A Rhetorical Move Analysis and Metadiscourse of Abstracts in Graduation Projects Written by Libyan Students: A Case Study in Gharyan University

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ABSTRACT:

Even though abstracts are short, they require a specific type and formal structure that is accepted by academic discourse communities (San & Tan, 2012). They are governed by a discipline's own conventions i.e. a series of moves that characterize the flow of the discourse and linguistic features. This study aims to identify the rhetorical moves and metadiscourse markers that are deployed in the abstracts of projects that were written by undergraduate students in the English department at the faculty of Arts/Gharyan University. The data consisted of 30 abstracts. Hyland's models (2000; 2005) were adopted in this study. The first model (2000) was used to analyze the rhetorical moves. The second one (2005) was employed to analyze the metadiscourse. The findings revealed that most of the abstracts did not consist of the five rhetorical moves. The introduction and purpose moves were prominent, while the method, result, conclusion, and structure (new move) moves were not prominent. The absence of some of the rhetorical moves in the English abstracts of undergraduate projects might make the project abstract unable to achieve its communicative purposes and will lead to difficulty for readers to understand the content of the abstract. For metadiscourse, the findings showed that interactive metadiscourse was deployed more than interactional metadiscourse. Among these two categories, transitions, frame markers, and endophoric were used more frequently.

KeyWords: Rhetorical Moves, Metadiscourse, Hyland's models, Abstracts, undergraduate students.

1. INTRODUCTION

1.1 Background

Many education institutions require students to write an undergraduate project, which includes an abstract section, to complete their studies. While attempting to adhere to the criteria of academic conventions, inexperienced academic writers, such as BA (Bachelor of Arts) students, face numerous obstacles while writing. They must simultaneously deal with methodological concerns, text building, grammar, lexical selections, and references. Undergraduate projects are considered to be "difficult pieces of graded writing" (Thompson, 2013, p. 284). For this purpose, educational institutions devote a significant amount of time and energy to teaching graduate students how to produce a project. However, in academic writing studies, they are still mostly ignored genres (Thompson, 2013). Therefore, in the present study, we will focus on undergraduate projects that are produced by Libyan undergraduate students. More specifically, this study will investigate one of the main sections (i.e. abstract) that is still considered challenging for non-native English speakers due to disparities in academic writing styles between languages.

An abstract is 'an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publications with it' (American National Standards Institute (ANSI), 1979, p.1). It is "a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article" (Bhatia, 1993, p.78). Abstracts always appear at the beginning of the papers and act as the entry point for all academic documents (Hyland, 2000; San & Tan, 2012). Abstracts serve four crucial tasks in the academic community. To begin with, abstracts yield readers a short description of a work's topic, approach, and outcomes. Second, abstracts are a "time-saving device" (Martin-Martin, 2003, p.26) because they allow readers to anticipate the research's quality. Thirdly, they are classified as a 'promotional genre' (Dahl, 2009; Hyland, 2000; Hyland & Tse, 2005; Lindeberg, 2004) because they encourage readers to read the entire article or persuade conference organizers to accept or reject submitted papers (Lorés, 2004). Fourthly, abstracts aid indexing for large database services (Huckin, 2006) to make information access easier. Thus, studies on writing abstracts, in particular, are highly significant for the academic community.

Even though abstracts are short, they require a specific type and formal structure that is accepted by academic discourse communities (San & Tan, 2012). They are governed by a discipline's own conventions i.e. a series of

moves that characterize the flow of the discourse and linguistic features (i.e. metadiscourse) through which the authors take into consideration their audience and their background knowledge of the subject matter (Hyland, 2004; Widdowson, 1984). These conventions yield the writers with the frame that need to achieve the communicative goal of abstracts and are accepted by their colleagues in their discourse community (Bazerman, 1994).

Academic abstracts in general have gained striking attention through two main dimensions; the rhetorical organization (e.g., Ahmed, 2015; Amnuai, 2019; Bhatia, 1993; Golebiowski, 2009; Hadi & Faridi, 2020; Hasan & Alsout, 2020; Hyland, 2000; Pho, 2008; Samraj, 2005; Santos, 1996; Suntara & Usaha, 2013; Tanko, 2017) and metadiscourse (Abdollahzadeh, 2011; Hu & Cao, 2011; Hyland, 2007; Hyland & Tse, 2004; Kedri et al., 2013; Marandi, 2002; Martin, 2003; Pho, 2008). Few past studies have probed the rhetorical moves of the abstracts of bachelor projects (e.g. Doro, 2013; Ella, 2020; Juanda & Kurniawan, 2020; Kosasih, 2018; Male, 2018; Siyaswati & Rochmawati, 2017; Suryani & Rismiyanto, 2019). Among these studies, there were no studies have been conducted to explore the construction of abstracts of undergraduate projects that are written by Libyan students.

