Genre Analysis of Generic Section Headings of MPhil Theses' Introduction Section of Linguistics and Literature

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Abstract

Exploring academic discourse has become a phenomenal enterprise of discourse analysts (Hyland, 2008 & Wennerstrom, 2006) in general and genre analysts (Shehzad, 2010, 2011; Swales, 1990, 2004, 2012) in particular. Genre analysis of academic genres has not only been contributing to the existing knowledge of genre studies but its augmentation in traditions of English for academic purposes, English for specific purposes, and English for research purposes is a significant addition in (non)Anglophone traditions of English language pedagogies. The current study replicates the tradition in Pakistan by doing genre analysis of section headings of introductory chapters of MPhil theses of Linguistics and Literature. In addition to contributing to the existing body of genre studies, this study would be a significant guide for the novice researchers in Pakistan. Considering its wider applicability in (non)Anglophone traditions and dynamic nature of rhetoric, CARS model of Swales (2004) was applied on the section headings of twenty introductory chapters of the MPhil theses. Variation in length, occurrence of the headings, and relevance of the headings with the text followed was focus of the investigation. It was found that the average length observed was, surprisingly, contrary to the opinion of the experts interviewed who believed in shorter length ranging from 8 to 10 pages. Regarding occurrence of section headings, at micro level analysis, no convention of consistency was observed. Moreover, deviations from CARS model were observed in statement of the problem, methodology, objectives of study, and research questions/hypotheses which raise serious questions on pedagogical implications of the academic writing practice. The findings suggest that teaching genre knowledge to the thesis writers in particular and academic writers in general has the potential to resolve the issues of academic writing for research purposes in Pakistan.

Keywords: genre analysis, academic writing, thesis

Introduction

Academic writing in English as a Second Language has widely been addressed with emergence of global interaction among academicians through research publications (Paltridge & Starfield, 2007; Swales, 2012,) conferences, workshops and symposia. Before stepping into the sphere of

expert scholars/published authors, novice researchers have to perform series of academic actions including, assignments, end-term papers, synopsis and more importantly the theses. Writing thesis in countries where English is a Second/Foreign Language causes the novice scholars sufferings of many socio-psychological pressures (Paltridge & Starfield, 2007). This inability of rhetorical insight in the form of "writer's block" or "impostor syndrome" is due to lack of profound guidance in writing milieu of the colleges and universities of non-native countries like Pakistan.

In spite of arranging seminars, workshops, symposia by Higher Education Commission Pakistan, in this regard, the neophytes are not able to meet the global norms of academic writing. This is one of the major reasons, perhaps, of negligible number of published MPhil theses at national and international level. Therefore, the current study not only aims at identifying the rhetorical issues in MPhil theses but, schematic patterns with high appeal of persuasion are also intended to be explored in section headings of the introductory chapters of the theses of Linguistics and Literature. Moreover, the study offers new insight into discovering academic discourses in general and English for research purposes (research discourses) in particular (Lim, 2008).

Genres manifesting rhetorical and textual features of academic discourse have been approached by both discourse analysts (Hyland, 2008) and genre analysts (Shehzad, 2007, 2008, 2010, 2011). Genre analysts focus on structural and textual features of academic writing of several communicative events which occur in various languages in different contexts (Paltridge & Starfield, 2007). These communicative events are in both written and spoken forms, for example, conference presentations/academic speeches (Morton, 2009), classroom lectures (Dubios, 1980), research articles (Shehzad, 2005, 2008, 2010), theses/dissertations (Bunton, 2002; Ho, 2003) and book reviews (Tse & Hyland, 2008). Addressing rhetorical and linguistic features in professional discourses/genres such as tax computation letters (Flowerdew & Wan, 2006) and business letters (Dos Santos, 2002) from the perspective of English for specific purposes have also been a core of attention of genre analysts.

