared RA abstracts in English and in other languages have focused on only one field. For example, Martin (2003) analyzes English and

Spanish RA abstracts in experimental social sciences. Bonn and Swales (2007), on the other hand, compare French and English academic article abstracts from the language sciences.

The present study aims to investigate the rhetorical structure of abstracts in the disciplines of Applied Linguistics and Educational Technology. It also compares the rhetorical organization of abstracts written in English and Turkish.

CHAPTER 2

REVIEW OF LITERATURE

This chapter is set out of three sections in order to review the literature related to the study. Firstly, this chapter presents some information concerning genre and genre analysis. Secondly, background information on RA sections is presented. Thirdly, an overview of studies on abstracts is given.

2.1. 'Genre' and 'Genre Analysis'

Achieving a level of an average native speaker is a point which second or foreign language learners are interested in. Especially non-native academics who aim to obtain international recognition in scientific writing need to know textual organization and linguistic features of scientific genres. Although there are some guidebooks about writing research articles, they have been found inadequate (Martin, 2003). Therefore, more studies on academic genres are needed to help non-native speakers to gain success in international community.

'Genre' and 'genre analysis' are important terms that need to be explained in academic writing. There are several definitions of 'genre'. For example, Swales (1990: 33) defines 'genre' as "a distinctive category of discourse of any type, spoken or written". In Holmes' (1997: 2) study 'genre' is defined as "a class of texts characterized by a specific communicative function that tends to produce distinctive structural patterns".

According to Dudley-Evans and St John (2002: 87), genre analysis focuses on "the regularities of structure that distinguish one type of text from another type".

Genre analysis began with Swales' (1990) study on the introduction to academic articles. Swales analyzed 158 RA introductions and developed a framework in order to help non-native speakers of English. In his model, Swales used some moves and steps to analyze academic writing.

Swales' Create-a-Research-Space (CARS) model (Swales, 1990: 141) for the introduction of an article is presented below:

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

Figure 2.1 Swale's CARS model (Swales, 1990: 141)

Definitions of 'move' and 'step' are given below:

A 'move' is a unit that relates both to the writer's purpose and to the content that s/he wishes to communicate. A 'step' is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves (Dudley-Evans & St John, 2002:89).

In this model, the general topic is discussed in Move 1. Also this move may present the centrality of the topic within the field. In Move 2, a niche within the territory is created pointing out a gap in previous researches. Finally Move 3 indicates how the research will fill this niche.

Swales modified the CARS model in Swales (2004). In this revision, the number of steps in Move 1 was reduced to one. Also the number of steps in Move 2 was reduced to two and a new optional step was added. In Move 3, the number of steps was raised to seven, one obligatory, three optional and three "PISF (probable in some fields,

but unlikely in others)" steps (p. 232). The revised version of CARS model is given below (Swales, 2004: 230, 232):

Move 1 Establishing a territory
    Topic generalizations of increasing specificity
Move 2 Establishing a niche
    Step 1A Indicating a gap
        or
    Step 1B Adding to what is known
    Step 2 Presenting positive justification (optional)
Move 3 Presenting the Present Work
    Step 1 Announcing present research descriptively and/or purposively (obligatory)
    Step 2 Presenting RQ or hypotheses (optional)
    Step 3 Definitional clarifications (optional)
    Step 4 Summarizing methods (optional)
    Step 5 Announcing principal outcomes (probable in some fields)
    Step 6 Stating the value of the present research (probable in some fields)
    Step 7 Outlining the structure of the paper (probable in some fields)

Figure 2.2. Swale's modified CARS model (Swales, 2004: 230, 232)

Swales' modified CARS model has not been as popular as his 1990 model in studies on the organization of introductions.

2.2. Background Information on Sections of Research Articles

2.2.1. Introduction section

With Swales' 1990 model, introductions to RAs have become an important area for the analysis of academic writing.

Using Swales' 1990 model Samraj (2002) analyzed twelve RA introductions from two related fields, Wildlife Behavior and Conservation Biology. All of the RA introductions were published in 1995. The results showed that introductions in Wildlife Behavior RAs mostly contained the moves given in the CARS model. The background move was found mostly in Wildlife Behavior RA introductions, whereas centrality claims were common in Conservation Biology RA introductions. In this study, some changes were suggested and a modified version of CARS model was provided.

In Ozturk's (2007) study, twenty RA introductions were analyzed and the differences between two subdisciplines of applied linguistics, second language

acquisition and second language writing research, were investigated. Swale's (1990) CARS model was used in the analysis of the RA introductions. The findings pointed to the differences in the structural organization of RA introductions in two subdisciplines of applied linguistics. In the second language acquisition corpus, the CARS model was mostly followed. However, in the second language writing corpus, there was not a common pattern in the organization of RA introductions.

Hirano's (2009) study used CARS model to analyze twenty RA introductions from two international journals in the field of English for Specific Purposes in two languages, Brazilian Portuguese and English. The results indicated that introductions in English followed the CARS model closely. But most of the introductions in Brazilian Portuguese did not contain move 2.

The CARS model (1990) has also been used to analyze abstracts although this framework was first developed to analyze RA introductions (see Lores, 2004).

2.2.2. Other sections of research articles

Swales' study led to more research into the structure of other sections of the RAs such as Methods, Results, Discussions, Conclusions and Abstracts. However, the number of studies in these sections is limited. Of these, there is more research on the Discussion section.

Holmes (1997) examined the structure of thirty Discussion sections in three disciplines, History, Political Science and Sociology. Articles were selected from a period of two years to control the changes within disciplines. Analysis of the RAs was based on a modified version of the moves presented in previous studies. The results showed that there were not obligatory moves in the Discussion sections. The most frequent moves were Generalization and Statement of Results. In this study, the articles were also analyzed to determine the most frequent moves which open and close the Discussion section. Statement of Results move was found the preferred opening move, and Recommendation move was found the most frequent one as a closing move.

In another study (Peacock 2002), communicative moves in Discussion sections were investigated across seven disciplines – Physics, Biology, Environmental Science, Business, Language and Linguistics, Public and Social Administration, and Law. Some interdisciplinary variation and NS/NNS differences were found in the type and number of moves and move cycles. At the end of the study, two moves were combined and some moves were changed, and a revised model was proposed.

In a related study presenting the data for the structure of the Results, Discussion and other following sections, Yang & Allison (2003) analyzed the Results, Discussions, Conclusions and Pedagogic Implications sections of 20 RAs. The analysis found that there are six moves in Results section, seven moves in Discussion section, three moves in Conclusion section and four moves in Pedagogic Implications section. 'Reporting results' move is obligatory and the most frequent move in Results section, whereas 'Commenting on results' move is the most frequent and obligatory move in Discussion move. The most frequent element of Conclusion section is 'Summarizing the study'. 'Drawing pedagogic implications' step in 'Dealing with Pedagogic issues' move is the most frequent one in Pedagogic Implications section.

There is one more study focusing on the Results section. In Bruce's (2009) study, the Results sections from RAs in two disciplines, sociology and organic chemistry, were analyzed. The findings showed that there were differences between two disciplines in terms of social genre elements of context, epistemology and writer stance. Additionally, sociology Results sections mostly used the cognitive genre termed Report, and organic chemistry Results sections mainly used Explanation cognitive genre.

There is only one study about the Methods section of RAs. Bruce's (2008) study investigated the use of cognitive genres in 'fast' methods sections and 'slow' methods sections (Research in the social sciences are characterized as slow, and those in the physical sciences, such as medicine and engineering, are characterized as fast.). The data were analyzed for "the use of the organizational features of a cognitive genre model for textual structures" (p. 38). In addition, linguistics features were analyzed using the software Oxford Wordsmith Tools 4.0. The results showed that the

Explanation cognitive genre was consistently used in the fast methods, whereas there was a combination of Recount and Report cognitive genres in slow methods.

2.3. Research Article Abstracts

As for the research article abstracts, it has increasingly gained importance since the abstract is found at the beginning of most journal articles and it allows readers to decide whether it is worth their time to read it. As Pho (2008: 231) says, "it 'sells' the article".

Until recently, writing an abstract has been seen as an easy task when compared to writing a complete RA. However, this is not true because abstracts have a different genre and they differs from RAs in some ways. According to Lorés (2004), these are abstracts' function, rhetorical structure and linguistic realizations which are connected to each other. The function of an abstracts helps to decide its structure as well as its linguistics realizations. There are two types of abstracts in terms of functions: indicative and informative abstracts (Ventola, 1994 cited in Lores, 2004).

