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**«Genre Analysis of Master Theses Abstracts across Three  
Options: *The Case of the English Language Department at  
Bejaia University*»**

**A Dissertation Submitted in partial Fulfillment of the Requirements for a Degree of  
Master of Arts in Applied Linguistics and ELT at the University of Bejaia**

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## Abstract

The study aims at investigating the generic structure (s) and the lexico-grammatical features of 18 Master Theses Research Abstracts in three options: Applied Linguistics, Literature and Didactics. Hyland's (2000) model of Research Abstracts is adopted as a framework for the analysis of the generic structure, while the lexico-grammatical features were explored for their occurrence frequencies. The findings revealed, that the most frequently used pattern in AL&ELT and SLD Abstracts was PMRC, while no common move pattern was recognized in LLCE Abstracts. The present active voice dominated the Introduction and Purpose moves. While the present and past passive voice was equally used in the method, Product and Conclusion moves. In terms of hedging, some types were highly used (direct involvement); others were rarely used (lexical verbs, modal verbs), while some other types (modal adjectives, modal nouns, and expressions of doubts) were almost totally absent. The results of this study may act as a guideline for beginner researcher to produce their own research abstracts in the different options.

**Key words:** AL&ELT, Genre, genre analysis, hedging, LLCE move structure, Research abstracts, SLD, Verb tense, Voice

## Definition of Key Terms

**Genre:** The word genre came from the French (and originally Latin) word to refer to 'kind' or 'class'. The term has been widely used in rhetoric, literary theory and media theory and recently in linguistics to refer to text type.

**Genre analysis:** the study of how language is used in particular context. It is a system of analysis that can reveal a system of organizing genre.

**Moves:** A move may be considered as 'a segment of text that is shaped and constrained by a particular communicative function. Each move has its own purpose and helps to achieve the whole communicative purpose of the genre.

**Steps:** are considered as elements that make the move. They are smaller units than moves. The technique that is used in ESP to unveil these moves is called move analysis.

**Move structure:** comprises moves and steps that genre accounts and how they are organised so that a writer achieves the communicative purpose of the genre in which he is writing.

**Move analysis:** refers to segmenting the genre into its constituent communicative units which are moves.

**Hedging:** Hedging is a feature of academic writing. It is used to indicate the writer certainty or commitment in different degrees. It is also called cautious language or vague language.eg lexical verbs, modal verbs etc.

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## *Dedication*

*To:*

*My husband (Rabah) who sustained and encouraged to carry on my studies*

*My parents who taught me the value of hard work;*

*My brothers and sisters especially Khalida and Sofiane;*

*My family in law;*

*Nassima;*

*My best friend DJedjega, Souad, and Zahia;*

*My niece Chahinez and my nephews Yacine, Mahdi and Faical*

*All my classmates, I dedicate this modest work.*

*Farida*

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## **List of Abbreviations**

**AL&ELT:** Applied Linguistics and English Language Teaching

**CARS:** Create a Research Space

**DELL:** Department of English Language and Literature

**EAP:** English for Academic Purposes

**EGAP:** English for General Academic Purposes

**ELT:** English Language Teaching

**ESAP:** English for Specific Academic Purposes

**ESP:** English for Specific Purposes

**GA:** Genre Analysis

**IPMRC:** Introduction, Purpose, Method, Product and Conclusion

**LLCE :** Langue, Littérature et Civilisation Etrangères

**M2** Master Two

**RA:** Reseach Article

**SLD :** Sciences du Langage et Didactique

**TEFL:** Teaching English as a Foreign Language

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# **General Introduction**

## **General Introduction**

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## **1. Research Background**

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspiration. In applied linguistics, however, it is seen as a means of describing and organizing non-literary discourse (Hyon, 1996 p. 397). Within this discipline, genre is perceived as a set of texts, either spoken or written, which share some set of communicative purposes and show common textual features (Dudley –Evans, 1994 p. 219). A recipe, a research article, a dissertation, a grant proposal etc, are all considered as genres (Connor, 1996 p. 28). Therefore, texts belonging to each of these genres fulfill the same communicative function and share the same structure and linguistic features. Academic discourse is the type of discourse which has received much attention by genre analysts. The reason is that students, especially non –native speakers, find it difficult to write academic genres in English because they are unaware of the form they take and the communicative purposes they fulfill (Swales, 1981). Therefore, the structure and the linguistic features of many academic genres and part–genres<sup>1</sup> have been described to help students overcome their writing difficulties.

## **2. Statement of the Problem**

Studies on theses writing at the post- graduate level have become an important area of research, with the special interest on those written in English as a foreign language. However, such studies stressed on certain rhetorical features or investigated the rhetorical features of some sections such as the introduction (Swales 1990 and Samraj, 2008). Kuan (2003) explored the rhetorical structure of the literature review while Bunton (2005) investigated the conclusion section. Yet, research on students’ abstracts has been neglected in spite of its importance (Swales, 1990). At Bejaia University, no study has been conducted on genre analysis of academic research writing in general and on research abstracts in particular. Even though postgraduate theses abstracts play a prominent role since it is the first thing that the examiner or the reader reads.

## **3. The Importance of the Study**

An Abstract 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). Basically, a good abstract should have the following features: accurate, concise and specific, coherent and readable. In addition an abstract is qualified as “the gateway that leads readers to take up an article,

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<sup>1</sup> Par –genre is a part of a genre. For example , abstract, introduction, discussion, conclusion are part genres of the research article genre

journals to select contributions, or organizers of conferences to accept or reject papers” (cited in Sabouri, 2013). The importance of this small part lies in on its influence on the reader whether the full work deserves to be read or not (Martin, 2003). Yet the significance of the present research lies in developing knowledge about abstracts and the linguistic factors constituting problems for abstracts writing.

Studies on this sub-genre focused on move structure of the Abstracts and proposed several models. However; research on sub-disciplinary variations in move structure was limited. Furthermore, previous researches on the Abstracts have analyzed its features independently (Qian, 2015). In other words, some studies explored only move structure, others took into account move structure and verb tense etc. However, the integration of several features together has been lacking. Therefore, it is worth conducting a comparative study to investigate sub disciplinary variations in different aspects between the three options (AL&ELT, LLCE and SLD).

#### **4. Research Methodology**

This research work applies a descriptive design. It is both expository and exploratory in orientation. It is based on a textual analysis of students’ academic productions. The analytical approach used in this study is genre analysis. The target population is master two students of the English department at the University of Bejaia. The sample (corpus) consists of 18 research abstracts submitted in the academic year of 2014/2015. Two criteria were considered in the choice of data: the date of submission and the option to which the abstracts belong. As far as the date of submission is concerned, all the abstracts were selected among the theses submitted during the June session of 2015. The emphasis on this criterion can be justified by the influence of time on genre development. Bhatia asserts that “genre do change over time in response to changing socio-cognitive needs (Bhatia, 2002 P. 24). Concerning the target options, the abstracts belong to all of the three existing options at the University of Bejaia: LLCE, AL&ELT and SLD. In so far as the analysis and the discussion are concerned, the present research adopts Hyland’ (2000) model of research abstracts for the analysis of the move structure. It also examines the lexico-grammatical aspect namely: the verb tense, the voice and hedging. The reason behind choosing this model of move structure is that it has been exploited with a great deal of success in substantial studies of various academic genres.

## **5. The Aim of the Study and Research Questions**

The objective of the study is to provide a full description of the research abstracts from two main points of view: move structure and lexico-grammar. The research also attempts to compare and contrast the abstracts across the three options in order to identify the differences and similarities in move patterns and lexico-grammatical features. Therefore, the study aims to determine the generic preferences of the students of the Department of English Language and Literature (henceforth DELL) at Bejaia University, and to envisage drawing a local move pattern model. Three research questions could be suggested for the present research:

1- What are the rhetorical moves used by the DELL students at Bejaia University?

This research question can be divided into two sub-questions:

- a. What are the most frequently used moves?
- b. How is the communicative purpose realised for each move?

2- Do DELL students respect Hyland's rhetorical sequencing model?

3- Are there similarities or/and differences in the way DELL students realise linguistically the different moves?

This research question can be divided into two sub-questions:

- a. What tenses, voice and hedging are used in DELL students' theses abstracts?
- b. What are the overall differences and similarities in terms of the rhetorical structure and the use of tenses, voice and hedging?

## **6. Limitations of the study**

The present research is a corpus-based study. However, it is too limited in scope and number. This limitation can be explained by the fact that students belonging to the options of Didactics opted for a training instead of conducting a research and writing a dissertation. Besides, the first promotion of AL&ELT was characterized by the limited number of students who subscribed in it: only one group containing 13 students. From the point of view of methodology, the researchers expected to



conduct some interviews with authors of the abstracts in order to gain some insights and understanding of their choices and preferences. Unfortunately, no contact could be established with those writers as these have finished their studies and some of them have left the country.

## **7. The Structure of the Dissertation**

This work has been divided into five main parts: General Introduction, Theoretical and Empirical Background, Methodology and Analysis of the Results, Discussion and conclusions, and General Conclusion.

The thesis opens with a general introduction, which provides the reader with background knowledge of the topic, its importance and aims of the research as well as research questions. It follows up with the chapter of theoretical and empirical backgrounds. This chapter consists of three main sections. The first one discusses the issue of English for academic and research purposes. The second section defines some concepts relevant to the present study namely, genre and genre analysis, while the third one reviews some studies that have been conducted on research abstracts.

The second chapter spots the light on the methodology and the results. In the methodology section, the researcher describes the methodology adopted and specifies the corpus of the study, the instruments and the procedures followed in the analysis. The results section reports the findings obtained from the analysis in the forms of tables and histograms

The third chapter deals with discussion and the interpretation of the finding in the light of the theoretical framework and previous research findings related to this issue. This chapter also presents the main conclusions that have been deduced from the results.

Last but not least, the researcher presents the general conclusion of the work. This section contains three main elements: summary and evaluation of the work, presenting some suggestions as well as pedagogical implications in which a summary and evaluation of the work is provided.

**Chapter One:**  
**Theoretical and Empirical**  
**Backgrounds**

## Chapter One

### Theoretical and Empirical Backgrounds

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## **Introduction**

The aim of this chapter is to discuss some issues of relevance to the present study, namely English for Academic Purposes, Academic writing and Genre Analysis. To achieve this purpose, this chapter has been divided into three main sections. The first section deals with the use of the English language in academic and research. It discusses the different definitions of EAP as given by different scholars, draws a comparison between the most prominent approaches to EAP, and shows the importance of English for Research concerns. The second part deals with Academic Writing. First, it defines the concept of academic writing and reveals the difference between Academic Writing and Academic Research Writing. Then, it, discusses the different types of Academic Research Writing. Finally, it demonstrates its main features.

The second section deals with Genre Analysis. It starts with providing some definitions of Genre and Genre Analysis. Then, it shows the difference between Discourse Analysis and Genre Analysis. After that, it exposes some models that have been adopted, in the literature, to explore the different genres. In addition, it compares and contrasts the three schools of Genre Analysis. This section ends up with an enumerative summary of famous research genres.

The third section sheds lights on previous studies that have been conducted on research abstracts. Firstly, it specifies the corpus of the study. Secondly, it shows the methodologies that have been adopted. Thirdly, it gives the main findings. Finally, it identifies and highlights some research gaps existing in genre analysis of academic productions.

## **Section One: English for Academic and Research Purposes**

The goal of this section is to provide definitions and to discuss the importance of English in academic and research settings. It also exposes the different approaches to English for academic purposes (EAP, henceforth) and emphasizes the objectives of EAP. To do so, two main parts have been suggested in this section: the first part deals with English language in academic and research settings whereas the second part puts emphasis on academic writing.

### **I. English Language in Academic and Research Settings:**

The English language is used in different fields such as science, aviation, computing, diplomacy and tourism (Gradoll, 1997). Gradoll (1997) identified other domains in which the English language is used among which: *working language of international organizations and conferences, scientific publication, international banking and economic affairs and trades, tertiary (university) education, international law, translation and interpretation*. This wide range of uses of the English language led to an increasing need to learn it in a more effective and efficient way

To cope with these different demands, an important approach to ELT has emerged. These latter concerns English for Specific purposes (ESP). The latter is defined as an approach to language teaching. It takes into account the needs of the learners and their purposes in learning such language (Hutchinson & Waters, 1987). Traditionally ESP is divided into, two branches English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). However Carver (1983) identified three types which are: English as a restricted language, English for Academic and Occupational Purposes and English with Specific Topic. As far as English as a restricted language is concerned, this type is used to communicate in original situations of a very particular environment, such as the language used by air traffic controllers. The second type takes into consideration professional and vocational purposes, for instance English for medical technicians, engineers. Whereas the third type focuses on the topic rather than the purpose for example science students needing English for post-graduate reading studies taking place in conferences (Cited in Hasan, 2012).

On the other hand, Hutchinson and Waters (1987) suggested the tree diagram of English language teaching (abbreviated as ELT). He distinguished between the different types of ESP. Following this tree, ESP was divided into three types: English for science and technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS). All of which was

divided again into EAP and EOP. Hutchinson & Waters argued that there was no a clear distinction between these types for two main reasons; the first one was related to the fact that people can work and study at the same time. The second reason was that the language learnt in study can be used at work (Hutchinson & Waters, 1987 p. 16).

Robinson (1991) added to the traditional division of EAP and EOP the time the ESP courses take place. This variable was supposed to influence the degree of specificity. According to Robinson ESP has been divided into EAP and EOP. The former involved pre experience, simultaneous/ in service and post experience. The latter has been used for study in a specific discipline involving pre-study, in study and post study or as a school subject which can be independent or integrated (Robinson, 1991).

Unlike Robinson, Jordan (1997) separated ESP from English for general purposes and English for social purposes. Jordan focused on language skills which can be either productive or receptive. He presented English for general purposes as the language taught at school which has no obvious purpose such as school exams, whereas English for social purposes was presented as the language used for social conversational purposes and communicative situations. Moreover, Jordan divided ESP into EAP and English for occupational/vocational/professional purposes abbreviated as EOP/EVP/EPP. The second strand was divided again into English for specific academic purposes (ESAP) and English for general academic purposes (EGAP). To reveal the difference between these two strands, Jordan gave the example of doctors. The latter occurred under EOP/EVP/EPP, whereas medicine appeared under EAP, more specifically, it appeared under ESAP. In addition, Jordan 1997 made a distinction ESAP and EGAP which have been considered as prominent approaches to EAP (Jordan, 1997).

In brief, this section focused on the different fields in which the English language is used. It, then, discussed the different types of ESP suggested by some scholars. What follows is an attempt to provide the different definitions of EAP and its objectives.

### **1. Definition of EAP and its Objectives:**

Nowadays, EAP is considered as a major force in English language teaching (ELT) and research around the world. Taking its power from broad theoretical foundation and commitment to research based language education; EAP has expanded thanks to the growth of university places in many countries and the increasing numbers of international students undertaking their studies in

English language. Consequently EAP is now placed as the front line of both theory development and innovative practice in teaching English (Hyland, 2006 P. 1).

Scholars in this field defined EAP in different ways. In fact, Hyland claimed “EAP is not a matter of mastering enough and correct language to succeed in learning the subjects, but is a matter of great urgency” (Hyland, 2002). Hyland added that EAP referred to language research and instruction that focused on specific communicative needs and practices of particular groups in academic contexts” (Hyland, 2002). This means that the aim of EAP is to prepare the learner for study in English, to develop new kinds of literacy, equip students with the communicative skills to participate in particular academic and cultural contexts.

On the other hand, Jordan defined EAP as teaching English with the aim of facilitating learners’ study or research in that language. It is related to those communication skills in English, which are necessary for study purposes in formal education systems (ETIC, 1975 cited in Jordan, 1997 p. 1). In this context, EAP is an umbrella term including several fields and practices among which research genres, students writing and administrative practices (Hyland, 2006). However, such definitions seem, to conceal as much as they reveal, including not only study skills teaching but also what might be seen as general English. Keeping in mind that EAP has emerged out of the broader field of ESP, but one devoted to adapt instructions to specific rather than general (Hyland, 2002).

Andy Gillett (2011) believed that: “EAP refers to the language and associated practices that people need in order to undertake study, work in English medium higher education”. By “associated practices”, he meant to be aware of the cultural and intercultural aspects of the language.

One of the strongest links between ESP and EAP is the great importance given to needs analysis as a systematic way of identifying the particular sets of skills, texts, linguistic forms and communicative practices, that a specific group of students must acquire (Dudley. E & St. John, 1998in Hyland, 2002). More specifically, Robinson (1991) considers EAP to be ESP because both of ESP and EAP course are “goal directed”. They are based on the analysis of students’ needs. To be more explicit, ESP and EAP course s’ aim is to find out the reasons for which students are learning the English language and what language and practices they will need to focus on them while teaching (Cited in Gillet, 2011).

For Paltridge and Staefield, EAP is concerned with searching and teaching English needed by those who use the language to perform academic tasks (Paltridge & Staefield, 2013). The addition in

this definition is that EAP is not only the teaching of the language, but the making of research in that language as well.

To sum up, even though the definitions discussed above are expressed differently, the meaning and the objectives are the same. They all agree on the fact that EAP s' objective is to help people learn some of the linguistic and cultural practices involved in studying or working or searching through the medium of English. More specifically, EAP intends to provide a detailed description of language use in the academy at all ages and proficiency level.

To achieve these objectives many approaches to EAP emerged such as English for Specific Academic Purposes /English for General Academic Purposes (abbreviated as ESAP/EGAP) and critical /pragmatic ones, which will be discussed below.

## **2. Approaches to EAP**

The issues of the specificity and the nature of EAP have been among the prominent subjects of debate, which surrounded the manner of understanding and practicing EAP. What follows is an attempt to distinguish between four main approaches to EAP, namely EGAP /ESAP and critical and pragmatic (Hyland, 2006).

### **2.1 Specific Vs General EAP**

Many researchers discussed the issue of the specificity of EAP, namely Jordan, Hyland, and Dudley-Evans. To start with, Jordan (1997) divided EAP into two sub-strands: EGAP and ESAP. The former is sometimes referred to as common core approach. The latter is referred to as subject specific approach (Coffey 1984, cited in Jordan, 1997). The common core or EGAP approach requires the acquisition of general academic language as well as study skills including strategies for reading, writing, speaking and listening effectively (Jordan, 1997).

On the other hand, ESAP is the language required for a particular academic subject like medicine, law where its content include the language structure, genre, vocabulary, the particular skills needed for subject and the appropriate academic conventions (Jordan, 1997p. 4). In brief, in EGAP, strategies for reading, writing, speaking and listening for all academic subjects are taught in the program; while in ESAP vocabulary and skills specific to a subject of study are emphasized. For Dudley Evans, the difference between ESAP and EGAP is that ESAP courses stress on the actual



tasks that students have to carry out whereas EGAP courses select more general contexts (Dudley Evans, 1998p. 41).

In making a distinction between EGAP and ESAP, Sabrea& R. Galea(2005) explained that in EGAP student 'performance was not dependent on the topic(s) related to his /her field while in ESAP their performance would be different depending on the nature of the topic(s) included in the course (cited in Shing, 2011)

In adopting the EGAP approach, Hyland claimed that the teachers tried to separate the skills, language forms and study activities shared by all the fields (Hyland, 2006). Among these activities: listening to lectures, writing essays, examination answers, dissertation and reports (Dudley& St, John. 1998 in Hyland, 2006). Following this approach, activities like note taking and summary writing, may be regarded as generic academic practices (Hyland, 2006). Yet this approach was criticized in a way that, there are more differences than similarities across disciplines in skills and conventions. Thus only some generalizations can be made. In contrast to the general EAP, ESAP approach focuses on teaching skills and language required in a particular field or department (Hyland, 2006). Similarly to Hyland, Andy Gillet believed that EGAP dealt with language and practices common to all EAP students whereas ESAP was concerned with the specific needs of students of students in particular discipline (Gillet. 2011).

Overall, the distinction between these two approaches does not mean that one is more effective than the other. Indeed, Hyland stated some cases in which EGAP was more suitable. Mentioning for instance, the case of students with limited English proficiency, the teaching of ESAP is not possible, so it is preferable to start with general English (Hylland, 2006). On the other side, the argument that weak students need first to master the general English before getting on specific English was not valid. Indeed, students do not learn features of language in a systematic manner. They acquire them as they need them, not so that teachers present them (Hyland, 2006 P. 11). Based on these arguments, a conclusion can be drawn which is the complementary relationship between the two approaches since the focus on the one at the expense of the other is not recommended. The second issue of discussion among researchers is the nature of EAP, whether EAP is pragmatic or critical in its nature.

## **2. 2 Pragmatic Vs Critical Approach**

Pragmatic approach is concerned with teaching students the dominant academic discourse norms that is the Anglo-American type (Harwood, 2004). This approach intends to empower

learners, by introducing them into the ways of making meanings in their target courses and fields and to help people, both native and non native speakers, to develop their academic communicative competence (Swales, 1990 p. 9). Students do not have enough knowledge about the genres possessing cultural capital in the academy thus the role of the teacher in this approach is to provide learners with this knowledge in order to succeed academically and professionally. In other words, by grasping the important disciplinary genres, the students develop their competences related to their field (Hyland, 2006 p. 31). However, this approach was criticized, because by helping students to develop their academic competence, the teacher is preventing them from being creative as well as from preserving their academic identities to the genre and discourse authorized by the academy. Therefore another approach has emerged which is the critical approach (Hyland, 2006 p. 30).

In contrast with the pragmatic approach, the critical approach integrates students in the types of activities that are required to do in academic classes, and encouraging them to question and even reform those activities and the conditions they are based on i.e. in this approach, there is no place for imitation or model to follow. In fact, students have the right to modify, change the given activities. To make things clearer, students in critical approach are active participants whereas in the first one, they are passive learners. Yet this approach was also criticized, because putting it into practice means to accept the changes that can be brought by students to the academic discourse and this is not possible because an academic discourse has to follow certain norms (Hyland, 2006 p. 32). To avoid the dependence on one approach at the expense of the other, it would more successful to combine these two approaches at the same time which means students should be exposed to the discourse norms, but they should be given the opportunity to think critically, thus remain creative.

