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Research Article

Schematic Move Structural Analysis of Theses Abstracts in Social Sciences

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Abstract

Abstract of any research thesis reflects the entire efforts of a researcher at one glance. The postulant researchers of M. Phil. encounter insurmountable arduousness for writing a compact, concise and complete abstract. The present work is of high significance for the future researchers of M. Phil in social sciences as this work bridges the gap of the area from the past to the present. This research article aims at bringing out the salient features of certain rhetorical move structural analysis of the abstract section of the theses of M. Phil. in social sciences. The purpose of this research is to bring to light the use of different moves in the writing of the abstracts of the theses. The researchers selected 78 abstracts from 10 different disciplines of 06 different universities of Pakistan. The abstracts of the theses range from 1997 to 2018. The researchers based this qualitative study on Hyland's (2000) five-move model. The findings of the research show the significance of five Moves in an abstract of a thesis i.e., introduction, purpose, methodology, product and conclusion. By working on these areas abstracts of the theses can be written in appropriate way.

*Keywords:*Schematic move structural analysis, MPhil thesesabstracts, social sciences

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Schematic Move Structural Analysis of Theses Abstracts in Social Sciences

Introduction

In the very beginning of 21st century, with the globally wide and rapid spread of information technology, in Pakistan, the awarenessfor the pursuit of higher qualification spread like mushroom growth among the masses of different walks of working classes.This awareness of the pursuit of higher qualification has taken a great majority of Pakistani students into its swirl like a huge speedy whirlwind. The students who pursue for higher qualification have to attempt a rigorous research work for writing a research thesis. Thesis writing in the field of social sciences does not possess deep roots in Pakistan. That is why a goodly number of students opt for course work instead of the research work.It is a matter of deep concern that in spite of a great number of Pakistani students are getting admission to different universities for the pursuit of M. Phil. qualification; no proper guideline is available to the novice researchers for writing their research dissertation. As a result, the novice researchers find insufficient or no work done by the predecessors on this particular genre.

Dissertation, in the field of academics of every community, is always placed at a top priority among all other types of research work because it is a very significant genre. It is so because, it is used for communicating knowledge particularly in the field of academic research and it also possesses two very significant priorities; conveying new concepts and information for the followers. Secondly, convincing the followers to accept what has been stated. Its significance is increasing with the passage of time particularly in this era of explosion of information and information technology (IT). Every academic community gives priority to research work. It is so because research work is considered as an important genre. The research dissertation, as stated earlier, is considered as a very significant genre and under the umbrella of the genre of research dissertation, there are certain other genres such as the genre of abstract section of a research thesis. Writing the abstract section of a research thesis requires a specific and befitting style of approach by the researcher. The topic of this research paper i.e., Schematic Move Structural Analysis of the Abstracts of the Theses of M. Phil in Social Sciences' ' is in fact a genre analysis of the abstract sections of the theses of M. Phil.

The focal point of this research article throws light in the most befitting manner on writing the abstract section of a research thesis which is one of the most important sections of a research

dissertation.The abstract section is written in the last but appears in the first in a thesis. The abstract section, in fact, is a very significant genre in the field of a research thesis. The importance of this genre can be easily understood with the fact that a thesis remains incomplete without an abstract. No matter how laboriously a researcher has worked for his/her dissertation if the abstract section is not approached in the most befitting style, the entire work of research goes futile. An abstract in a research dissertation, mirrors the researcher's approach towards this genre of academic writing. Now the question arises here that what is genre. Genre is a French word which means a form or a type of communication in any mode either it be written or spoken or digital or artistic. Genre analysis has rapidly become very popular during the last few decades. Genre analysis, contrary to register analysis; shows a solid and firm description of the use of language. A sociolinguist may call it a thick description whereas in register analysis a language user finds only a shallow touch of certain features of a language.

Move, in the sense of genre analysis, is considered as a very practical and useful terminology. Every genre possesses certain moves. It refers to a definite, limited and confined communicative act. Move has been designed to present and provide one principal communicative objective. The occurrence of different moves in the analysis of the genre of the abstract section shows certain lexico-grammatical features along with cognitive standard parameters.The researcher, for this purpose, has adopted Hyland's five-move model as a standard parameter for writing the abstract section of a research thesis. The researcher has selected this model as a standard parameter owing to its comprehensiveness and uncomplicated structure for perception and adoptability.This research has also explained those patterns of schematic moves which should be adopted by the researchers.Furthermore, this research article not only clarifies certain formidable aspects which the postulant researchers especially, in social sciences have to face in the completion of the abstract sections of their dissertations butthis study also creates awareness among the inexperienced researchers about the correct structure of the abstract sections of their research dissertations.

Literature review/Theoretical Framework

Genre analysts and linguists, while studying about genre, have explored many contrasts within a circle of genre. These variations are, theoretically as well as functionally, based for the purpose of comprehension and are shared according to the nature of different types of genres. Genre

studies comprises a vast range of different frameworks for the analysis of multiple type of textual genres, (written and interpreted) and this range of textual genres are used by different members of many disciplinary communities.