These genre based analyses and many others have been proven to be successful for the genre practitioners, for example thesis writers, in fulfilling their needs of genre competence among the discourse community members. However, Pakistan is a country whose language of official matters and education is English, and where academic discourse in general and academic genres in particular have not been explored sufficiently. Recently, few research works at MPhil level have been done on introduction and literature review section of MPhil theses by Abbas (2013)

and Khan (2013) and few PhD studies on hedging and interplay of findings of academic research genres are in progress (Abbas & Bilal, in progress). Recently, Shehzad and Abbas (2015) explored rhetorical structure of introduction section of MPhil theses of Linguistics and Literature; however, the schematic patterns of the text followed by section headings in the introductory section have not been investigated. These generic section headings (Bunton, 1998, 2002) i.e. generic section headings are those section headings which could occur in introduction section of thesis/dissertation of any disciplines and these are research questions/hypothesis, significance of the study, statement of the problem, objectives/ purpose of the study, methodology and chapter breakdown, not only serve as signposting but these headings also engage the readers through certain rhetorical patterns employed. Lack of consistency in these employed patterns may distract the reader which consequently makes the writing reader responsible (Swales, 2012).Therefore, more scientific work is required in this regard to address the issues of academic writing in Pakistan. Hence, the current study aims at focusing on genre of section headings from the perspective of variation in length, and employment of generic section headings (Bunton, 1998, 2002) of the introduction section of MPhil theses of Linguistics and Literature.

Statement of the Problem

Writing thesis has become a challenging task for the neophytes in Pakistani universities where research in Social Sciences has just anchored its roots. Despite arranging a series of seminars, workshops and symposiums on academic English by HEC and universities, the needs of the novice researchers are not fulfilled to a greater extent. There are no published guidelines available in most of the universities in Pakistan for writing research genres such as research articles, theses and dissertations. Hence, it becomes imperative to explore section headings, as one of the important and technical part-genres, of introductions of MPhil theses from the perspective of academic writing and genre pedagogy.

Research Questions

Following research questions were addressed to explore variation in length of introductions and relevance of generic section headings with the text followed.

1. What are pedagogical implications of variation in length of the introductions of MPhil theses?
2. How does the occurrence of generic section headings in the introductions of MPhil these vary?

3. How do the writers employ relevance of generic section headings with the content in the introductions of MPhil theses?
4. How do the findings of the study reflect on implications of genre pedagogy in teaching thesis writing?

Literature Review

Genre, according to Swales (1990), is a communicative set of events which has certain goal to be achieved by genre practitioners. Genre manifests prototypical rhetorical and textual features which are situated not only by genre itself but the context too determines the norms of genre practice. Thus, Genre is a form of social action (Miller, 1994) that situates particular ways of being based on prototypically. These prototypical features develop certain genre families, for example, research genres including research articles, theses/dissertations, conference presentations and subsequent proceedings that share many similarities at rhetorical and textual level. For example, abstract, introduction, literature review, research methodology, result and discussion, and conclusion are common structural elements of research genres. These structural units are also called part-genres (Shehzad, 2010) which further are characterized by schematic patterns of rhetorical and lexico-grammatical features of text. Genre analysis is an approach through which rhetorically and textually schematized patterns of these part-genres are addressed.

Therefore, genres in general and academic research genres in particular have been proven successful in convergence of attention of discourse analysts in general and genre analysts in particular across the disciplines in the academic world. Many genre analyses from the ecology of intercultural and intera-cultural academic settings have been produced such as academic essays (Bruce, 2010; Hinkel, 2002; Lillis, 2001), book reviews (Tse & Hyland, 2008) research articles (Ozturk, 2007; Shehzad, 2005, 2008, 2010) and theses and dissertations (Bunton, 1998, 2002; Geçikli, 2013; Kwan, 2006; Paltridge, 2002).

Different sections (part-genres) of research articles and theses/dissertations including abstracts (Samraj, 2005), introduction (Abbas & Shehzad, 2015; Shehzad, 2005; Sheldon, 2011;Swales, 1990), literature review (Kwan, 2006), methodology, result and discussion (Basturkmen, 2009, 2012; Dudley-Eavan, 1986) and conclusion (Bunton, 2005; Ruiying & Allison, 2003) have also been explored in both (non)Anglo traditions of writing. However, all of these research genres including research articles, theses and dissertations have not got much attention by the genre analysts in Pakistani context. In addition, generic features of section headings (part-genres) of introductory chapters of MPhil theses have also been investigated little in both (non)Anglophone countries. Thus,

the present situation in Pakistan shows that discursive practices in academic discourse including lexico-grammatical resources, schematic/rhetorical structures and contextualization of the discourse in all disciplines (hard sciences and soft sciences) are yet to be addressed for genre analysis.