Reviewing the past studies disclosed that few corpus-based move studies have investigated the structure of abstracts of undergraduate projects across a range of disciplines; public administration (Kosasih, 2018), management (Kosasih, 2018), mathematics (Kosasih, 2018; Juanda & Kurniawan, 2020), applied linguistics (Doro, 2013; Siyaswasti & Rochmawati, 2017), solid and social sciences (Suryani & Rismiyanto, 2019), chemistry and physics (Juanda & Kurniawan, 2020), geography and sociology Juanda & Kurniawan, 2020), literature (Doro, 2013), history (Doro, 2013; Juanda & Kurniawan, 2020), social sciences and the hard sciences (Ella, 2020), the English teaching study program (Male, 2018) and Linguistics (Hadi & Faridi,2020). These studies revealed that the rhetorical moves of abstracts appeared in the examined abstracts with varying frequencies. The most compulsory moves were Move 2 (purpose), Move 3 (method), and Move 4 (results) (Doro, 2013; Ella, 2020; Hadi & Faridi,2020; Juanda & Kurniawan, 2020; Kosasih, 2018; Male, 2018; Suryani & Rismiyanto, 2019). Additionally, introduction (move 1) was obligatory in some studies (Doro, 2013; Juanda & Kurniawan, 2020; Suryani & Rismiyanto, 2019). However, the introduction (move 1) and the conclusion (move 5) were optional moves in Ella's study (2020). Besides, the conclusion (move 5) was found to be obligatory in other studies (e.g. Male, 2018). While metadiscourse, that are deployed in the abstracts of undergraduate theses, has not received considerable attention. None of the above-reviewed studies has investigated metadiscourse in

the abstracts of undergraduate theses. While only Hadi and Faridi (2020) explored the metadiscourse markers in the abstract of undergraduate theses in Indonesia.

Overall, the above-reviewed studies investigated the rhetorical moves and metadiscourse in Hungarian and Indonesian undergraduate theses. There is still a gap in the literature that needs an investigation. The academic writing of Arab Libyan undergraduate students demands investigation from both perspectives; rhetorical moves and metadiscourse.

To portray an apparent picture of the features of the graduation projects of abstracts in Libyan academic writing, the present study addressed the following two questions:

1. What are the rhetorical moves in abstracts of graduation projects written by undergraduate Libyan students?

2. To what extent metadiscourse markers are employed by Libyan undergraduate students in the abstracts of graduation projects?

2. THEORETICAL BACKGROUND
2.1 Move Analysis

Move analysis is one of the genre-based methodologies used to ascertain the shape of any genre, and it has now become a major topic of research and an irrefutable component of genre studies (Ding, 2007). Some effective research on this specific form of analysis have been carried out by Swales (1990). A Move is defined as a "discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales, 2004,p.228-9) to obtain "one main communicative objective" (Swales, 2004,p.228-9). It is employed to serve functional and semantic units of text that have certain roles and are linked to the writer's intent (Biber, Connor, & Upton, 2007). Because it is a functional category, the length of a move can range from a single finite clause to several paragraphs. It enables the interpretation of genres as a reflection of "language application within a conventional communicative scenario to offer expression to a communicative group of goals of a social or disciplinary institution" (Bhatia, 2004, p. 23).

Moves that contribute to the textual organization of the genre to which they belong can be obligatory or optional. Moves may also include "steps" (Bhatia, 1993; Swale, 1990), which essentially describe different strategies for completing a move. A 'step' is defined as "a lower-level text unit than the move that yields a detailed perspective on the options open to the writer in setting out the moves" (Dudley-Evans & St John, 1998, p. 89). Just as each step contributes

to the overall goal of a move, each move contributes to the overall communicative goal of the genre. The ability to meet the expectations of moves within a genre thus determines the success of the genre's communicative goals. A plethora of genre-based studies has since used this strategy to investigate how discourse is generated in various sectors of the academic documents (i.e. Research articles, theses), as one of the most common forms of communicating knowledge in academia. The main outcome of this field of research has been the development of recommended move schemes for the academic documents' key components, including abstracts Bhatia,1993; Hyland, 2004; Pho, 2008). These move classifications are important because they demonstrate how speech is textualized within the same genre. However, according to Dudley-Evans (1994), determinations about the classification of moves in different parts of the academic genres are mostly dependent on their associated linguistic characteristics.