Today, genre studies are heavily integrated with rhetoric and with linguistics. Genre, in linguistics, appears quite distinctively. Different philosophers, genre analysts and scholars of linguist have put forward different ideas about genre. These ideas are based on their basic observations. Mikhail Bakhtin and George Luckàcs, among those scholars and linguists who stand most prominently between1920s to 1930s. Norman Fairclough in 2003, presented a similar idea about genre. According to Norman Fairclough, the emphasis of genre is always reciprocal to the society and the text. It interacts with the discourse of that specific community or the society in multiple ways. There has been a great deal of research on genre analysis during the last twenty years. A few good linguists and analysts had been working since 1994, for example, Belcher, 1994; Bunton, 1998, 1999, 2002; Dong, 1996, 1998; Dudley-Evans, 1999; Hocking, 2003; Ridley, 2000; Turner, 2003. Such a great deal of work has contributed significantly for the perception and understanding of rhetorical analysis and its composing process. However, in spite of such a tremendous effort and the work that has been performed, the research on the abstract section of a thesis still demands that piece of work that not only fulfills the existing gap but it should also throws sufficient light for the novice researchers.

There might be certain possible reasons for this scarcity of research work on the abstract section of research dissertation. Firstly, majority of researchers do not consider this section of the thesis as important as other sections, i.e., introduction, literature review, research methodology, findings, conclusions, and recommendations. Secondly, almost all the researchers adopt a casual and arbitrary approach towards the abstract section of research dissertation. It is so because of their unawareness of specific design and format of writing an abstract. Thirdly, the most important of all the reasons is that no significant work has been brought to light at national level. The areas of a research thesis which have been which have been widely researched and thoroughly discussed are; 'Introduction', 'Literature Review', and 'Conclusion' portions. Whereas the abstract of a research dissertation or thesis has not been studied or worked so significantly as it should be rather it has been neglected to some extent.

Thesis abstract, in fact, manifests certain aspects regarding the writing skills of a researcher. It also plays a very vital role. It is so because thesis, in the field of academics of every community,

is always give a top priority among all other types of research work owing to its being a very significant genre. The significance of the genre of research dissertation is increasing with the passage of time particularly in this era of explosion of information and information technology (IT). Every academic community gives priority to research work.

Works of a Few Great Genre Analysts

Unfortunately or coincidently, genre analysis, in Pakistan, has never been the bull's eye for the researchers of English Linguistics. On the contrary, a considerable research work has been done at international level. But the fact would not be out of interest that despite having a considerable research work on rhetorical studies, the schematic move structure or we may say the genre analysis of the abstract section has not gained the due attention of the researchers of English Linguistics. Swales, 1981 to Paltridge, 2015 a good number of scholars worked on genre studies. But the few put forward with certain models or frame work.

Genre is generally distinguished by a communicative function which is super ordinate to its linguistic features (Swales, 1990). This communicative function of genre analysis eventually points out a complete set of purposes which manifest the rhetorical strategies. These rhetorical strategies are used by the researchers while working on the actual textual structure and also the language of the dissertation in its generic approach. The researcher in this research has discussed the pioneers of the field of genre analysis. The researcher has quoted a few notable works of these pioneers such as Swales in 1991 presented the CARS (CreateA Research Space) Model for genre analysis of abstracts as shown in Table 2.1. He was followed by Bhatia in 1994. Bhatia gave the idea of Four Moves Model. Later on in the year 2000, Hyland came forward with Five Moves Model in the field of genre analysis as shown in Table 2.2. These three linguists are still considered as the pioneers in the field of genre analysis. Swales' Model comprises 3 Moves with multiple steps for every move, whereas Bhatia's Model which was presented in 1994 and Hyland's Model presented in 2000 do not reflect steps of different moves in their respective models.

Koopman, another linguist, in 1997 gave the idea of Five Moves Model for the analysis of the genre of an abstract of a dissertation. His Five Moves Model comprises the following moves:

     i.   Motivation

     ii.   Problem Statement

     iii.   Methodology

      iv.   Result

      v.   Conclusion

The structures of the presented models of the aforementioned three famous linguists are as:

Table 2.1   Swales' CARS Model (1991)

Moves		Steps	
M1	Establishing a Territory	S1	Claiming centrality
		S2	Making topic generalization(s)
		S3	Reviewing the items of previous research
M2	Establishing a Niche	1A	Counter-claiming
		1B	Indicating a gap
		1C	Question-raising
		1D	Continuing a tradition
M3	Occupying the Niche	1A	Outlining purposes
		1B	Announcing present research
		2	Announcing principal findings
		3	Indicating article structure

(Adapted from H. Basturkmen, 2006)

Later on, Bhatia (1994) suggested another model. Bhatia's model which comprises of four moves was greatly appreciated by many scholars and linguists, viz, Phantama, 2000; Promsin, 2006; Salager-Meyer, 1992; Santon, 1996; Swales, 1991. Bhatia (1994) put forward his model particularly for genre analysis of abstracts. The detailed delineation of Bhatia's four-move model is as:

      Move 1:   Introducing the Purpose

      Move 2:   Describing the Methodology

      Move 3:   Summarizing the Results

      Move 4:   Presenting the Conclusion

(Helder, 2011)

In short, we may write Bhatia's four-move model as PMRC i.e., Purpose, Methodology, Results and Conclusions.