To put a shed, the integration of the four approaches discussed above, would be effective in teaching English for academic purposes in general, as well as in teaching English for research purposes in particular, which is the concern of the following section.

### **3. English for Research Purposes**

After the Second World War, there was a shift of balance of power to the USA. The English language became not only the language of commerce and technology, but the predominant language of research and scholarship as well (Swales, 2004).

Wilson (2002) conducted a research on the languages used in doctoral dissertation in Finland. The sample was selected from different periods of time, ranging from 1900- 1999. The findings showed that the German language was the prevailing language from 1990 till 1950 (around 41, 36%

while the rate English use was approximately 5, 74%). However in the most recent decades (from 1951 onwards), the German language was eroded by English. In fact, during the period 1991-1999 the use of German language was estimated 0, 5 % whereas the rate of English use was 77, 8% (cited in Swales, 2004 p. 36).

This wide spread of English makes of it as the most recognizable language of research at the expense of other languages. In this sense, Swales said “publish in English or perish». It means that publication in any other language rather than English is not recognized nor have the same weight as the one written in English (Swales, 2004). Therefore, non-native researchers needed to publish their works in English, but their lack of knowledge about this language, led to the decreased chances of publication success (Flowerdew, 1990).

To overcome this problem, a number of applied linguists called for collective reflection. The intention was to find the most suitable means of providing training in English for research publication purposes (Swales, 2002). One of the most notable work in this field is the one of John Swales “Research Genres” in which he shed lights on the nature of genres, approaches to genre analysis, the impact of corpus linguistics, computers and other technology on genres. In addition, this book gave insights for the university administrators and faculty in almost any discipline. Swales wrote about many genres such PhD dissertation and journal articles, research talks and PhD presentations (Swales, 2004). It is clear that swales ’work focused on research genres in both oral and written modes. Yet, in this context, more stress is on the written modes, since the current study is part of academic research writing which is the concern of the next section.

## **II. Academic Writing and Academic Research Writing**

This section intends to distinguish between two main concepts namely academic writing and academic research writing. It proceeds by a brief definition and types of each of these concepts. Then, it follows by highlighting their main differences and similarities. It ends with comparing some approaches adopted to teach academic writing

### **1. Academic Writing versus Academic Research Writing**

To distinguish between academic writing and academic research writing, it is worth noting that “not all useful and valuable writing automatically involves a research or can be called ‘academic research writing (Krause, 2007 p.1). This quotation reveals that, they cannot be considered to be the same. In fact, academic research writing involves a research, while academic writing does not. To illustrate this point, exam essays, book reports and translations do not require a research on the topic. Thus, they are considered only as academic writings. Whereas research paper, research article and research dissertation are considered as academic writing in terms of norms and conventions. At the same time, they are called academic research writing, simply because the writer is required to search on the theme (Krause, 2007).

Another main difference between academic writing and academic research writing is in terms of three main key points: thesis, evidence and citation. As far as a thesis is concerned, academic research, writing turns about a point or a thesis that the reader would not accept it as a common sense. In other words, the audience in academic writing does not accept things as if they are agreed upon or shared by people without need to debate. Besides, the audience wants to discover something new or read a unique interpretation on the issue or the evidence.

Concerning evidence, academic research is based on evidence so that to support this point. The aim of this evidence is to persuade the audience that the point is true. Evidence is the information that the researcher takes from reading materials, internet, documents and the ones gathered from experiments and interviews, to support the thesis.

The third feature of academic research writing is the citation. The latter is the statement of the references or the sources of the information that the researcher used to support his/ her point (Krause, 2007 p. 2). From the discussion above, it can be deduced that academic research writing is a type of academic writing. Therefore, both types share the following features: high lexical density which means the more use of content words in relation to grammatical words (articles, prepositions etc); the more academic work is consistent. The second feature is high nominal style; this feature is concerned

with the transformation of verbs into nouns in presenting actions and event. For example, instead of saying, the study aims to investigate; the aim of the study is the investigation. The third one is impersonal constructions. In fact, in academic writing, the writer has to avoid hedging, expression of feeling, the use of passive voice instead of active, the dummy 'it' subject like in the examples: *it is evident that, it is important*, and so on. In addition to the 'abstract rhetors' which means to refer to things rather than people such as the table shows, the section deals with etc (Hyland 2006, p. 13-14).

For the sake of assisting student to put these feature in practice and to improve their academic writing, three main approaches will be discussed below.

## **2. Approaches to Academic Writing**

This section discusses the main concern of product approach, process approach and genre approach to teaching academic writing. Then it shows the way in which they can be used. At last reveals their similarities and differences.

### **2. 1 Product Approach:**

During the period of audiolingualism, the role of writing skills decreased in language classes. The main reason was that writing was perceived as a supporting skill for grammar. As a result the product approach was used to identify forms, syntax and the focus was on the rhetorical drills (Silva, 1990). Students were asked to imitate a given pattern found in a model text. The emphasis was on written product rather than on than on the way of writing (Badger & white, 2000). The product approach was subject to some critics. Even though Badger and White, recognized some positive aspects as the need for learners to be given linguistic knowledge about texts. Myles (2002) recognized the advantage of the exposure to native -like models of written texts, helping students' errors reduction (Myles, 2002), they considered that the different processes used by the writer as planning, drafting and revising were not given importance. In addition, by adopting such approach, the learners' linguistic and personal potential were devalued (Prodromon, 1995 cited in Shahrina & Norhisham. 75-76).

Overall, with the product approach, little attention was given to the strategies and other cognitive operations involved in producing a coherent and meaningful piece of writing. As a reaction, teachers and researchers reassessed the nature of writing and the way it was taught. The fruit of this reassessment was the emergence of another approach to teaching writing which was the process approach

## **2. 2 Process Approach:**

Because of the aforesaid critics of the product approach, from the 1960's into the 1980's, a major paradigm shift took place in terms of pedagogical focus. As a result, more attention was given to the cognitive process involved in the act of writing. In other terms, the emphasis was more on the different stages; the writer went through when producing a piece of writing, rather than the final product. In fact, "Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure" (Badger & White 2000p. 154). Furthermore, Hyland (2003) claimed that this approach had a major effect on understanding the nature of writing and the way it was taught.

Similarly to the product approach, the process approach was also subject to some critics. Proponents of this approach considered writing as having the same process. They ignored the social and cultural features that affect the different types of writing (Atkinson, 2003). Another critic to this approach was that, it considered students as authors when they are not ready to be second language writer (cited in Shahrina & Norhisham, p. 76-78). Consequently, the genre approach came as an extension to the product approach and as a reaction to the process approach.

## **2. 3 Genre Approach:**

Like the product approach, the genre approach regards writing as pre-dominantly linguistic but unlike the product approach, the proponents of this theory emphasized the fact that writing varied with the social context in which it is produced (Badger & White, 2000). In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing. In other words, students are provided with explicit and systematic explanations of the ways language functions in the social contexts (Hyland, 2003). For instance, if the teacher wants his/her students to write business letters of various kinds, he /she let them look at typical models of such letters before starting to write their own. A genre approach for writing is very appropriate for students who study English for specific purposes.

Genre approach is not a static approach; it changes across time and across discipline. Therefore, the purpose of genre approach in writing is to help students master the conventions of a particular form of a genre that is relevant to their specific situations (Flowerdew, 2011). Furthermore the latter, distinguished two approaches to genre analysis: studies that focus on text analysis of

genres and studies that start from the analysis of the social context or discourse community .These two approaches to genre have been related to different schools of genre based research. More details about genre, genre analysis and different schools will be provided in the next section.

## Section 2: Genre Analysis

Since the present work intends to explore a corpus of research abstracts as a part-genre. It is important to review some concepts that are relevant to this research. These concepts include ‘Genre’, ‘Genre Analysis’ and ‘Move Analysis’. As far as genre is concerned, this section discusses some definitions suggested by different scholars as well as its importance. Then, it reveals the main goals of genre theory. After that, it moves to introduce the concept of genre analysis and its relationship with discourse analysis. Furthermore, this section presents the different models used to analyze different genres and the notion of ‘Move Analysis’. At the end, it compares the three main schools of Genre analysis

### 1-Genre Theory as a Foundational Principle of ESP/EAP

#### 1. 1 Definition of concept of “Genre”:

The word genre came from the French (and originally Latin) word to refer to ‘kind’ or ‘class’ (Nasseri, 2014). The term has been widely used in rhetoric, literary theory and media theory and recently in linguistics to refer to text type (Zanariah, 2005). The term genre was adopted and redefined in 1980 by scholars in linguistics, communication studies and education to refer to textual patterns that originated from pragmatic, social, political and cultural regularities within the enveloping context of discourse (Michelle, 2005p. 301). Researchers in the field added many definitions to genre. The most influential ones are from Swales, Bhatia, Hyland and Bakhtin. The first definition is from ESP school, Swales (1990) defined genre as:

*“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute, the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style”*

*(Swales, 1990 p. 58)*

The second definition was proposed by Bhatia. The latter defined professional and academic genre as:

*“A recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the frame-work of socially recognized purpose(s)”*

*(Bhatia, 1993 p. 13 cited in T, Zanariah, 2005)*

Based on these definitions, it is evident that the communicative purpose, that a genre fulfils, shapes the internal structure of the genre as well as its linguistic features. In other words it is the



communicative function of the genre which decides on the stages through which the author goes. In this sense, Genre is used as a tool for describing the communicative purposes of academic and professional genres as well as their structures and linguistic features. In addition; both definitions agreed upon the fact that the discourse community common culture for genres is an important source of understanding.

Swales defined discourse community as a group of people, having goals or purposes and use communication to achieve those goals. The concept of discourse community developed from two concepts: speech community and interpretive community. According to Hymes (1992), speech community is the actual people, who recognize their language use as being different from other language users. On the other side, Fish (1980) claimed that interpretive community referred not to a gathering of individuals but to an open network of people who shared ways of reading texts, primarily literary texts. Thus, this term highlights the social derivation of interpretation. Unlike a speech community, members of the discourse community are usually a matter of choice. Unlike an interpretive community, members of the discourse community have common goals and communicate with other members to achieve those goals (Cited in Erick, 2003).

From the socio-cognitive perspective Bakhtin (1986) believed that genre reflects “deep semantics” and it is not just “sites of action”, but sites of ideological action. In a similar light, genre is seen as related to social constructivism within the sociology of knowledge. Based on this view; genre can be defined as “socially constructed models” that responds to recurrent communicative problems (Cited in Zhu, 2013 P. 37).

The last definition is by Hyland. The latter believed that Genre is a term used to refer to a group of texts, representing the way in which writers typically use the language to respond to recurrent situations. Hyland argued that genre is based on the idea that members of the discourse community have fewer problems to identify similarities in the texts regularly used and are capable to draw on their recurrent experiences with such texts to read, understand and write them relatively easily (Hyland 2006 p. 46).

Even though, the definitions discussed above, are expressed differently. The main ideas that should be retained are that the communicative purpose identifies the structure of the texts. Thus different purposes of writing lead to different genres which are characterized by particular text structures and linguistic features. Another idea is that of discourse community. In fact, a group of

people involved in a particular genre has a clear understanding of means and conventions of that genre.

## **1. 2. The Importance of Genre Theory**

Genre theory is believed to be of a great value to EFL learners, the main arguments in favor of such a statement are as follows. Firstly, the theory of genre reflects communicative language teaching in a way that it permits for the analysis of both the formal and functional aspects of language in social and cultural context. The systemic correlations between form, function and meanings are systematically highlighted as language, content and the context in which the discourse is produced and interpreted (Paltridge, 2001).

Secondly, this theory promotes the teaching of language through authentic and genuine situations or functional language activities. In fact learners have the opportunity to practice the language, they are aware of their roles in the communicative process. Such interaction will equip them with the skills and information necessary for an effective communication in different discourse communities (Swales, 1990).

Thirdly the close relation between the theory of genre and theory of register is also helpful in text based or literature based English instruction. Both theories can assist learner to make a distinction between different literary genres and perform critical text analysis, in which they reveal the ways meaning is created through language in literary texts as well as the ways the ideational, interpersonal and textual meanings are realized in texts. Therefore Hyland's claim that "genre is one of the most important and influential concepts in literature" (Hyland, 2008) is well grounded

Lastly, in ESP and EAP contexts, the theory of genre can help students to produce texts which are not only in agreement with nature, processes and socio- cultural context of speaking and writing in the target language, but also in agreement with discipline specific situations such as English for business, English for tourism (Cited in Cirocki).

## **1. 3. Goals of Genre Theory**

According to Bhatia (2002) there are four main goals to genre theory. The first one is concerned with the representation of the chaotic realities of the world. The second one relates to the understanding of the specific intentions of the author and the communicative purposes acknowledged by the society. The third goal has to do with the understanding of the way in which language is used and shaped by socio critical environment. The fourth goal to genre is to solve the linguistic and pedagogical problems. To achieve these goals, Bhatia (2002) suggested that one has to consider that there are four main perspectives to the universe of discourse, which are explained subsequently.

### 1. 3. 1 The Real World Perspective:

From this perspective, discourse is assumed to be dynamic and complex, because it is always in constant change and development. This continuous development is due to variation between different registers, field and culture

- **Register variation:** the term is associated with names such as Halliday and Strevens who defined it in terms of contextual factors of field, mode and tenor of the discourse, to determine the different uses of language. For instance, scientific register, legal register and medical register (Bhatia, 2002p. 8)
- **Disciplinary variation:** as its name denotes, there are differences across subject areas, in knowledge structures, vocabularies, discourses, rhetorical structure. These differences impact the preferred modes of communication among disciplines as well as the rhetorical characteristics of the genres students are required to become members of the discourse community. Bhatia suggested some parameters which distinguish such variations and provided some illustrations of such distinctions as the figure below shows:

Theory and application  
Formal Linguistics ...v. . . . . Applied Linguists  
Mathematics. . . . .v . . . . . Applied Mathematics  
Economics. . . . . v. . . . . Marketing  
Interdisciplinarity in academic programmes  
Law . . . . . v. . . . . Business  
Modes of thinking and research  
Economics. . . . . v. . . . . Accounting  
Philosophy . . . . . v. . . . . Psychology

(Bhatia, 2002 p. 9)

- **Cross Cultural Variation:** it is concerned with differences among cultures in generic realization mainly in the lexico-grammatical and discourse patterns (Bhatia, 2002 p. 11). The relevant variation to the present research is the disciplinary variation. The abstracts written by master two students of the University of Bejaia belong to three options namely applied linguistics, didactics and literature. Therefore it is important to identify the

similarities and differences among the options. Another perspective which Bhatia (2002) discussed is the socio-cognitive perspective.

### **1. 3. 2 The Socio-Cognitive Perspective**

From this perspective, the focus is on the understanding of the ways in which expert members of the discourse community exploit generic conventions and rhetorical sources across genres to achieve the desired communicative purposes (Bhatia, 2002 p. 11-12). In other words, the emphasis here is on analyzing the concept of a discourse community and on studying the way in which the ideology of social groups influences the rhetorical structure of these genres and how the latter helps to construct the social structure. In addition to socio-cognitive perspective, Bhatia identified another perspective which he called analytical perspective dealing with analytical frameworks.

### **1. 3. 3 The Analytical Perspective:**

As mentioned earlier, it is concerned with some analytical frameworks including corpus studies, textual analysis, critical and ethnographic studies and genre studies (Bhatia, 2002 p. 13-14).

- **Corpus Studies:**

One of the ways to conduct such study is the use of computer techniques to analyze the language. The aim of this frame work is to show patterns of form and use in particular genres and areas of language that are unsuspected by the researcher and difficult to perceive in other ways.

- **Textual Analysis:**

Textual analysis is related to the description of the language found in texts, namely, the analysis of lexico-grammatical system in register analysis, text- linguistics and much of the discourse analysis based on systemic functional framework, this framework had a great influence on the textualisations studies of a set of professional and institutionalized genres like the ones used at school level.

- **Critical and Ethnographic Analysis:**

To conduct such an analysis, the researcher may resort to the use of interviews and case studies as tools for collecting in educational and academic situations such as learning style preferences and writing practices of expert writers (Bhatia, 2002 p. 13). A more eclectic framework is genre studies which explained more below.

- **Genre Studies:**

Genre studies integrates different frameworks used to investigate a variety of textual genres that are produced, interpreted and used by members of different disciplinary communities in several contexts. In Bhatia's words:

*“Genre studies range from a close linguistic study of texts as product, investigation into a dynamic complexity of communicative practices of professional and workplace communities to a broad understanding of socio-cultural and critical procedures used to interpret these textual genres in real life settings”*

*(Bhatia, 2002 p. 14)*

### **1.3.4 The Pedagogical Perspective**

It is concerned with procedures and practices that have a relationship with education. These procedures are used to assist students to become members of the discourse community. According to Bhatia (2002, p. 14), the understanding of these procedures and practices are important in making the analytical findings of generic research appropriate to applied linguistic means especially for language learning. This perspective also helps to sensitize content lecturers to the communication demands imposed on their students (Bhatia, 2002 p. 14).

To sum up, all of these perspectives to genre theory are of paramount importance. As each one sees genre from a different angle, it would be very helpful to study genre with the integration of some of them, which is the case of the present study. In fact the present research may study the disciplinary variation of the research abstracts selected from three options. Concerning the different frameworks presented above. It depends on the researcher's intention and the aim of the study. Hence, the present study intends to analyze a corpus of research theses abstracts written by master two students of the University of Bejaia. In this context, the study leans on genre studies with a corpus analytical approach to the analysis of the linguistic features of the genre. The system of analyzing such features is called Genre Analysis which is the concern of the coming section.

### **2. Genre Analysis:**

In an attempt to explore the move structure of the research abstracts written by master two students in three options of English studies at Bejaia university, and other aspects such as the form of the sentences used (whether active or passive) and the recurrent tenses (present, past, present perfect) and hedging, the aim is to find similarities and differences among these options. Such analysis is

called in ESP Genre analysis. Hence, this section intends to compare the different definition of this concept and to reveal the way in which researchers view genre analysis.

Genre analysis was introduced by the works of Russian formalists in 1920. At the beginning it was concerned with the literary critics who were following the perspective of De Saussure. That is to say, the interest was on the formal aspects of the discourses which were in constant change (cited in Duff, 2000). Since then, Swales (1990) and Bakhtin (2004) developed the field of genre analysis (standing for GA). Halliday (1985) introduced the concept of systemic functional linguistics (SFL) and Hassan (1976) introduced the concept of cohesion. These form the main background of Genre Analysis.

## **2. 1 Definition of Genre Analysis:**

Swale (1981) defined Genre Analysis as “a system of analysis that can reveal a system of organizing genre” (Swales, 1981 p. 1). Similarly to Swales, Richards & Schmidt (2002) viewed Genre Analysis as an approach to text analysis which seeks to discover the communicative purposes of the genre as well as the different stages that writers go through to fulfill the function of genre. Genre Analysis may also study the way the schematic structure of a given genre is realized linguistically

On the other hand Dudley Evans (1987) introduced Genre analysis as having characteristic aspects of style and form that are recognized by those who used the genre. Dudley Evans gave the example of the research article. The latter has a clear public purpose and has conventions about the standardized structure and style (cited in Jordan, 1997 p231). Besides, he differentiated between genre analysis and discourse analysis as follows. The difference seemed to be that discourse analysis seeks to describe the relations that are in all texts, whereas genre analysis claimed only to be able to say something about individual texts (cited in Jordan, 1997). Another difference between discourse analysis and Genre Analysis, is that the latter attempts to discover the regular structural features of texts (Swales, 1985) while discourse analysis looks at how grammatical features affect on the structure of the discourse and the analysis looks at the relationship between utterances in terms of coherence, discourse markers and cohesion rather the structural features of the text which are arranged in constant patterns (Jordan, 1997).

Furthermore, Robinson (1991) defined Genre Analysis as an approach taking into consideration the role of the language within texts, looking at the text as a system of features and

choice (Robinson, 1991). The idea is that it is the communicative purpose of the text which constrains the language choice. Similarly, Bhatia asserted that both of the shared purposes and the communicative events are important elements of any genre (Bhatia, 2004). For Bhatia, the linguistic features of the genre and the conventions are important alongside the role considered by the communicative event and the common purposes (Bhatia 2008, p. 14).

On the basis of these definitions, Genre Analysis can be considered as a powerful and helpful system of analysis especially for non –native speakers of English. The reason is that it describes the language used in a specific context to help students to master the conventions of genre construction. To conduct such analysis, three main approaches to genre analysis have been suggested in the literature. What follows is an attempt to distinguish between these approaches.

## **2. 2Approaches to Genre Analysis**

Hyon (1996) identified three main traditions of genre studies, separating these in three schools: ESP school, Sydney School and the New Rhetorical School. These approaches were recognized according to the way in which the analysis of the genre was carried out (cited in Helan, 2012).

### **2. 2. 1 The ESP Approach:**

This approach is known by the work of Swales (1990) and Bhatia (1993). The former explored academic genres such as research article while the latter focused more on business and legal genres. The emphasis was pedagogic aiming to help the development of ESP materials and pedagogy. Based on this view, the communicative purposes are expressed in stages. Accordingly, a text is composed of a number of moves and steps. In this sense, Swales proposes a model which he called CARS (Create a Research Space) to analyse the research introduction. On the other hand, Bhatia suggested a model to analyze sales letters. The distinctive method of genre analysis within ESP approach is called structural move analysis (Flowerdew, 2011). Therefore, the aim of the analysis of the different genres is to display their generic structure and distinctive features to non native speakers of English (cited in Helan, 2012).