The current study aims at exploring occurrence and relevance of generic section headings (Bunton, 1998) with the text followed. Create A Research Space (CARS) model of Swales (2004) as a framework was used to identify rhetorical steps. Section headings are significant as they give the idea of writer's intention of organizing the text or in other words the writer's intended rhetorical strategies are revealed through section headings. Generic section headings, therefore, can be used for any type of topic in any introduction. In addition, occurrences of these sections headings and variation in length of the chapter were also calculated and discussed from the pedagogical perspective.

Research Methodology

The current study conducted genre analysis of generic section headings of the introductions of MPhil theses by following quantitative and qualitative approach. For quantitative analysis, length variation of the introductions and occurrence of each generic section heading was calculated. Relevance of the heading, for qualitative analysis, with the text was determined by applying CARS model of Swales (2004) as a framework. The rationale behind using this model lies in its wider applicability across academic genres in diverse linguistic settings i.e. (non)Anglophone academic milieu. Though some of the steps of Move 3 of CARS model such as research questions/hypotheses, summarizing methods, chapter breakdown and significance/value come under the umbrella term of generic section headings; the headings of statement of the problem and objectives are not catered in the model which serves as the limitation of the study. Moreover, there is no other model to be used as theoretical/analytical framework to find out schematic patterns in texts followed by generic section headings. Therefore, CARS seems to be the only resource model which can address the problem highlighted in statement of the problem.

To validate the findings, five experts who were PhD degree holders in the same area were also interviewed particularly regarding length of the introductory chapters and pedagogical implications of CARS model. However, the transcripts of the interviews cannot be provided as the interviewees did not give consent for recordings. Despite this limitation, the use of CARS model provides sufficient evidence to answer our research questions.

Ten MPhil theses of Linguistics and Literature each were selected from National University of Modern Languages, Islamabad, Pakistan. The identity of the writers was kept confidential. The sampling was random but the theses 2007 onward were chosen for the analysis. Official permission from the Director of Library and Dean of the Department of Advance Integrated Studies and Research (AISR) was taken for data collection in order to meet ethical considerations.

Theoretical Framework

Swales' CARS model (2004) consists of three moves followed by steps. Move is a rhetorical strategy of the writer embedded with certain lexico-grammatical features. Move one establishes the territory by providing topic generalizations with use of word class such as *interesting, significant, classical, unique, challenging and important.* Move two establishes the need (niche) of conducting the particular study either by indicating gap in the previous/existing knowledge or by adding to the existing body of knowledge with some positive justifications of the work. Some of the lexicons used for this purpose are *gap, little, less, not, void, insufficient, need, few and some.* Move three is employed to occupy the gap indicated in existing knowledge by announcing current research, presenting research question/hypotheses, clarifying definitions, summarizing methods, announcing findings, stating significance, and providing structure of the genre. Each of the steps of move three is further characterized by lexico-grammatical features which will be discussed in results and discussion section of the current study.

Move 1: Establishing a territory (citations required)
Topic generalizations of increasing specificity
Move 2: Establishing a niche (citations possible)
Step 1A: Indicating a gap **or**
Step 1B: Adding to what is known
Step 2: Presenting positive justification
Move 3: Presenting the present work via
Step 1: Announcing present research descriptively and/or purposively (obligatory)
Step 2: Presenting research questions or hypotheses
Step 3: Definitional clarifications
Step 4: Summarizing methods
Step 5: Announcing principal outcomes
Step 6: Stating the value of the present research
Step 7: Outlining the structure of the paper

Figure1. Swales' CARS model (2004)

Results and Discussion

This section of the study discusses variation in length of introductory chapters, occurrences of section headings and relevance of these headings with the text followed. To discuss possible reasons of variation in length of the chapters and occurrences of section headings based on quantitative results is one of the focuses of this section. Relevance of the text followed by these section headings by applying CARS model (2004) based on qualitative analysis, and finally, to discuss pedagogical implications of teaching genre knowledge, based on the findings of the study, are other major foci of the study.