Table 2.2   Hyland's Five Move Model of Genre Analysis

Moves	Functions
Introduction	Establishes context of the research and motivates the research
Purpose	Indicates purpose, outlines the aims behind the research

Method	Provides information on design, procedure, data analysis, etc.
Product	Indicates results and the arguments
Conclusion	Points to applications or wider implications and Interpretations scope of research

(Hyland, 2000)

The growing interests of a good number of native and non-native writers and analysts in the field of genre analysis specially, the analysis of the genres of research work have unfolded many views in this regard. Despite this elf-evident fact that genre analysts have paid special attention to the research genres, for instance, research theses and research dissertations of different fields, research articles written on multiple topics. A goodly number of genre analysts, since 1991, have been working for the analysis of different genres either it be in English or any other language. For instance, Anderson and Macleem worked in 1997, Busch and Lauer in 1995, Martin in 2003, Stotesbury in 2003, Lorés in 2004, Duncan in 2008, Pho in 2008. Many other scholars who have shown great interest in the analysis of different academic genres of different disciplines, for instance, the genre of the type of text and the verb tense with the distribution of modality in the text, all these analysed by Salager-Meyer in 1990 with the abstracts of Medical English. Samaraj in 2005 worked on the genre of Conservation Biology and Wild Life Behaviour. In 2007, two famous analysts Bonn and Swales together worked on the analysis of particular choices of language such as the use of voice, the use of personal pronouns, the length of a sentence. Bonn and Swales made a cross-cultural study with two different languages i.e., English and French. Cavalieri in 2011, worked on the usage of meta discourse of the selected abstracts of selected disciplines of hard sciences and soft sciences i.e., medicines and applied linguistics respectively. In 2016, Ali MohammadiDarabad, though worked on the move analysis of the abstracts of the research articles, his work was about the study of cross disciplinary in nature and a sort of comparison between the selected abstracts of selected subjects (Applied Mathematics and Applied Chemistry) of Natural Sciences and Applied Linguistics of Soft Sciences. Darabad, in his research article, "Move Analysis of Research Article Abstracts: A Cross Disciplinary Study", published in April, 2016, used Swales CARS model for analysis. His methodology and analysis are quite complex and are difficult to comprehend for Pakistani students of M. Phil of different subjects in Social Sciences. This is and will be difficult for those neophytes of research dissertation who are totally unaware or unenlightened about this type of genre.

Comparison of Hyland's Model with Other Models

The researchers of this study intend to make a comparison of different models of famous analysts put forward over a period of twenty years i.e., from 1981 to 2000. This comparative analysis will certainly work as a foregrounding for fulfilling that gap which is the main requirement of this research article. Swales in 1981 put forward a four-move model which comprised of four parts i.e., move 1 dealt with the creation of selected field, in move 2, he emphasized on the discussion of previous study, the third move was specific for the present work preparation and the last move is exclusive for the ongoing research. Swales in 1991, revised his previous model and presented a new and modified version of his model to which he named as CARS model i.e., Create A Research Space. This model has been outlined in Table 2.1.

Swales' CARS model depicts 3 moves and 11 different steps. Move 1 and its steps are simple for comprehension and understanding. The numbering sequence of steps are also flows smoothly and clearly. But when the novice reader or a researcher slides forward towards move 2 and move 3 the complexities increase at once making the entire concept difficult and opaque. For instance, move 2 describes 'Establishing a niche' and its steps are 'counter-claiming', 'indicating a gap', 'question raising', 'continuing a tradition' and in move 3 which tells the readers or researcher 'Occupying the niche' with further four steps i.e., (1A) Outlining Purposes, (1B) Announcing present research. (2) Announcing principal finding (3) Indicating article structure.

The problem here for the inexperienced researchers is they are already unaware of the very basic meanings of the word 'genre', what to talk about the complex, complicated, implicit and difficult concepts of Swales' CARS moves model. Even most of the faculty members of the universities do not know about Swales' CARS model.