Another concern of ESP genre research is the focus on the analysis of the lexico-grammatical features of the sentences in both academic and particular disciplinary discourses. Among the researches that have been conducted, were on hedges, passive and active form, personal pronouns and verb tense. Among the advantages of ESP genre teaching is its efficiency in identifying the texts that the learners need to write in a particular context and the rational it provides for sequencing and

grouping texts. In addition ESP has a systematic way of describing the particular features of key genres that students can draw on from their communicative purposes in their academic and professional lives (Zine, 2014 P. 33). Regarding the importance of ESP approach in genre studies, the present study integrates its two principles in the analysis of the research abstracts. Firstly, it employs move structure to reveal the generic structure of the abstracts. Secondly; it analysis their lexico-grammatical features in terms passive and active form and the verb tense and hedging.

The application of ESP genre theory has focused on tertiary level context helping students to prepare for both undergraduate and post graduate study. The most application of the results of ESP genre has been Swales CARS Model and adaptation to various contexts. Yet Swales conditioned the use of this approach with “consciousness raising «rather than overt teaching( Flowerdew, 2011) Arguments in favour of the its use in teaching claim that it provides non-native speakers with linguistic and rhetorical tools needed to cope with tasks required of them (Dudley Evans, 1997)

Even though the analysis of the genre within ESP approach, is believed to help ESL/EFL students to understand and master the structural and stylistic features of professional and academic genres, this approach is criticised for its focus on the formal aspects of the genre and its restricted description of the social context in which the genre occurs as well as for its over generalisation and prescriptivism in application of genre description to pedagogy (Helan, 2012). In this sense, Paltridge (2001) insists that:

*“To use genre, students need an understanding of much more than textual features alone. They also need knowledge of culture, circumstances, purposes, and motives that prevail in particular s settings. Participation in genre means much more than producing a text that looks like the ones that are usually produced in a particular setting”*

(Cited in Flowerdew, 2011 p. 125)

In response, another approach has emerged; having a quite similar view of genre analysis which is the Australian approach. In what follows, the intention is to show the extent to which they are similar and what differences exist.

## **2. 2. 2 The Australian Approach**

The Australian approach is also named as the Sydney school. The latter is associated with Martin who is among the followers of Halliday systemic functional linguistics (SFL). Halliday’s model aimed at showing the relation between form and function which the characteristics of specific genre. Halliday put forward three parameters of the context of situation which are the field, the mode



and the tenor. As far as the field is concerned, it is the subject matter of the text. The tenor is the relationship between the participants in the text, whereas the mode is the structure and the function of the discourse. These three components are related to their subsequent meta-functions: ideational transmitting the factual information, interpersonal maintaining the social relations and showing the speaker attitudes and textual making coherent and cohesive text (Flowerdew, 2011).

Adopting Halliday's SFL perspective, Martin & Rose (2008) have conceptualized genre as "stages, goal oriented social processes"; this phrase contains three main key words: staged which means that genre requires several steps to realize the purpose (shared with ESP), the second key word is "goal oriented" implying that genre is used in order to reach certain purposes. The third key word is "social processes" which is concerned with the way writers or speakers take into account their audiences, readers and hearers in producing particular genres. Apart from the three situational components of field, mode and tenor used in register analysis, genre analysts also deem important the context of culture which means the categorization of a text type in relation to its communicative purpose (Helen, 2012). As Corbett (2006) claims:

*"a generic text is one in which conventional characteristics have developed out of an evolving set of cultural imperatives, systemic functional linguists begin to analyze the genre of a text by assuming that its overall purposes is met through a sequence of stages, each of which achieves an intermediate purposes"*

(Cited in Helen, 2012 P. 27)

It is evident that the Hallidayan model is very powerful simply because it assists analysts to determine the relation between features of the context, communicative function or purposes and linguistic forms. As noted by Martin, the communicative purpose is fundamental to the three meta-functions (ideational, interpersonal and textual). Hence, it is preferable to deal with at a separate level to register. Additionally, genre is seen as being able to create different ways of arranging the ideational, interpersonal and textual meaning or register. To be more explicit, Martin gives the example of commentary news and news paper story. Both genres are alike in terms of ideational meaning or activity, but they differ in terms of textual meaning or schematic structure (Flowerdew, 2011 p. 127).

Based on this understanding, it is obvious that both of ESP school and Sydney school share the notion of staging. However, in SFL this notion is called the schematic structure, or structural formula or generic staging. In addition to staging, both schools are linguistically based in a way that they pay their attention to the schematic structure from one side and to form-function at the level of the clause

on the other (Flowerdew, 2011p. 131). In other words, both of them believe that the linguistic features are connected to social context and function. Both intend to assist students to grasp the system, in which texts are produced in order to create similar texts by teaching them the relation between language and social function.

Concerning the differences, the main difference between the two schools is that SFL focuses on teaching basic genres structures to primary and secondary schools students, whereas ESP emphasizes on teaching professional and academic genres to university and graduate level students. In this sense, Paltridge (2002) drew attention to an important difference between the two schools, by distinguishing between genre and text type. “Genre can be recognised according to the external criteria and are named by their users”, such as a text that has been written or spoken by a particular person, for a particular audience, in particular context, and viewed by the discourse community as being an example of the particular genre. Paltridge adds Research Articles and laboratory reports are the main concern of ESP genre analysis. In contrast, text types or elementary genres are rhetorical modes, following systematic internal discourse patterns. Such as problem solving, exposition and argument are examples of text types that are main focus of Sydney school. He also claims that elementary genres or text types, combine together to form what Sydney school calls macro -genres (Flowerdew, 2011p. 127) i.e. ESP focuses on micro level genres and contexts whereas SFL focuses on macro level context.

All in all, the Sydney approach has succeeded to establish the schematic structure and form-function relation. Consequently, the Sydney school model has been adopted pedagogically in the Australian school system as a tool for developing a fully fledged pedagogy (completely developed or established pedagogy). Martin & Rothery classified primary school text types into five genre families namely: stories, histories, reports, explanation and procedures, each are distinguished by particular schematic structures. The later was in turn characterized by typical lexical, grammatical and cohesive patterning. Such classification was then developed into a language –based approach to language teaching and learning (cited in Flowerdew, 2011 P. 130)

Unlike these two approaches, the New Rhetoric School takes into account the social context rather the language. Further explanation of this approach is provided in the coming section

### 2. 2. 3 The New Rhetoric Approach

This approach is also called North American Genre Theory (Helan, 2012 P. 28) Followers of this school as A. M. Johns and Miller assert some negative attitude towards the linguistic approaches. In a way that they do not pay attention to changing and dynamic nature of the genre across time and discipline. They ignore genre s' different purposes they may have. They neglect the aspects of creativity within the genre and its intertextual and hybrid nature.

Differently from the two preceding approaches, the New Rhetoric Approach studies genres in social context, rather than its linguistic forms. It also focuses on social purposes and actions being the outcome of such purposes, within particular setting. As well as on the fluidity of the genres, their reflexivity and the way in which they are manipulated their participants (Hyon1996, in Flowerdew, 2011p. 132).

Based on this view genre analysis methodologies need to be ethnographic rather than linguistic i.e. the researchers conduct their studies on issues as attitudes, beliefs, values and patterns of behaviour of the discourse community involved in the genre. By doing so, the researcher gives more importance to the “context of situation” in this context, Coe (2002) asserts that “genre are not text types; they imply/invoke/create/reconstruct situations (and contexts), communities, writers and readers(that is, subject positions)A relevant illustration for this social approach, is Schryer’s (1993). The latter studied the attitude of clinicians and researchers towards the manuscripts they read or write rather than the texts themselves, taking into account its social nature. (In Flowerdew, 2011 p. 132)

Concerning the application of this approach to pedagogy, proponents of the New Rhetoric are sceptical about the genre pedagogies. The main reason is that genres are found in real settings and involve real participants and audience. Such situations cannot be recreated in the classroom, but can only acquired in those situations through a process called “legitimate peripheral participation” which means to be involved in the situations (In Flowerdew, 2011 P. 134). In this context, Adam and Artemeva (2002) claim that people learn at home at work or in a community without direct instruction. This does not mean that this approach has nothing to offer to the teacher In fact Johns (2003) argues: “certainly ESL/EFL composition instructors should acquaint themselves with literature in the new rhetoric, if for no other reason than to provide cautions against reductionist pedagogies that portray text description as fixed templates instead of opportunities for studying evolving, negotiated, situated discourses” Furthermore, the new rhetoric have addressed pedagogical issues, even producing textbooks (Flowerdew, 2011 P. 134)

| Orientation          | Definition  | Intellectual roots | Primary Focus                    | Educational Context                   | Sample Genres                                    |
|----------------------|---|--------------------|----------------------------------|---------------------------------------|--|
| <b>ESP</b>           | Class of communicative events exhibiting patterns of similarities | SFL, Swales        | Discourse structure and features | L2 academic and Professional Training | Research article, sales letter, academic lecture |
| <b>Sydney school</b> | Staged, goal-oriented Social Process                              | SFL                | Discourse structure and features | L1 schools, Adult migrants            | Report, recount, narrative                       |
| <b>New rhetoric</b>  | Recurrent social action in response to situated context           | Post-modernism     | Social purposes, context         | L1 université composition             | Research report, patent, medical record          |

**Table 1: The Three Schools of Genre (Hyland, 2004, in Joseph, 2011p. 29)**

To sum up, the table above displays the main differences among the three approaches discussed above. In fact the table shows clearly that the differences are presented in terms of their view of genre, intellectual roots, primary focus, educational context and sample genres (Joseph, 2011).

In spite of these differences shown in the table above, these schools have in common some principles, among which, genre is seen as a social phenomenon. It is shaped and constrained by conventions. The discourses communities share some aspects related to textual features, the communicative purpose and the target audience (Lee, 2011). As previously mentioned the present research adopts move structure model to analyse the schematic structure of the Abstracts written by master two students and other aspects as passive and active form, verb tense and hedging. Therefore, it is important to raise awareness towards the different models that can be used to analyse different genres.

## 2.3 Models of Genre Analysis:

Swales (1981, 1983, and 1984) analysed 48 research articles. He found a pattern of four moves that appear regularly in the introduction section: 1) establishing the field, 2) summarising the previous research 3) preparing for the present research and 4) introducing present research (in Jordan, 1997). In 1990, Swales revised the previous model and identifies a pattern used in the introduction section of English research article that he called CARS including three moves and a number of steps:

---

**Move 1: Establishing a territory**

---

**Step1:** claiming centrality and/ or

**Step 2:** making topic generalization and /or

**Step 3:** reviewing items of previous research

---

**Move 2: Establishing a niche**

---

**Step1A:** counter –claiming or

**Step 1B:** indicating a gap or

**Step1 C:** question –raising or

**Step1 D:** continuing a tradition

---

**Move 3 occupying the niche**

---

**Step1 A:** outlining purposes or

**Step1 B:** announcing present research

**Step 1 C:** announcing principal findings

**Step1D:** indicating research article structure

**Figure 1: CARS Model for Article Introduction (Swales 1990p. 141)**

In this model, it is not obligatory to include all of these moves and steps; at the same time it is optional to follow such order (Flowerdew, 2011). In addition to CARS model, Bhatia (1994) proposed a four move model of research abstracts. For him; an abstracts should provide information on four aspects of the research article: the model consists of the four following moves:

---

**Move 1:** Introducing the purpose;

---

**Move 2:** Describing the methodology;

---

**Move 3:** Summarizing the results;

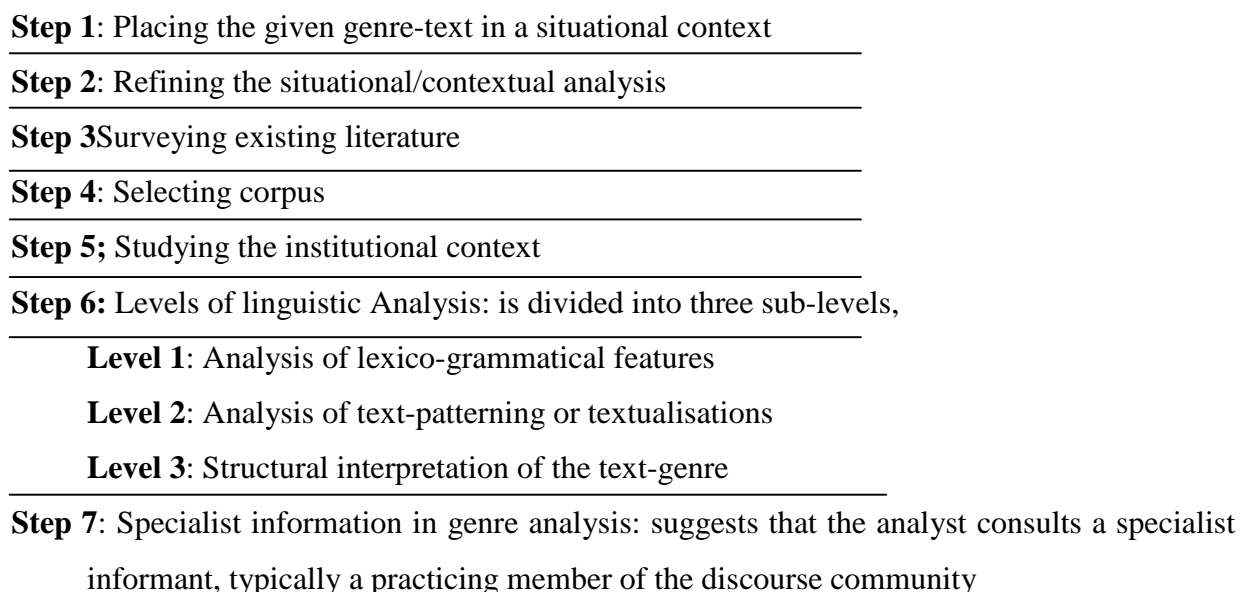
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**Move 4:** Presenting the conclusions;

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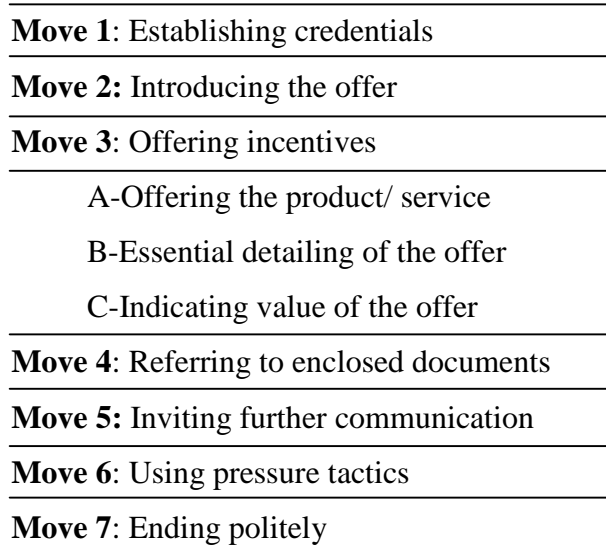
**Figure 2: Bhatia's (1994) Model of Research Abstracts (cited in Sabouri, 2013 p. 485)**

Furthermore, Bhatia (1993) offered a model that can be applied to any genre, as he points out himself, and not only to unfamiliar ones. The framework consists of seven steps:



**Figure 3: Bhatia’s Model of Genre Analysis** (Bhatia, 1993 p. 209 -212)

Bhatia claimed that even though the seven steps were arranged in such order this does not mean that the analysis should be tied to that order or that each step should necessarily be taken into consideration in the analysis (Bhatia, 1993) Besides, Bhatia suggested another model used to analyze the schematic structure of sales letters. This model consists of seven moves.



**Figure 4: Bhatia (1993) Model of Sales Letters** (cited in Flowerdew, 2011 p. 123)

Similarly to the first model, these moves and steps are not all obligatory. Some of which are optional and the researchers do not have to respect the same order. Based on these models many researchers have been conducted to analyze different genres. These models are used to show the schematic structure of the different genres. Thus the technique used in genre analysis is called Move Analysis which is explained below.

## **2.4 Move Analysis**

Move structure comprises moves and steps and the way they are organised. A move may be considered as ‘a segment of text that is shaped and constrained by a particular communicative function’ (Bunton, 2002p. 58). Each move has its own purpose and helps to achieve the whole communicative purpose of the genre. Steps are considered as elements that make the move. The technique that is used in ESP to unveil these moves is called move analysis (Swales, 1990; Bhatia, 1993). Move analysis, then, refers to segmenting the genre into its constituent communicative units which are moves. The relation between move analysis and the present study is that the latter adopts a move structure model in the analysis of the schematic structures of research Abstracts. The model is provided by Hyland (2000) who proposed five moves to analyse academic abstracts: introduction, purpose, method, product and the conclusion. Then, we analyse the tenses of the verbs and the form of sentences found in the corpus in addition to the aspect of hedging.

To reveal the extent to which move analysis is used in analysing a particular genre. The coming section sheds light on some studies that have been conducted in academic research writings.

## **3. Research Genres:**

ESP genre studies can be classified into two types: academic genres and professional ones. These studies have moved from linguistic descriptions, of their own, to studies which seek to understand why genres are shaped as they are, and how they achieve their particular goals (Slaim, 2014). Hyland (2013) adds that most research has followed a genre perspective because it provides teachers with descriptions of texts that can be translated into syllabuses and materials. The table below shows some of the written academic and professional genres that have been studied in ESP

| Academic written genres                 | Professional written genres               |
|---|---|
| Research articles /Book reviews         | Business letters arbitration judgments    |
| Conference abstracts/ Textbooks         | Environmental reports mission statements  |
| Phd dissertations/ Grant proposals      | Business emails committee papers          |
| Submission letters/ Peer review reports | Direct mail sales letters legal contracts |
| Undergraduate essays /article bios      | Company annual reports legal cases        |
| Teacher feedback/ acknowledgments       | Medical case notes Engineering reports    |
| Editors ‘ letters/ lab. reports         |   |

**Table2. Some Written Genres Studied in ESP Research (Hyland, 2013 cited in Slaim, 2014 p. 24)**

The table above distinguishes between academic genres including research articles and research dissertation and professional ones involving business e-mails and business letters. Even though, the context in which they are used is different in both types, researches in these genres have the same purpose and follow same method.

In our context, the focus is on academic genres namely a research dissertation. More specifically; the light is spot on particular sub genres like introduction, literature review, results, discussion etc

Indeed, Swales (1990) investigated the introductions to academic articles and suggested CARS model as a framework to analyze research introductions; unlike Swales, Hopkins and Dudley Evans (1988) analyzed the discussion section of MSc dissertations in biology and articles on irrigation and drainage, he suggested a number of useful pedagogical move, among which background information, statement of result, (un) expected outcome, reference to previous research, deduction, hypothesis (cited in Jordan, 1997 p. 232).

On the other hand, Brett (1994) focused on the result section of sociology articles and found similar moves that were identified by Hopkins and Dudley Evans. The latter also conducted a research on the dissertation titles and he concluded that by doing so, the title of the research reflects students’ purposes in their project work (cited in Jordan 1997 p. 234). In contrast, Hewings (1993) explored the conclusion section of a number of MBA dissertations, he found that conclusion section



consists of elements having three main functions namely 'to report', 'to suggest' and 'to comment' (Jordan, 1997).

The present research investigates the students research abstracts not only in terms of move structure, but goes a little further to find similarities and differences among three options in terms of the regular structural patterns employed to realize the rhetorical moves, the most frequently tenses used and the voice as well as the aspect of hedging. Therefore it is important to present some features and functions of research abstracts. Then to review the previous studies on the investigating research abstract, to show the way these studies have been conducted, their objectives and the findings that have been reached.

#### **4. Features and Functions of Research Abstracts**

An abstract is the summary of the research report, article or dissertation. In general, it is the first part of the paper. It helps the reader to quickly consider the main objective and the importance of the study, before deciding to carry on or not the full paper. Bhatia (1993) adds that an abstract 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». According to Cava (2011) the roles of the abstracts lie in the following points: It assists the readers to ascertain the paper's purpose. To provide them with the general over view of the research and to help them to recall its main contents

Due to its pivotal role, American psychological association (APA) and American national standards institute (ANSI) set the standards of abstracts. The former viewed an abstract as brief comprehensive summary of the contents. A good abstract should have the following features: *accurate, self-contained, concise and specific, non-evaluative, coherent and readable* (APA, 2001). Whereas the latter claimed that an abstract is a term, which refer to brief, objective representation of the contents of primary documents or oral presentation (cited in Pisamai, 2012)

Additionally, (ANSI, 1997) identified two main types of abstracts: informative abstracts and indicative abstracts. The former is used for documents pertaining to experimental investigation, inquiries or surveys. These abstracts state the purpose, the methodology, results and conclusions. On the other hand the indicative abstracts are used for less structured documents such as editorials, essays opinions or descriptions, or for lengthy documents such as conferences and proceedings etc. This type of abstracts are written for documents which do not contain information related to methodology or results, the abstracts should include the purpose or the scope of discussion or

descriptions in the documents . It may also describe the main background, the approaches used and /or the arguments presented in the text (ANIS, 1997). Once having a general overview of the research abstract, the following section sheds light on the main researches that have been conducted on this part genre.

### Section 3: Review of literature

Investigating academic abstract has captured a growing attention among scholars working on identifying the shared texts characteristics in any given discourse community. The section is devoted to review the different studies on this sub genre, to reveal the manner in which they have been conducted and their main findings.

**Tseng** examined the move structure and verb tense in 90 research article abstracts in three applied linguistic journals. Santos's (1996) five-move pattern for abstracts in applied linguistics was adopted as the framework for move analysis of the abstracts., *Background, Aim, Method, Results, and Conclusions*)The results of the five move distribution of abstracts shows that three moves seemed to be obligatory in these applied linguistics abstracts. They were *Aim, Method, and Results*, each of which occurred in over 90% of the abstracts. On the other hand, Move 1 (*Background*) occurred in only 41% of the abstracts, and Move 5 (*Conclusion*), about 74%. The results, in general, are in accordance with Santos (1996) in that Move 2 and Move 3 were obligatory while Move 1 seemed optional. As for the verb tense, present tense preferably used for describing background, aim and conclusion whereas the past tense used for describing method and result (Tseng, 2011)

Although the present study has highlighted not only the move structure of the abstracts in applied linguistics, it has its limitations. First, this study analyzed only abstracts of the empirical studies, and excluded those of the theoretical ones. Second, only the abstracts from three specific journals were examined in this study. Third, this study investigated only one element of linguistic realizations of moves, namely, *verb tense*. There are still many elements worth examining, such as *voice, hedges, authorial stance*, etc.

