**Differences Between Native and Iranian Non-Native EAP Writings: Are They Discernible?**

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**Abstract**

The purpose of this mixed-methods research was to compare abstracts published by Iranian non-Native university professors of Applied Linguistics with abstracts written by their renowned English Native counterparts. The main objective was to probe whether or not Iranian academic writers have reached a Native-like level of proficiency in their EAP writing. This study had sixty-three male and female participants, consisting of university professors of Applied Linguistics along with their MA and PhD students. A list containing three abstracts written by outstanding Native speaker academics of the field and three others by Iranian university professors was distributed. The abstracts were ordered randomly and any hints as to whom the author was were removed. The participants were asked to identify which abstract, in their opinion, was written by a Native and which one by a non-Native English writer. The majority of the participants were only able to identify two of the abstracts correctly and were incorrect in their identification of the other four abstracts. This suggests that the writing quality of Iranian university professors of Applied Linguistics are indistinguishable from that of Native English speakers. As part of the qualitative phase of this research, eight of the participants, who were primarily university professors, were interviewed to inquire what the differences between the writings of Native and Iranian non-Native writers were from their points of view. Inductive thematic analysis was employed to extract some major themes from the interview data. The findings of this study, furthermore, were in line with the literature (e.g. Hyland, 2016) suggesting that academic writing becomes more complex through experience. The findings can help improve EAP writing courses significantly.

**Keywords:** *Iranian EFL speakers, EAP writing, Native vs non-Native, Abstract, Thematic analysis*