Bhatia's four-move model is delineated as for the ease and convenience of the readers:

Move 1:   Introducing the Purpose

Move2:   Describing the Methodology

Move 3:   Summarizing the Results

Move 4:   Presenting the Conclusions

(Bhatia, 1994)

Now the first thing to be discussed about this model is, this model lacks the foregrounding or a sort of introduction of the research studies, instead it depicts the first move as the purpose of the research study. The importance of introduction cannot be nullified in the abstract section of a

research dissertation. A few lines of introduction give a crystal clear picture to the reader of the abstract about the research dissertation. Another complicated situation for a novice researcher in this model is the occurrence of move 3 and move 4. These two moves reflecting the similar type of situation. An expert researcher or an experienced genre analyst can well understand that here Bhatia's intention while stating move 3 with the words 'Summarizing the results' means precisely writing the findings after the analysis of the selected data and when move 4 states 'Presenting the conclusion' it means the results which have been deduced after the findings. But all these are easy for a good, expert and seasoned genre analyst not for a neophyte who has just stepped in while opting research thesis in his / her M. Phil. degree programme. Koopman, another linguist, in 1997 gave the idea of Five Moves Model for the analysis of the genre of an abstract of a dissertation. His Five Moves Model comprises the following moves:

   i.   Motivation
   ii.   Problem Statement
   iii. Methodology
   iv.   Result
   v.   Conclusion

(Koopman, 1997)

Though this model seems easy and simple from understanding and adopting point of view, the hidden problem in this model is, it lacks either the steps of the moves or the functions of the moves like Swales' (1991) CARS model or Hyland's (2000) model. Moreover, this model did not get that much popularity among the genre analysts as those of Swales' (CARS) model or Hyland's five-move model.

 On the other hand, when the researcher pays a glance at Hyland's (2000) five-move model as shown in Table 2.2, this model is very clear, simple and easy to understand. This model comprises of five moves i.e., Introduction, Purpose, Methodology, Product and Conclusion. It may be written in short as IPMPC. This model is comparatively easier to comprehend and adopt for writing the abstract section of a research thesis.

Moreover, another problem which the beginners in the field of research face while writing their research thesis is that when they adopt or pick Swales' CARS model, they find difficult to limit the abstract sections of their research dissertation within the standard word limit i.e., 150 to 250 words (APA Publication Manual, 2010) while adopting this model. Another important aspect in

this regard is the researcher whose subject of study is not English but some other subject such as Economics, Mass Communication Psychology or Sociology, etc. He/she finds this model quite difficult to deal with the syntactic frames of the sentences in such a concise, and precise way that an abstract be completed with the above mentioned word limit. Writing syntactically correct sentences in a precise way in the form of a compact, cohesive and succinct piece of writing really becomes a formidable task for him/her. Consequently, he/she abruptly completes it while making blunders.

Now taking up Bhatia's four-move model for writing the abstract section of a research dissertation. As it has already been discussed that this model lacks the introductory segment. Moreover, move 3 and move 4 are confusing for a neophyte researcher. Now the point of discussion is if a researcher chooses or picks up this model for writing the abstract section of his/her research dissertation, how much he/she will expand the description of different moves to meet the standard word limit of an abstract i.e., 150 to 250 words.

The most important factor in the analysis of a move - the purposes behind the analysis of that particular genre which is to be analyzed. These objectives adjust and govern the prepositional contents of the genre. The schematic move pattern and the selection of register all there are to be considered. This can only be easily achieved while adopting Hyland's (2000) five-move model. The researcher, while keeping all these in view, emphasizes on his opinion that Hyland's five-move model is better than the rest of the two models i.e., Swales' CARS model and Bhatia's four-move model.

Research Methodology

The researchers havehad qual-quan research approach for the completion of his research article. Qualitative research provides a better and wider scope of perception as compared to any other category of research. Qualitative research is said to be a multi-method type of research. It not only opens the vistas for exploratory research and descriptive research, it is also process - oriented and inductive in nature. It is purpose oriented having chief purpose for explanation and gaining insight comprehensive understanding of the existing situations while using a wide span of collection of narrative type of data. On the other hand, quantitative research is mainly associated with numerical type of data collection. The main objective of quantitative research is the analysis of statistical data while predicting and exploring and explaining the controlled

phenomenon. Mainly it is focused with a purposed target and is deductive in nature. This is why this research is based on qual-quan research methodology as it is a blend of qualitative and quantitative research approach.

It is generally said that applied research aims at practical goals. And to achieve this goal for the research article in hand, 78 abstracts of M. Phil theses from 10 different disciplines; (English Linguistics, English Literature, Applied Translation Studies, Psychology, Education Planning and Management, Education, Mass Communication, Secondary Teacher Education, Distance and Non Formal Educationand Economics) were collected of 06 different universities i.e., University of Gujrat, Hafiz Hayyat Campus, Gujrat, University of Lahore - Gujrat Campus, University of Management and Technology - Sialkot Campus, University of Gujrat - Sialkot Campus, National University of Modern Languages - Islamabad, and AllamaIqbal Open University - Islamabad. The samples of abstracts were collected through an amalgamation of convenient sampling and purposive sampling. The researcher has mixed these two types of sampling owing to the nature or type of the selection of data. In convenient sampling, normally, it is expected that the methodology of convenient sampling is adopted owing to the researcher's own convenience. Whereas the method of purposive sampling is chosen either due to the population's knowledge or due to the researcher's own knowledge.

Research Tools:

The research tool which has been used to complete the research isthe collection of different abstracts from different theses ranging from 1997 to 2018. The detail of collected abstracts of different theses is given in the Table 4.1. The total number of abstracts which have been collected is 78 from 10 different disciplines of 06 different universities.