Regarding the abstracts in applied linguistics, **Santos** (1996) examined 94 abstracts and proposed a five-move pattern: (1) Situating the research, (2) Presenting the research, (3) Describing the methodology, (4) Summarizing the results, and (5) Discussing the research. Among the 94 abstracts examined, it was found that almost all abstracts contained Move 2 and Move 3, about 80% included Move 4, about 53% had Move 5, and only 43% included Move 1. The results may suggest

that Moves 2, 3, and 4 are obligatory moves in applied linguistics. A limitation for these two last studies is that the moves are entitled differently, but most of them share the common ground relating to Swales (IMRD) format the abbreviation stands for introduction, method, result and discussion.

Next **Anderson, Kenneth and others** (1997) compared the descriptions of 80 abstracts offered in the textbook with a sample of abstracts drawn from four fields of medicine. The comparison was confined to abstracts of results-focused papers, and papers were divided evenly between British and North American journals. Analysis focused on discourse features in three areas: purpose; methods and results; and conclusion. Results showed close similarities between the textbook and the abstracts, but also showed the textbook to be overly simplistic and rigid. He also found that relationship between information structure and linguistic elements was more complex than was implied in the book. The findings also detected no systematic differences between abstracts in British and North American journals. A limitation for this study is that the process of analysis was very subjective. The authors were in good agreement with each other in interpretation. Another limitation is that there was over reliance on language signals because they were not member of speech community (Anderson, 1997).

**Stein** (1998) analyzed 20 Abstracts written by native and non-native speakers of English in terms of the generic structure. He adopted the commonly accepted IMRD model (Introduction-Method-Results-Discussion) and Swale's Move-Step model to analyze the macro- and micro-structure respectively. He found that the Introduction Move is obligatory for English RA abstracts by non-native speakers as opposed to the Introduction and the Results move by native speakers. However, these findings cannot be generalized since it is too limited in number (only 10 abstracts written by native and 10 others by non-native), as well as limited in scope (the corpus was selected from journals belonging to the field of linguistics).

Recently **Watinee Suntara&Siriluck Usaha** (2013) explored the rhetorical moves of abstracts in the field of Linguistics and applied linguistics by investigating 200 abstracts published in the period from 2009 to 2012. The analysis implemented Hyland's (2000) model of five moves. The findings indicated that there were three conventional moves in abstracts in linguistics, while there were four conventional moves in abstracts in applied linguistics. A limitation for this study is that the samples are empirical research articles, so the results can only be applicable to the empirical research genre.

To conclude, it is worth mentioning that the analysis of the academic abstracts has attracted the attention of many researchers, simply because it helps the reader to decide whether the full work deserves to be read or not. The relation between these studies and the present one is that it follows the same method and procedures; but the analysis should not be restricted to only one or two aspects of abstracts. To be more explicit, the analysis should include various aspects of research abstracts at the same time such as move structures, tenses, and hedging, passive and active form. As well as, to compare such features in three options namely applied linguistics, didactics and literature to find the similarities and differences across options. By doing so, it will be very helpful for the students of the University of Bejaia.

## **Conclusion**

This chapter reviewed the main concepts of relevance to the present research mainly EAP and academic writing which were discussed in the first section. In the second section, the focus was put on genre analysis since the present study aims to analyze the research abstract as an academic genre. In this context, this section provided different views about genre, genre analysis, as well as schools and models of genre analysis. The last section, on the other hand, reviewed some studies which have been conducted on research abstracts and their main results. In the coming chapter, the intention is to describe the methodology adopted to implement the research. It also includes a description of the corpus of the study. Then presents and analyses the results, and provides the main conclusions of the research.

**Chapter Two**

**Research Methodology and**

**Analysis of the Results**

## Chapter two

### Research Methodology and Analysis of the Results

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## **Chapter two: Research Methodology and Analysis of the Results**

### **Introduction**

The objective of the present chapter is twofold. First, it aims at describing the research methodology used in this thesis. Secondly, it attempts to present analyze and report the research results. Consequently, this chapter is composed of two main sections: a research methodology section and an analysis of the results' section. The '*Research Methodology*' section is concerned with the description of the research design and methods adopted in this research work. The '*Analysis of the Results*' section, on the other hand, aims at analyzing the research data obtained through a corpus of 18 abstracts produced by the students of the Department of English language and Literature (DELL, henceforth). The analysis of the results includes: the analysis of the moves and steps used in the abstracts; the identification of the move sequencing models of DELL students, the analysis of the communicative and linguistic realizations for the different moves. The chapter closes with a summary of the main results

## **Section 1: Methodology**

The present study aims to investigate the generic structure of 18 Abstracts from three different options. It also explores verb tense, passive and active voice and the aspect of hedging. To conduct such study, the analysis goes through four stages. At the first one, Hyland's (2000) five-move model has been employed as a basic framework to see whether this model is compatible to those abstracts or not. At the second stage the analysis is extended to deal with the verb tense. At the third one it focuses on the voice. Finally, it analyses the instances of hedging found in these abstracts. In what follows the description of the corpus of the study then followed by a description of the instruments and the procedures. This makes the research adopt a qualitative design. It is both expository and exploratory in orientation. It is based on text analysis using genre analysis approach.

### **1. The Description of the Corpus**

The corpus selected for the analysis consists of 18 research dissertation abstracts. They were selected from a total around 25 research dissertations, written in 2015 by master two students at the University of Bejaia. These abstracts belong to three options namely: literature & civilization, applied linguistics and English language teaching and Didactics of English (abbreviated as LLCE, AL&ELT and SLD). Each option contains 6 Abstracts. The 18 abstracts are not selected randomly. Indeed some criteria have been taken into consideration namely the option and the date submission. Concerning the option, the abstracts chosen for the analysis belong to three options. Since genre differs from one field to another (Samraj, 2008 p. 56), the aim is to find similarities and differences across options in terms of the schematic structure and the lexico grammatical features. The second criterion is related to the influence of time on genre development. Bhatia asserts that "genres do changeover time in response to changing socio-cognitive needs" (Bhatia, 2002 p. 24). Therefore, in order to control this variable, only those abstracts produced in 2015 were selected. Another reason for selecting those produced in 2015, is that the specialty of AL&ELT has been recently created, thus, no AL&ELT research dissertation has been conducted before this year. To avoid gender bias both male and female are equally considered in the study.

The 18 abstracts are described in the tables below. The tables show the title, the length of each abstract and the option.



|    | Title  | N° of sentences | Option | Researcher Gender |
|----|--|-----------------|--------|-------------------|
| 01 | Female Identity Crisis in Doris Lessing s' the Golden Notebook                               | 04              | LLCE   | Female (F)        |
| 02 | The Rise of Taliban and Women Status in Khlaled Hosseini s'novel. A Thousand Splendid Suns   | 03              | LLCE   | F                 |
| 03 | So long A Letter and Zenzele, A Letter for My Daughter: A Comparative Study                  | 06              | LLCE   | F                 |
| 04 | Female Identity Construction in Margaret Atwood's Cat's Eye                                  | 04              | LLCE   | F                 |
| 05 | The Corrupt Communism in George Orwell 's Animal Farm  | 05              | LLCE   | Male (M)          |
| 06 | The Issue of Commitment and the Language of African Literature in Ngugi Wa Thiong'o's Essays | 09              | LLCE   | F                 |

**Table 3: The Title and the Length of LLCE Abstracts**

The table above shows clearly that LLCE students have tendency to deal with issues having relation with. female such as the first and the fourth abstracts, this may be due to the fact that most of the researchers are female In terms of the seize, these abstracts vary between three to nine sentences It has been noticed that some LLCE students use long sentences to express their ideas.

The following table describes the six abstracts written by students of AL&ELT, as well as the number of pages they contain.

|    |  |   |        |   |
|----|--|---|--------|---|
| 07 | The Impact of Using Information And Communication Technology (ICT) on EFL Learners Motivation: The Case of Second Year Pupils In Ouddak Arab Secondary School                            | 7 | AL&ELT | F |
| 08 | Factors Of EFL Poor Writing Productions. Case Study: Fourth year Pupils At Ait Ammara Hossin" Middle School Of Timezrit Of Bejaia  | 8 | AL&ELT | F |
| 09 | The Effect Of Teacher's Corrective Feedback Type On EFL Learners 'Anxiety In The Teaching of Speaking Skills: The Case Of The First Year B. A Students Of English At Bejaia University   | 7 | AL&ELT | F |
| 10 | The effect of grammar difficulty on EFL learners' willingness to communicate using the speaking skills Cases Study: Second Year, Foreign Language Learners At Berchiche Secondary School | 8 | AL&ELT | F |
| 11 | Adopting Role Play As A Teaching Technique To develop students 'speaking skills. Case Study: First year LMD Students At The Department Of English University of Bejaia                   | 9 | AL&ELT | F |
| 12 | Error Analysis Of The English Written Essays At Bejaia University The Case of Third Year LMD Students  | 6 | AL&EL  | M |

**Table 4: Titles and Length of AL&ELT Abstracts.**

The titles of the abstracts described in table 3 reveal that most of the issues discussed by AL&ELT students are pedagogical problems such as grammar, speaking and writing difficulties or they deal with education psychology such as motivation and anxiety. In, terms of the length AL&ELT abstracts are longer than the ones written by LLCE students. As far as the gender is concerned, no remarkable difference has been noticed between the studies conducted by male and female.

The fifth table below reports the third sample selected for the analysis. It consists of the number of the abstract, its title, its size as well as the option.

|    |   |    |     |   |
|----|---|----|-----|---|
| 13 | Project Based Learning: A Space for Learner Autonomy During Whole Class Discussion. Case Study: Master 1 LMD AL&ELT at the University of Bejaia.  | 07 | SLD | F |
| 14 | Investigating the Effect of Anxiety On EFL Learners 'Oral Communication in the Classroom.   | 09 | SLD | F |
| 15 | The Role of Teachers' Corrective Feedback in Motivating the EFL Learners in the Classroom. The Case of Master 1 LMD Students of English Didactics at Bejaia University.   | 06 | SLD | F |
| 16 | The Effect of Fear of Negative Evaluation on EFL Learners' Performance. The Case of Third year LMD, LSD Students of the University of Bejaia.   | 08 | SLD | F |
| 17 | The Effect of Oral Communication Strategies Instruction on EFL Learners' Anxiety During Oral Sessions. Case Study: Third Year LMD, LSD Students at the Department of English, at the University of Bejaia             | 06 | SLD | F |
| 18 | Adopting Action Research Method in Teacher Training to Promote Student Teachers' Reflective Thinking. Case Study, Second Year, Master Students of Didactics at the Department of English at the University of Bejaia. | 10 | SLD | F |

**Table 5: Titles and Length of the SLD Abstracts**

Similarly to AL&ELT students, most of the researches conducted by SLD students deal with educational psychology or pedagogical problems faced by students so that to provide solutions. It has been noticed also that the number of sentences contained in each abstracts vary from six to ten sentences, this makes of AL&ELT as well as SLD abstracts as the longest ones in comparison with LLCE abstracts. Concerning the gender, no effect of this variable on the selection of the topic since all the researchers is female.

## 2. The Instruments

The analysis of these abstracts is based on Hyland (2000) model. This model is composed of five moves: Introduction, Method Product and Conclusion (henceforth IPMRC) and a number of steps. It also elucidates the function of each move as the figure below shows.

---

**1. Introduction** (Establishes context of the paper and motivates the research.)

---

- Step 1:** Arguing for topic prominence,
  - Step 2:** Making topic generalizations,
  - Step 3:** Defining terms, objects, or processes,
  - Step 4:** Identifying a gap in current knowledge
- 

**2. Purpose** (Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.)

---

- Step 1:** Stating the purpose directly
- 

**3. Method** (Provides information on design, procedures, assumptions, approach, data, etc.)

---

- Step 1:** Describing the participants
  - Step 2:** Describing the instruments or equipment
  - Step 3:** Describing the procedure and conditions
- 

**4. Product** (States main findings or results, the argument, or what was accomplished.)

---

- Step 1:** Describing the main features or properties of the solution or product
- 

**5. Conclusion** (Interprets or extends results beyond the scope of the paper, draws inferences, points to applications, or wider applications.)

---

- Step 1:** Deducing conclusions from results,
  - Step 2:** Evaluating value of the research,
  - Step 3:** Presenting recommendations
- 

**Figure 5: Hyland's (2000) model of RA abstracts in Sabouri, 2013 p. 486)**

The implementation of this model to analyze the 18 Abstracts, aims at showing the generic structure of these abstracts, to reveal the similarities and differences among the three options of study. Once the move structure has been identified the analysis is extended to identify the tense use and the voice used in each move. The third feature expected to be analyzed is the voice. Indeed the analysis of the abstracts from this dimension intends to reveals the moves in which the active or the passive form is used.

In addition to these, the corpus selected for the study is analyzed in terms of hedging. Hedging is a feature of academic writing used to indicate the writer certainty or commitment in different

degrees. It is also called cautious language or vague language (cited in Jordan, 1997). Hedging can be expressed in several ways among which:

- 1- **Modal verbs**. e.g. may; might. . . etc
- 2- **Lexical verbs** e. g seems, appear, suggest. . . . etc
- 3- **Modal adverbs** e.g. probably, possibly, apparently. . . etc
- 4- **Modal adjectives** e.g. certain, probable, undoubted. . . . etc
- 5- **Modal nouns** e. g assumption, possibility. . . . etc
- 6- **Expressions** such as “I believe”“to our knowledge” which express the author’s doubt or direct involvement. . . etc
- 7- **Non numerical -vague quantifiers**, e.g. lots of, a bit of, several. etc
- 8- **Emotionally-charged intensifiers**, such as extremely interesting, particularly encouraging, unexpectedly. . . etc

**(Adapted from Jordan, 1997p. 240-242)**

The analysis of the 18 abstracts from this perspective is based on these instances of hedging gathered from Jordan (1997). The intention is to reveal the extent to which master two students are involved in their research and the ways in which they are involved. What follows, is an attempt to explain the way in which the analysis has been carried out.

### **3. The Tools and Procedures for Data analysis**

For the sake of answering the research questions, the analysis goes through different stages. As a first step, the researcher coded the abstracts from number 1 until 18, and classified them according to the option to which they belong. The analysis involved reading the samples many times, in an attempt to divide them into moves and steps. Next, the researcher examined the parts of the abstracts to find out the function of each segment. After that, the attention was paid to each sentence in isolation in order to determine the verb tense and the form of the sentences. Finally, the analysis moved towards the function of each word in order to identify the aspects of hedging.

The analysis of the abstracts adopts manual text exploration and descriptive statistics in order to determine the number of occurrence and the percentage of each aspect. The statistical calculations histograms and tabulations were realized using Microsoft Excel 2007.

## Section Two: Analysis of the Results

### Introduction

The aim of this section is to analyze the corpus of texts obtained from the research context. As already stated, the corpus of the study is taken from three options: LLCE, AL&ELT and SLD. The analysis includes an attempt to identify the most frequently used moves in each option and to find out its rhetorical moves structures, the analysis of the communicative functions and realizations for each move, and the exploration of the linguistic forms used to realize the different moves

### 1- Moves Analysis

#### 1. 1 Move occurrences

The intention in this stage has been to determine the most frequently used moves in each. The abstracts were analyzed on the basis of Hyland's IPMRC model. Thus, the numbers of move occurrences were analyzed in each option using frequencies and percentages.

#### 1. 1. 1Move Occurrences in LLCE Abstracts

The analysis of the six abstracts produced by the LLCE students revealed a total number of occurrences equal to 18, and the number of occurrences and the percentage of those moves are shown in the table 6 below.

As the table 6 shows, only the purpose move was present in all the abstracts with six occurrences out of six abstracts (100%). The Introduction move and the Method move had four occurrences out of six abstracts (66. 66%). The Product move occurred only in three abstracts out of six (i. e.50 %).

| Moves            | (A F)  | Average | R F     |
|------------------|--------|---------|---------|
| Introduction (I) | 4times | 0, 66   | 66. 66% |
| Purpose (P)      | 6times | 1       | 100     |
| Method (M)       | 4times | 0, 66   | 66. 66  |
| Product (P)      | 3times | 0, 5    | 50      |
| Conclusion (C)   | Once   | 0, 16   | 16. 66  |
| Total/Average    | 18     | 3       | 100     |

(AF): Absolute Frequencies (RF): Relative Frequencies (Percentage)

**Table 6: The Occurrence of Moves in the Six LLCE Abstracts**

The table above shows that, on average, there were 3 moves per abstract with the predominance of purpose move. This makes of the introduction, purpose and method as obligatory moves while the product and the conclusion as optional.

### 1. 1. 2- Move Analyses of AL&ELT Abstracts

The analysis of the six abstracts belonging to this option revealed a total of 24 occurrences. As shown in the table 7 below, three moves received the highest number of occurrences (six out of six, i. e. 100 %) since they appeared in all the abstracts: purposes, method and product. The conclusion move had five occurrences with a total rate of 83, 33%. Only the introduction move was found to be used in one single abstract, thus receiving the lowest occurrence rate (16, 66%).

The table 7 also indicates that on average, there were 4 moves per abstract with the prevalence of the purpose, method and product moves, and to a lesser extent the conclusion move.

| Moves         | A. F    | Average | R. F   |
|---------------|---------|---------|--------|
| I             | 2       | 0. 08   | 33. 33 |
| P             | 6 times | 1       | 100    |
| M             | 6 times | 1       | 100    |
| R             | 6 times | 1       | 100    |
| C             | 5 times | 0, 83   | 83. 33 |
| Total/average | 24      | 4       | 100    |

**Table 7: The Occurrence of Moves in AL&ELT Abstracts**

As shown in the table 7, three moves were found to appear in all the samples (purpose, method and product moves) in addition to these, the conclusion move was also highly used in AL&ELT Abstracts. It can be deduced that the most frequently used pattern is PMRC

### 1. 1. 3- Move Analyses of SLD Abstracts

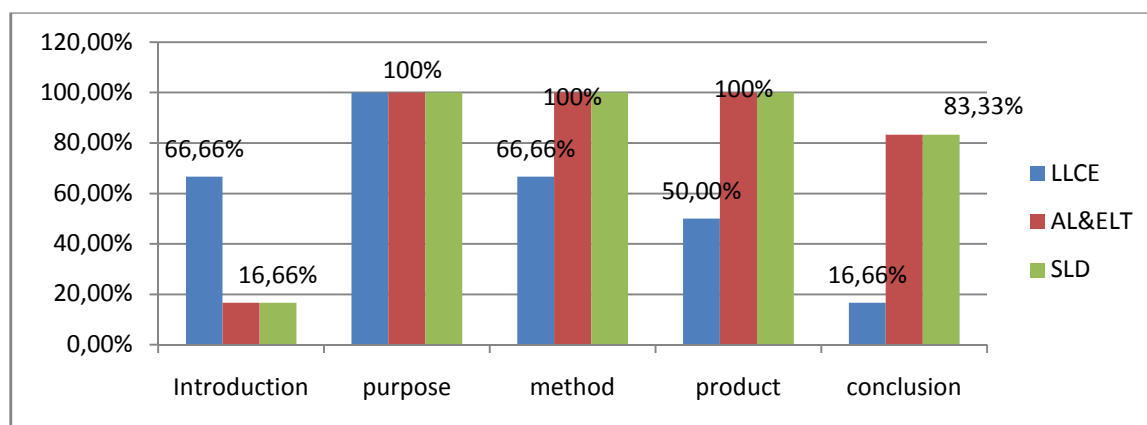
The analysis of move occurrences in SLD abstracts revealed a very close similarity with those of AL&ELT. In fact, the analysis of SLD abstracts showed the existence of a total number of moves equal to 26. These moves were distributed as follows (refer to tables 8 below): three as Introduction, six as Purpose, six as Method, six as Product and five as Conclusion.

| Moves         | A. F | Average | R. F   |
|---------------|------|---------|--------|
| I             | 1    | 0. 16   | 16. 66 |
| P             | 6    | 1       | 100    |
| M             | 6    | 1       | 100    |
| R             | 6    | 1       | 100    |
| C             | 5    | 0, 83   | 83. 33 |
| Total/Average | 25   | 4, 16   | 100    |

**Table 8: The Occurrence of Moves in SLD Abstracts**

Subsequently, it can be deduced that the average of occurrences is equal to (4, 16) move per abstract with the predominance of purpose, method and product, and to a lesser extent the introduction. **Thus**, as demonstrated in the table above, SLD students showed a tendency towards PMRC move structure.

Analysis of move distribution in the three options displayed in the histogram below (figure 6) makes it possible to identify the obligatory and optional moves for each option.



**Figure 6: The Distribution of Moves in the Three Options**

In fact, the figure 6 shows the tendency of students to prefer some moves at the expense of the others. The LLCE students, for example, are found to prefer the Introduction-Purpose-Method structure while the SLD and ALELT students tend to adopt the Purpose-Method-Result-Conclusion model. It can be deduced that the introduction, purpose and method are obligatory moves in LLCE abstracts while the product and conclusion moves are optional. On the other hand, all of the purpose, method, result and conclusion are obligatory moves in AL&ELT and SLD abstracts while the introduction move is optional with these two last options.

## 1.2 The Realization of the Communicative (Rhetorical) Functions

The aim of this stage has been to analyze the communicative purposes of the rhetorical moves found in DELL students' abstracts. Thus the different moves are checked to find out what steps are used to realize the communicative purpose of each move as well as the information the students attempt to convey in each move, and whether the content/meaning (information) transmitted conforms to the readers' expectations and academic abstracts' conventions. The analysis precedes a move by move:

## Move 01: Introduction

To write down an abstract, the researchers start by introducing the topic of their research or argue the topic prominence. What follows is an attempt to check out whether this communicative convention is respected.