2.3.1. Types of abstracts

Indicative abstracts merely indicate what kind of research has been done. An indicative abstract gives a brief description to help readers understand the scope of the paper and some finding without going into details. It is like the summary of the Introduction section in RAs (Lorés, 2004). Indicative abstracts match the CARS model and they have three moves (Establishing a territory, Establishing a niche, Occupying the niche) and different steps within each move.

In contrast to an indicative abstract, an informative abstract mirrors the structure of the whole article. It indicates what kind of research has been done. Additionally, it gives the main results and summarizes the whole paper. This type of abstract resembles

the IMRD model and there are four moves (Introduction, Methodology, Results, Discussion) (Lores, 2004).

There is not much research on the abstracts of RAs when their importance is considered. Hyland (2000) mentioned the importance of the abstracts in his study. For example, when the title of an article is not enough for the reader, abstract gives more information about that article. Also, the abstract offers a brief overview of the research and helps to understand whether that study contains the information that the reader needs. In addition, after reading an article, the abstract helps readers to remember the content of that article, so it saves time.

2.3.2. Previous studies on research article abstracts

There are a few studies on abstracts from the field of applied linguistics. In these studies, focus was not only on the structure of the abstracts but also on the linguistic realizations.

In Lores' (2004) study, the analysis of RA abstracts from two different points (rhetorical organization and thematic structure) was reported. Thirty-six abstracts were taken from four journals in the field of linguistics: Journal of Linguistics, Applied Linguistics, Linguistics and Journal of Pragmatics. Nine abstracts were selected from each of the journals. Three different types of structure were found in that study. Twenty-two abstracts were informative abstracts which followed the IMRD structure, whereas eleven abstracts were found to follow the CARS structure (indicative abstracts). Also, another structure which did not match either of the two structures was found in three abstracts. In this structure, the abstract "starts with a CARS type of structure in which an IMRD model is embedded" (Lores, 2004: 285). Lores (2004: 286) called this structure "combinatory structure" which is a mixed type of informative-indicative abstracts.

In another study, Santos (1996) carried out a research about abstracts' textual organization and some key features. He analyzed ninety-four abstracts from three

journals in the field of applied linguistics: Language Learning, Applied Linguistics and TESOL Quarterly. The main aim of this research was to see the summarized version of RAs offered by researchers. It was found that abstracts followed a five-move pattern:

Move 1 Situating the research
Submove 1A Stating current knowledge
and/or
Submove 1B Citing previous research
and/or
Submove 1C Extended previous research
and/or
Submove 2 Stating a problem
Move 2 Presenting the research
Submove 1A Indicating main features
and/or
Submove 1B Indicating main purpose
and/or
Submove 2 Hypothesis raising
Move 3 Describing the methodology
Move 4 Summarizing the results
Move 5 Discussing the research
Submove 1 Drawing conclusions
and/or
Submove 2 Giving recommendations

Figure 2.3. Santos' move pattern (Santos, 1996: 485)

In that pattern, in Move 1 the general topic and the shortcomings of previous study is stated and the reader is motivated to examine the research. Move 2 introduces the research descriptively or purposively. Move 3 describes the design of the study. Move 4 summarizes briefly the main results of the research and in Move 5 conclusions are drawn or recommendations are offered. It was also found in that study that different moves serve different genre purposes, and as a result of this, each move needs to have different linguistic resources such as thematization, tense choice, and voice choice.

Interdisciplinary studies on the structure of abstracts are very limited. Similar to the research carried out in only one field, interdisciplinary research also focuses on both the structures and linguistic realizations.

Hyland (2000) analyzed eight hundred abstracts from the 1997 issues of ten journals in eight disciplines (Sociology, Marketing, Philosophy, Biology, Applied Linguistics, Electronic engineering, Mechanical engineering, Physics). Five moves were

found according to the results of the analysis. These moves were Introduction, Purpose, Method, Product (Results) and Conclusion. In that study, very limited number of abstracts contained all the five moves. The most frequent move was Product and the most frequent move structures were Purpose-Method-Product and Introduction-Purpose-Product. The findings also showed that in the soft knowledge fields Introduction was an important move, whereas in the hard knowledge fields Introduction was omitted in favour of the Method move.

Pho's (2008) study investigated the rhetorical moves as well as the linguistic realizations of abstracts. Thirty RA abstracts published between 2005 and 2006 were selected from three journals in the fields of applied linguistics (The Modern Language Journal and TESOL Quarterly) and educational technology (Computers and Education). Santos's (1996) model was used to analyze the structure of the abstracts. But, in that study, moves were not divided into submoves. The model contained five moves: Situating the research, Presenting the research, Describing the methodology, Summarizing the findings and Discussing the research. The results showed that there were some differences in the structure of abstracts between the journals but there were three obligatory moves in these two fields. These moves were Presenting the research, Describing the methodology, and Summarizing the results. On the other hand, "situating the research" move was the least frequent move in all journals. The results also indicated that the linguistic realizations of moves were similar across the journals and disciplines. It was found that grammatical subjects, verb tense and voice can help distinguish moves in the abstract in terms of linguistic features.

As far as contrastive studies are concerned, there is very little research on the rhetorical structure of RA abstracts comparing different languages.

Martin (2003) carried out a genre analysis of English and Spanish research paper abstracts in experimental social sciences to investigate to what extend there is a rhetorical variation between the RA abstracts written in English for international journals and those written in Spanish and published in Spanish journals. The study contained a total of 160 RA abstracts written in English and Spanish. The results

showed that the rhetorical structure of abstracts written in Spanish in the area of experimental social sciences generally reflected the international conventions based on the norms of the English academic discourse community. Structural units in the abstracts were Introduction, Methods, Results and Conclusion. It was also found that the most frequent unit was Introduction and the frequency of Methods unit was similar in the abstracts in both languages. On the other hand, Conclusion was more frequent in the abstracts written in English and there was a tendency to omit Results in Spanish abstracts.

In another contrastive study, Bonn and Swales (2007) compared English and French academic article abstracts in the language sciences to understand how and why the genre might be affected according to the language. Sixty abstracts were selected in each language. There were two corpora in that study. The first one consisted of abstracts from a French linguistics journal and a corresponding English one. The other corpus contained paired French and English abstracts from the bilingual EAP journal Asp; along with a report on e-mail interview findings from two articles in Asp journal. However, there was not significant finding at that point. The abstracts differed in terms of choice of voice, personal pronoun use, sentence length and transition word selection. In addition to these linguistics features, minor difference in rhetorical features was found. English abstracts focused on the importance of the research, whereas French abstracts placed more emphasis on giving data.

In the contrastive studies mentioned above, Spanish and French abstracts were compared to abstracts written in English. However, in these studies, the focus was more on the linguistic features. The writers did not pay much attention to rhetorical features. More contrastive research is needed in this area. As far as Turkish is concerned, there is no research on abstracts. Hence the purpose of this study is to investigate the similarities and differences between the rhetorical structure of abstracts written in English and Turkish.

The research questions are given below:

1-How are Applied Linguistics abstracts written in English organised?

2-How are Educational Technology abstracts written in English organised?

3-Are there any similarities and differences between the structural organization of Applied Linguistics abstracts and Educational Technology abstracts written in English?

4-How are Applied Linguistics abstracts written in Turkish organised?

5-How are Educational Technology abstracts written in Turkish organised?

6-Are there any similarities and differences between the structural organization of Applied Linguistics abstracts and Educational Technology abstracts written in English?

7-Are there any similarities and differences between the structural organization of Applied Linguistics abstracts written in English and Turkish?

8-Are there any similarities and differences between the structural organization of Educational Technology abstracts written in English and Turkish?

CHAPTER 3

METHODOLOGY

This chapter describes the corpus and procedures for analysis used in this study. It consists of two sections.

3.1. The Corpus

The corpus used in the present study consisted of 100 RA abstracts from 18 leading journals in the fields of Applied Linguistics and Educational Technology. Fifty articles were written in English and fifty in Turkish.

The corpus was restricted to empirical studies. As Holmes (1997) mentions in his study, different types of articles "represent distinct genres with distinct communicative purposes" (p. 5, 6) therefore, theoretical and review articles were excluded from the scope of the study.

3.1.1. The English corpus

The corpus contained a total of 50 RA abstracts written in English. Articles were selected from 10 different journals. Leading journals of the field were chosen for the study. (The impacts factors of the journals ranged from 1 to 2)

Five journals were used for each field, and the abstracts were chosen randomly from each journal. All of the articles in the English corpus were published between 2006 and 2010.