Variation in Length of Introductions

Table 1 shows that the overall 20 Introductions averaged 17.5 pages in length, the shortest being 5 and the longest was of 28 pages. However, all the experts, quite contrary to the findings, during interview were of the opinion that the introduction chapter should be as brief as possible ranging from 8 to 10 pages. The average length of Linguistics theses' introductions (19.5 pages) is greater than the average length of theses' introductions of Literature (15.5 pages); whereas, the situation is relatively inverse in case of average number of moves as it can be seen in Table 1. Nevertheless, the difference is not too large to generalize that the thesis writers of Linguistics prefer length over thesis writers of Literature while writing introductions. Whereas, comparing the results of the current study, the findings are similar to the observation of Bunton (2002) in the case of average length who reported 17.5 pages average length. However, he researched on 45 PhD theses' introductions. His shortest introduction was of 2 pages, while the longest one was of 60 which are quite different from the findings of the current study. However, Bunton (2002) does not give the reasons of this variation of length.

Table 1 indicates the length of introductions ranges from 5 to 28 pages. This raises the question about page limit of the introductory chapter. There could be several reasons, yet to be explored scientifically, of such variation in length of introductions of thesis.

Table 1: Variation in Length of Introduction

Theses of Linguistics	Number of Pages	Number of Moves	Theses of Literature	Number of Pages	Number of Moves
T1	26	17	T11	27	27
T2	15	15	T12	14	07
T3	05	16	T13	09	10
T4	10	10	T14	09	06
T5	17	20	T15	14	18
T6	28	28	T16	16	22
T7	26	22	T17	15	39
T8	23	22	T18	17	42
T9	24	07	T19	21	38
T10	21	23	T20	13	12
Total	195	179	Total	155	221
Average	19.5	17.9	Average	15.5	22.1

Firstly, the variation in length of introduction as a conventionalized set of communicative practice may vary from discipline to discipline. Secondly, it is probable that the writers decide the length of introduction section after deciding the length of other chapters including chapters of literature review and results and discussion. So, the large length of results and discussion chapter may squeeze not only the length of introduction but also of literature review or vice versa. Thirdly, all the four out of five doctorate degree holders with experience of supervision of MPhil theses, during interviews, opined that they believed in brief introduction chapter of thesis ranging from 8 to 10 pages.

Lastly, as part of general observation with great care, we are of the view that the thesis writers compose (as final draft) introduction chapter after writing the other chapters first. As a result, the total length of other chapters seems to be a decisive factor in determining the length of the first chapter. It also appears that the writers feel comfortable in writing introductions after conceptualizing sufficient knowledge about the topic or/and area of research and research methodology through writing experience of other chapters first. However, all of the factors affecting the length of introductory chapters, we suggest, are needed to be investigated empirically.

Occurrence of Section Headings

Section headings are significant because they give the idea of writers' intention of organizing the text. This schema is performed by employing section headings as intended rhetorical strategies. The

relevance of text with section headings has been discussed in the next section.

Section headings are categorized into topic-specific headings; generic headings and partially generic headings as proposed by Bunton (2002). Generic headings, for example research questions/hypothesis, significance of the study, statement of the problem, objectives/ purpose of the study, methodology and chapter breakdown could be used by the writers from any discipline i.e. hard sciences and soft sciences. Partially generic for example delimitation, theoretical/conceptual framework may not be preferred by the writers for all kind of topics in all disciplines. Generic and partially generic headings which occurred in theses' introductions of the current study are shown in Table 2 and Table 3 separately for Linguistics and Literature theses' introductions respectively. They are listed in the sequence in which they occurred.

Table 2: Occurrence of Section Headings of Theses' Introductions of Linguistics

Section Headings	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	Total
Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Topic Specific/ Background	✓	✓		✓		✓	✓	✓	✓	✓	08
Problem Statement/Research Problem	✓	✓	✓						✓	✓	04
Significance of the Study		✓	✓	✓			✓		✓	✓	06
Objectives/Purpose of the Study	✓	✓		✓	✓	✓	✓	✓	✓	✓	09
Theoretical/Concept-ual Framework		✓	✓		✓						03
Methodology/ Research Design	✓	✓		✓		✓	✓	✓	✓	✓	08
Hypothesis/Research Questions	✓	✓	✓	✓	✓	✓	✓			✓	08
Delimitation	✓		✓		✓	✓				✓	05
Chapter Breakdown	✓	✓			✓			✓	✓	✓	06

It can be seen in Table 2 and Table 3 that topic specific headings occurred almost in all the theses' introductions exceptT3, T5 and T16 (T stands for thesis) which are relatively of shorter length especially T3 (5 pages) and T16 (7 pages). However, number of moves including all the three moves in T3, T5 and T16 is relatively higher than some of the longer

introductions. This trend indicates that without occurrence of many topic specific headings, research territory could be established effectively because there are some introductions, for example T9, which have many topic specific headings, however, they do not fit into any of the moves of CARS model. In other words, those headings in T9 along with the text could neither be used to establish research territory nor could be exploited to establish niche for the research.