A close observation of the introduction moves identified in our corpus made it possible to deduce that six abstracts started with the introduction move. The first example is taken from the second abstract of LLCE:

“My dissertation discusses the status of Afghani Women under the Taliban regime and their different challenges towards women emancipation in a novel from Afghanistan written by Khlaled Hosseini entitled *A Thousand Splendid Suns*” (abstract n° 2).

In the he above extract, the researcher starts the abstract by introducing the topic under discussion which is the status of Afghani Woman. However, the researcher seems to combine the topic and the general objective of the research (i.e. discussion) which is the depiction of the protagonist 'status under the Taliban rule and their struggle against social and political oppression. In fact, the introduction section in all LLCE abstracts all started with the identification of the one of the major themes of the literary work under scrutiny.

Abstracts belonging to the option of AL&ELT realized the first move by claiming the importance of the topic in the linguistic and language learning and teaching landscape. The sample bellow provides an illustrative example:

“Over years, the subject of grammar has been one of the hot debates which gathered many linguists and researchers' view concerning the effect of the English grammar on SL and FL learners as a specific case (abstract n° 10).”

In fact, this extract seems to highlight the importance of grammar for second and foreign language learning, and the great interest of the linguists and researchers in this field of study. Thus, the claiming strategy is divided into two parts (steps): importance of the topic and interest of the researchers.

Similarly, the introduction move in SLD abstracts proceeded by showing the importance of the topic. The extract below provides a sample illustrative pattern:



“Affective variables including anxiety are the most important facts to consider in the FL learning. Foreign language anxiety is widely used to describe the feeling of tension and apprehension which harms the language learning development (abstract n° 14).”

As noted in this extract, the researcher started by highlighting the importance of foreign language anxiety, and then proceeded to introduction of the current knowledge related to the topic and to justify the need for the research.

## **Move 02: Purpose**

This rhetorical move occurred in the entire corpus. Master two students realized it by stating explicitly the aim of their study (research/ thesis), and the research hypothesis (hypotheses). Besides, the aims seem to make a strong link to the introduction section. The following examples belonging to the three options, illustrate the way the students expressed their objectives

As far as the LLCE abstract is concerned, the Purpose move (move2) seemed to be a narrowing down of the major theme mentioned in the Introduction move (see abstract n°2: LLCE).

“The aim of my research is to depict the protagonists’ status under the Taliban rule and their struggle against social and [ ] discrimination (abstract n°2: LLCE).”

The AL&ELT abstract, on the other hand, stated explicitly the aim of the study. It also drove on the research context but seemed to relate differently to the Introduction move. In fact, unlike LLCE abstracts, the Introduction Move in AL&ELT abstracts constituted only a contextual justification to the Purpose move (see abstract n°8: ALELT).

“[ ] The objective is to identify those factors, analyze them and finally provide some solution to help pupils improve their writing skills (abstract n°8: ALELT).”

The SLD abstract below (Abstract n°15: SLD) shows that, similarly to the other options, the Purpose move was directly mentioned. Besides, the relations of the Purpose move to Introduction move was identical with the one found in the AL&ELT abstract. That is to say the relation was based on contextual justification, rather than a narrowing down of the major theme as in the LLCE abstract.

“The present research aims at revealing whether corrective feedback influences positively or negatively [ ] classroom. We hypothesized that if teachers use corrective feedback in a kind way in the classroom, students become encouraged and motivated [ ] discouraged (Abstract n°15: SLD).”

However, in the third extract (Abstract n°15: SLD), the researcher added another step which aimed at stating the hypothesis.

As a conclusion, in the three examples above, the writers stated explicitly the aim of their study and linked it to the preceding move (Introduction).

### **Move 03: Method**

This move is present in 14 abstracts of different options. Students found it almost unavoidable to use this move. However, the analysis of the abstracts made it possible to deduce that different functions were given to these moves, and that different steps were applied. The examples below display the use of these different steps:

“For this sake, I will rely on Jean Paul Sartre’s theory of committed literature and Frantz Fanon’s theory of Literature of Comba (Abstract n°6: LLCE).”

This move (Abstract n°6: LLCE) seemed to be realized by presenting the theory adopted in the analysis.

“This makes our research exploratory, questionnaire is the tool we have opted for data collection (Abstract n° 8: AL&ELT).”

“AL & ELT students on the other hand preferred to represent the method move by determining the tools that have been used to collect their data as shown in the example above (Abstract n° 8: AL&ELT). ”

“To carry out the research, a pre-experimental design is adopted [ ] to collect data, qualitative and quantitative data collection instruments are used (Abstract n° 18: SLD).”

The extract above (Abstract n° 18: SLD) shows clearly that this move is realized by the description of the design and the instruments that have been used for data collection.

### **Move 04: Product.**

To achieve this move, the writers summarized the main findings of their research. These are some illustrations from the corpus of the study.

“The study revealed that both authors [...] used the epistolary form and not any other genre to give voice to the African women (Abstract n° 3: LLCE).

“After the analysis it has been found that the main source of errors made by third year students were interlingual errors with 79, 13% which are higher than intralingual errors (20, 87%) (Abstract n°: 12).”

“The findings underline that [ ], there is a significant difference in mean between the control (2. 7) And the experimental (3. 25), with regards to their speaking anxiety reduction (abstract n° 17).”

These extracts show that the Purpose move was realized by LLCE, AL&ELT and SLD students, in almost the same way, by stating the main findings of the research.

### **Move 5: Conclusion**

Out of the 18 abstracts, 11 texts included this move. The authors concluded their productions by the applying the following steps: deducing conclusions from the results, presenting recommendations, suggestions and/or pedagogical implications. The move samples below illustrate the use of these steps and functions.

“I will conclude that Ngugi is a virulent committed writer to his people and society [ ] Legitimate (Abstract n° 6: LLCE).”

On the basis of these results, some pedagogical implications for teachers and students are suggested to reduce future problems regarding writing English essays (Abstract n° 12: AL&ELT).

The researcher thus encourages the adoption of project –based learning as a learning tool to foster autonomy among foreign language learners (abstract n° 13: SLD).

In the first extract, the researcher mentioned what have been deduced from the results, whereas in the second example, the writer presented the pedagogical implications. On the other side, and SLD students presented some suggestions.

In addition to these moves and known steps, some other ones- not reported by Hyland- were found in our corpus. The table 09 below indicates these new steps that have been used to realize different moves.

| Steps                    | AF   |        |     | RF   |
|--------------------------|------|--------|-----|------|
|                          | LLCE | AL&ELT | SLD |      |
| Research questions       | 01   | 0      | 0   | 12.5 |
| Summary of the novel     | 01   | 0      | 0   | 12.5 |
| Validating hypothesis    | 0    | 02     | 0   | 25   |
| Limitation of the study  | 0    | 0      | 01  | 12.5 |
| Presenting the variables | 0    | 2      | 01  | 37.5 |
| Total                    | 8    |        |     | 100  |

**Table 9: Newly Identified Steps in the Abstracts**

Throughout the analysis, six new steps were found in the corpus namely research questions, giving the general idea of the novel, validating the hypothesis, presenting the variables and referring to the limitation of the study. However, these steps were not widely used by Master two students and were used to realize different moves. These extracts were taken from the abstracts to illustrate these steps respectively

“Throughout my analysis I will attempt to answer the question why indigenous African languages are so important in [ ] Ngugi? (Abstract n° 6: LLCE).”

In the abstract n° 6 above, the writer attempted to show the purpose of the study by mentioning the research question

“[ ] both of them are women of two generations apart, one is born an illegitimate child in poverty, and the other is born to educated parents [ ] deep friendship (abstract n ° 2: LLCE).”

On the other hand, the writer of this abstracts n°2 tries to give an idea about the novel under discussion

“On the basis of these results our hypothesis is confirmed. That is, students need to be taught [ ] without hesitation (Abstract n°11: AL&ELT)”

As shown in the extract above, the researcher concludes the abstract by validating the hypothesis.

“The present research is based on the literature related to two variables of our research, which are corrective feedback and motivation (Abstract n°15: SLD).”

“Several limitations faced during the research; some implications and suggestions for further research are presented at the end of the research paper (Abstract n° 18).”

In the two preceding examples (abstracts 15 and 18) the researchers referred to the variables of the research as well as to the limitations of the study respectively.

To sum up, the results reported above were obtained from the analysis of the corpus in terms of the moves and steps. In doing so, it has been noticed that these move were not organized in the same order in our corpus. We did not find one schematic structure shared between all the abstracts. Instead, the five moves are sequenced differently as it is illustrated in the table and the histogram below.

## 2. Analysis of Move Sequencing

The previous stage aimed at identifying the ways the moves were ordered by DELL students when writing their MA theses abstracts. The aim of the present stage is to reveal the extent to which Master two (M2) students followed the moves sequencing model proposed by Hyland (2000), and to determine the ways in which they organize their abstracts.

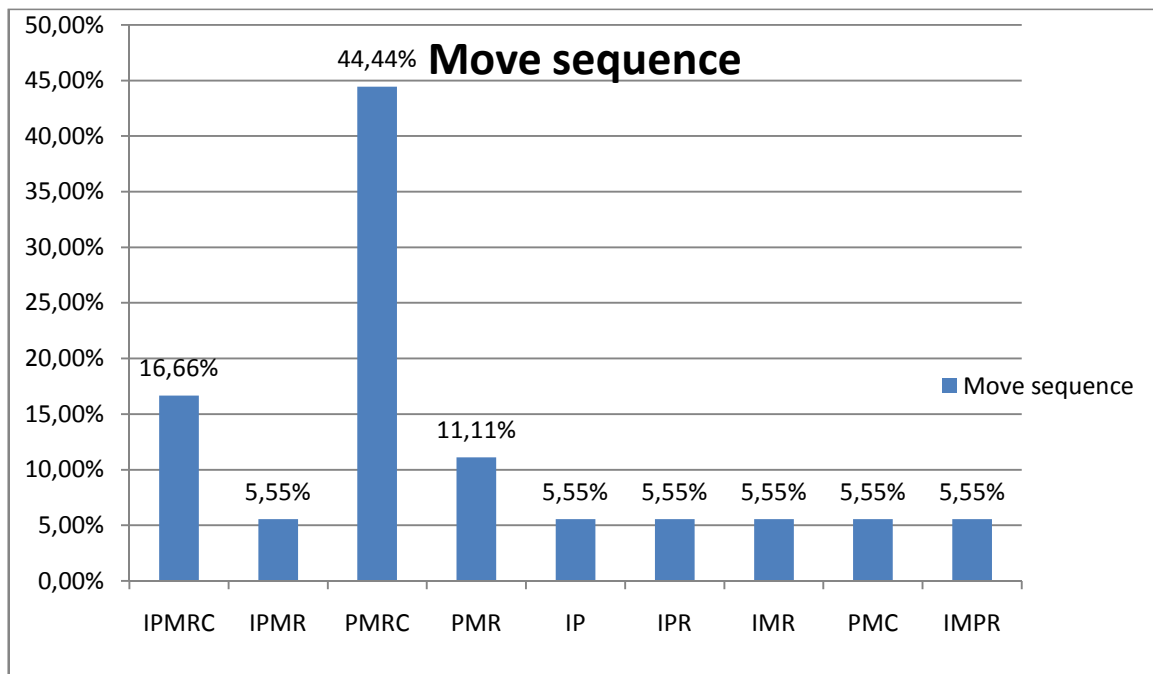
As indicated in the table 10 below, it can be deduced that the most frequently used move pattern was PMRC, followed by IPMRC, which were applied mainly by AL&ELT as well as SLD students. However, LLCE students used a rather varied move pattern

| Option | Sample (abstract) | Move sequence |
|--------|-------------------|---------------|
| LLCE   | 01                | I-M-P-R       |
|        | 02                | I-P           |
|        | 03                | I-P-R         |
|        | 04                | I-M-P         |
|        | 05                | P-M-R         |
|        | 06                | P-M-C         |
| AL&ELT | 07                | I-P-M-R-C     |
|        | 08                | I-P-M-R-C     |
|        | 09                | P-M-R-C       |
|        | 10                | I-P-M-R       |
|        | 11                | P-M-R-C       |
|        | 12                | P-M-R-C       |
| SLD    | 13                | P-M-R-C       |
|        | 14                | I-P-M-R-C     |
|        | 15                | P-M-R         |
|        | 16                | P-M-R-C       |
|        | 17                | P-M-R-C       |
|        | 18                | P-M-R-C       |

**Table 10: Move Sequence in Individual Abstracts**

**(I)** Introduction **(P)** Purpose **(M)** Method **(R)** Product **(C)** Conclusion

The distribution of the sequencing models used in the 18 abstracts, displayed in the figure 7 below, revealed that the dominant model was the PMRC (44.44%) followed by IPMRC (16.66%) and PMR (11.11%) and to a lesser extent IMPR, IP IPR, IMP, PMC and IPMR (5.55%).



**Figure 7: The Distribution of Move Sequence**

Besides, the figure and the table above indicate that the order of such moves was different from one abstract to another and from one field to another. In fact, only one abstract was found to follow 1-3-2-4 or IMPR order (5,55%). The same rate was found in the following sequences: 1-2 (IP), 1-2-4 (IPR), 1-3-2 (IMP), 2-3-5 (PMC) and 1-2-3-4 (IPMR). In other words, out of a total number of 18 abstracts, every one of these six sequencing models was applied in only one abstract (5,55% for each pattern). However, as far as the difference in moves sequencing was concerned, both of AL&ELT and SLD shared the PMRC move pattern while LLCE students adopted different and varied organizational patterns, this may be related the nature of the specialty which is very different from the two other options.

### 3. Similarities and Differences in the Linguistic Realisation of the Moves

The attempt in this stage has been to scrutinize the linguistic realization of the moves. This includes the use of verb tense and the voice. The purpose is to identify whether master two students had succeeded to use the appropriate tenses and voice in each move. After that, it moves to the analysis of the aspect of hedging across the three options.

### 3. 1 The Analysis of Verb Tense

The analysis of the abstracts from this dimension aims to identify the regular verb tense in each and then in each move. For such a purpose, the researcher presents the findings according to each option. Then, combines the findings of the three options to determine the most frequently used verb forms for each move in each option.

On the basis of the results obtained from the analysis of verb tense, some tenses were found to be highly used by master two students while others were of a limited use. In fact, the present simple tense was the predominant one mainly in the Purpose and the Introduction moves. The past simple and the present simple were used to an equal rate in all of Method, Product and Conclusion moves while the present perfect was much less used by Master two students. The table below reveals the occurrence of the tenses in each move in each option.

#### 3. 1. 1 Verb Tense in LLCE Abstracts

| Move  | Move occurrences | Present simple |        | Present perfect |        | Past simple |        |
|-------|------------------|----------------|--------|-----------------|--------|-------------|--------|
|       |                  | AF             | RF     | AF              | %      | RF          | %      |
| I     | 4                | 4              | 100    | 0               | 0      | 0           | 0      |
| P     | 6                | 5              | 83. 33 | 1               | 16. 66 | 0           | 0      |
| M     | 4                | 2              | 50     | 0               | 0      | 0           | 0      |
| R     | 3                | 1              | 33. 33 | 1               | 33. 33 | 1           | 33. 33 |
| C     | 1                | 0              | 0      | 0               | 0      | 0           | 0      |
| total | 18               | 12             | 66. 66 | 2               | 11. 11 | 1           | 5. 55  |

**Table11: Verb Tense in LLCE Abstract**

This table indicates the predominance of the present simple tense over the other tenses in most of the moves. However, taken separately, only the Introduction move and Purpose move seemed to include the present simple tense for most of the abstracts. In addition, among the three tenses, only the present simple is used in two abstracts (33, 33%) to realize the Method move. Throughout the analysis, we can notice that none of the tenses were used in the Conclusion move, which appeared in only one abstract. In this sample, the three tenses presented in the table are not used to realize this move; instead the researcher preferred to use the future simple tense to represent the method move as well as the conclusion moves.

### 3. 1. 2 Verb Tense in AL&ELT Abstracts

| moves | Number of occurrences | Present simple |        | Present perfect |        | Past simple |        |
|-------|-----------------------|----------------|--------|-----------------|--------|-------------|--------|
|       |                       | AF             | RF (%) | AF              | RF (%) | AF          | RF (%) |
| I     | 2                     | 0              | 0      | 1               | 50     | 0           | 0      |
| P     | 6                     | 6              | 100    | 0               | 0      | 0           | 0      |
| M     | 6                     | 3              | 50     | 1               | 16.66  | 2           | 33.33  |
| R     | 6                     | 2              | 33.33  | 1               | 16.66  | 2           | 33.33  |
| C     | 5                     | 4              | 80     | 0               | 0      | 1           | 16.66  |
| Total | 25                    | 15             | 62.5   | 3               | 12.5   | 5           | 20.83  |

**Table 12: Verb Tense in AL&ELT Abstracts**

Similarly, to LLCE abstracts, the present simple tense takes the lion's share within AL&ELT abstracts. However, in this corpus, the past simple tense occurs much more in comparison with LLCE Abstracts. In addition, this tense is used to realize the method and the results moves (see table 12).

### 3. 1. 3 Verb Tense in SLD Abstracts

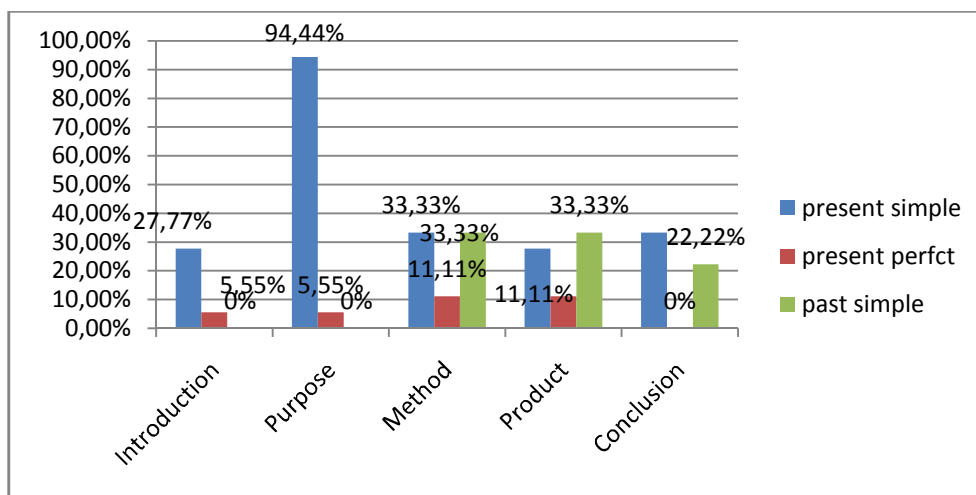
The table 13 below reveals that the present simple is used in the purpose move in all the samples whereas the past simple tense is much more used in the Method, Result and Conclusion moves.

| Moves | Number of Occurrences | Present simple |       | Present perfect |       | Past simple |       |
|-------|-----------------------|----------------|-------|-----------------|-------|-------------|-------|
|       |                       | AF             | RF    | AF              | RF    | AF          | RF    |
| I     | 1                     | 1              | 100   | 0               | 0     | 0           | 0     |
| P     | 6                     | 6              | 100   | 0               | 0     | 0           | 0     |
| M     | 6                     | 1              | 16.66 | 1               | 16.66 | 4           | 66.66 |
| R     | 6                     | 2              | 33.33 | 0               | 0     | 4           | 66.66 |
| C     | 5                     | 2              | 40    | 0               | 0     | 3           | 50    |
| Total | 24                    | 12             | 50    | 1               | 0.04  | 11          | 45.83 |

**Table 13: Verb Tense in SLD Abstracts**

The comparison of tense use in AL&ELT as well as SLD abstracts enables as to notice a relative similarity in the use of the past simple in the method and the product move. Moreover, there is some agreement among the students of the three options concerning the use of the present simple to realize the purpose move. The histogram (figure 8) below illustrates the distribution of the tense use for all the moves in the 18 abstracts.





**Figure 8: The Distribution of Verb Tense in the 18 Abstracts**

The figure 8 shows the predominance of the present simple tense in the in the purpose and the introduction move. Whereas, in the Method Product and Conclusion moves both of the past simple and present simple have almost the same rate (around 33. 33 %). Nonetheless, the present perfect appears in only few samples.

Although the three tenses have dominated in our corpus, two other tenses have been identified, despite their limited use in the three options: the future simple and the present continuous. The future simple is found in the sixth Abstract belonging to LLCE, to realize the method and conclusion moves whereas the present continuous is used in one of the AL&ELT abstract

For this sake *I will rely* on Jean Paul Sartre theory [ ] *I will conclude* that Ngugi is a virulent committed writer. (Abstract 06: LLCE)

The present continuous was found in the 11<sup>th</sup> abstract of AL &ELT in which the present continuous is used.

The results of this study are significantly improving that the role play is an effective teaching technique to teach speaking [ ] communication in English. (Abstract 11: AL&ELT)

### 3. 2 The Analysis of the Voice

Throughout the analysis of the abstracts, it has been noticed that the sentences used were too long. Students used more than one sentence and more than one tense to realize each move. Sometimes the sentences contained both passive and active forms. For these reasons, the researcher focused on the main verb of the sentence which realized each move. The tables below reveal the frequency of the passive and active forms within each move and for each option in isolation.