Journals in the field of Applied Linguistics were *Studies in Second Language Acquisition* (SSLA), *The Modern Language Journal* (ML), *Applied Linguistics* (AL), *Language Learning* (LL), *System* (SYS). Journals in the field of Educational Technology were *Computer Assisted Language Learning* (CALL), *Language and*

Education (LE), *British Journal of Educational Technology* (BJET), *Journal of Computer Assisted Learning* (CAL), *Computers and Education* (CE).

3.1.2. The Turkish corpus

As in the English Corpus, the Turkish corpus consisted of fifty RA abstracts. Articles were selected from 8 different journals. Articles from two journals (*Hacettepe University Journal of Education* and *Elementary Education Online)* were used both for the field of applied linguistics and educational technology.

All the journals were selected from ULAKBIM Turkish Social Sciences Database.

The number of articles in the two corpora was not equal; therefore, articles published in 2004 and 2005 were also included to match the number of the articles used in the English corpus.

Journals in the field of Applied Linguistics were *Hacettepe University Journal of Education* (HEF), *National Education* (NE), *Elementary Education Online* (EEO), *TOMER* (TO), *Inonu University Journal of the Faculty of Education* (IU). Journals in the field of Educational Technology were *Hacettepe University Journal of Education* (HU), *Journal of Educational Technology Research* (JET), *Ankara University Journal of Faculty of Educational Sciences* (AU), *Elementary Education Online* (EO), *Journal of Uludag University Faculty of Education* (UU).

3.2. Procedure

There are two basic types of abstracts which are indicative and informative abstracts (Lores, 2004).

Indicative abstracts merely indicate what kind of research has been done. This type of abstract indicates the scope of the paper and some general findings are given. It

is like the summary of the structure of the Introduction section in RAs. Indicative abstracts match the CARS model. The CARS model consists of three moves and different steps within each move. According to Samraj (2005) in this model, first move establishes the general topic being discussed. Also, the centrality of the topic within the field may be presented. A niche within this territory is created pointing out a gap in previous researches. Finally, how the research will fill this niche is indicated by the author of the article. The model is given below.

Move 1- Establishing a territory

Step 1- Claiming centrality

Step 2- Making topic generalizations

Step 3- Reviewing items of previous research

Move 2- Establishing a niche

Step 1- Counter-claiming

Step 2- Indicating a gap

Step 3- Question-raising

Step 4- Continuing a tradition

Move 3- Occupying the niche

Step 1- Outlining purposes or announcing present research

Step 2- Announcing present findings

Step 3- Indicating RA structure

Figure 3.1. The CARS model

Another type of abstract is informative abstract. Informative abstract mirrors the structure of the whole article. It indicates what kind of research has been done. Additionally, it gives the main results and summarizes the whole paper. This type of abstract is also called the IMRD model (Lores, 2004). There are four moves in this type of abstracts. The model is given below.

Move 1- Introduction

Move 2- Methods

Move 3- Results

Move 4- Discussion/Conclusion

Figure 3.2. The IMRD model

The first move describe the writer's purpose, goals of the research and problems to be dealt with. Then the data and methodology of the study are given. In the Results section, the general findings are summarized briefly. Lastly, an explanation of the results and some implications for the further research is indicated.

In the study about research article abstracts, Lores (2004) mentions another type of abstract which is the combination of indicative and informative abstracts. Lores (2004, p. 286) labels it as the mixed type of informative-indicative abstracts. The moves and steps in this type of model can be illustrated as follow as

C Move 1- Establishing a territory- M1S1/S2

A Move 2- Establishing a niche- M2S1 (indicating a gap)

R Move 3- Occupying the niche

S M3S1 (announcing the research)

I = Introduction (I)

M Move 4- Methods (M)

R Move 5- Results (R)

D Move 6- Discussion/Conclusion (D)

Figure 3.3. The mixed-type model

A pilot study was carried out to select the most appropriate model for the analysis of the abstracts. In this pilot study, twenty article abstracts (five article abstracts from each field in both language) in the corpus were selected. The criterion for the selection of these article abstracts was the publication time. The nearest articles were chosen. These abstracts were initially analyzed by using the IMRD model. According to the results the most commonly used model was the IMRD, but in 4 article abstracts there was one more move "establishing a territory" which can be accounted for by the

use of the mixed type model mentioned above. Consequently, in the present study, all of the article abstracts were analyzed according to the mixed type model.

The analysis of the abstracts was carried out manually. Each move was shown with a different colour. In the study, the unit of analysis was the sentence. In the instances where a move was embedded in another or two moves were given in one sentence, it was assigned to the move that seemed more salient as in the studies of Ozturk (2007) and Hirano (2009). This is exemplified below.

> This study investigated the effects of a metacognitive process-based approach to teaching second language (L2) listening over a semester (LL1).

In this case, the sentence starts with an introduction (I), but then some information which belongs to Methodology Move (M) is given. Here, Introduction Move seems more salient. Hence the sentence as a whole was assigned to Introduction Move.

In the few instances where it was not possible to decide which move was more salient, both moves were coded in a single sentence following Holmes (1997). This is exemplified below.

> This article discusses some of the theoretical issues raised against the practice, outlines the status of recent empirical evidence and presents a 10-month study of the effects of WCF on two functional uses of the English article system given to 52 low-intermediate ESL students in Aucland, New Zealand (AL1).

In this case, after presenting the study (I), the writer gives information about the participants (M). The sentence was coded as containing two moves (I and M).

In a very limited instances in which a sentence contained two moves, both moves were coded in a single sentence although a move was more salient since the only information about that move was embedded in that sentence. This is exemplified below.

> In this article, I describe a research project in which primary students jointly negotiated ground rules for working together in an online discussion forum (LE2).

In this case, some information which belongs to the Methodology Move (the characteristics of the participants and equipment used) is given. Here the Introduction Move seems more salient. On the other hand, only information about the Methodology Move is given in that sentence, so both moves were coded. The other two instances were also coded in that way.

The analysis was carried out first by the researcher. Then, for considerations of reliability, the abstracts were analyzed by a second rater, who specializes in applied linguistics.

CHAPTER 4

RESULTS

In this chapter, the results of rhetorical organization of abstracts in terms of moves (and steps) written in English and Turkish are presented. Additionally, similarities and differences in the structure of RA abstracts in both languages are indicated.

The structure of the abstracts from two fields was analyzed and their structure was compared to the structure of the abstracts in each language.

4.1. Move Structures of Research Article Abstracts in the English Corpus

The results concerning move structures of RA abstracts in the English corpus are given in Table 4.1 below.

Table 4.1. Move structure of RA abstracts in the English corpus

Applied Linguistics		Educational Technology	
RA	Moves*	RA	Moves
AL1	ET-I/M-M-R	BJET1	I-M-R-D
AL2	I-M-R-D	BJET2	I-M-R
AL3	I/M-M-R-D-R-D	BJET3	I-M-R-D
AL4	I-M-R-D	BJET4	ET-I-M-R-D
AL5	ET-I-M-R	BJET5	I-M-R
LL1	I-M-R	CALL1	I-R
LL2	I-M-R-D	CALL2	I-M-R-D
LL3	I-M-R	CALL3	ET-I-M-R-D
LL4	I-M-R-D	CALL4	I-M-R-D
LL5	I-M-R	CALL5	ET-I-M-R-D
ML1	I-M-D-R/D	CE1	I-M-R
ML2	I/M-R-RAS	CE2	ET-I-M-R
ML3	I-M-I-M-R	CE3	I-M-I
ML4	ET-I-M-R-RAS	CE4	I-M-R
ML5	I-M/R	CE5	I-M-R-M-R
SSLA1	I-M/R-D	CAL1	I-M-R
SSLA2	I-M-R	CAL2	I-M-R-D
SSLA3	I-M-R-D	CAL3	I-M-R
SSLA4	I-M-R-D	CAL4	I-M-R-D
SSLA5	I-M-R	CAL5	ET-I-M-R-D
SYS1	I-M-R-D	LE1	I-M-I-M-R
SYS2	ET-EN-I-M-R-RAS	LE2	ET-I(M)I-R-D
SYS3	ET/EN-I-M-R/D	LE3	ET-I/M-R
SYS4	I-M-R	LE4	M-R
SYS5	I-M-R	LE5	I/M-I/M-R-D

*ET= Establishing Territory; EN= Establishing a niche; I=Introduction; M=Methodology; R= Results; D=Discussion; RAS=Indicating Research Article Structure

Table 4.1 shows that there are seven different moves (Establishing a territory, Establishing a niche, Introduction, Methodology, Results, Discussion and Indicating Research Article structure) in the structure of abstracts in the RAs written in English. But some of these moves did not occur in the abstracts analyzed. All abstracts in the English corpus contain the moves Introduction, Methodology and Results with the exception of three abstracts. The other moves were not present in all abstracts. For instance, twelve abstracts have the move Establishing a territory and twenty-six abstracts have the move Discussion. The move structures of abstracts in both fields are similar. Another result is that there is a move indicating RA structure in three abstracts. All of these three abstracts also have Introduction, Methodology and Results moves. In addition, two of these abstracts have Establishing a territory Move. Another interesting finding is that only two abstracts have Establishing a niche Move.