2.2 Metadiscourse

The concept of metadiscourse was first introduced by the linguist Harris in 1959 "to offer a way of understanding language in use, representing a writer's or speaker's attempts to guide a receiver's perception of a text" (Hyland, 2005, p.3). Then, it was neglected until the 1980s, when some scholars (e.g. (e.g. Crismore, 1983; Vande Kopple, 1985; Williams, 1981) started to investigate metadiscourse. Later, metadiscourse was developed by Hyland (2004) and defined it as the markers that authors employ to "explicitly organize their texts, engage readers, and signal their attitudes to both their material and their audience" (Hyland & Tse, 2004, p. 156). Metadiscourse has been established as a key element of academic writing (e.g., Ädel, 2006; Hyland, 2004, 2005; Hyland & Tse, 2004) as it conveys a basic social meaning by revealing the author's identity and character, and facilitates communication with the readers to develop comprehension of the texts (Hyland, 2005). More importantly, metadiscourse can enable authors to change a dry text into reader-friendly prose, and show the capacity of the author to supply adequate cues to secure an understanding and acceptance of the propositional content (Hyland, 2004).

Metadiscourse has two functions. First, they "organize propositional information in ways that a perceived audience is likely to find coherent and convincing" (Hyland, 2004, p.112). The second function is interpersonal, demonstrating the user's attitude toward the text's subject matter or the text itself. In this sense, metadiscourse markers are micro textual features that yield a significant link to the macro textual level of a text, reflecting the writer's or speaker's purposes and intentions. In this study, we used Hyland's (2004)

categorization of metadiscourse items, as the most comprehensive and detailed available. In that model, interactive markers refer to the language used to organize the text while interactional markers manage the social dimensions of the task and allow for commentary on the intended message by the writer. Hyland's initial lists contained over 300 metadiscourse markers, subdivided into ten main categories as illustrated in Table 2.

In this widely explored topic, research has demonstrated that the deployment of metadiscourse devices in different academic genres is influenced by a number of factors, including discipline (Cao & Hu, 2014) and the writer's linguistic/cultural background (Kim & Lim, 2013). Most of the growing body of research has focused on differences in the employment of metadiscourse between disciplines rather than genres (Ädel, 2006; Khedri & Kritsis, 2018), therefore, more research is required to probe the genre variation of metadiscourse in English. Additionally, research on metadiscourse in academic writing has largely focused on expert writing, i.e., research articles (e.g., Gillaerts, & Velde, 2010; Hu & Cao, 2011; Hyland, 2004a; Khedri, Heng, & Ebrahimi, 2013; Kim, & Lim, 2013) though researchers have recently turned their attention to students writing, mainly the doctoral theses and the master dissertations (Lee & Casal, 2014). However, there is still a significant gap in the field, particularly concerning the use of metadiscourse markers at the undergraduate level of foreign language writing proficiency.

3. METHODOLOGY
3.1 Research Design
 A mixed-method design was carried out in this research. The qualitative method was used to analyze the abstracts in terms of rhetorical moves and metadiscourse markers. While the quantitative method was utilized to determine the frequency of the moves to decide which ones were prominent and which were not and it was also used to ascertain which metadiscourse markers were the most common.

3.2 Corpus
This paper was guided by a set of 30 abstracts randomly chosen from undergraduate projects written by Libyan students in the English department at the faculty of arts/ Gharyan University. The total number of words is 3523. Several guidelines were followed during the data collection process. Firstly, there was no limit set for the length of each abstract's text because the text is not characterized by its size; rather, it is regarded as a 'semantic unit'; a unit of meaning rather than form (Halliday & Hasan, 1976). Secondly, all of the chosen projects were submitted to the English department from 2004 until 2018.

Thirdly, these projects were chosen from a single discipline i.e. English Language. The reason for this selection is that only students of the English department in the faculty of Arts use English in their graduate projects.