### 3. 2. 1 Passive and Active Form in LLCE Abstracts

The table 15 below indicates that, for all the moves, the active voice was the dominant verb form in LLCE abstracts, with 100 % for the introduction move, the Purpose move, product and conclusion moves. While the passive voice was used in 50% of the occurrences in the method move

| Moves        | Number of Occurrences | Passive Voice |           | Active Voice |               |
|--------------|-----------------------|---------------|-----------|--------------|---------------|
|              |                       | AF            | RF        | AF           | RF            |
| Introduction | 4                     | 0             | 0         | 4            | 100           |
| Purpose      | 6                     | 0             | 0         | 6            | 100           |
| Method       | 4                     | 2             | 50        | 3            | 75            |
| Product      | 3                     | 0             | 0         | 3            | 100           |
| Conclusion   | 1                     | 0             | 0         | 1            | 100           |
| <b>Total</b> | <b>18</b>             | <b>2</b>      | <b>50</b> | <b>17</b>    | <b>94. 44</b> |

**Table 14: Occurrence of Passive/Active Voice in LLCE Abstracts**

The table above indicates the total absence of the passive form in all of the introduction, purpose, product and conclusion. It occurred only twice in the Method move. In contrast, the active voice took the lion share in almost all the moves.

### 3. 2. 2- Passive and Active Form in AL&ELT Abstracts

Similarly to LLCE abstracts, the use of active verb forms was found to dominate in almost all the moves in AL&ELT text samples. As demonstrated in the table below (table 15), the active voice was used in 50 % of the occurrences in the Introduction move, 83. 33% of the occurrences in the method move and 100% of the occurrences in the purpose move whereas the passive voice was used in 40% of the occurrences in the conclusion move and a rate of 60% of the occurrences in the method move.

| Moves | Number of Occurrences | Passive Voice |        | Active Voice |        |
|-------|-----------------------|---------------|--------|--------------|--------|
|       |                       | AF            | RF     | AF           | RF     |
| I     | 2                     | 1             | 50     | 1            | 50     |
| P     | 6                     | 0             | 0      | 6            | 100    |
| M     | 6                     | 2             | 33. 33 | 3            | 50     |
| R     | 6                     | 1             | 16. 66 | 5            | 83. 33 |
| C     | 5                     | 2             | 40     | 3            | 60     |
| Total | 25                    | 6             | 50     | 19           | 79. 16 |

**Table 15: Occurrence of Passive/Active Voice in AL&ELT Abstracts**

By contrast, the passive voice appears twice in the method and the conclusion and once in the introduction and the product and totally absent in the purpose move.

### 3.2. 3 Passive and Active Form in SLD Abstracts

In the same way as AL&ELT, the active voice was found to dominate in SLD abstracts. The table 16 below shows the occurrence rates of both of the two voices for each move. In fact, the active voice was used in 100 % of the occurrences in the Introduction, Purpose and Product move, the active voice was used in 60% of the occurrences in the Conclusion move, and 33. 33% of the occurrences in the Method move. On the other hand, the passive voice however seems to be avoided by SLD students, just like those of other options.

| Moves | Number of occurrences | Passive Voice |        | Active Voice |        |
|-------|-----------------------|---------------|--------|--------------|--------|
|       |                       | AF            | RF     | AF           | RF     |
| I     | 1                     | 0             | 0      | 1            | 100    |
| P     | 6                     | 0             | 0      | 6            | 100    |
| M     | 6                     | 2             | 33. 33 | 4            | 66. 66 |
| R     | 6                     | 0             | 0      | 6            | 100    |
| C     | 5                     | 3             | 60     | 2            | 40     |
| Total | 24                    | 5             | 20. 83 | 18           | 75     |

**Table 16: The Occurrence of Passive/Active Voice in SLD Abstract**

To sum up, master two students of the University of Bejaia were found to realize the purpose move by using the active form. The passive form is used to conclude the abstracts or to describe the methodology, though. The subsequent portions of texts illustrate the use of the passive voice in move 3 and 5 (method and conclusion).

*“A convenient sample has been selected to take part in this research, which is divided into two sub-groups (Abstract n° 9: AL&ELT). ”*

In this extract, the researcher used the passive form to realize the method move by describing the step the study’s participants.

*“The pedagogical implications of these findings were presented to cope with FNE and to improve learners’ oral performance (Abstract n° 16)”*

In this abstract, the SLD student used the passive voice to realize the conclusion move which consisted of a presentation of pedagogical implications.

### 3. 3. The Analysis of Hedging

The purpose of this step has been to show the extent to which master two students used hedging in the production of their abstracts. That is to say, to show the ways in which the writers are involved in their research.

As a reminder, hedging is a device used to reveal the writer's involvement as a member of the research community. Arguments in favor of its use claim that the writers who use hedging in their writing have greater opportunities to get their papers published than those who do not use these devices (Mayor, 1997).

| Hedging                          | LLCE |     | AL&ELT |       | SLD |       |
|----------------------------------|------|-----|--------|-------|-----|-------|
|                                  | AF   | RF  | AF     | RF    | AF  | RF    |
| Modal Verbs                      | 1    | 10  | 1      | 7.14  | 0   | 0     |
| Lexical verbs                    | 1    | 10  | 0      | 0     | 1   | 8.33  |
| Modal Adverbs                    | 1    | 10  | 0      | 0     | 2   | 16.66 |
| Modal Adjectives                 | 0    | 0   | 0      | 0     | 0   | 0     |
| Modal Nouns                      | 0    | 0   | 1      | 7.14  | 0   | 0     |
| Expression of doubts             | 0    | 0   | 0      | 0     | 1   | 8.33  |
| Direct involvement               | 4    | 40  | 5      | 35.71 | 4   | 33.33 |
| Non- numerical vague quantifiers | 1    | 10  | 2      | 14.28 | 2   | 16.66 |
| Emotionally-Charged Intensifiers | 2    | 20  | 5      | 35.71 | 2   | 16.66 |
| Total                            | 10   | 100 | 14     | 100   | 12  | 100   |

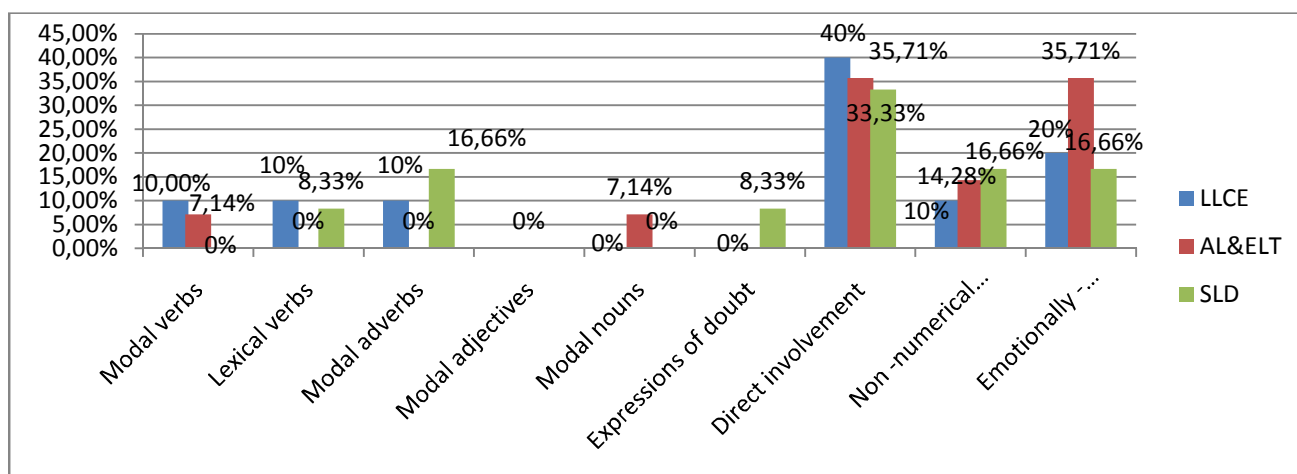
**Table 17: The Frequency and Percentage of the Types of Hedging in Each Corpus**

The table 17 displays a statistical description of the use of hedging in the 18 theses abstracts. Nine language aspects were taken into account in this analysis, among which: the use of modals (verbs, adverbs, adjectives, and nouns), the use of lexical verbs, expressions of doubt, direct involvement, non-numerical vague quantifiers, and emotionally charged intensifiers. The analysis includes the quantification of the number of occurrences of the aforementioned forms (aspects) of hedging in the whole corpus (and in each category), regardless to their relation with the rhetorical moves.

As presented in the table above, direct involvement and emotionally-charged intensifiers constituted the most important form of hedging in LLCE abstracts (respectively 40 % and 20 %), followed by modal verbs and adverbs (respectively 10 % and 10 %), in addition to lexical verbs and non-numerical quantifiers (10 % for each).

As far as AL&ELT abstracts are concerned, direct involvement and emotionally-charged intensifiers were found to represent the major aspects of hedging (35,71% for each aspect), followed by the non-numerical vague quantifiers (14,28%). Modal verbs and adverbs were also identified in (7, 14%) of the abstracts.

Similarly to other samples, the SLD research abstracts included four main types of hedging with the “direct involvement” being a dominating aspect (33, 33%), and non-numerical vague quantifiers, lexical verbs, modal adverbs and emotionally-charged intensifiers with 16, 66% occurrences. Such aspects as lexical verbs and expressions of doubt existed but were of limited importance (8, 33%). In order to provide an efficient reading of the findings, the results for hedging have been displayed in the histogram below (refer to figure 9)



**Figure 9: The Distribution of Hedging in the Three Options**

Therefore, as shown in the figure above, direct involvement was the common and most important aspect of hedging in DELL students’ abstracts. Although less common and less frequent than the former aspect, non-numerical vague quantifiers and modal adverbs were also relatively sufficiently used in all of LLCE, AL&ELT and SLD abstracts. That is to say, the three last aspects of hedging were of a significant importance for DELL students. All in all, the analysis of hedging in M2 research abstracts showed that the students were, at some point, directly involved in their research in comparison to the other instances of hedging.

The following extracts reveal the ways in which they were involved in the three corpora respectively.

*“The objective of my analysis is to show Ngugi’s conception [ ] in which they should produce their creative works (Abstract n° 6: LLCE)”*

In this extract, the researcher involved himself in the study by using the direct involvement type (my analysis).

*“The study describes the present situation of ICT use [ ] so as to gather as much as possible of information concerning the present investigation (abstract n° 7: AL&ELT)”*

On the other hand, an AL&ELT student uses another type which is non-numerical vague quantifier (as much as possible) to be involved in his /her research

*“We hypothesize that if the teacher use corrective feedback in a kind way, students become encouraged and motivated (abstract n° 15).”*

Differently from that, in SLD abstracts we identified another type of hedging which was the “expression of doubts” (we hypothesize) as shown in the example above

## **Conclusion**

This chapter reviewed three main points. Firstly, it showed the way in which the analysis was carried out including the specification of the target population, the instruments that have been adopted as well as the different stages which the analysis went through. Secondly, it described the findings that have been reached in the form of tables and histograms. In the following chapter, the attempt is to compare the present research findings to those of the previous studies on the one hand and to the theoretical models of genre analysis on the other hand. The subsequent parts are also expected to remind of the main results from which some conclusions have been drawn.

# **Chapter Three**

## **Discussion and Conclusions**

### **Chapter three: Discussion and Conclusions**

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## **Chapter Three: Discussion and Conclusions**

### **Introduction**

The preceding chapter dealt with the description of the methodology and the analysis of the results. Thus, the genre research framework was described in relation to our context and corpus, then a detailed presentation and analysis of the results was realised. The present Chapter is a follow-up the preceding one. It is composed of two main parts. The first part which is “the Discussion”, aims at discussing the findings of the present investigation. The second part, which concerns “the Conclusions”, also attempts to draw the major conclusion of the research.

### **1. Discussion**

This section attempts to discuss the findings of the present investigation. It proceeds through the explanation comparison and evaluation of the results analysed in chapter two, in relation to the theoretical knowledge produced in this field, and to previous research findings. The organization of the discussion is based on the research questions, asked in the General Introduction, the attempt to which has been to provide answers.

#### **1- What are the rhetorical moves used by the DELL students’ at Bejaia University?**

##### **a- What are the most frequently used moves?**

The results for this research question revealed some variation in the composition of the theses abstracts with students having some tendency to prefer some moves at the expense of the others. Based on Hyland’s (2000) framework, the SLD and ALELT theses abstracts go along with the international convention based on the patterns of the English academic discourse community M2-M3-M4-M5 pattern- Purpose-Method-Result-Conclusion model. Hence, it can be concluded that these four moves are obligatory while the introduction move is optional in both options

In other hand, LLCE students showed tendency towards the introduction, purpose and the method move. This makes these three moves to be obligatory moves despite their different sequence within each sample. Whereas the product and conclusion moves are found to be optional within LLCE option

What follows is an attempt to discuss and compare the structure and use of each move in the three sub-disciplines (options) of English studies at Bejaia University. The discussion also includes the results related to the communicative realisations of the moves, that is to say, this step also

answers inherently a part of the first research question “How is the communicative purpose realised for each move?”

### **b- How is the communicative purpose realised for each move?**

The introduction move occurred four times in LLCE abstracts and once in SLD Abstracts and twice in AL&ELT. It seems, indeed, that this move was considerably preferred by LLCE students. This may be attributed to the role of the Introduction move in establishing the context of the paper and motives of the research. However, the concept of context seems to have a special meaning in LLCE abstracts. In fact, the context meant here seems to be closer to the meaning of major themes in novel studies. The students, thus, introduce their abstracts by mentioning a common and major theme in literary works from a generalist point of view. Therefore, the writers need to situate their discourse with the introduction move, in order to provide the reader with the background of the research, to show the importance of the topic and the writers’ mastery of the issue involved (Qian, 2015). Hence, it can be concluded that the introduction move may be considered as an obligatory move in LLCE abstracts while it is optional in both of AL&ELT and SLD abstracts.

Compared to Hyland’s (2000) findings, the corpus consisted of texts from four hard disciplines (Biology, Physics, Electronic Engineering, Mechanical Engineering, ) and four from soft disciplines (Applied Linguistics, Marketing, Philosophy and Sociology). His results indicated that the articles from soft discipline stressed on the context or background of the research. He explained the use of the introduction move by the absence of well-defined sets of problems in soft disciplines domains. This implication may justify its use in LLCE and SLD Abstracts. The difference resulting from disciplinary boundary was supported by Hyland (2000) in a way that the differences may be justified by the nature of the discipline or sub discipline. In other words, the preferences of introduction move may be related to disciplinary variations. This move was realized by establishing the context in which the research is situated or arguing topic prominence. As a conclusion, the introduction move may be considered as an obligatory move in LLCE, whereas in AL &ELT, SLD the introduction is optional. It can be deduced that the increasing occurrence of the introduction move, as expected by Hyland, was not the case especially in AL&ELT Abstracts, in the same way that the conclusion move did not occur considerably in LLCE abstracts.

#### **Move two: Purpose**

Hyland (2000) defined the purpose move as a way of indicating the purpose, thesis or hypothesis. In our corpus, this move was realized through the direct statement of the objective, except for one SLD abstract in which the aim was expressed by using two steps: indicating the

purpose and hypothesis. Similarly, to the previous studies, this move was included in all the samples. The great appearance of the purpose move is evident because without stating the goal of the research, the study is meaningless. On the importance of Purpose move, Qian claimed that

*“The objectives or goals not only guide the writer to the expecting destination, but also help the reader to judge the value of the study” (Qian 2015 p. 56) .*

A note worthy feature concerning this move was that, it was integrated with other moves namely the introduction move, the method and with a research question. This remark has been noticed in the study conducted by Watinee Suntara & Siriluck Usaha (2013). The latter explored the rhetorical moves of abstracts in the field of linguistics and applied linguistics. Yet the difference was that, this point was identified in LLCE abstracts. On the basis of these results, it is evident that the purpose move is obligatory in the three options.

### **Move three: Method**

This move occurred in most of the abstracts. It was realized through a number of steps such as describing the procedures, instruments, participants and design for the AL&ELT and SLD abstracts. Yet in LLCE abstracts, these steps were absent. Students realized this move by explaining only the theoretical framework adopted in their analysis. Similar to Hyland’s (2000) finding, those texts from hard disciplines had a tendency to describe research method. In the study conducted by Sabouri this move in Applied linguistics (AL) and Mechanical Engineering (ME) was integrated with the purpose move to form one single move, but such integration was not observed in Applied Economics (AE) abstracts. In our corpus, such combination was not witnessed. Additionally, Sabouri (2013) noticed that describing the procedures in AE and ME abstracts was much more salient. In contrast, in our corpus several steps were used to realize this move. In comparison with other studies, the findings of the present research were not consistent with those of Martin (2003) and Samraj (2005) that the corpora contained the least move method, because it was integrated with other moves (Cited in Qian, 2015). This move was included in 15 abstracts: six of which from AL&ELT, a same number from SLD and three from LLCE. All in all it can be concluded the method move is an obligatory move in the AL&ELT and SLD options, and optional in the LLCE option.

### **Move four: Product**

This move was realized through the statement of the main results. This is consistent with Hyland’s (2000) results which stated that the product move was among the most frequently used moves. Such frequent occurrence of this move may be justified as follows.

*“The high rate appearance of the product move indicates the extreme importance of findings and results in the research, the writers are anxious to display the most central results to attract the reader attention, and they are eager to be accepted by the reader. The purpose move reminds the writer to the right destination while the product move announces that the final goal has been achieved” (cited in Qian, 2015)*

In comparison with other findings, Sabouri (2013) observed that the product move was highly used by the research writers. In some of AE and ME abstracts, it was combined with the purpose to create one move, but such hybrid move was not found in AL abstracts. Consequently, DELL students’ abstracts’ are going in line with international abstract writing norms with the product move being obligatory in AL&ELT and SLD abstracts- since it occurs in all the samples belonging to these two options.

### **Move five: Conclusion**

As the results showed, this moved was highly used by AL&ELT as well as SLD students. It occurred in five samples in each option. In contrast, it occurred twice in LLCE abstracts. This move was realized using several steps. Among which: deducing the conclusions from the results, presenting recommendations. Thus it can be concluded that this move is obligatory in AL&ELT and SLD abstracts while it is optional in LLCE abstracts. A note worthy feature in this move, was that, master two students concluded their abstracts by adding the validation of their hypothesis, mentioning the limitation of their studies, providing some pedagogical implications and suggestions. In one case, the abstracts ended with giving the general idea of the novel. In comparison with Watinee Suntara study (2013), the conclusion move was optional in the field of linguistics but obligatory in Applied Linguistics. Yet in our corpus, it is obligatory at least in AL&ELT and SLD abstracts.

The highly frequent use of the Conclusion move, in the field of Applied Linguistics, may be related to the nature of the discipline (Watinee, 2013). In fact, the main concern of Linguistics is to develop theories explaining the phenomenon of language use (MC Gregory, 2008) while Applied linguistics is defined as “a practice –driven field that addresses language –based problems in real world or in practical situations (Grabe, 2002). In other words, applied linguistics is closely related to practical issues especially with pedagogical application. Hence, the writers in this field tended to add the implication and application of their research, to refer to the information in conclusion so that they stress on the implementation of their research to ongoing situations (Watinee, 2013). Such explanation may be appropriate for AL&ELT and SLD corpora since both of them deal with pedagogical problems.

To sum up, master two students preferred to introduce their topic by arguing topic prominence or introducing the topic under discussion. Yet, in the study conducted by Sabouri, the most frequently used step was making topic generalization to represent this move. As far as the purpose move is concerned, the present study's findings were consistent with the ones found by Sabouri (2013) in a way that this move was realized through the direct statement of the aim of the study. Concerning the method move, most of the steps reported by Hyland were found in our corpus. This was consistent with Sabouri 'findings, however, the description of the procedures were much more salient in AE and ME Abstracts. As for the product move, it was achieved through the statement of the main findings whereas the conclusion move was realized by deducing the conclusions from the results. However, in our corpus, students added other steps such as presenting recommendations, suggestions and pedagogical implications.

If we compare the present study 'results with the model proposed by Hyland (2000) we find that some steps are totally absent namely: defining terms, objects, or processes and identifying the gap existing in the current knowledge which are used to realize the introduction move. In addition to these two steps, the step of evaluating value of the research to realize the conclusion move is absent in our corpus.

## **2- Do DELL students respect Hyland's rhetorical sequencing model?**

It can be concluded that PMRC move pattern was shared by both of AL&ELT and SLD, while LLCE students adopted different organizations, this may be related the nature of the specialty which is very different from the two other options. Therefore, Hyland (2000) claimed that the abstracts' rhetorical structures vary considerably from one discipline to another. The latter also explains the tendency towards PMRC move pattern in some disciplines by the fact that it is the conventional structure set by the English academic discourse community. The present study's findings are also consistent with Sabouri's study in a way that PMRC patterns was the most frequently used pattern across the three disciplines (Applied Linguistics, Applied Economic and Mechanical Engineering), the main difference is that this move pattern is found only in two options.

Furthermore, based on Hyland's (2000) framework, the SLD and ALELT theses abstracts go along with the international convention based on the patterns of the English academic discourse community M2-M3-M4-M5 pattern- Purpose-Method-Result-Conclusion model (henceforth PMRC or informative abstracts as type of abstracts which includes these four moves).

However, the LLCE students, for example, were found not to be limited to a common generic structure. Indeed, in six abstracts, six move patterns were to be found (IMPR, IP, IPR, IMP, PMR and PMC). Such variations contradict, to some extent, the international conventions according to

which literature abstracts generally are indicative in nature (Marefat & Mohammadzade, 2013), which implies that the conventional structure of the abstracts was MPC with a rather special attribution of the communicative functions for these moves. In fact, the first move of the indicative abstract aims at describing the materials to be analysed in the research, this constitutes a kind of corpus, which belong to the move of methodology. The second move attempts to state the main assumptions, arguments and counterarguments employed in the literary document being studied, this corresponds to the purpose move (assumptions and hypotheses). The third move, however, summarises the morale, plot resolutions or the concluding arguments, which is close to conclusion.

As far as LLCE abstracts are concerned, the application of the rhetorical moves seemed to indicate that Bejaia University students developed a specific model, which could reflect a local cultural framework with an interesting research value. This results goes in line with Stotesbury's (2003, p.330) results which indicated that "different rhetorical structure and style" were used in literature abstracts.