The findings reported above indicate that there are not interdisciplinary differences in the rhetorical structure of abstracts written in English.

4.2. Move Structures of Research Article Abstracts in the Turkish Corpus

The sixth research question of the study was concerned with the move structure of abstracts written in Turkish. The results are shown in Table 4.2 below.

Table 4.2. Move structure of RA abstracts in the Turkish corpus

Applied Linguistics		Educational Technology	
RA	Moves	RA	Moves
NE1	I-M-R	UU1	ET-I-M-R
NE2	I-M-R-M	UU2	I(M)I-R-D
NE3	ET-I-M-R	UU3	I-M-R/RAS
NE4	I-M-R	EEO1	I-M-R
NE5	I-M-R	EEO2	I(M)I-R
NE6	I-M-R	EEO3	I-M-R
NE7	ET-I-M-R-D	EEO4	I-M-R
EEO1	I-M-R	EEO5	I-M-R
EEO2	I-M	EEO6	I-M-R
EEO3	ET-I-R	EEO7	I-M-R-D
IU1	ET-M-R	JET1	ET-I-M-R
IU2	I-M-R	JET2	I-M-R
IU3	I-M-R	JET3	I-M-R
TO1	I-M-R	AU1	I-M-R
TO2	I-M/R-M	AU2	I-M-R
TO3	I-M-R-D	AU3	I-M-R-D
TO4	ET-I-M-R	AU4	I-M-R
TO5	I-M-R	AU5	I-M-R
HEF1	I-M-R-D	HU1	I-M-R
HEF2	I-ET-I	HU2	I-M-R
HEF3	ET-I-M-R	HU3	I-M-R
HEF4	ET-R	HU4	ET-I-M-R
HEF5	I-M-R	HU5	I-M-R
HEF6	I-M	HU6	ET-I-M-R
HEF7	I-M-R	HU7	I-M

Table 4.2 shows that the most frequent moves, similar to the structure of English RA abstracts, are Introduction, Methodology and Results. Also, eleven RA abstracts have Establishing a territory Move. According to the results, only six RA abstracts have a Discussion move. All of the abstracts which have a Discussion move are written in the IMRD model. Only one out of these six abstracts has one more move which is Establishing a territory. Another result is that only one abstract has a move indicating RA structure.

The findings reported above indicate that there are not interdisciplinary differences in the rhetorical structure of abstracts written in Turkish.

4.3. Move Patterns in the Field of Applied Linguistics

To move to the results regarding the frequency of the move patterns in the field of Applied Linguistics in both languages, they are provided in Table 3 below.

Table 4.3. Frequency of move patterns in English and Turkish RA abstracts in Applied Linguistics

Move structure	English		Turkish	
	N	%	N	%
ET-R	-	-	1	4
I-M	-	-	2	8
I-M/R	1	4	-	-
ET-I-R	-	-	1	4
ET-M-R	-	-	1	4
I/M-R-RAS	1	4	-	-
I-ET-I	-	-	1	4
I-M/R-D	1	4	-	-
I-M/R-M	-	-	1	4
I-M-R	7	28	11	44
ET-I/M-M-R	1	4	-	-
ET-I-M-R	1	4	3	12
ET/EN-I-M-R/D	1	4	-	-
I-M-D-R/D	1	4	-	-
I-M-R-D	7	28	2	8
I-M-R-M	-	-	1	4
ET-I-M-R-D	-	-	1	4
ET-I-M-R-RAS	1	4	-	-
ET-EN-I-M-R-RAS	1	4	-	-
I-M-I-M-R	1	4	-	-
I/M-M-R-D-R-D	1	4	-	-

Some of the patterns listed in Table 3 were language specific that is occurred in one corpus but not the other. For instance, I-M/R, I/M-R-RAS, I-M/R-D, ET-I/M-M-R, ET/EN-I-M-R/D, I-M-D-R/D, ET-I-M-R-RAS,ET-EN-I-M-R-RAS, I-M-I-M-R, I/M-M-R-D-R-D patterns occurred in English but not in Turkish, and ET-R, I-M, ET-I-R,

ET-M-R, I-ET-I, I-M/R-M, I-M-R-M, ET-I-M-R-D patterns occurred in Turkish but not in English.

To turn to the frequency of occurrence, the results indicate that the most frequent move patterns in RA abstracts written in English are I-M-R (28%) and I-M-R-D (28%), whereas the most frequent move pattern in Turkish abstracts is I-M-R (44%). Only eight % of abstracts written in Turkish have the I-M-R-D pattern. Another pattern which is seen in Turkish abstracts is ET-I-M-R (12%). The occurrence of other patterns was not significant. They occurred only once in the abstracts written in both languages.

The findings reported above indicate that there are differences in the rhetorical structure of abstracts written in English and those written in Turkish.

4.4. Move Patterns in the Field of Educational Technology

As for the eighth research question which was concerned with the frequency of the move patterns in the field of Educational Technology in both languages, the results are given in Table 4.4.

Table 4.4. Frequency of move patterns in English and Turkish RA abstracts in Educational Technology

Move structure	English		Turkish	
	N	%	N	%
I(M)I-R	-	-	1	4
I-M	-	-	1	4
I-R	1	4	-	-
M-R	1	4	-	-
ET-I/M-R	1	4	-	-
I(M)I-R-D	-	-	1	4
I-M-I	1	4	-	-
I-M-R	6	24	15	60
I-M-R/RAS	-	-	1	4
ET-I(M)I-R-D	1	4	-	-
ET-I-M-R	1	4	4	16
I/M-I/M-R-D	1	4	-	-
I-M-R-D	6	24	2	8
ET-I-M-R-D	4	16	-	-
I-M-I-M-R	1	4	-	-
I-M-R-M-R	1	4	-	-

Some of the patterns listed in Table 4 were language specific that is occurred in one corpus but not the other. For instance, I-R, M-R, ET-I/M-R, I-M-I, ET-I(M)I-R-D, I/M-I/M-R-D, ET-I-M-R-D, I-M-I-M-R, I-M-R-M-R patterns occurred in English but not in Turkish, and I(M)I-R, I-M, I(M)I-R-D, I-M-R/RAS patterns occurred in Turkish but not in English.

To move to the frequency of occurrence according to the results in Table 4, the most frequent move structures in English RA abstracts are I-M-R (24%) and I-M-R-D (24%). The next most frequent pattern is ET-I-M-R-D (16%). However, in Turkish RA abstracts the I-M-R pattern was significantly more frequent than the other patterns which accounted for the sixty percent of all the move structures in the Turkish corpus. The second frequent pattern was ET-I-M-R (16%). The percentage of the I-M-R-D pattern was eight. The occurrence of other patterns was not significant. They occurred only once in the abstracts written in both languages.

The findings reported above indicate that there are differences in the rhetorical structure of abstracts in the field of Educational Technology written in English and those written in Turkish.

An interesting finding of the study is that in some abstracts (sixteen percent), the move pattern consists of only two moves such as I-M-I, I-R, M-R, I-M, I-ET-I and ET-R. These structures were used only once except for I-M pattern which was used three times in the whole corpora.

CHAPTER 5

DISCUSSION

In this study, the structure of abstracts written in English from two disciplines (applied linguistics and educational technology) was analyzed and their structure was compared to the structure of abstracts written in Turkish in each discipline. The goal was to examine the similarities and differences between the structures of abstracts in two disciplines, and between abstracts written in English and Turkish.

5.1. The structure of RA abstracts in Applied Linguistics and Educational Technology written in English

As a first step, abstracts from two disciplines written in English were compared. The most frequent moves in both fields were Introduction, Methodology and Results, a finding similar to the results of Martin (2003) whose study was in the area of experimental social sciences. This is also consistent with the findings of Pho (2008). He analyzed twenty applied linguistics RA abstracts and found that the introduction, methodology and results moves were the most frequent moves in that study

As for the differences and similarities between the two fields, all Applied Linguistics abstracts in the English corpus contained the moves Introduction, Methodology and Results whereas in three Educational Technology abstracts there were some exceptions. There was not a Methodology move in CALL1, the Results move in CE3 and the Introduction move in LE4. The occurrence of Establishing a territory and Discussion moves was almost the same.