3.3 Analysis Procedure

The collected data has been analyzed in two stages. The first stage was to analyze the rhetorical moves in the selected abstracts. There are two main methods of analyzing moves: the top-down and the bottom-up (Pho, 2008). The first step in a top-down approach is to assign moves based on the content, meaning, and function of the text. The identified moves are then probed for linguistic realizations. A bottom-up approach, on the other hand, identifies text segments based on specific linguistic clues. However, in this study, a top-down approach was used.

Howe's (1995) four-grade system was used to categorize rhetorical moves in terms of frequency. Because a default in considering the level of frequency was discovered, this system has been modified to suit the current study. It has been discovered that 50 percent of occurrences in Howe's (1995) four-grade system can be both prominent and not prominent. To avoid confusion, this study considers a frequency of occurrence of 50-100 percent to be 'prominent,' while a frequency of occurrence of 0-49 percent is considered 'not prominent.'

The second stage involved the creation of an electronic corpus of metadiscourse markers. A list of metadiscourse items from Hyland (2005) was used, as well as items from other studies (Hu & Cao, 2011, 2014; Khedri et al., 2013). Following that, each distinct metadiscourse item was identified with special attention to the meanings to identify and locate the metadiscourse markers using Hyland's adopted model (2005). More importantly, an expert in the fields of discourse analysis and academic writing assisted the researchers in determining which moves should be assigned to the corresponding texts, as well as assuring the markers that function as metadiscourse, to increase the reliability of both the move analysis and metadiscourse analysis.

3.4 Analytical Frameworks

In the current study, two analytical frameworks were adopted. Hyland's model (2000) was followed to analyze the rhetorical moves of the selected abstracts, and Hyland's model (2005) was used to analyze the metadiscourse found in the current corpus.

3.4.1 Hyland's (2000) Move-Structure Analytical Framework

Hyland's model is thought to be more appropriate because it consists of five moves (introduction, purpose, method, product, and conclusion). Each move serves functional and semantic units of text that serve specific functions and is associated with the writer's intention. This model was created using 800 abstracts from eight different disciplines.

Table 1 Framework for Abstract Analysis (adopted from Hyland, 2000,p.67)

Moves	Function
1. Introduction	Establishes context of the paper and motivates the research or discussion.
2. Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3. Method	Provides information on design, procedures, assumptions, approach, data, etc.
4. Product	States main findings or results, the argument, or what was accomplished
5. Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

3.4.2 Analytical Framework of Hyland's (2005) Metadiscourse.

Although various metadiscourse frameworks exist (Bunton, 1999; Crismore et al., 1993; Hyland, 2005; Hyland & Tse, 2004; Vande Kopple, 1985), the current study used Hyland's (2005) model (see Table 2) to analyze metadiscourse features in the abstracts of undergraduate theses. It was selected for this study because it is genre-specific and the result of an empirical classification of a larger and multidisciplinary corpus. In recent studies, Hyland's (2005) framework has also been used to investigate metadiscourse devices in related genres such as research articles and master's dissertations (e.g., Gillaerts & Velde, 2010; Khedri et al., 2013; Ozdemir & Longo, 2014). The use of Hyland's (2005) model in this study would allow the researchers to compare the current findings to those obtained in other comparable studies.

Table 2 Hyland's Model of Metadiscourse (2005)

Category	Function	Example
1. Interactive	Help to guide the reader through the text	Resources
Transition	Express relations between main clauses	In addition; but; thus and
Frame markers	To refer to discourse acts, sequences or stages	Finally; to conclude; my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above; "see fig; in section 2
Evidential	Refer to information from other texts	According to X; Z states
Code glosses	Elaborate propositional meanings	Namely; e.g; such as; in other words
2. Interactional	Involve the reader in the text	Resources
Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; about
Boosters	Emphasize certainty or close dialogue	In fact; definitely; it is clear that
Attitude Markers	Express writer's attitude to proposition	Unfortunately; I agree; surprisingly
Self-mentions	Explicit references to author(s)	I; we ; me ; our
Engagement Markers	Explicitly build relationship with reader	Consider; note; you can see that

4. RESULTS AND DISCUSSIONS
4.1 Analysis of Moves
Table 3 shows the sequential structure of eighteen different rhetorical moves. Furthermore, nine of the abstracts contain only one move while ignoring the other essential moves. Similarly, Hasan and Alsout (2021) discovered that Libyan academic authors used the entire abstract to state only the purposes of their studies, ignoring other ultimate rhetorical moves such as (method and

product moves). It should be noted that there were missing moves in each abstract of the current study, ranging from one to four missing moves. This finding reflects a lack of academic knowledge and a lack of understanding of how to write well-written and consistent abstracts (Hasan & Alsout, 2021).