Table 3.1: Segregation of the Selected Abstracts According to the Subjects and Universities

S.No.	Discipline	University	No. of Abstracts
01	English Linguistics	NUML-Isbd , UOG & UOL Gujrat	22
02	English Literature	UOG - Gujrat& UOL Gujrat	08
03	Applied Translation Studies	UOG - Gujrat	06
04	Psychology	UOG & UMT - Sialkot	07
05	Educational Planning & Management	AIOU- Islamabad	09
06	Education	AIOU- Islamabad	03
07	Mass Communication	AIOU- Islamabad	04
08	Secondary Teacher Education	AIOU- Islamabad	08
09	Distance & Non Formal Education	AIOU- Islamabad	10

10	Economics	AIOU- Islamabad	01
		Total No of Selected Theses	**78**

     i.   NUML   Stands for National University of Modern Languages
    ii.   UOG   Stands for University of Gujrat
   iii.   UOL   Stands for University of Lahore
   iv.   UMT   Stands for University of Management & Technology
    v.   AIOU   Stands for AllamaIqbal Open University
   vi.   Isbd   Stands for Islamabad

Analysis

The following points have been considered according to their significance and occurrence in the light of Hyland's five- move model:

1   Pattern of schematic move structure adopted by the researchers of M. Phil in the abstract section of M. Phil Theses.

2   Frequent occurrence of moves in the M. Phil theses of social sciences.

3   Functionality of Hyland's (2000) five-move model for writing the abstract section of M. Phil theses of social sciences.

If the above mentioned three points are discussed while keeping the research questions in view then following three areas can be framed as:

i   The occurrence of Moves according to Hyland's (2000)Five Move Model

ii   The overall length or number of words written in the complete abstract

iii   The analysis of the sentence structureof the abstracts:

    i   The use of appropriate tense

    ii   The use of voice

The researchers, in this research article, have discussed the above mentioned areas numbered in roman styled numbering. The researcher has selected 78 abstracts from 10 different disciplines of 06 different universities. And for the analysis of these selected abstract Hyland's (2000) five-move model has been considered as a standard parameter.

The researchers have noticed that 100% of the selected abstract of all the above mentioned disciplines fail to fulfill the basic criteria of writing the abstract of a dissertation. The researcher has also observed that random occurrences of moves, absence or lack of moves and random taxonomic occurrences of various moves occur frequently in the selected samples of abstracts.

There are also the instances of the occurrences of unconventional moves. The researcher has also noticed the frequent use of past tense instead of the use of present perfect tense. Beside this, there are such cases who have used active voice instead of passive voice. The researcher will delineate all these pitfalls in the light of the research questions mentioned under the heading 4.3 i.e., the research questions of the thesis. But before bringing these pitfalls to light, the researcher intends to draw the kind attention of the readers towards the certain significant aspects of the abstract section of a research dissertation.

The researcher, in the introductory part of the abstract should introduce the main area of his/her study and then narrow down to the exact topic of the study. Secondly, while writing the purpose, the researcher pens down the gap between his/her study and the work which has already been done in that field. The researcher, while doing so, must keep in his/her mind that neither he/ he writes down abundant stuff that he/she exceeds the word limit of the abstract nor he/she write such succinct information that the concept remains unclear. The research methodology compactly and briefly reflects the framework or model that has been used to analyze the collected data. The research methodology also reflects the researcher's style of collecting the data. It may either be in the form of questionnaire or conducting an interview or asking for opinions, views, experiences, etc. The product of finding part of the abstract reflects what the research has deduced from the analysis. Finally the conclusion or result reveals the approach of the researcher towards his/her analysis.

Table 4.2   Percentages of Correctly Occurred Moves

S. No.	Name of Moves	Percentage
M1	Introduction	44/78x100 = 56%
M2	Purpose	53/78x100 = 67%
M3	Method	69/78x100 = 88%
M4	Product	54/78x100 = 69%
M5	Conclusion	42/78x100 = 53%

Table 4.3 Subject Wise Analysis (in percentage/%) of Attempt of Moves in the Abstract

Subject → Moves↓	Eng. Ling.	Eng. Lit.	ATS	Psy	EPM	Edu	Mass Comm.	STE	DNFE	Eco
M1	81%	75%	50%	0%	33%	100%	75%	12%	60%	100%
M2	63%	62%	83%	100%	66%	66%	50%	100%	90%	100%

M3	90%	62%	83%	100%	88%	100%	50%	100%	100%	100%
M4	59%	62%	66%	100%	55%	66%	75%	75%	90%	0%
M5	45%	25%	66%	57%	66%	33%	75%	50%	80%	0%