The most striking differences between Applied Linguistics and Educational Technology abstracts were Establishing a niche and Indicating Research Article Structure moves. These two moves were only present in Applied Linguistics abstracts. Three abstracts (ML2, ML4, SYS2) contained Indicating Research Article Structure move and two abstracts (SYS2, SYS3) contained Establishing a niche move.

Establishing a niche move shared a similarity with the results of Lores' (2004) study. Lores (2004) analyzed 36 RA abstracts from linguistics journals and found that only three abstracts contained that move.

The most frequent move patterns were I-M-R and I-M-R-D in both fields and the frequency of occurrence was quite similar (28% in Applied Linguistics, 24% in Educational Technology) which was a different finding from the study of Hyland (2000). The most frequent move pattern was I-M-R (33%) in applied linguistics abstracts in Hyland's (2000) study and I-M-R-D pattern was present in only eleven percent of the abstracts. In the present study, in Applied Linguistics abstracts, both I-M-R and I-M-R-D patterns were present in seven abstracts; and in Educational Technology abstracts, they occurred six times. However, in Educational Technology abstracts there was another frequent move pattern, ET-I-M-R-D. This pattern was present in four abstracts. Also, all of the other move patterns in Applied Linguistics abstracts and most of the other move patterns in Educational Technology abstracts contained the moves Introduction, Methodology and Results but the order of these moves were different. Hence the difference cannot be explained in terms of an interdisciplinary variation. The writers of these RA abstracts in both fields may just want to explain the aim of their research, describe the methodology and present the results of their studies without paying attention to the order of these moves.

Another finding was that there were three Educational Technology abstracts which had only two moves. Hyland (2000) has also observed that there were a high number of two-move abstracts, but he suggested that these two moves were about the introduction and results which was different from the present study. In this study, only one case (CALL1) consisted of the moves Introduction and Results. In one of the other cases, there were Introduction and Methodology moves, and another abstract contained the Methodology and Results moves.

5.2. The structure of RA abstracts in Applied Linguistics and Educational Technology written in Turkish

As a second step, the structures of abstracts from the two disciplines written in Turkish were compared. The most frequent moves in both fields were Introduction, Methodology and Results. All of Educational Technology abstracts had these three moves except for one abstract which did not contain the Results move while in Applied Linguistics abstracts there were more abstracts in which these three moves were not present.

An important finding was that only six abstracts (three from each discipline) had a Discussion move. There might be two reasons of this finding. Firstly, Turkish researchers do not point out a gap in previous research, and they do not have research questions to fill this gap. Or they just choose a subject for their research without reading the studies in the literature. Therefore, they may not need to discuss the results or findings of the study and compare them with the studies in the literature. Secondly, since examples of gap-type research in the Turkish literature are rare, novice researchers may follow the structure of the previous studies in which a gap is not indicated. As a result, Turkish researchers may tend to omit the Discussion move in their studies.

Establishing a territory move was more frequent in Applied Linguistics abstracts than Educational Technology abstracts. Eight abstracts contained that move in Applied Linguistics abstracts whereas in only four Educational Technology abstracts included that move. This finding needs to be investigated further to see whether this can be explained in terms of interdisciplinary variation.

In the Turkish corpus, the number of two-move abstracts is higher but almost all of these abstracts contained different two moves. Only the Introduction and Methodology moves were present in three abstracts.

The most frequent move pattern was I-M-R in both fields in abstracts written in Turkish. The other patterns were ET-I-M-R and I-M-R-D. The Turkish corpus contained the RAs published between 2004 and 2010. Explaining this move pattern

variation can be possible with a further research. It needs to be examined whether there has been a change in the conventions between these years in the journals.

5.3. Comparison of the Structure of Abstracts written in English and Turkish

When the structures of abstracts were compared in terms of the two languages, it was found that in both languages the moves Introduction, Methodology and Results are important. Writers may need to introduce their research and explain their purpose to attract their readers. Also, describing the methodology can help the reader to understand the study clearly. Since the present study includes only empirical articles, reporting the results is an important part of the study.

This finding correlates with the previous studies in some ways and differs from them in some other ways. Martin (2003) found that the Introduction move was the most frequent move in the abstracts both in English and Spanish. The frequency of occurrence of the Methods move was also similar in both languages. But there was a tendency to omit the Results move in the Spanish abstracts. In Samraj's (2005) study, the Results move was found the most important move, whereas the Methods move was not as frequently found as the other moves in the abstracts.

The findings of the present study suggest that there are important differences between the rhetorical organization of abstracts written in Turkish and those written in English. In contrast to Turkish RA abstracts in which the I-M-R pattern seemed to predominate, in English RA abstracts two patterns (I-M-R and I-M-R-D) were equally predominant in the organization of RA abstracts in the field of Applied Linguistics. The same goes for the results in the field of Educational Technology. The I-M-R pattern was the most frequent one in abstracts written in Turkish, whereas the I-M-R and I-M-R-D patterns were equally frequent in abstracts written in English.

The reason for such a result might be explained by the editorial policy of journals. Journals in the Turkish corpus require their authors to succinctly summarize the major points of the manuscript in the abstract. For example, National Education

abstracts are required to project the aim and the results of the work as relevant and short as possible. So Turkish writers may choose to explain the purpose and findings shortly and not to discuss the study in the abstract section.

The most interesting difference, with highly statistical significance, between the English and Turkish abstracts is related to the frequency of occurrence of the Discussion move, in which an explanation of the results and some implications for the further research is indicated. Whereas the Discussion move occurred in forty-six percent of the abstracts written in English, this move was present only in twelve percent of the abstracts written in Turkish. This move was also one of the least frequent moves according to Pho's (2008) study.

5.3.1. Move embeddings

Generally most of the moves in the corpus were realized by a sentence or a series of sentences or at least a clause. However there were some cases where a move appeared in the form of a phrase or a word as in the study of Pho (2008). Most of the move embeddings found in the English corpus occurred with the Methodology move, and this move was embedded in the Introduction move or the Results move. The fact that the Methodology move is more likely to be embedded than the other moves can be explained by the relative flexibility of the realization of this move. For instance, the methods of the study can be expressed in a phrase at the beginning of a sentence presenting the research.

Also, Santos (1996) explains move embedding as the feeling of the author to compete for the attention of a busy readership. If the interest of the reader cannot be attracted in the first sentence, the RA may not be read. On the other hand, Hyland (2000) and Martin (2003) see presenting two moves in a single sentence as a response to the space constraints of the abstract.

Move embedding was observed in only two cases in the abstracts written in Turkish. In one of the case, the Results move was embedded in the Methodology move,

and in the other case the move Indicating Research Article Structure was embedded in the Results move. The issue requires further research.

CHAPTER 6

CONCLUSION

6.1. Summary of the study

The purpose of the study was to investigate the rhetorical organization found in RA abstracts written in English and Turkish. The data used in this study consisted of 100 abstracts published in two disciplines (applied linguistics and educational technology). Articles were selected from eighteen different journals published between 2004 and 2010 (see Appendix 1).

The findings of the study can be summarized as follows:

There were seven different move patterns in the abstracts analyzed: Establishing a territory, Establishing a niche, Introduction, Methodology, Results, Discussion, and Indicating Research Article Structure.

The analysis of the structure of abstracts has revealed that the Introduction, Methodology and Results moves are the most frequent moves in abstracts in both languages.

Whereas the Discussion move is fairly common in the abstracts written in English, the same cannot be said for the abstracts written in Turkish. There is a strong tendency to omit the Discussion move in the Turkish abstracts. The frequency of occurrence of this move was twelve percent as opposed to forty-six percent in the abstracts written in English.

The frequency of occurrence of Establishing a territory move was the same in both languages (24%).

The least frequent moves in the abstracts written in English were Establishing a niche (4%) and Indicating Research Article Structure (6%). On the other hand, the least frequent move in the abstracts written in Turkish was the move Indicating Research

Article Structure. This move occurred only once. Additionally, the Establishing a niche move was not seen in any of the abstracts.

The findings of the present the study indicates that the most frequent patterns in the English corpus are I-M-R and I-M-R-D, whereas I-M-R pattern is significantly more frequent in the Turkish corpus.

6.2. Limitations of the Present Study

The corpus analyzed here is limited, being composed of fifty abstracts in each language. So, a larger corpus is needed to generalize the findings.

Moreover, all of the articles in the English corpus were published between 2006 and 2010, but the Turkish corpus included the articles published in 2004 and 2005 to match the number of articles used for the English corpus. If there is a conventional change between 2004 and 2010, this may have affected the results.