Table 3 Move sequences in undergraduate projects abstracts

No	Move sequences	Frequency	Percentage
1	M2+M6	6	20%
2	M2+M1+M6	2	6.6%
3	M6	4	13.3%
4	M1+M2	2	6.6%
5	M1	3	10%
6	M2	1	3.3%
7	M1+M2+M3	2	6.6%
8	M2+M3+M4+M2+M5	1	3.3%
9	M1+M2+M3+M5	1	3.3%
10	M1+M2+M3	1	3.3%
11	M2+M1+M3	1	3.3%
12	M1+M2+M6	1	3.3%
13	M2+M1+M2+M3+M4	1	3.3%
14	M1+M2+M1	1	3.3%
15	M2+M3+M4	1	3.3%
16	M2+M3	1	3.3%
17	M2+M1+M2+M3+M4	1	3.3%

As shown in figure 1 and Table 4, the analysis of the moves revealed that the five moves of abstracts identified by Hyland (2000) which include (Introduction (M1), Purpose (M2), Method (M3), Result (M4), and Conclusion (M5) all appeared in varying frequency in the present corpus. However, not all the moves were present in each abstract. The purpose move (M2) and

introduction were the only prominent moves in the present study. While the other moves (M3, M4, M5 and M6) were not prominent. A further interesting finding is that a new move was found in the abstracts, that were written by Libyan undergraduate students, known as move 6 (structure). Similarly, Hasan and Alsout (2020) found this new move in the research article abstracts that were written by Libyan academic authors in the field of applied linguistics. More details will be discussed below regarding each move with examples from the present corpus. However, it should be mentioned that the extracted examples from the collected abstracts were included without any corrections because this is not the scope of the current study.
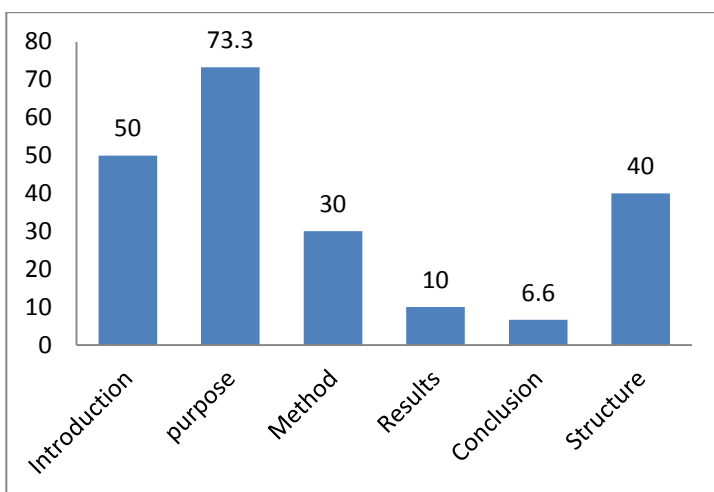

Figure 1. The frequency of moves

Table 4 Distribution of moves

Moves	Move 1	Move 2	Move 3	Move 4	Move 5	Move 6
Percentage	50%	73.3%	30%	10%	6.6%	40%
Prominence level	Prominent	Prominent	Not Prominent	Not prominent	Not prominent	Not prominent

Move 1 (introduction): It "established context of the paper and motivation of the research" (Hyland, 2000, p.67). This move is considered obligatory as it occurred 50% of the total. When comparing our findings to those of the prior studies (Doro, 2013; Juanda & Kurniawan, 2020), we can include that Libyan

undergraduate students in the field of English revealed similar results to Hungarian students in the fields of natural science and social science. Upon closer analysis, it was disclosed that this move was accomplished by arguing for topic prominence (example #1), making topic generalizations (example #2), defining terms, objects, or processes (example #3), and by identifying a gap in current knowledge (example #4).

(1) Spoken language production is often considered as one of the most difficult aspects of language (Brown & Yule, 1983). In fact, many language learners find it difficult to express themselves in speaking in the target language. Each student has her/his own problems.