Table 4.4   Subject Wise Analysis of the Sentence Structure of the Abstracts

Discipline / Subject	Total No of Abstracts	The Voice of Main Verb		Use of Present Tense	Use of Past Tense
		Active Voice	Passive Voice		
English Linguistic	22	02	22	16	04
English Literature	08	00	08	08	00
Applied Translation Studies	06	04	02	00	06
Psychology	07	01	06	00	07
Education Planning and Management	09	00	09	00	09
Education	03	00	03	00	03
Mass Communication	04	00	04	00	04
Secondary Teacher Education	08	00	08	00	08
Distance & Non Formal Education	10	00	10	00	10
Economics	01	00	01	00	01
Total	**78**	**07**	**71**	**22**	**52**

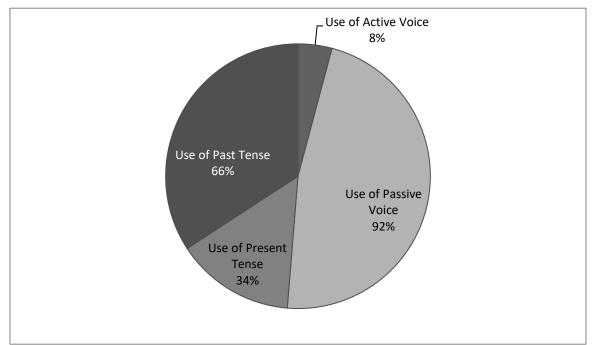**Table 4.5**   **Subject Wise Analysis of the Sentence Structure of the Abstracts**

Schematized Structural Analysis of the Selected Abstracts

The generic organization of the selected abstract reveals that no chosen or standard parameters have been set for writing of abstracts. It is very alarming that 21 out of 78 researchers adopted the word limit for writing abstract i.e., only 26% researchers followed the rule of words limit. None of the researchers have shown any specificity in the adoption of move pattern. There are various instances of the researchers' predominance in case of discussing certain moves. Table 4.6 clearly depicts this predominance of the great percentage of researchers.

The researchers have found that in case of the subject of English Linguistics 19% researchers did not write Move 1. In case of Move 2, the researchers of English Linguistics 37% lacked in this regard. So far as the discussion of methodology in the abstract section is concerned 90% researchers attempted this move i.e., Move 3. But Move 4 and Move 5 showed alarming percentages of the negligence or ignorance of the researchers i.e., 59% and 45% respectively. As far as the matter of English Literature is concerned, the percentage of attempt which came to the scene i.e., 75% for Move 1, 62% for Move 2, Move 3 and Move 4. But the percentage of attempt of Move 5 drastically dropped to 25%. The research scholars of Applied Translation Studies showed 50% attempts in Move 1, 83% for Move 2 and Move 3. The approach of the researchers

of Applied Translation Studies towards Move 4 and Move 5 was 66%. All the 7 researchers of Psychology did not attempt Move 1 and the resultant percentage is 0%. 100% researchers attempted Move 2, Move 3 and Move 4 but in case of Move 5 only 57% researchers attempted this move. So far as the researchers of Educational Planning and Management are concerned, only 33% researchers attempted Move 1 and 66% researchers attempted Move 2, 55% researchers attempted Move 4, and 66% researchers attempted Move 5. The move of methodology i.e., Move 3 was attempted by 88% researchers. The researchers of the subject of Education showed 100% attempts of Move 1 and Move 3. But in case of Move 2 and Move 4 the percentage dropped to 66% and the percentage of attempt of Move 5 dropped further to 33%. The researchers of Mass Communication showed 75% attempt in Move 1. But 50% in Move 2 and Move 3.75% in Move 4 and Move 5. The researchers of the subject of Secondary Teachers Education displayed only 12% attempt in Move 1, 100% in Move 2, and Move 3, 75% in Move 4 and 50% in Move 5. This is the only subject in which the researchers depicted great variations in case of attempting the moves. The dissertation writers of Distance and Non Formal Education showed 60% attempt in Move1, 90% in Move 2, 100% in Move 3, 90% attempt for Move 4, and 80% attempt was shown in Move 5. The only research dissertation writer for the subject of Economics showed 100% in Move 1, Move 2, and Move 3. But in case of Move 4 and Move 5, the researcher cut a sorry figure and showed 0%. The entire calculated data regarding the attempting percentage of different moves can be viewed at one glance in Table 4.8.

It is quite alarming to know that 21 out of 78 selected abstract followed the words limit i.e., 150 - 250 words(APA Publication Manual, 2010, 6th Edition, p. 25). It means only 26% of the total number of researchers has had the correct approach in this regard. The reason for this down percentage is, the researchers did not keep any reasonable approach or any specific norm in the taxonomic length of different moves. The wrong use of tenses and wrong use of voice are also the alarming factors in this entire schematized structural analysis of the selected data. Table 4.5 shows 66% of the researchers used past tense while writing abstract section of their research dissertations. 92% researchers used passive voice instead of active voice structure in their abstract sections. The researcher, here, categorically delineates the wrong use of tenses. In the subject of English Linguistics, 18% researchers used wrong tenses while writing the abstract section of their research theses. 100% researchers of the subject of Applied Translation Studies, Psychology, Education, Educational Planning and Management, Mass Communication,

Secondary Teachers Education, Distance and Non Formal Education and Economics all used past tense instead of present tense while writing the abstract sections of their theses. It is a general phenomenon that present tense is always used for writing of the abstract section of a research thesis.