In short, the analysis of the abstracts in terms of move occurrences and move sequences intends to answer two research questions related to the most regular moves and steps used by novice researchers as well as the compatibility of Hyland's model to those abstracts. In the following part, the analysis is extended to deal with verb tense, voice and hedging to find out the similarities and differences across the three options in terms of the lexico-grammatical features.

### **3- Are there similarities or/and differences in the way DELL students realise linguistically the different moves?**

#### **A. What are the tenses, voice and hedging used in DELL students' theses abstracts?**

##### **1- Verb Tense and Voice in Each Move**

###### **Move one: Introduction**

The results indicated that even though this move was not widely used by AI&ELT and SLD students the present simple and active voice dominated the abstracts in which the move is identified. The results are consistent with the ones conducted by Sabouri (2013). In fact, this researcher analyzed research article abstracts across three disciplines: Applied Linguistics (AL), Applied Economics (AE) and Mechanical Engineering (ME). He focused his analysis on the rhetorical structure, self-mention of the author as well as the voice and the tense of the verbs included in each move. The findings revealed, no remarkable difference was witnessed between the three disciplines regarding the tense and voice of the verbs so that, in all the three fields, the present active verbs

dominated this move. Therefore, it can be deduced that master two students of the University of Bejaia have succeeded to select the adequate tense and voice in the introduction move.

### **Move two: Purpose**

Concerning the type of verbs and voice used in this move, the present simple and active form took the lion's share all along the abstracts. However, such conformity in tense and voice did not exist in the study conducted by Watinee Suntara (2013). In fact, this researcher found that the present tense constituted the dominant tense in the groups examined but it was not the case for the voice. In fact, his research showed that the passive voice dominated in the purpose move. Similarly, the study conducted by Sabouri (2013) showed that the present tense constituted also the dominant tense in the three groups. However, such conformity did not exist for the voice of the verbs. While in AL and AE almost all the verbs were active, in ME there was an equal share of both active and passive voice (Sabouri, 2013). Although, the results, related to the use of the present simple tense, go in line with those found internationally, the specific preference of the active voice by DELL students can be explained by their preference of a subject integration approach in academic writing. That is to say, the students like to mention WHO did WHAT.

### **Move three: Method**

Compared to the study conducted by Sabouri (2013) and regarding the verb tense in AL, the past tense verbs appeared almost twice as much present ones. However, in AE and ME, the present tense verbs were used much more than the past tenses. As for the voice, the active voice dominated the AL and AE abstracts. In contrast, in ME abstracts, the passive voice was the pre-dominant in this move. In the present research, however, the findings showed that both of the present simple is used in 50% of LLCE and AL&ELT abstracts, while the past simple tense is used in 66, 66% of the abstracts. In fact, both of the two tenses can be considered as more appropriate for the realization this move. The rationale is that, if the method explains what the research is about to introduce in the thesis, the preferred tense is the present simple. Nevertheless, of the authors relates what actions or methodology was applied along the research process, then the past simple is the preferred tense. This seems to be well understood by the DELL students. Therefore, we can deduce that the students were successful in using the tenses in this move. As far as the voice is concerned, the issue of subject integration and individual involvement seem to have a great impact of DELL students in writing this move too. In fact, LLCE as well as AL&ELT Abstracts were found to use the passive voice in two Abstracts while the active voice occurred in half the corpus (3/6 in each option). In contrast, the active voice prevail the SLD abstracts. It occurred in four abstracts from the total six whereas the passive form appeared in two samples. We can deduce that DELL students like to assume the role of

researcher in their research writing, and to report the actions and results directly using the active voice.

### **Move four: Product**

The findings showed remarkable similarity between LLCE and ALELT abstracts. In fact both of the present simple and the past simple had almost the same rate (33, 33%). The present perfect differed, however, 33, 33% in LLCE abstracts and 16, 66% in AL&ELT abstracts. On the other hand, the past simple was found to dominate the SLD abstracts. As explained previously, the intention of the authors have a decisive influence on the choice of tense. The present simple can be used to expose regular facts and general ideas, while the past tense is generally used to report past events or findings. In fact it seems that SLD students used the most appropriate tense for this move, which should normally be the past tense, and to a lesser extent the present perfect tense, while other students in AL&ELT and LLCE options used the present simple to introduce personal statements/judgments about the results. It can be deduced that a great deal of students succeeded in their tense choice for this options.

With regard to the voice, the active form was the predominant across the three options. Similarly to our results, Sabouri's research showed that, in all the three disciplines, the present active verbs dominated the move. Nonetheless; some degree of diversity was noticed involving the intensity of the use of this tense and verb. The proportion of the present to past, was higher in AE Abstracts and that the active to passive was much greater in AL as compared to other disciplines (Sabouri, 2013). The intention of the authors seems to have also influenced the choice voice in this move.

### **Move five: Conclusion**

Throughout the analysis it has been noticed that the present simple dominated in ALELT abstract (80% of occurrences), and have a relative majority in SLD abstracts (50%). However, in the only one move case of LLCE abstracts, the future simple was used to present the conclusions. The use of the present simple in this move reveals the intention of the students to consider the conclusions as regular or generalized facts.

In terms of the voice, the active voice was found to dominate in LLCE (100%) and AL&ELT (80%) abstracts, while the passive voice dominated in SLD abstracts with 60% of move occurrences. It is worth noting that the conclusion move appeared in only LLCE abstract. Compared to other findings, Sabouri (2013) found that this move was represented with two steps; deducing conclusions and presenting recommendations. Concerning the tense and the voice, there was no significant difference in terms of the tense and the voice. Accordingly; the present tense and active verb forms dominated this move. The reasons of the divergence between the SLD and AL&ELT uses of voice



can be speculated either by the influence of the supervisors or by the fact that the students had diverging preferences concerning subject integration.

The next step intends to show the extent to which master two students use hedging in the production of their abstracts. In other words, the analysis of these Abstracts at this level aims at showing the ways in which the writers are involved in their research.

## **2- The Use of Hedging in M2 Theses Abstracts**

The findings from hedging analysis were not related to any move. Instead, they were reported in terms of types, frequencies and variations between LLCE, AL&ELT and SLD Abstracts. Therefore, the discussion from this perspective intends to reveal the extent to which master two students were involved in their abstracts as well as the way they are involved.

Based on the results, master two students are directly involved in the Abstracts. In fact, the direct involvement type occurred four times in LLCE and SLD Abstracts while it occurred in five abstracts from AL &ELT. Secondly, Emotionally –Charged Intensifiers also occupied an important place within AL&ELT Abstracts. Expressions like *significantly increased, an important role, a crucial role the most difficult and very useful* are instances of hedging taken from AL&ELT Abstracts. As for the SLD Abstracts, the students used expressions ,as the *most important and significant difference* ,which show their involvement, while LLCE students used expressions as *very ironic, so important* as types of hedging.

A note worthy feature within this aspect of academic writing was the total absence of some types of hedging. Indeed, modal adjectives like *certain; probable and undoubted* were not identified in any sample. Additionally, lexical verbs such as to seem, appear and suggest are totally absent in AL&ELT Abstract and very limited in use in LLCE as well as SLD Abstracts. Similar to lexical verbs, modal verbs were absent in SLD Abstracts and present in only one sample in all of LLCE and AL&ELT Abstracts. As far as the modal adverbs are concerned, this type did not occur in AL&ELT corpus. It appeared twice in SLD Abstracts and once in LLCE. Unlike the modal adverbs, modal nouns such as *assumption, possibility, and estimate* were totally absent in LLCE and SLD. It was found in one AL&ELT Abstracts only. Moreover, the results indicated that in one sample, the writer used the expression *we hypothesize* to expresses his/her doubt while this type did appear neither in LLCE nor in AL& ELT Abstracts. Concerning Non –Numerical Vague Quantifiers, this type has

been found in some samples through expressions like *very much influenced, as much as possible, several obstacles, large number of students, most of the students*, taken from the three options.

Accordingly, it can be deduced, that slight differences in terms of the frequency of hedging existed in these three options. Furthermore, the most frequently types used were the direct involvement through expressions like *our /my research or analysis, pronoun +verb (we opt, we collect, we realized, I have attempted)* and the emotionally –charged intensifiers which have been widely used by AL&ELT students.

Compared to the previous studies findings, Pho (2008) called the aspect of hedging authorial stance. He related this feature to each move. He found that authorial stance existed in all the abstracts and the extent of the author s' involvement differed from one move to another. In fact, the authorial stance was found in all the five moves in the form of self-mention pronouns like *we, our* and *I*. This aspect was identified mainly in Method, Product and Purpose, conclusion and introduction Move respectively (Pho,2008 cited in Watinee, 2013). These findings are consistent with the present study in a way that this type was the dominant one across the three options. The main difference is that Pho's (2008) analysis emphasized on the frequency of such aspect in relation to each move while the present study focused on the way in which students are involved in their abstracts.

Additionally, Halabisaz (2014) investigated the aspect of hedging in thesis abstracts on applied linguistics. The study compared its use between Persian and English writers. The results showed there was a significant difference between native and non-native writers in terms of using hedging. This difference has been related to different factors, namely: the degree of rhetorical sensitivity, awareness of audience, purpose and cultural background of the writer (Halabisaz 2014). The wide use of hedging by native speakers was considered to be evident, because of their familiarity with instructiveness characteristics of applied linguistics (Atai, 2008 in Halabisaz, 2014). Furthermore, the researcher noted that native speakers used different forms of sentences to display their degree of commitment towards their results. Compared to the present study's findings, the issue of nativeness has not been taken into account. Yet, it can be concluded that even though some types were considerably used by some students, this does not mean that the Abstract is the most hedged section when it is compared to other sections like the discussion or the conclusion.

Regarding hedging in literature, Wellman (2014) analyzed 60 Literature Dissertation Abstracts of PhD Candidates. The study adopted Hyland's (2005) model. This model is divided into two

categories: interactive and interactional hedging. The former helps to guide the reader through the text such as: *in addition, but, finally, see the figure, according and namely etc.* The latter involves the reader in the text like hedges (might, perhaps), boosters such as (in fact, it is clear) and self –mention like (I, we, my, me, our) etc. Yet the study focused on hedging and boosters. Hedging consists of three types: modal and lexical verbs with low degree of commitment such as *may, might, can, could and would.* The second type is Introductory verbs like *seem, suggest, appear* as well as phrases combining these types *such it may seem to appear, it might be suggested* and so on. The last type of hedging is probability adjectives and adverbs such as *possible/possibly, probable/probably.* As far as boosters are concerned, this type is also categorized into three categories. The first one consists of modal auxiliaries with higher degree of commitment like: *must should, have to.* Adjectives as well as adverbs like *certainly, definitely and obviously.* The third category is solidarity features, as “*it is well known*”, “*it is a fact*”, “*as we all know*” (Wellman, 2014 p. 215-216).

The findings of this study indicated that writers in literature had tendency to use hedges compared to the use of boosters. Such results were expected because “literature as a subject belonging to art is very personal and subjective” (Wellman, 2014 P. 217). Moreover, the most frequently used type was the modal auxiliaries. This wide use of modal auxiliaries was justified as follows.

*[] to refer to matters of personal beliefs and knowledge which serves as a basis for writers to express their judgments about states of affairs, events, actions in the work of fiction (Wellman, 2014 p. 218)*

The results also revealed that the “introductory phrases” came in the second position. Literature students used this type to show the precision in describing the results and to indicate the real state of the writers’ understanding. Concerning boosters, the outcomes revealed that writers use modal boosters, such as ‘must’, to strengthen their claim and impart an element of objectivity (Wellman, 2014P. 219). The analysis also showed that boosting modals, like *need to, ought to and have to,* were rarely found in the corpus. As for the third type of boosters (solidarity features boosters like *it is in fact*) constituted 38 %. Students used this type to occupy the niche and attracts the reader’ attention towards the importance of their study. Furthermore, the researcher noted that the use of adjectives and adverbs as both hedges and boosters was very limited. This was justified by the students’ willingness to be explicit. Indeed. Dissertation abstracts as a summary of a huge document need to include the most prominent ideas to attract the reader attention. Accordingly the writer took

into account functional words at the expense of grammatical ones like adjectives and adverbs (Wallman, 2014 p. 219-220).

If we compare these findings to the ones found in the present study it can be said that the present research did not separate hedging from boosters. It gathered several instances under hedging. As far as the different types are concerned, the present study's findings are not consistent with the aforementioned ones. In fact, the modal verbs and lexical verbs were rarely found in LLCE Abstracts while in Wellman's study, they were classified as the first and the second frequently used types respectively. Similarly, to Wellman's (2014) findings, adjectives and adverbs were also limited in use in our corpus.

Another study having interested in hedging analysis, was conducted by Qian (2015). The results revealed that Management Abstracts used around 19.2 per 1000 word, whereas Marketing Abstracts used about 21.3 per 1000 word. He concluded that there was a slight difference at the level of the frequency of hedging across the two disciplines. He added that writers in Marketing had tendency to use more hedging than management writers. This was justified by the nature of this sub - discipline which involves establishing a good relationship with the customers in order to realize their profits (Qian, 2015 p. 58).

Such reason cannot be taken into account in the present study findings, since the nature of the three options is very different from Marketing and Management. Besides, across the three options, there was not a noticeable difference in terms of the occurrence of hedging. As for the most frequently types used, Qian's (2015) findings indicated some similarities and differences in their use. In fact, the lexical verbs were the most used type in both corpora. This finding was consistent with Hyland (1996), but very different from the results of the present study, in which this types was very limited in use. Additionally, Qian's findings showed that modal auxiliaries were the second most used type in both corpora. Yet, this was not the case in our samples.

As far as the differences are concerned, Qian (2015) claimed that Management abstracts tend to use more "epistemic nouns" (like assumption, possibility) and "epistemic adjectives" (such as certain, probable) than Management samples, while writers in Marketing are likely to use more "epistemic lexical verbs" (Qian, 2015). However, in our corpus there was not a tendency towards one type at the expense of the others across the three options. Indeed, the direct involvement type was highly preferred by the three options.

To put a shed the aim of such analysis is not merely to describe the language which has already been produced. Instead; the main objective is to help non native researchers to prepare their Abstracts in English, as well as to raise their awareness towards the ways and the reasons for which they use such features of academic writing in each option. To achieve this purpose, it is worth drawing a comparison between the three groups to find out the similarities and the differences in terms of moves structure, verb tense, voice and hedging.

## **B. What are the Overall Differences and Similarities in Move Structure and in the Use of Tenses, Voice and Hedging?**

The attempt in this stage is to answer the third research question related to the similarities and the differences existing between the three examine groups of the abstracts. The comparison is drawn on the basis of the results obtained from the analysis

As we have already seen in the result section, the three examined groups did not share one rhetorical structure. In fact several patterns were identified: IPMRC (16. 66%), IPMR (11. 11%), and PMR (11.11%). A note worthy feature was the PMRC pattern was much used by AL&ELT as well as SLD Abstracts (38. 88%). It occurred three times within the former and four times with the latter. Another significant remark to discuss was that the LLCE student did not follow the same organization. Indeed, six abstracts followed six distinct patterns: IMPR, IP plus the summary of the novel, IPM, IMP, PMR and PM plus research question and Conclusion. Each of these patterns occurred once within the option of LLCE.

As for the similarities, across the three options, the most frequently used moves were the purpose, the method and the product. However AL&ELT and SLD abstracts added to the three aforementioned moves the Conclusion move. In this context, Tseng (2011) explored 90 Research Article Abstracts. They were selected from three Applied Linguistic Journals. Tseng analyzed them in terms of move structure and verb tense of each move. The findings indicated that the abstracts followed four moves Aim, method, result and conclusion (AMRC) instead of five ones Background, Aim, method, result and conclusion (BAMRC). Tseng concluded that move one was optional whereas the others were obligatory. Besides, most of the abstracts opened with move two and ended with move five. Such conclusion can be drawn from the findings of the present study as well.

Additionally, in Tseng's corpus, the abstracts consisted of 164 words, 6 sentences and 4 move units. Among the moves, the result move was the longest one and the introduction move was the shortest one. In our corpus, however, the size of the abstracts varied from three to ten sentences. Across the three fields all of the moves were realized through very long sentences.

Concerning the verb tense, Tseng (2011) found that the present tense was used in the Background move, Aim and Conclusion whereas the past simple occurred in the Method and Result moves. Compared to our findings, the present simple was used in the Introduction, Purpose while in Product and Conclusion move both of the tenses were equally used.

Anderson (1997) compared the Abstracts offered in the Textbooks and the Medical ones. He found that the abstracts were compatible to Weisberg & Buker model (Background, Purpose, Method and Conclusion). However, the most remarkable difference was that one or more elements were missing. A second difference was the tendency of Biochemistry Abstracts to have a different structure from the model and the rest of the samples. Anderson concluded that Weisberg & Bucker model could not be appropriate to all the disciplines. Such implication cannot be drawn from the present study. All the moves of Hyland's model were present and only the way they sequenced was different. Thus this model can be used at least in AL&ELT and SLD options.

Differently from that, Dong Hai Lin (2010) conducted a genre based contrastive analysis of RA (Research Article) abstracts by native and non-native speakers of English. The analysis explored the differences in terms of the generic structure. The findings displayed that the Abstracts written by non-native speakers had a more simplified macro structure. In contrast, those produced by the native speakers had a more complex structure. Compared the results of the present study, the issue of simplicity and complexity was not taken into consideration since all the writers of the Abstracts are non-native speakers of English.

Apart from that, Hongwei (2011) compared the Rhetorical Moves in the Abstracts of Chinese Master's English and Published Research Articles in Applied Linguistics. The findings indicated that the five moves were included in the abstracts produced by both experts and students writers. The researcher noticed that the former were more selective in the use of moves to promote their articles. Whereas the latter s' main concern was to inform about the form and the content of their thesis. Besides, students' writers had tendency to mention the limitations in their abstracts, while the experts included the conclusion move more often to promote their abstracts. Another noteworthy feature in

Hongwei study was the length of the moves. In fact, the researcher claimed the students' writers wrote lengthy Introduction and over brief Product. In contrast, the expert writers balanced the use of such moves. This has been explained by "students' insecurity as novice writers" (Hongwei, 2011). Finally the researcher partially accepted that the differences may be justified by the genre differences between Research Article and Theses Abstracts, but they can reflect students' incomplete appropriation to the disciplinary practices (Hongwei, 2011 P. 165).

In our study, the five moves were identified in AL&ELT as well as SLD Abstracts, but in LLCE abstracts, some of the moves were absent. Concerning the "limitations of the study", this step has been referred to in the present research and it was combined to conclusion move to form one. As far as the size of the moves is concerned, throughout the 18 Abstracts, almost the five moves were realized through long sentences.

Similarly, to the findings of the present research, Watinee Suntara (2013) identified the same preferred structural patterns. In the field of Applied Linguistics, the preferred patterns were PMRC and IPMRC, and the most frequent preference patterns among writers in the field of Linguistics were PMRC and PMR. In our corpus, the PMRC pattern was shared between AL&ELT and SLD Abstracts. Based on the results, Watinee (2013) concluded that the most frequent preference patterns between the two related disciplines were PMRC pattern.

Marefat & Mohammadzadeh (2013) analyzed 90 English and Persian abstracts written in the field of literature. The analysis adopted IMRD (henceforth Introduction, Method, Result and Discussion) and CARS model. The results revealed that literature RA emphasized on the introduction and result moves. They neglected the method and the discussion and they did not indicate the gap existing in the previous researches. The researcher concluded that none of the two models was compatible to Literature Abstracts. However, CARS model was more used than IMRD. He added that the abstracts written by Persian native speakers deviated from the Persian and the standard norms and created a specific standard of their own (Marefat& Mohammadzadeh, 2013). This was consistent with the study conducted by Statesbury (2003) which indicated "*different rhetorical structure and style in literature abstracts*" (cited in Marefat & Mohammadzadeh, 2013 P. 38).

Similarly to the present study's findings, the moves proposed in Hyland (2000) models were included in LLCE abstracts as a whole However, in individual abstracts, some moves were absent. In

addition, the sequences were not common to all the abstracts. Indeed, across the six abstracts; six move patterns have been identified.

To discuss the issue of disciplinary variations, Ghasemi (2014) conducted a Comparative Move Analysis Study of Theses Abstracts. The latter was written by Iranian M.A Students of TEFL (henceforth teaching English as a Foreign Language) and English Literature. The study adopted Dudley Evans 'model that is composed of six moves and a number of steps. The findings revealed that, the most frequent step used in literature and TEFL was the step stating the Aim of the research to realize the move of Introducing the Present Research. Ghasemi noted that the least frequent move used in literature was move 1 (Introducing the field) In TEFL; the least frequent step was justifying the Research to realize the move of Introducing the Present Research. The results did not show only differences at the level of move frequency, but also in terms of their sequence. Indeed, it was found that stating the aim of the research and describing briefly the work carried out, were the dominant moves.

Such features were also present in our study. There were some moves and steps common in the three options. Some others were shared by two options. In rare cases, they were typically used in one option. This may be explained by Hyland's claim that:

*“The variety of patterns within each discipline suggests that the way writers use such practices is not determined by editorial prescription or genre constraints, rather it represents a choice of how best to convince others of their research, their individual goals and considerations of field membership (Cited in Ghasemi, 2014 p. 9)*

In terms of verb tense and voice, no noticeable difference has been noticed across the three options. In fact, the present simple was the dominant in the introduction and purpose move whereas in the three remaining ones both of the present simple and the past simple were to be found to have almost the same rate. As for the voice, the active voice dominated most of the moves while the passive occurred in the method and conclusion move.