Table 3: Occurrence of Section headings of Theses' Introductions of Literature

Section Headings	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	Total The-ses
Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Topic Specific/ Background	✓	✓	✓	✓	✓		✓	✓	✓	✓	09
Problem Statement/ Research Problem			✓	✓		✓	✓				04
Significance of the Study	✓				✓			✓			03
Objectives/Purpose of the Study	✓	✓	✓	✓	✓	✓		✓	✓	✓	09
Theoretical/ Concep-tual Framework					✓	✓					02
Methodology	✓				✓	✓	✓	✓	✓		06
Hypothesis/ Research Questions	✓	✓	✓	✓	✓	✓	✓	✓	✓		09
Delimitation	✓		✓	✓	✓		✓	✓	✓	✓	08
Chapter Breakdown	✓				✓	✓			✓	✓	05

The generic heading statement of the problem/research problem was expected to be found in almost all the introductions occurred only in 8 out of 20 introductions; four from Linguistics and Literature each. This section heading serves to establish niche by explicit indication of gap which is actually very important rhetorical strategy according to many genre analysts. Similar is the case with other generic heading significance of the study which occurs in 9 out of 20 theses introductions. This section heading is informative because it informs the reader directly about researcher's contribution which is the ultimate goal of the research. The section heading methodology was also expected to be found in all the introductions, it was not found in 6 theses introductions T3, T5, T12, T13,

T14 and T20. Surprisingly, T5 had seven chapters in total and did not have separate chapter of methodology at all. Almost half of the introductions had no section heading of chapter breakdown or equivalent.

Partially generic heading delimitation was neither the part of Swales' (1990, 2004) CARS model nor of Bunton (2002) and Shehzad (2005), but occurred in 13 out of 20 introductions of Linguistics and Literature i.e. 8 times in introductions of Literature and 5 times in introductions of Linguistics. This difference, most probably, is due to disciplinary variation in sampling of Literature and Linguistics theses. The theses of literature consist of research work on literary genres such as novels, poems and dramas in which the researchers have to delimit either the number of works of the authors or sometimes the number of pages of a work usually of a novel. The lowest occurrence, 5 out of twenty, of another partially section heading theoretical/conceptual framework may indicate the writers' schema of avoiding this heading in the introductory chapters as the heading is usually employed in separate chapter of research methodology.

It is clear from Table 2 and Table 3 that there is no set convention of occurrence of some of the generic section headings. For example, statement of the problem, significance of the study, chapter breakdown and to some extent summarized methodology as well. Similar is the case with partially generic section headings such as theoretical/conceptual framework and delimitation of the study. However, topic-specific section headings and some generic section headings including research questions/hypotheses and objectives of the study show consistency of occurrence in almost all the introductions. Implications of these section headings and their presence relative to CARS model have been discussed in detail in next section.

Relevance of Generic Section Headings to the Content

Statement of the Problem

The generic heading of statement of the problem/research problem, expected to be found in almost all the introductory chapters, occurred in half of the introductions only. This section heading serves to establish niche by explicit indication of gap which is an important rhetorical strategy according to many genre analysts. The heading statement of the problem which was expected to be followed by Step 1SA of Move two, explicitly followed by M1, M3S1, and in few cases M3S2 along with M2S1A. For example, four theses i.e.T2, T3, T10 and T14 under the heading of statement of the problem had M3S1 describing the research purposively (aim of the research) or descriptively (nature of the research by methods) as follows:

The study focuses on the relation between language and ethnicity taking the case of Baloch community which consists of members who do not speak the dialects of one and the same language but are the speakers of different languages. T2, pp. 44

Same sentence was followed by the general outcomes of the study as follows:

I <u>explored</u> the extent to which language becomes an index of identity and social dynamics that play a role in identity construction, manifestation, assertion and manipulation in relation to self definition of the group members living in a socially dominated mainstream group. T2, pp. 44