Additionally, five articles were selected from each journal in the English corpus, whereas the number of the articles selected from the journals in the Turkish corpus ranged from three to seven because of the limited number of studies in Turkish.

6.3. Suggestions for further research

A very interesting finding of this study was that all the moves identified by the mixed type model were found in only one abstract. Some new moves have emerged, while some others are simply disappearing. Some moves have gained popularity, while others have attracted less attention. So further research is needed with a larger corpus to generalize the findings of the present study.

Also, it should be remembered that the present study contained abstracts from empirical RAs, and the results may be applicable to this specific genre. Other types of RA abstracts such as theoretical and review articles may have different move structures.

As a further research, comparative studies of these types of RA abstracts can be carried out.

6.4. Implications of the Present Study

The findings of this study may have some implications for the teaching of academic writing. Nowadays, almost all of the articles are required to have an abstract written in English. Thus knowing the textual organization of abstracts is necessary for NNSs of English even if they do not publish their work in English.

Martin (2003) suggests in his study that there are some guidebooks and manuals about writing research articles, but only a few of them describe the textual organization and linguistic features of scientific genres satisfactorily. Using the findings of the present study can increase NNSs' knowledge and can be used as a useful source to produce their abstracts.

Also, this study can help to understand certain similarities and differences in abstracts according to the discipline and language.

REFERENCES

Bonn, S. V. and Swales, J. M. (2007). English and French journal abstracts in the language sciences: three exploratory studies. *Journal of English for Academic Purposes, 6*, 93-108.

Bruce, I. (2008). Cognitive genre structures in methods sections of research articles: a corpus study. *Journal of English for Academic Purposes, 7* (1), 39-55.

Bruce, I. (2009). Results sections in sociology and organic chemistry articles: a genre analysis. English for Specific Purposes, 28, 105-124.

Dudley-Evans, T. and St. John, M. J. (2002). Developments *in ESP: a multi-disciplinary approach*. Cambridge: Cambridge University Press.

Hirano, E. (2009). Research article introductions in English for specific purposes: a comparison between Brazilian Portuguese and English. *English for Specific Purposes, 28*, 240-250.

Holmes, R. (1997). Genre analysis and the social sciences: an investigation of the structure of research article discussion sections in three disciplines. *English for Specific Purposes, 16* (4), 321-337.

Hyland, K. (2000). *Disciplinary discourses: social interactions in academic writing*. London: Longman.

Lorés, R. (2004). On RA abstracts: from rhetorical structure to thematic organisation. *English for Specific Purposes, 23* (3), 280-302.

Martin, P. M. (2003). A genre analysis of English and Spanish research paper abstracts in experimental social sciences. *English for Specific Purposes*, *22*, 25-43.

Ozturk, I. (2007). The textual organization of research article introductions in applied linguistics: variability within a single discipline. *English for Specific Purposes, 26*, 25-38.

Peacock, M. (2002). Communicative moves in the discussion section of research articles. *System, 30*, 479-497.

Pho, P. D. (2008). Research article abstracts in applied linguistics and educational technology: a study of linguistic realizations of rhetorical structure and authorial stance. *Discourse Studies, 10* (2), 231-250.

Samraj, B. (2002). Introductions in research articles: variations across disciplines. *English for Specific Purposes, 21*, 1-17.

Samraj, B. (2005). An exploration of a genre set: research article abstracts and introductions in two disciplines. *English for Specifis Purposes, 24,* 141-156.

Santos, M. B. (1996). The textual organization of research paper abstracts in applied linguistics. *Text, 16* (4), 481-499.

Stotesbury, H. (2003). Evaluation in research article abstracts in the narrative and hard sciences. *Journal of English for Academic Purposes, 2*, 327-341.

Swales, J. M. (1990). *Genre analysis: English in academic and research setting.* Cambridge: Cambridge University Press.

Swales, J. M. (2004). *Research genres: explorations and applications*. Cambridge: Cambridge University Press.

Yang, R. and Allison, D. (2003). Research articles in applied linguistics: moving from results to conclusions. *English for Specific Purposes, 22*, 365-385.

APPENDIX 1

Journals used for the analysis

English Corpus

Applied Linguistics

Studies in Second Language Acquisition (SSLA)
The Modern Language Journal (ML)
Applied Linguistics (AL)
Language Learning (LL)
System (SYS)

Educational Technology

Computer Assisted Language Learning (CALL)
Language and Education (LE)
British Journal of Educational Technology (BJET)
Journal of Computer Assisted Learning (CAL)
Computers and Education (CE)

Turkish Corpus

Applied Linguistics

Hacettepe University Journal of Education (HEF)
National Education (NE)
Elementary Education Online (EEO)
TOMER (TO)
Inonu University Journal of the Faculty of Education (IU)

Educational Technology

Hacettepe University Journal of Education (HU)
Journal of Educational Technology Research (JET)
Ankara University Journal of Faculty of Educational Sciences (AU)
Elementary Education Online (EO)
Journal of Uludag University Faculty of Education (UU)

APPENDIX 2

Articles used for the analysis

English Corpus

Applied Linguistics

AL1. Bitchener, J. and Knoch, U. (2009). The contribution of written corrective feedback to language development: a ten month investigation. *Applied Linguistics, 31* (2), 193-214.

AL2. Gan, Z., Davison, C. and Hamp-Lyons, L. (2008). Topic negotiation in peer group oral assessment situations: a conversation analytic approach. *Applied Linguistics, 30* (3), 315-334.

AL3. Derwing, T. M., Munro, M. J. and Thomson, R. I. (2007). A longitudinal study of ESL learners' fluency and comprehensibility development. *Applied Linguistics, 29* (3), 359-380.

AL4. Laufer, B. and Girsai, N. (2008). Form-focused instruction in second language vocabulary learning: a case for contrastive analysis and translation. *Applied Linguistics, 29* (4), 694-716.

AL5. Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics, 27* (3), 405-430.

LL1. Vandergrift, L. and Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: an empirical study. *Language Learning, 60* (2), 470-497.

LL2. Tonzar, C., Lotto, L. and Job, R. (2009). L2 vocabulary acquisition in children: effects of learning method and cognate status. *Language Learning, 59* (3), 623-646.

LL3. Kormos, J. and Csizer, K. (2008). Age-related differences in the motivation of learning English as a foreign language: attitudes, selves, and motivated learning behavior. *Language Learning, 58* (2), 327-355.

LL4. Sheen, Y. (2008). Recasts, language anxiety, modified output, and L2 learning. *Language Learning, 58* (4), 835-874.

LL5. Tavakoli, P. and Foster, P. (2008). Task design and second language performance: the effect of narrative type on learner output. *Language Learning, 58* (2), 439-473.

ML1. Nakatani, Y. (2010). Identifying strategies that facilitate EFL learners' oral communication: a classroom study using multiple data collection procedures. *The Modern Language Journal, 94*, 116-136.

ML2. Kato, S. (2009). Suppressing iner speech in ESL reading: implications for developmental changes in second language word recognition processes. *The Modern Language Journal, 93*, 471-488.

ML3. Takimoto, M. (2008). The effects of deductive and inductive instruction on the development of language learners' pragmatic competence. *The Modern Language Journal, 92*, 369-386.

ML4. Kim, Y. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *The Modern Language Journal, 92*, 114-130.

ML5. Liu, M. and Jackson, J. (2008). An exploration of chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal, 92*, 71-86.

SSLA1. Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *SSLA, 31*, 577-607.

SSLA2. Taguchi, N. (2008). The role of learning environment in the development of pragmatic comprehension. *SSLA, 30*, 423-452.

SSLA3. O'Brien, I., Segalowitz, N., Freed, B. and Collentine, J. (2007). Phonological memory predicts second language oral fluency gains in adults. *SSLA, 29*, 557-582.

SSLA4. Morgan-Short, K. and Bowden, H. W. (2006). Processing instruction and meaningful output-based instruction: effects on second language development. *SSLA, 28*, 31-65.

SSLA5. Ammar, A. and Spada, N. (2006). One size fits all? Recasts, prompts, and L2 learning. *SSLA, 28*, 543-574.

SYS1. Jalilifar, A. (2010). The effects of cooperative learning techniques on college students' reading comprehension. *System, 38*, 96-108.

SYS2. Hamada, M. (2009). Development of L2 word-meaning inference while reading. *System, 37*, 447-460.

SYS3. Bitchener, J. and Knoch, U. (2009). The relative effectiveness of different types of direct written corrective feedback. *System, 37*, 322-329.