(2) Learning to speak a second language seems to be a goal that many people all over the world try to fluently achieve.

(3)There are many factors that may affect speaking skill such as personality, motivation, anxiety, method of teaching, role of the teacher and student. All of these factors should keep in consideration in order to get adequate learning.

(4) As a matter of fact, problems here are related to the large differences between two languages which belong to two different origins or different family groups. Both languages which are very far from one another having different aspects in grammar, syntax, lexical and culture.

Move 2 (Purpose): It "indicates the purpose, thesis, or hypothesis, and outlines the intention behind the paper" (Hyland, 2000, p.67). In the current study, M2 is obligatory because it was found in 73.3% of the collected abstracts. This result is in accordance with the findings of the previous studies Ella, 2020; Male, 2018; Kosasih, 2018; Siyaswati & Rochmawoati, 2017; Suryani & Rismiyanto, 2019). Based on these findings, we can say that move 2 (Purpose) generated a lot of interest in the abstracts of undergraduate projects. Move 2 was accomplished by directly stating the goal (example #5).

 (5) This research study aims to explore the type of motivation that motivates the Libyan EFL Gharyan university students to learn English language.

Move 3 (Method): It "provides information on design, procedures, assumptions, approach, data, etc" (Hyland, 2000, p.67). Move 3 is not prominent in the current paper as it was included only in 30% of the abstracts of undergraduate projects. This does not agree with the outcomes of the prior studies (Ella, 2020; Kosasih, 2018; Male, 2018; Siyaswati & Rochmawoati, 2017; Suryani & Rismiyanto, 2019) where this move was prominent. Because the abstracts lack the foundation of how the results were obtained, their validity

is questioned. Because an abstract is a gateway to the full study, this leads to the conclusion that the study will not be read, regardless of its quality (Swales, 1990). A close analysis disclosed that this move was recognized by describing the participants (example #6), identifying the instruments (example #7), and describing the procedure and conditions (example #8).

(6) A quasi-experiment was organised to test the ability of a hundred Libyan university students to interpret a number of substitutes mentioned in modified statements and consequently comprehend the message of these statements.

(7) The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from two groups, First and Fourth-year students learning English at the College of Arts in Gharyan.

(8) To support our study we made a questionnaire for students to get their opinions about BLT and MLT then we analyzed their responses, the majority was against BMT and with MLT.

Move 4 (product): It "states main findings or results, the argument, or what was accomplished" (Hyland, 2000, p.67). The results of this study revealed that M4 is not obligatory as it was found in only 10% of the abstracts of undergraduate projects. What's more surprising is that over half of the current study lacks a summary of the findings, leaving the reader perplexed as to what the author did in his or her study. Although this outcome is in line with those gained by (Ella, 2020; Kosasih, 2018; Male, 2018; Siyaswati & Rochmawoati, 2017; Suryani & Rismiyanto, 2019), where they found that M4 was not prominent in the abstracts of undergraduate projects, it reflects the undergraduate students' unawareness of the fact that the product move must be included in abstracts. On close scrutiny, this move was accomplished by describing the main results (example #9).

(9)The findings revealed that the participants have both high instrumental and integrative motivation towards learning English language.

Move 5 (conclusion): It "interprets or extends results beyond the scope of the paper, draws inferences, points to an application, or wider applications" " (Hyland, 2000, p.67). M 5 (conclusion) was included in 6.6% of the abstracts of undergraduate projects and, thus, is not obligatory. In line with the results of the prior studies (Ella, 2020; Male, 2018), we found that M5 was not prominent in the abstracts of undergraduate projects. Based on these findings, move 5 (conclusion) is the least used move in the abstracts of undergraduate projects. This may imply that move 5 (conclusion) is not a generic part of abstracts of

undergraduate projects. A closer look revealed that Move 5 was attained by stating conclusions from results (example #10).

(10) The study is expected to help students improve their performance in speaking classes.

Move 6 (structure): It was used to indicate the contents of the research (Example #11). It was included in 40% of the abstracts of Libyan undergraduate projects. The result is not in line with the previous studies (Ella, 2020; Kosasih, 2018; Male, 2018; Siyaswati & Rochmawoati, 2017; Suryani & Rismiyanto, 2019), which did not find this move. However, M6 is not prominent in the abstracts of Libyan undergraduate projects.