Findings

Greater Number of Words

The number of words in the abstract of thesis should range from 150 word to 250 words. This has been clearly mentioned above. The researcher has carefully observed that 21 out of 78 samples of abstracts reflect the implementation of this principle. It means 26% researchers have written the abstract section within the range of above mentioned word limit.

Multiple Paragraphing

An abstract should be written in one paragraph. This is also clearly mentioned in APA citation manual on its page number 26, 6th edition published in 2010.(APA Publication Manual, 2010). But the researcher has observed that 27 out of 78 abstracts i.e., 34% of the abstracts have been written in one paragraph, rest 66% abstracts reflect multiple paragraphing. Multiple number of paragraphs in an abstract gives rise to great hindrance in proper comprehension and understanding to the reader of the author's point of view. Multiple paragraphing occurs as a result of conceptual overlapping in the author's mind at the time of writing the abstract. It also happens owing to the varied length of different moves. These researchers did not keep a reasonable rationale in the taxonomic length of different moves.One of these researchers has written 255 words in M1, and 204 and 238 word for M2 and M4 respectively making the total number of words in the abstract is 697 and this researcher has not written the move 3 (M3) and move 5 (M5). The researcher/s must not forget that greater the number of words in an abstract, the more the number of paragraphs in an abstract. Whereas an abstract must be written in one paragraph according to the standard parameters of the abstract writing.

Range of the Moves

A researcher, while starting writing an abstract should write the introduction of the study in the beginning of the abstract, then the purpose of the research and thirdly, the methodology through which the research has been conducted, then the product or finding of the research and finally, the conclusion or result of the research must be mentioned. Any abstract without the discussion of the conclusion of the research seems incomplete. These are the mandatory five moves in an

abstract without which an abstract. These five moves should be written in the same pattern according to Hyland's (2000) five-move model.

The researchershave observed that 11 abstracts out of 78 selected abstracts reflect all 5 moves it means only 14% of the researchers of the selected abstracts are aware of writing the mandatory moves. Out of all the 5 moves, the move which appears most frequently is the move of methodology i.e. M3. The percentage of its occurrence is 88% . The least attempted move is the move of conclusion i.e., M5. Its percentage of occurrence is only 53% an alarming percentage in the sense that the remaining 47% of the researchers have not ended their abstracts with a proper conclusion. The move of introduction i.e., M1 is close to M5 with a slight increase in the percentage i.e., 56%. This is also not the percentage to be appreciated or at least considered at satisfactory level. These two disconcerting percentages reveal that a considerable majority of our M. Phil research scholars do not have in depth knowledge of writing a correct, concise and complete abstract. This is so because they have not found sufficient work done by their predecessors in this specific field. The remaining two moves i.e., M2 and M4 have the attempted percentages are 67% and 69% respectively. These are also less than the figure of a considerable percentage. If the matter of attempt of moves are categorically checked and considered, the researcher has found that in case of the subject of English Linguistics 19% researchers did not write Move 1. This percentage of the researchers of the field of English Linguistics research scholars reveals that they started their work of writing the abstract sections of their respective dissertations without introduction. In case of Move 2, the researchers of English Linguistics, 37% researchers lacked in this regard. So far as the discussion of methodology in the abstract section is concerned 90% researchers attempted this move i.e., Move 3. But Move 4 and Move 5 showed alarming percentages of the negligence or ignorance of the researchers i.e., 59% and 45% respectively. As far as the matter of English Literature is concerned, the percentage of attempt which came to the scene i.e., 75% for Move 1, 62% for Move 2, Move 3 and Move 4. But the percentage of attempt of Move 5 drastically dropped to 25%. This mean they have not concluded their work of abstract writing. The research scholars of Applied Translation Studies showed 50% attempts in Move 1, 83% for Move 2 and Move 3. The approach of the researchers of Applied Translation Studies towards Move 4 and Move 5 was 66%. All the 7 researchers of Psychology did not attempt Move 1 and the resultant percentage is 0%. It means all of them started their work of writing the abstract sections of their respective dissertations without