SYS4. Varnosfadrani, A. D. and Basturkmen, H. (2009). The effectiveness of implicit and explicit error correction on learners' performance. *System, 37*, 82-98.

SYS5. Wolf, J. P. (2008). The effects of backchannels on fluency in L2 oral task production. *System, 36*, 279-294.

Educational Technology

BJET1. Lai, Y. (2010). Which do students prefer to evaluate their essays: peers or computer program. *British Journal of Educational Technology, 41* (3), 432-454.

BJET2. Dermo, J. (2009). E-assesment and the student learning experience: a survey of student perceptions of e-assessment. *British Journal of Educational Technology, 40* (2), 203-214.

BJET3. Acha, J. (2009). The effectiveness of multimedia programmes in children's vocabulary learning. *British Journal of Educational Technology, 40* (1), 23-31.

BJET4. Cavus, N. and Ibrahim, D. (2009). M-learning: an experiment in using SMS to support learning new English language words. *British Journal of Educational Technology, 40* (1), 78-91.

BJET5. Hayati, A. and Mohmedi, F. (2009). The effect of films with and without subtitles on listening comprehension of EFL learners. *British Journal of Educational Technology, 42* (1), 181-192.

CALL1. Wiebe, G. and Kabata, K. (2010). Students' and instructors' attitudes toward the use of CALL in foreign language teaching and learning. *Computer Assisted Language Learning, 23* (3), 221-234.

CALL2. Neri, A., Mich, O., Gerosa, M. and Giuliani, D. (2008). The effectiveness of computer assisted pronunciation training for foreign language learning by children. *Computer Assisted Language Learning, 21* (5), 393-408.

CALL3. Xu, J. and Bull, S. (2010). Encouraging advanced second language speakers to recognise their language difficulties: a personalized computer-based approach. *Computer Assisted Language Learning, 23* (2), 111-127.

CALL4. Zapata, G. and Sagarra, N. (2007). CALL on hold: the delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning, 20* (2), 153-171.

CALL5. Arslan, R.Ş. and Şahin-Kızıl, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning, 23* (3), 183-197.

CE1. Yang, J. C., Chen, C. H. and Jeng, M. C. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for English learning. *Computers & Education, 55*, 1346-1356.

CE2. Woody, W. D., Daniel, D. B. and Baker, C. A. (2010). E-books or textbooks: students prefer textbooks. *Computers & Education, 55*, 945-948.

CE3. Wang, Y., Chen, N. and Levy, M. (2010). The design and implementation of a holistic training model for language teacher education in a cyber face-to-face learning environment. *Computers & Education, 55*, 777-788.

CE4. Liu, P., Chen, C. and Chang, Y. (2010). Effects of a computer-assisted concept mapping learning strategy on EFL college students' English reading comprehension. *Computers & Education, 54*, 436-445.

CE5. Yamada, M. (2009). The role of social presence in learner-centered communicative language learning using synchronous computer-mediated communication: experimental study. *Computers & Education, 52*, 820-833.

CAL1. Liu, T.-Y. (2009). A context-aware ubiquitous learning environment for language listening and speaking. *Journal of Computer Assisted Learning, 25*, 515-527.

CAL2. Chang, M.-M. (2007). Enchancing web-based language learning through self-monitoring. *Journal of Computer Assisted Learning, 23*, 187-196.

CAL3. Fallahkhair, S., Pemberton, L. and Griffiths, R. (2007). Development of a cross-platform ubiquitous language learning service via mobile phone and interactive television. *Journal of Computer Assisted Learning, 23*, 312-325.

CAL4. Jian, H.-L., Sandnes, F. E., Law, K. M. Y. , Huang, Y.-P. and Huang, Y.-M. (2009). The role of electronic pocket dictionaries as an English learning tool among Chinese students. *Journal of Computer Assisted Learning, 25*, 503-514.

CAL5. Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning, 24*, 515-525.

LE1. Mercer, N., Warwick, P., Kershner, R. and Staarman, J. K. (2010). Can the interactive whiteboard help to provide 'dialogic space' for children's collaborative activity? *Language and Education, 24* (5), 367-384.

LE2. Staarman, J. K. (2009). The joint negotiation of ground rules: establishing a shared collaborative practice with new educational technology. *Language and Education, 23* (1), 79-95.

LE3. Kenner, C., Ruby, M., Jessel, J., Gregory, E. and Arju, T. (2008). Intergenerational learning events around the computer: a site for linguistic and cultural Exchange. *Language and Education, 22* (4), 298-319.

LE4. Blanchette, J. (2009). Characteristics of teacher talk and learner talk in the online learning environment. *Language and Education, 23* (5), 391-407.

LE5. Gardner, S. and Yaacob, A. (2009). CD-ROM multimodal affordances: classroom interaction perspectives in the Malaysian English literacy hour. *Language and Education, 23* (5), 409-424.

Turkish Corpus

Applied Linguistics

NE1. Tok, H. (2010). Examining university students' affective attitudes related to the English course according to some variables. *National Education, 185*, 90-106.

NE2. Üstünel, E. (2008). The comparison of parental involvement for English learning and the success of the students in university foreign language exam. *National Education, 178*, 192-203.

NE3. Yılmaz, C. (2008). Teaching English in large classes in the primary and secondary schools: problems and suggestions. *National Education, 178*, 204-213.

NE4. Ocak, G. and Beşkardeş, S. (2009). The aplication of metaphor system to the gifted and talented students' foreign language (English) teaching. *National Education, 182*, 178-194.

NE5. Yanık, A. E. (2009). Opinions of the students towards English language courses offered at the 6th, 7th and 8th grades of public primary schools. *National Education, 183*, 318-329.

NE6. Baş, G. (2009). The effects of cooperative learning method of students' achievement, their attitude towards the lesson and the maintenance levels of their achieved knowledge in English lessons. *National Education, 184*, 240-256.

NE7. Şevik, M. (2007). The differences between teacher candidates in foreign language classes and identifying their levels of success: the example of Burdur faculty of education. *National Education, 173*, 193-209.

EEO1. Baş, G. (2010). Effects of brain-based learning on students' achievement levels and attitudes towards English lesson. *Elementary Education Online, 9* (2), 488-507.

EEO2. Çelen, İ. and Akar-Vural, R. (2009). Drama in education and teaching English: a research on the fourth grade elementary students. *Elementary Education Online, 8* (2), 425-438.

EEO3. Babadoğan, C. (2009). Learning preferences of English teacher cetificates program students'. *Elementary Education Online, 8* (2), 520-533.

IU1. Sığırtmaç, A. and Özbek, S. (2009). Teaching English in early childhood. *Inonu University Journal of the Faculty of Education, 10* (1), 107-122.

IU2. Deniz, M., Avşaroğlu, S. and Fidan, Ö. (2006). An investigation of the levels of English teachers' motivating the students. *Inonu University Journal of the Faculty of Education, 7* (11), 61-73.

IU3. Şad, N. and Arıbaş, S. (2008). The levels of English teachers at primary schools to employ materials and activities based on multiple intelligences theory (Malatya sample). *Inonu University Journal of the Faculty of Education, 9* (15), 169-187.

TO1. Doğan, A. (2008). Foreign language anxiety affecting secondary school students' English learning. *TOMER, 139*, 48-67.

TO2. Bekleyen, N. (2006). Language learning strategy usages of English teacher candidates. *TOMER, 132*, 28-37.

TO3. Ertürk, H. and Üstündağ, T. (2007). The effects of written-visual teaching materials on acquiring speaking skills in English language teaching upon students' achievement. *TOMER, 136*, 27-41.

TO4. Çubukçu, H. and Sivaslıgil, P. (2007). The concept of gender in 7th grade ELT course books. *TOMER, 137*, 7-19.

TO5. Akkök, E. A. (2007). A proposal for activities to be used in teaching of figurative expressions in foreign language. *TOMER, 137*, 47-64.

HEF1. Saran, M. and Seferoğlu, G. (2010). Supporting foreign language vocabulary learning through multimedia messages via mobile phones. *Hacettepe University Journal of Education, 38*, 252-266.

HEF2. Ünal, D. Ç. (2005). Literary texts in foreign language instruction: rationale for the transition to modern approaches. *Hacettepe University Journal of Education, 29*, 203-212.

HEF3. Şahhüseyinoğlu, D. (2006). A comparison of the results of English proficiency exams through three different equation methods. *Hacettepe University Journal of Education, 31*, 115-125.

HEF4. Onursal, İ. (2006). The role of linguistics in foreign language teaching and the teaching of linguistics. *Hacettepe University Journal of Education, 31*, 85-95.