(11) This research is divided into three chapters. The first chapter is about the definition form, position and kinds of adjectives. The second chapter discusses the definition, position, types, comparison of adverbs and facts about adverbials. The last chapter deals with a comparison of adjectives and adverbs. This comparison is very useful to get a general review of the main differences between adjectives and adverbs.

4.2 Results of Metadiscourse
According to table 5, interactive metadiscourse was deployed more than interactional metadiscourse. Among these two categories, transitions, frame markers, and endophoric were used more frequently.

Table 5 Frequency of Metadiscourse

Metadiscourse Type	Frequency
Interactive Metadiscourse	180 Markers
Interactional metadiscourse	87 Markers

It should be said that in contrast to the number of words of the selected abstracts (3523), metadiscourse markers were few. Libyan students in the faculty of arts at Gharyan University were not aware enough of these markers. They presented a range of information in a few lines without creating cohesion and facilitating communication with readers.

4.2.1 Interactive Markers

Interactive markers are used to make the proposition and the argument of the author more evident by further describing and explaining (Hyland, 2005). However, transitions, frame markers, and endophoric were the only notable subcategories (see table 6) in the present study.

Table 6 Frequency of Interactive Metadiscourse

Interactive Metadiscourse	Frequency (how many times)
Transitions	70
Frame markers	60
Endophoric	48
Evidentials	02
Code glosses	-

In the current study, transitions were the most frequent interactive metadiscourse markers (70 times) (Example #12). Interestingly, this finding coincides with numerous studies (e.g., Gillaerts & Velde, 2010; Hadi & Faridi, 2020; Hyland & Jiang, 2018; Khedri et al., 2013; Ozdemir & Longo, 2014). Furthermore, this extensive use of transitions is due to the essential role that transitions play in establishing logical relationships between sentences and in assisting writers to persuade readers (Ho & Li, 2018; Hyland, 2005). It should be noted that the transition mark 'and' was frequently used.

(12) As the direct method is based on the principles quite contrary to the grammar-translation method, *therefore*, this paper aims at highlight the contrast features of these both.

Frame Markers reduce the audience's effort while reading by explicitly signalling "text boundaries of schematic text structure" (Hyland, 2005, p.51). Amongst the interactive markers, after transitions, frame markers were the second most frequent category (60 cases). This finding is consistent with prior findings that were obtained by Al-Shujairi and Ya'u (2016), and Khedri et al., (2013). Frame markers are further subdivided into sequencers (Example #13), announcers (Example #14), and labelling stages. The most notable subcategory (48 times) is announcers, which is due to Libyan students' desire to announce the

goals of their studies (example), whereas sequencers were only detected once in the present data. Furthermore, there is no labelling stages subcategory in the current study.

(13) We have chosen this topic for many reasons, *Firstly*, listening is the most neglected skill be second language teaching. *Secondly*. it is an interesting topic.

(14) The *aim* of this study is to present how 1o deal with the English grammar teaching, especially for teachers.

Endophoric are 'text references' (Bunton,1999) used to help the reader to understand the author's context and to enable quick access to related details found among the parts of the text (Hyland, 2005). It is believed that endophoric markers are ubiquitous in soft disciplines (Hyland,2005; Khedri et al., 2013). In the current study, endophoric markers stand out as the third most frequent markers among interactive metadiscourse, but they are not widely used (48 times) (Example #15).

(15) *This research* focuses on errors committed by third-year students at the College of Language, Al Jabal AI Garbi University, SY 2010-201.

Code Glosses are required to clarify the author's proposition and argument by further describing and explaining (Hyland, 2005) to make the ideas more accessible to the readers. This category, however, is not found in the current work. This finding contradicts the findings of Khedri et al. (2013), who discovered that code glosses are a common feature in (RA) abstracts in soft disciplines.

Evidential markers are essential in academic writing and are a "key element of persuasion in academic writing as it helps justify arguments and help display originality" (Hylnd,2010, p.11), However, (28) of the examined abstracts are free of any citations and evidential markers were identified only twice (Example #16). This is because Libyan undergraduate students of the current study neither raise claims in their abstracts nor they used theories and frame markers in their studies. As illustrated above in the results of the moves, they exploit the abstracts in either stating the aims of their studies or in talking about the contents of their projects.

(16) Spoken language production is often considered as one of the most difficult aspects of language learning *(Brown & Yule, 1983)*.