introduction. 100% researchers attempted Move 2, Move 3 and Move 4 but in case of Move 5 only 57% researchers attempted this move. So far as the researchers of Educational Planning and Management are concerned, only 33% researchers attempted Move 1 and 66% researchers attempted Move 2, 55% researchers attempted Move 4, and 66% researchers attempted Move 5. The move of methodology i.e., Move 3 was attempted by 88% researchers. The researchers of the subject of Education showed 100% attempts of Move 1 and Move 3. But in case of Move 2 and Move 4 the percentage dropped to 66% and the percentage of attempt of Move 5 dropped further to 33%. The researchers of Mass Communication showed 75% attempt in Move 1. But 50% in Move 2 and Move 3.75% in Move 4 and Move 5. The researchers of the subject of Secondary Teachers Education displayed only 12% attempt in Move 1, 100% in Move 2, and Move 3, 75% in Move 4 and 50% in Move 5. This is the only subject in which the researchers depicted great variations in case of attempting the moves. The dissertation writers of Distance and Non Formal Education showed 60% attempt in Move1, 90% in Move 2, 100% in Move 3, 90% attempt for Move 4, and 80% attempt was shown in Move 5. The only research dissertation writer for the subject of Economics showed 100% in Move 1, Move 2, and Move 3. But in case of Move 4 and Move 5, the researcher cut a sorry figure and showed 0%. The entire calculated data regarding the attempting percentage of different moves can be viewed at one glance in Table 4.8. Moreover, in abstract writing, it has been a common and conventional practice that an abstract must be written in one compact paragraph and this has been already discussed at length for more than one times.

Fluctuated Use of Tenses

Another important factor in the analysis of the abstract section which the research has observed very keenly is the variation in the use of tenses. It has been a conventional practice that an abstract should be written either in present indefinite tense or present perfect tense and that too is either in active voice and not in passive voice which is the requirement. But the use of past tense is not the routine practice in abstract writing rather it is a deviation in the writing of this type of genre. Tables 4.4 and 4.5 clearly show that a great percentage of researchers have used past tense and this percentage touches the figure of 66%.

Incorrect Use of Voice

An abstract should be written in active voice and not in passive voice. This too is clearly mentioned in APA citation manual on its page number 26, 6th edition published in 2010.(APA

Publication Manual, 2010). The researcher has noticed that only 7 out of the 78 samples of the selected abstracts have been written in active voice. It means only 8% of the researchers are aware of this fact that an abstract should be written in active voice and not in passive voice.

Conclusion

This research article has shed ample light on the schematic move structural analysis of the abstract sections of the theses of M. Phil of different subjects in soft sciences or social sciences. The major outcomes of this research are, M. Phil research scholars are unaware of the move pattern(s) presented by a few internationally renowned genre analysts i.e., Swales, Bhatia, Hyland, etc. especially Hyland whose five-move model has been specifically discussed at length in the preceding chapters. Hyland five-move model has also been the hub of this research as all the research work of this research dissertation has been conducted while aiming this model as the standard parameter. This research has been conducted in the background of the research knowledge of the M. Phil research scholars of different subjects in social sciences. The very basic purpose of an abstract is to give a complete knowledge to the reader about the research thesis at one glance in a very succinct way. But, regretfully it is stated that our research scholars of M. Phil of different subjects in soft sciences or social sciences are not aware of this most important aspect of the research dissertation. It is the dire need of the hour that the neophytes in the field of research must be imparted with adequate and appropriate concepts of writing a research dissertation especially the writing of the abstract section. It is also worthwhile to mention that the novice researchers must also make certain endeavours to dig out the methodologies of writing a good research dissertation along with a suitable abstracts of their respective research thesis. The researcher of this research dissertation does not hesitate to pen down this reality again that an abstract is the mirror of a research thesis. The more the mirror is brighter and clearer, the more the image will be finer. An abstract plays a pivotal role in the entire endeavour of the researcher for writing a research dissertation. The postulant researchers must be educated about the significance of the moves, the taxonomic length of different moves, the functionality of all the five moves mentioned in Hyland's (2000) five-move model. For instance, move 1 (M1) which indicates 'introduction', its function is to establish context of the research and create motivation for the research. move 2 (M2) which shows 'purpose', indicate the aims of the research and the goals to be achieved after the completion of the research. Move 3 (M3), 'methodology' shows the way how the research has been conducted, the data has been

collected, and analyzed. Move 4 (M4), 'product' indicates the findings of the research on the basis of the analysis of the collected data. Move 5 (M5), 'conclusion', shows the outcomes of the research, wider implications and interpretations and scope of the research. The novice researchers must also learn themselves the use of appropriate tense with suitable use of voice. This is so because that M. Phil is considered as the second highest qualification in our country and at this level it is very much expected from the research scholars that they are well aware of the very basic concepts of the uses of all the tenses and also the uses of the voices i.e., active voice and passive voice. It seems quite ridiculous that at this level they are academically imparted such basic ideas. The most important factor in the analysis of a move - the purposes behind the analysis of that particular genre which is to be analyzed. These objectives adjust and govern the prepositional contents of the genre. The schematic move pattern and the selection of register all these are to be considered. This can only be easily achieved while adopting Hyland's (2000) five-move model. The researcher, while keeping all these in view, emphasizes on his opinion that Hyland's (2000) five-move model is better than the rest of the two models i.e., Swales' (1991) CARS model and Bhatia's (1994) four-move model. An inexperienced researcher will certainly feel easy in writing an abstract while picking up Hyland's (2000) five-move model. Such type of researcher will not face those difficulties which he/she would face while adopting Swales' (1991) CARS model or Bhatia's (1994) four-move model.

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