HEF5. Onat Konuşmaz, A. and Toksöz, N. (2004). Communication strategies used by primary school students in English courses. *Hacettepe University Journal of Education, 27*, 181-188.

HEF6. Büyükduman, F. İ. (2005). The opinions of elementary school English teachers on the English curriculum for elementary schools. *Hacettepe University Journal of Education, 28*, 55-64.

HEF7. Korkut, E. and Akkoyunlu, B. (2008). Foreign language teacher candidates' information and computer literacy perceived self efficacy. *Hacettepe University Journal of Education, 34*, 178-188.

Educational Technology

UU1. Seferoğlu, S. S. and Akbıyık, C. (2009). Computer teachers' opinions in terms of administrators' and teachers' expectations from them. *Journal of Uludag University Faculty of Education, 22* (2), 497-514.

UU2. Alyaz, Y. (2006). Evaluating authoring systems and platforms of a Leonardo da Vinci project developing online language learning applications. *Journal of Uludag University Faculty of Education, 19* (2), 239-256.

UU3. Kıncal, R. Y. and Ulutaş, M. (2009). Evaluation of the extend the goals of primary education 8th grade computer couse are realized. *Journal of Uludağ University Faculty of Education, 22* (1), 293-312.

EO1. Ekici, G., Uzun, N. and Sağlam, N. (2010). Evaluation of the primary school students' attitudes towards computers in relation to the computer usage frequency. *Elementary Education Online, 9* (2), 658-667.

EO2. Özçelik, H. and Kurt, A. A. (2007). Primary school teachers' computer self efficacies: sample of Balıkesir. *Elementary Education Online, 6* (3), 441-451.

EO3. Erişti, S. D., Şişman, E. and Yıldırım, Y. (2008). Examining opinions of elementary school subject teachers on the web-assisted teaching. *Elementary Education Online, 7* (2), 384-400.

EO4. Altun, E. and Ateş, A. (2008). The problems and future concerns of computer and instructional Technologies preservice teachers. *Elementary Education Online, 7* (3), 680-692.

EO5. Şerefhanoğlu, H., Nakiboğlu, C. and Gür, H. (2008). An investigation on computer attitudes of elementary school students: Balıkesir sample. *Elementary Education Online, 7* (3), 785-799.

EO6. Balkı, E. and Saban, A. (2009). The teachers' perceptions and practices of information Technologies: the case of private Esentepe elementary school. *Elementary Education Online, 8* (3), 771-781.

EO7. Çakır, R. and Yıldırım, S. (2009). What do computer teachers think about the factors affecting technology integration in schools? *Elementary Education Online, 8* (3), 952-964.

JET1. Bozcan, E. U. (2010). Using Technology in Education Activities. *Journal of Educational Technology Research, 1* (4), 1-13.

JET2. Kurt, A. A. and İzmirli, S. (2010). The views of teacher candidates about the evaluation of material using scoring rubric. *Journal of Educational Technology Research, 1* (3), 1-19.

JET3. Karaman, S., Kaban, A. and Yıldırım, S. (2010). A comparison of shared class blog and group project blog activities in terms of students' participation and perception. *Journal of Educational Technology Research, 1* (2), 1-12.

AU1. Çakır Balta, Ö. and Horzum, M. B. (2008). The factors that affect internet addiction of students in a web based learning environment. *Ankara University Journal of Faculty of Educational Sciences, 41* (1), 187-205.

AU2. Çalışkan, E. and Deryakulu, D. (2005). The effects of group structure, social skills and interaction frequency on task performance in computer supported collaborative learning. *Ankara University Journal of Faculty of Educational Sciences, 38* (2), 49-68.

AU3. Gülbahar, Y. and Köse, F. (2006). Perceptions of preservice teachers about the use of electronic portfolios for evaluation. *Ankara University Journal of Faculty of Educational Sciences, 39* (2), 75-93.

AU4. Gözütok, F. D., Gülbahar, Y. and Köse, F. (2007). Teacher training on human rights through e-learning. *Ankara University Journal of Faculty of Educational Sciences, 40* (1), 135-156.

AU5. Helvacı, M. A. (2008). A study on examining school administrators' attitudes towards technology (Uşak case). *Ankara University Journal of Faculty of Educational Sciences, 41* (1), 115-133.

HU1. Kutluca, T. and Ekici, G. (2010). Examining teacher candidates' attitudes and self-efficacy perceptions towards the computer assisted education. *Hacettepe University Journal of Education, 38*, 177-188.

HU2. Uzunboylu, H., Ekizoğlu, N. and Ekizoğlu, A. (2009). The views of the educationists towards the functions of the education technologies centre. *Hacettepe University Journal of Education, 37*, 159-173.

HU3. Güngör, C. and Aşkar, P. (2004). The effects of e-learning and cognitive style on achievement and perceived internet self-efficacy. *Hacettepe University Journal of Education, 27*, 116-125.

HU4. Horzum, M. B. and Çakır Balta, Ö. (2008). Students' achievement , motivation and computer anxiety level in different web based learning environments. *Hacettepe University Journal of Education, 34*, 140-154.

HU5. Yavuz, S. and Coşkun, A. E. (2008). Attitudes and perceptions of elementary teaching through the use of technology in education. *Hacettepe University Journal of Education, 34*, 276-286.

HU6. Seferoğlu, S. S., Akbıyık, C. and Bulut, M. (2008). Elementary school teachers' and teacher candidates' opinions about computer use in learning/teaching process. *Hacettepe University Journal of Education, 35*, 273-283.

HU7. Türksoy, H. and Aşkar, P. (2009). Usage of semantic web Technologies at learning object sharing. *Hacettepe University Journal of Education, 36*, 271-282.

APPENDIX 3

Sample move analysis of a research article abstract written in English

(ET) There is an increase use of wireless technologies in education all over the world. In fact, wireless technologies such as laptop computers, palmtop computers and mobile phones are revolutionising education and transforming the traditional classroom-based learning and teaching into *anytime* and *anywhere* education. **(I) This paper investigates the use of wireless technologies in education with particular reference to the potential of learning new technical English language words** (M) using Short Message Service (SMS) text messaging. The system, developed by the authors, called mobile learning tool (MOLT), has been tested with 45 1st-year undergraduate students. The knowledge of students before and after the experiment has been measured. **(R) Our results show that students enjoyed and learned new words with the help of their mobile phones.** (D) We believe that using the MOLT system as an educational tool will contribute to the success of students. (BJET4)

ET-I-M-R-D

APPENDIX 4

Sample move analysis of a research article abstract written in Turkish

(ET) Türkiye'deki eğitim fakültelerinde İngilizce dersi zorunlu ders olarak iki dönem boyunca öğretilmektedir. **(I) Bu çalışma eğitim fakültelerinde öğrenim gören öğretmen adaylarının mezun oldukları lise tiplerini, mevcut İngilizce seviyelerini ve dönem sonunda bu dersteki başarı düzeylerini saptamak amacıyla yapılmıştır.** (M) Çalışmaya toplam 345 öğretmen adayı dahil edilmiş olup, bu öğrenciler 5 farklı bölümde öğrenim görmektedir. Çalışma 2004-2005 öğretim yılının güz dönemi boyunca devam etmiştir. **(R) Çalışmadan elde edilen veriler öğretmen adaylarının dönem sonunda İngilizce bilgi düzeylerini arttırdıklarını göstermektedir.** (D) Ancak sınıfların seviye grubu uygulaması yapılmadığı için heterojen yapıda olduğu ve bunun dersin etkililiği anlamında olumsuz etkileri olabileceğine değinilmiş ve çözüm önerileri ileri sürülmüştür. Son olarak ise yan-dal uygulamalarına değinilerek yönetmeliklerin gözden geçirilmesinin yerinde olacağı görüşü benimsenmiştir. (NE7)

ET-I-M-R-D

ÖZGEÇMİŞ

1987 yılında Bursa'da doğdum. İlköğretim eğitimimi 2001 yılında İnegöl Vehbi Koç İlköğretim Okulu'nda tamamladım. 2001-2005 yılları arasında eğitimime İnegöl Turgutalp Anadolu Lisesi'nde devam ettim. 2009 yılında Uludağ Üniversitesi, Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü'nden mezun oldum. Aynı yıl Uludağ Üniversitesi İngiliz Dili Eğitimi Bölümü'nde yüksek lisans eğitimime başladım. 2010 yılında göreve başladığım Bursa Yıldırım Balabanbey Dörtçelik İlköğretim Okulu'nda İngilizce Öğretmeni olarak görevime devam etmekteyim.