4.2.2 Interactional Markers

From the analysis, it is shown that Attitude markers (32 markers), hedges (20 markers), self-mention (18 times), and boosters (17 cases) are the most notable subcategories, as seen in Table 7. This pervasive use of attitude markers was expected, given the persuasive nature of abstracts. According to Hyland (2005), language that communicates an author's attitude toward their material or readers can be more persuasive than other types of language. That is, using attitude markers can persuade the readers to agree with the propositions. The findings of Hyland and Jiang (2016) support this high frequency of attitude markers.

Table 7 Frequency of Interactional Metadiscourse

Interactional Metadiscourse	Frequency (how many times)
Attitude markers	32
Hedges	20
Self-mention	18
Boosters	17
Engagements	-

Hedges are words or phrases "whose job it is to make things fuzzier" (Lakoff, 1972, p:195) showing that the authors are not completely unsure about the information they are giving (Example #17). While boosters "express certainty and emphasis the force of propositions" (Hyland,2004,p.139) (Example #18). Academic authors, on the other hand, must strike to balance conviction with caution to build up "an appropriate disciplinary persona of modesty and assertiveness" (Hyland 2000, p.180). Although there was no significant difference in the usage of hedges and boosters in this study, both received low percentages (20 and 17 times, respectively).

(17) Learning to speak a second language *seems* to be a goal that many people all over the world try to fluently achieve.

(18) . The results *showed* that the students faced some problems In learning the skill of speaking.

Self-mention markers yield an opportunity for writers to declare their authorial identity by announcing their powerful beliefs and ideas, emphasizing their contribution to the field, and seeking recognition for their efforts (Kuo, 1999). However, there is a very faint presence of these markers in the current research (18 tokens) (Example #19). This is compatible with Hadi and Faridi's (2020) findings where they found that self-mentions were common in the abstracts of undergraduate theses that were written by Indonesian students. This could be attributed to the cultural preference for being objective. However, because self-mention is pivotal in academic writing, as Hyland (2005) points out, this result falls short of our expectations.

(19) We have chosen this topic for many reasons.

It should be noted that no engagement markers were discovered in this study, which is consistent with Ozdemir and Longo's findings (2014). Engagements, on the other hand, are crucial to academic writing success (Hyland, 2001, 2005). It's reasonable to assume that the current study's low utilization of engagements is related to cultural factors and settings (Hyland, 2001). Another reason for this outcome could be because Libyan undergraduate students believe that engagement marks " may project a conversational and informal tone " (Alotaibi, 2015, p.8), or that they are unaware of these markers and that further investigation is required**.**

5. CONCLUSION

This study aimed to identify the rhetorical moves used in the abstracts of undergraduate projects and to find out if they have an interest in metadiscourse. The first question was answered by using Hyland's five-moves model (2000). Through the analysis, we found out that the five moves identified by Hyland (2000), were found with various frequencies. The interesting outcome is that a new move (structure) beyond Hyland's model was found to indicate the contents of the research. Our findings marked that the most frequent moves were M1 (introduction) and M2 (purpose). However, these two moves standing alone without the presence of other moves will make the project abstract unable to attain its communicative purposes and will lead to difficulty for the readers to understand the content of the whole project. Additionally, this can be a disadvantage for undergraduate students if their graduation projects are not recognized in the academic community.

For the second question, Libyan students in the faculty of arts at Gharyan University are not aware enough of metadiscourse markers. They introduced

their academic texts without enough perspectives like their attitude, personality, and modality. Failing to meet the expectations of the discourse community should be viewed as a sign of pragmatic failure rather than a linguistic error. However, interactive metadiscourse was employed more than interactional metadiscourse. Amongst analyzed metadiscourse markers, transitions, frame markers, and endophoric were used more frequently. A further interesting finding is that no cases of code glosses and engagements showed up in the present corpus.

The structure of undergraduate project abstracts is taught in the English department at the Faculty of Arts as part of the academic writing course. While metadiscourse is ignored. Conjunctions are taught to students during writing courses, but this is insufficient. To help students become more familiar with abstract language and improve their argumentation and persuasion skills, the English department's curriculum at Gharyan University's Faculty of Arts should include metadiscourse and more instructions about the structure of abstracts. Overall, studying rhetorical moves and metadiscourse in undergraduate projects can yield pivotal insights about academic writing standards and norms of foreign learners of English. This type of research could be useful for novice English writers to master generic practices and cultural differences represented in academic writing.

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