Similarly the writer of T14 announced the present research-M3S1 and hypothesis-M3S2 under the generic heading of statement of the problem quite unexpectedly as follows:

The area of my research is the feminist perspective in constructing gender through performance. (M3S1). In order to carry out the research process, I have formulated the following hypothesis T14, pp. 17

In T10 the generic heading had four paragraphs consisting of following moves and steps:

M1-M2S2-M2S1A-M1-M2S1A-M3S1-M2S1A

Move 1- *Political rhetoric is of paramount importance in the modern era due to full fledged prevalence of media and enormous exposure to information.* T10, p. 4

M3S1- *In other words the way language is used in the service of power is what this study aims to find out.* T10, p. 6

This difference of schematic patterns in stating the problem shows lack of unity in academic norm of writing *statement of the problem*. This may be inferred from the above mentioned examples that problem lies in conceptualizing the problem. This conceptualization may further be considered as three dimensional phenomenon consists of identification, allocation and stating the problem. Systematic identification through observation of symptoms followed by careful scientific examination enables the researcher in allocating the problem with certain specificity. Then the stage of stating the problem comes which is as crucial as identification and allocation the problem to be addressed. Keeping these implications in mind we suggest further research to address the issue of stating the problem as it is one of the important part-genres which not only sets the objectives of the studies, but it also becomes the source of research questions.

Research Questions/Hypotheses

Majority of the introductions, as expected, had research questions/hypotheses under the generic heading of *research questions/hypotheses*, however, the writers of some theses, T1, T6, T8, T9, T12, T14, T17 and T18, employed some other rhetorical strategies as well under the heading. For example, T1 had M3S1 and M3S6 including research questions as follows:

M3S1- *The aim of my research is to adapt the theory of Genderlect Styles to the Pakistani society, and gain insight into how far this theory is applicable and pertinent here.* T1, pp. 62

M3S6- *My intention in adapting this theory . . . to make young generation aware of the need to understand these differences and bring about improved social relations and thus contribute to their society in a different way both linguistically and socially.* T1, pp. 63

The writer of T6 explained research questions in three paragraphs which was a unique rhetorical strategy found in only one thesis as follows:

In research question no. 2 'put in effect' is used because the researcher is studying the relation between . . . research question 4, considers the 'enterprise' role of the English language in both colonial and neo-colonial eras. T6, p. 15

Objectives/Purpose of the Study

Some deviations from explicit objectives of the study were also found in some of the theses including T1, T5, T8, T11, T13, T18, T19 and T20. For example T1, T5 and T13 indicated gap statement under the generic heading of objectives/purpose of the study as follows:

The researcher intends to make a genuine contribution in the field of English by qualitative research as our country has not made much contribution in this field. T5, pp. 9

M2S1A implicit- *Tennen's research on female-male communication styles is based on research in American society that has different norms and values form Pakistani society because of religious, economical and geographical differences.* T1, pp. 61

Similarly, T8 and T20 provided value of research-M3S6 under the generic heading of objectives/purpose of the study as follows:

This study is carried in order to improve my understanding of this phenomenon. This study can prove fruitful for forming a clearer understanding of the current position. T8, pp. 56

This study will add new dimensions to the critical analysis of the creative works as it suggests that none of the creative works should be considered, analyzed and commented upon in isolation. T20, pp. 39

Significance of the Study

This generic heading of significance of research employed maximum rhetorical strategies as compared to other generic headings. For example, significance of study occurred with purpose and rationale as the headings of significance and purpose of study in T10 and significance and rationale of study in T18. The most common step used under the section heading of significance of study in T3, T7, T10, T11, T15, T16 and T18 was M3S1 as follows:

The researcher's aim is to provide information about the general emptiness and deceitfulness of political rhetoric. T10, pp. 11

This qualitative study explores the relationship between language, culture and interpretive frames in the texts of Riaz Hasssn and Mohsin Hamid. T11, pp. 53

The aim of this research is to use the chosen texts- the Unchosen and The Reluctant Fundamentalist to carry out a series of culture specific methodologies which are required for the study. T11, pp. 54

In addition, T4 and T16 employed gap statement under the heading of significance of study as follows:

Nonetheless, it still needs to be investigated as to what prompted gothic novelists to choose these early structures and specific design for novels. T16, pp. 3

Exploring three types of motivational factors . . . help ensuing the researchers comprehend a significant, but virtually neglected aspect of our national language. T4, pp. 19

Research Methodology

Against expectations, the section heading methodology was not mentioned in theses' introductions of T3, T5, T12, T13, T14 and T20. Surprisingly, T5 had seven chapters in total and did not have separate chapter of methodology at all. Furthermore, under all the section headings of methodology or equivalent in T1, T2, T3, T6, T7, T8, T15 and T18 research was announced purposively or descriptively along with research processes and procedures. T6 and T18 had Move 1 in addition to M3S1 along with M3S4. These deviations from CARS model are as follows:

Move1- *The language contact of Urdu with the global lingua franca . . . has resulted in language change.* T6, pp. 70

Move1- *Language use does not exist in isolation. An interaction of human beings materializes through language, and therefore, analysis of language surely involves analysis of social life and vice versa.* T18, pp. 23

M3S-*My study aims at analyzing language with assumption that language is an essential element of social life.* T18, pp. 23

M3S-*This study is descriptive and analytical study. It is humanities or literature based study. It critically studies the character of the protagonist and touches upon the themes of broken homes, traumatic past, cross cultural interaction, sense of home and identity issues.* T15, pp. 21

Chapter Breakdown

Though the section heading of chapter breakdown was present in half of theses only, yet, this was the only section heading which did not show any deviation from CARS model.

Conclusion

The current study explored**,** at micro level, variation in length of introductory chapters of twenty theses that ranged from 5 to 28 pages with the average length of 17.5 pages. The average length of introductory chapters of theses of Linguistics and Literature was 19.5 and 15.5 pages respectively. The average length observed was contrary to the opinion of experts who believed in shorter length ranging from 8 to 10 pages. However, there was only one expert who proposed 28-30 pages for introduction chapters. Furthermore, the average length of the total introductory chapters (17.5) was similar to the findings of Bunton (2002) who observed 45 PhD theses' introduction chapters from various disciplines. There could be several reasons of such variation in length of introductions of thesis, however, yet to be explored scientifically.

Regarding occurrence of section headings, at micro level analysis, no convention of consistency was observed. For example, Surprisingly, T5 had seven chapters in total and did not have separate chapter of methodology at all. Furthermore, the section heading methodology was also expected to be found in all the introductory chapters, it was absent from 6 theses' introduction chapters including T3, T5, T12, T13, T14 and T20. So, lack of consistency in occurrence of some of the generic section headings for example statement of the problem, significance of the study, chapter breakdown and to some extant methodology also was observed. Consistency was found in occurrence of topic-specific section headings only and some generic section headings including research questions/hypotheses and objectives of the study.

With regard to implications of generic section headings, using CARS model as framework, deviations were observed in statement of the problem, methodology, objectives of study and research questions/hypotheses. For example, the generic section heading statement of the problem was embedded with explicit M1 and M3S1 in some of the theses such as T2, T3, T10 and T 14. The generic heading statement of the problem in T10 followed M1-M2S2-M2S1A-M1-M2S1A-M3S1-M2S1A move sequence. Similar was the case with other generic section headings except significance of the study and chapter breakdown.

According to many genre analysts such as Burns (2012), Bawarshi & Reif (2010), Hyland (2007), Wennerstrom (2006), Paltridge (2001), Hasan and Williams (1996) and Martin (1989), genre pedagogy at under-graduate, graduate and post-graduate levels has been proven successful in teaching writing in general and academic writing in particular. Therefore, our findings also suggest introduction of genre based pedagogy in academic writing class rooms in Pakistani universities to meet international needs of literacy practices. This approach would not only improve the academic writing skills of the neophytes but it would also result into appropriate understanding of practicing different academic genres in line with global norms of writing in English language. Furthermore, teaching English for research purposes through genre pedagogy would resolve the issues of academic writing for thesis writers. In this approach the students can act as genre analysts in the class room which would enable them conceptualize rhetorical insight manifested with generic features including structural and lexico-grammatical elements. In sum, teaching and learning genres not only raise the awareness of expectations of contemporary practices but the pedagogy of genre due its dynamic nature stimulates the creativity through genre modifications, transformations and transgressions.

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