The findings from hedging analysis were not related move structure or functions. Instead, they were reported in terms of types, frequencies and variations between LLCE, AL&ELT and SLD Abstracts. Therefore, the discussion from this perspective intends to reveal the extent to which master two students are involved in their abstracts as well as the way they are involved. Based on the results, master two students are directly involved in the Abstracts. In fact, the direct involvement type occurred four times in LLCE and SLD Abstracts while it occurred in five abstracts from



AL&ELT. Secondly, Emotionally –Charged Intensifiers also occupied an important place within AL&ELT Abstracts. Expressions like *significantly increased, an important role, a crucial role the most difficult and very useful* are instances of hedging taken from AL&ELT Abstracts. As for the SLD Abstracts are concerned, the students used expressions such as the *most important and significant difference* which show their involvement, while LLCE students used expressions such as *very ironic, so important* as types of hedging

A note worthy feature within this aspect of academic writing was the total absence of some types of hedging. Indeed, modal adjectives like *certain; probable and undoubted* were not identified in any sample. Additionally, lexical verbs such as *to seem, appear and suggest* are totally absent in AL&ELT Abstract and very limited in use in LLCE as well as SLD Abstracts. Similar to lexical verbs, modal verbs were absent in SLD Abstracts and present in only one sample in all of LLCE and AL&ELT Abstracts. As far as the modal adverbs are concerned, this type did not occur in AL&ELT corpus. It appeared twice in SLD Abstracts and once in LLCE. Unlike the modal adverbs, modal nouns such as *assumption, possibility, and estimate* were totally absent in LLCE and SLD. It was found in one AL&ELT Abstracts only. Moreover, the results indicated that in one sample, the writer used the expression *we hypothesize* to express his/her doubt while this type did appear neither in LLCE nor in AL& ELT Abstracts. Concerning Non –Numerical Vague Quantifiers, this type has been found in some samples through expressions like *very much influenced, as much as possible, several obstacles, large number of students, most of the students*, taken from the three options. Accordingly, it can be deduced, that slight differences in terms of the frequency of hedging existed in these three options. Furthermore the most frequently types used were the direct involvement through expressions like *our /my research or analysis, pronoun +verb (we opt, we collect, we realized, I have attempted)* and the emotionally –charged intensifiers which have been widely used by AL&ELT students (See figure 9).

### 3. Major Conclusions

So far in this dissertation, the schematic structure, verb tense, the voice and hedging of the 18 research abstracts written by master two students of English at the University of Bejaia have been described and discussed. The purpose of the present section has been to highlight the main conclusions of this research work.

The first major conclusion is related to the first question, which was about the rhetorical moves that have been employed in the research abstracts produced by students of the University of Bejaia. Answer to this research question drove us to conclude that the five moves proposed by Hyland were present in the corpus. Some of these moves were obligatory in some options and optional in some other such as the Introduction. This move was obligatory in LLCE abstracts while in the two other options it was optional. In contrast, the conclusion move was optional in LLCE but obligatory in AL&ELT and SLD abstracts. The three remaining moves (purpose, method and product) were considerably used in all the samples.

In terms of the steps, the introduction move was realized by two steps: introducing the topic and arguing the topic prominence. The purpose move was realized through the direct statement of the objectives. Yet, in some cases it was integrated with research variables, research questions and in one case with the summary of the novel. The method move was presented in different ways such as the description of the population, design, instruments, procedures and the theory adopted in the analysis. The product move was expressed by indicating the main findings that have been reached, whereas the conclusion moves was introduced by stating the main conclusions to be drawn from the findings, suggestions and pedagogical implications. In some cases, students added to this move the limitations of the study and the validation of the hypothesis.

As far as move sequencing is concerned, the different sequencing models were found to be followed by M2 students in the English department at Bejaia University. However, the most preferred one was PMRC. This latter was mainly shared by two options (AL&ELT and SLD). In contrast, LLCE students applied several move patterns. In fact, six different move organizations were found across the six abstracts.

Concerning similarities and differences across the three options, it could be concluded that the main differences between the three options is related to move occurrence and move sequence. In

other words, some moves were much more preferred in one option and much less preferred in the other and vice versa. As for the moves patterns, there were some move patterns which have been identified in one option and not the others. Some move patterns like PMRC was common in two options (AL&ELT and SLD). In contrast, LLCE Abstracts did not refer to this move pattern.

As far as the similarities are concerned, the three groups agreed upon the use of the present active form to realize the introduction, the purpose move. They also agreed upon the use of the present and past active voice in the method and product while the past passive occurred in few samples to realize the conclusion moves. Additionally, across the three options, the present perfect, the future simple and the present continuous were rarely used in the samples. In terms of hedging, the writers of the Abstracts in the three options preferred to involve themselves through self – mention pronouns (direct involvement type) in comparison to the other types. Once having answered the questions, the researcher suggests a template for writing Research Abstract.

| <b>Moves and steps</b>  | <b>Verb tense</b>                   | <b>voice</b>         |
|---|-------------------------------------|----------------------|
| <b>Purpose</b><br><b>A</b> -Stating the goals of the research<br><b>B</b> -Presenting the variables<br><b>C</b> -Presenting the hypothesis  | Present<br>Simple                   | Active               |
| <b>Method</b><br><b>A</b> -Describing the methods, design, procedures, instruments, population  | Present<br>Simple or<br>past simple | Active               |
| <b>Product</b><br><b>A</b> -Describing the main findings  | Present<br>Simple or<br>Past simple | Active               |
| <b>Conclusion</b><br><b>A</b> -Deducing the main conclusions from the findings<br><b>B</b> -Presenting suggestions<br><b>C</b> -Presenting pedagogical implications<br><b>D</b> -Indicating the limitations of the study<br><b>E</b> -Validating the hypothesis | Present<br>Simple or<br>past simple | Active or<br>Passive |

**Table 18: Proposed Model for Writing Master Theses Abstracts in AL&ELT and SLD Options**

The model proposed above is formed on the basis of the findings obtained from the analysis. The researcher took into consideration the newly identified steps to realize the different moves in AL&ELT and SLD Abstracts as well as the most frequently used verb tense and the voice of each move. As for the aspect of hedging, the results showed that the much preferred type was ‘self-

mention pronouns'. However, for novice researcher, it is not recommended to use any type As Hyland claimed "students are often advised to keep their academic prose as impersonal as possible, avoiding the use of 'I' and expressions of feelings" (Hyland, 2006p. 1).

All in all, the model we proposed above is convenient only for AL&ELT and SLD students because LLCE students develop the abstracts each in a personal way. This can be explained by the fact that students prefer to produce their abstracts with some freedom and creativity, and in relation to the literary productions and literary theories and approaches. However, this can also hide a lack of awareness of international academic conventions, and confusion between creative writing and academic writing. Besides, there is a necessity to establish a set of academic writing norms for literature and civilization subjects. As a result, it is recommended that a critical genre analysis research be conducted in the future in order to explain the absence of regularity in the generic structure of LLCE theses abstracts. Besides an experimental study, to check the efficiency of teaching generic conventions of abstract writing, particularly indicative abstract writing, on the efficiency and regularity of LLCE theses abstracts writing is worth conducting as well.

## **Conclusion**

This chapter has reviewed two main findings; it has also discussed those findings and answered the research questions. Thus, the results were discussed on the basis of Hyland's IPMRC (2000)'s model for the move occurrences and move patterns. The discussion also included a comparison of our findings to those found in the previous studies. The linguistic features and hedging were also discussed in relation to the theoretical knowledge and research finding found in the existing literature. The chapter also presented some conclusions on the basis of these findings.

# **General Conclusion**

## **General Conclusion**

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## **General Conclusion**

### **Introduction**

This space is devoted, to review the main objective of the research as well as the method that has been used to conduct the research and to summarize the main findings. Indeed, the main objective of this study is to help non native speakers of English to write their research abstracts. To do so, the researcher analyzed a number of research abstracts written by master students of the University of Bejaia. The abstracts were investigated from four perspectives: move structure following Hyland (2000)'s model, verb tense and the voice following Tseng (2011) study and hedging by adopting Jordan (1997)'s types of hedging to provide them with a model for writing research abstracts.

### **1. Summary of the Findings**

As far as move use is concerned, the results pointed to the identification of all of Hyland's (2000) moves. Thus, the purpose move was found to be commonly used and preferred by the writers of the three options, while the others moves (method, product and conclusion) were shared between two options AL&ELT and SLD. The introduction move was widely used in LLCE Abstracts while the conclusion move was much less preferred within the same option. This makes of the introduction, purpose and method moves as obligatory moves in LLCE abstracts while the product and the conclusion are optional. On the other hand all of the purpose, method, product and conclusion are obligatory moves in AL&ELT as well as SLD abstracts whereas the introduction move is optional in these two options

Concerning the move pattern of the abstracts, Hylland's' model was not adopted in its totality. In fact, several move patterns have been identified, the most frequently used pattern was PMRC which was shared among AL&ELT as well as SLD Abstracts. This implies that students from these two options have tendency to use informative abstracts. A note worthy feature within the move sequence was that writers of literature abstracts did not follow any common pattern (we found six move patterns in six abstracts).

In addition, at the level of the steps, the introduction move was realized by arguing topic prominence or introducing the topic under investigation. The second move was realized through the direct statement of the objective. The third move was introduced through several steps such as describing the population, the procedure, the instrument, the design and presenting the theory or the

framework employed for the analysis. The fourth move was presented by stating the main findings. The last move was produced by drawing the main conclusions from the findings, presenting the recommendations, pedagogical implications and suggestions. Furthermore, the analysis revealed five newly identified steps in the corpus: “research question”, “providing the summary of the novel” and “presenting the variables” that were integrated with purpose move. The step of “validating the hypothesis” and referring to “the limitation of the study”, were used to represent to the conclusion move.

As for the verb tense, the present simple was used to realize the Introduction, Purpose moves while the past simple and the present simple were both used in method, Product and conclusion moves. Concerning the voice, the active form dominated most of the moves, except for the SLD Abstracts in which the passive voice was used to realize the conclusion move.

In terms of hedging, the findings showed that some types of hedging were widely used in the three options (direct involvement or self-mention pronouns). Some other types were less preferred (modal verbs, lexical verbs and non-numerical vague quantifiers) except for emotionally-charged intensifiers type which was considerably used by AL&ELT students. While other types, were totally absent either in some or all the options (modal adjectives, modal nouns and expressions of doubts).

Last but not least, an important conclusion is worth drawing concerning the impact of the s' research orientation on the nature of academic composition. In fact, options which have the same nature and interests share at some point the same schematic structure and lexico-grammatical features compared to those having different orientations and interests. To be more explicit, both of AL&ELT and SLD may be considered as practice-driven options that address language learning and use problems in real world or in practical situations whereas the option of literature has different view and interest from the two other options. The LLCE students attempt rather to interpret human nature and life experiences issues on the basis of literary productions and through literary productions. Therefore LLCE students are more used to indicate/ show the existence of phenomena and their impacts than providing their solutions to problems. That is why LLCE abstracts showed different move patterns from those of the other options. In addition, the LLCE did not follow the same schematic structure. This is due to the fact that the students' style, individual goals, considerations and their need to convince others of their research plays an important role in the choice of the appropriate move structure. However, this also may be justified by the lack of



awareness on the norms and conventions of academic writing i.e. this can reflect students' incomplete appropriation to the disciplinary practices (Hongwei, 2011)

## **2. Pedagogical Implications**

As already mentioned, Master Theses Abstracts have been analyzed from four dimensions: move structure, verb tense and voice used in each move as well as hedging. The study revealed that Hyland (2000) moves were present in the 18 abstracts written by master two students of the University of Bejaia, though they were differently sequenced and in some samples, some moves were missing. As for the verb tense, the present simple dominated most of the moves: introduction, purpose and method. While the past simple as well as the present simple were used to realize the method, product and conclusion moves (both of them occupy 33.33% in each move). It has been noticed that some students used other tenses in their abstracts (future simple and present continuous) this may be due to the lack of awareness. Hence, it is worth providing master two students with explicit instructions on tense use in research abstracts. In terms of the voice; the active voice was the predominant except for the SLD Abstracts in which the passive form was used to realize the Conclusion Move. Concerning hedging, across the three options, some types were totally neglected, others were limitedly used while some others were considerably used.

Therefore, it is important to raise students' awareness of the communicative function of the research abstracts as well as its schematic structure and the relation between the two. To draw their attention towards the preferred verb tense and the voice used in each move. To pay their attention to the possible ways in which they can involve themselves in academic writings. To do so, integrating genre approach to teach academic research writing is of a paramount importance. Simply, because it introduces the learner not only on the formal features of genres, but also on understanding of what has implied these features, that is the functions they serve in the social context in which they are written (Henry & Roseberry, 1998).

In the light of our findings, no common rhetorical structure has been identified especially among all the Abstracts despite their shared communicative purpose. Hence, more emphasis should be put on the ways in which students write an Abstract in each option. In other words, novice researchers can be explicitly provided with instructions on the appropriate move pattern in each option. They can take into consideration the preferred verb tense and the voice used in each move. Non-native speakers of English can also be taught on the necessary situations in which they can use

hedging and the suitable devices to show their commitment and involvement in their research. In few words, the findings of the present study can be a guideline for beginner researchers to produce their own Research Abstracts and to participate in the research field.

### **3. Limitations and Suggestions for Further Research**

In this study, only six abstracts from each option were analyzed. Therefore, the results cannot be generalized. Other studies on larger corpus of master two students Research Abstracts may be undertaken in order to compare the results with the ones we have reached. Besides, the Abstracts belong to three options and were written by non –native speakers of English. It would be useful to extend the comparison with the ones produced by native speakers of English. The study adopted only ESP approach to genre analysis; it would be very interesting to reconcile the linguistic and contextual approaches to genre analysis (ESP +SFL and the new rhetoric approach). Finally, our analysis was based on a very small part of the research dissertation; it would be helpful to conduct the same study on other sections namely the Introduction, literature review, methodology, result and discussion.

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## Appendices

### 1. LLCE Abstracts

#### Abstract1

This dissertation studies female identity crisis in Doris Lessing's *The Golden Notebook* by relying on feminist as well as postmodern ideas as theoretical framework. It investigates the refraction or the division surfacing within the identity of female protagonist amid the plethora of experiences she undergoes but looks for alternative choices out to liberation and self-definition. In this sense, the research foregrounds the impediments that impacted on the identity formation of the protagonist including, the complications of being raised in Southern Africa and being at the same time a woman, a lover, a mother, an artist as well as a political activist. The research also clearly elucidates and highlights the fragmentation within the identity of the protagonist in the novel by discussing not only the various episodes and aspects in her life but also by relating it to the different episodes or divisions in the structure of the novel.

Key words: Doris Lessing, *The Golden Notebook*, Late twentieth century England, refraction, Postmodernism, Feminism, Identity

#### Abstract2

My dissertation discusses the status of Afghani women under the Taliban regime and their different challenges towards women emancipation in a novel from Afghanistan written by Khlaled Hosseini entitled *A Thousand Splendid Suns*. The aim of my research is to depict the protagonists' Status under the Taliban rule and their struggle against social and political norms to put an end to their discrimination. Both of them are women of two generations apart, one is born an illegitimate child in poverty, the other is born to educated parents at a progressive time in Kabul's history, but they are bond together in an unexpected way fighting the same oppressor by using their kindness, cleverness and deep friendship.

**Key words:** patriarchy, discrimination, women's status, struggle, Taliban.



### Abstract 3

This work studies Mariama Bâ's *So Long A Letter* and Nozipo Maraire's *Zenzele, A Letter for My Daughter* through the lens of African feminism. It also strives to show the feminine condition in post-colonial Africa, in general, and in the studied texts, in particular. The African feminist traits in the selected texts are highlighted and explained. I have also attempted to focus on the form of the works as both novels belong to epistolary tradition. The study revealed that both authors, who come from different cultures and traditions, used the epistolary form and not any other genre to give voice to the African woman.

#### Abstract 4

This research paper examines Margaret Atwood's *Cat's Eye* through the lens of feminist theory. It traces the issue of identity quest and explores movingly the painful psychic effects of adolescent cruelty and bullying, switching between the narrative and the protagonist's childhood. This research not only focuses on the evolution of the fragmented identity of the female protagonist, taking into account the different influences that shaped the formation of her selfhood, but also dramatizes the limitations and unreliability of human memory and the effects of time upon the human subject. Throughout this dissertation, I have attempted to highlight the importance of past memories and the need to deal with them in order to cope with present reality.

#### ABSTRACT 5

The present dissertation discusses the corrupt communism in George Orwell's *Animal Farm*, and tends to analyze the tragic mutation which occurred in the Soviet Union after the rise of Joseph Stalin. It sheds more light on the historical background as well as the aesthetics of the literary genre, the Fable, which is used in Orwell's novel as a tool for hiding his ideology and conveying his message in a very ironic and satirical manner. In this connection, the present research work establishes a parallel link between historical facts and the events of Orwell's fable in order to illustrate the dangerous foolishness of the pseudo-communist Russia, and denounce the Stalinist regime. This relationship is examined from a Marxist literary perspective. This Marxist interpretation has also revealed other aspects of *Animal Farm* such as being an important warning text that mainly criticizes the destructive influence of power and money.

## Abstract6

The purpose of this research, as the title points to, is to study the issues of commitment and language of African literature in Ngugi Wa Thiong'o's essays: "the Writer in a Changing Society" selected from *Homecoming* (1972), "Writers in Politics" from the book *Writers in Politics* (1981) and "the Language of African Literature" extracted from *Decolonizing the Mind* (1986). The objective of my analysis is to show Ngugi's conception of the relation between the commitment of African writers and the language in which they should produce their creative works.

For this sake, I will rely on Jean Paul Sartre's theory of Committed Literature and Frantz Fanon's theory of Literature of Combat. Ngugi is a fervent adherent to these two theories, as he is very much influenced by Sartre and Fanon.

Throughout my analysis I will attempt to answer the question why indigenous African languages are so important in the commitment of African writers for Ngugi. I will conclude that Ngugi is a virulent committed writer to his people and society and who asserts that it is through indigenous African languages that his action of commitment could be fully legitimate. African languages are crucial for the creation of an authentic African literature which should contribute to build a genuine national culture. For Ngugi, an authentic African literature has to be written in African languages. It must be rooted in African people's culture which is a culture of struggle for liberation from western imperialism.

## 2. AL&ELT Abstracts

### Abstract 7

The present study investigates information and communication technology (ICT) use in secondary school English as Foreign Language (EFL) classes and its impact on EFL learners' motivation. This study intends to determine the different forms of ICT tools integrated by secondary school teachers of English in teaching English lesson as well as to explore the relationship that exists between the two research variables: ICT use and EFL learners motivation. It is a descriptive design. The study describes the present situation of ICT use in secondary school EFL classes through the use of case study method so as to gather as much as possible of information concerning the present investigation. For a sake of collecting more information about the issue addressed to this study, we opt to observe two classes of second year in Ouddak Arab secondary school, in addition to the interview with five(5) teachers of English working in that school. The findings reveal that secondary school teachers integrate different types of ICTs such as: computer, digital projectors in addition to audio and video devices. The teachers use these devices because they found them very useful in attracting their learners to learn. In addition the results obtained showed that the use of Information Communication technology has a positive impact on enhancing second year EFL learners motivation in Ouddak Arab secondary school, as well as the teachers' positive perception towards integration of ICT.

**Keys words:** Information Communication Technology (ICT), EFL learners,  
learners 'motivation ,secondary school



## Abstract8

The present study explores the factors behind fourth year pupils' poor writing production at "Ait Ammara Hossin" middle school of Timezret. The objective is to identify those factors, analyze them, and finally provide some solutions to help pupils improve their writing skill. This makes our research exploratory. Questionnaire is the tool we have opted for data collection, and it is administered to both teachers of English and Fourth year pupils at this school. The results revealed that teachers faced some difficulties when teaching this skill because of various reasons such as pupils' demotivation, lack of teachers' special training for developing this skill, and insufficient time allocated for writing skill. Concerning pupils, they considered writing as the most difficult skill since they encounter several obstacles when writing small pieces of paragraph. This is due to their lack of vocabulary and difficulties with grammar rules. Finally, this study provided some pedagogical implications for both teachers and pupils.

**Key words:** middle school, affecting factors, writing skill, foreign language, difficulties.

## Abstract9

The present study aims at finding out the effect of teachers' corrective feedback type on English as a foreign language (EFL) learners' anxiety in the teaching of the speaking skill. A convenient sample has been selected to take part in this research, which is divided into two sub-groups, the experimental and the control group. This research followed a quasi-experimental design, and to explore this, we collected data through tests (pretest and posttest) in which the experimental group received a specific treatment related to teachers' implicit corrective feedback, and the control group does not received the treatment (i.e. the group who did not receive this type of feedback, and who received explicit corrective feedback). And we also collected data using another students' questionnaire. After the collection of data, we analyzed the results obtained from the pre and posttest, and the student's questionnaire by means of the Statistical Package of Social Sciences (SPSS) Software. The present research reports these results that explicit corrective feedback significantly increased student informants' anxiety, and that teacher's implicit corrective feedback significantly reduced their anxiety. Therefore, our research hypothesis is validated.

**Key words:** teachers' corrective feedback, teachers' implicit corrective feedback, teachers' explicit corrective feedback, learners' anxiety.

## Abstract10

Over years, the subject of grammar has been one of the hot debates which gathered many linguists and researchers' views concerning the effect of the English grammar on SL and FL learners as a specific case. These discussions tried to find out whether the English grammar should be taught for these learners in classrooms or not. In fact, the aim of the present study is to investigate the major factors and elements that second year FL learners consider to be the main source(s) behind their grammar weaknesses, in one hand. In the other hand, we tried to find out how this last could affect negatively their willingness to communicate (WTC) in the classroom using the target language appropriately. The study was conducted at Berchiche Secondary School- Bejaia, with 28 second year FL learners and 5 teachers of English from the same school. To realize the purpose of the present study two questionnaires were administered for teachers and learners, the learners' questionnaire seeks at gaining visions concerning their views and perceptions about the learning of grammar, as well as the main difficulties which block their grammar learning. Whereas, the chief objective from the teachers' questionnaire is to check the reliability of the collected data from the learners, and to see whether the teachers have any role in the learners' grammar failure. To gather our data, the two questionnaires were accompanied with a classroom observation, so as to analyze the learners' classroom communication, and to see whether they apply the acquired grammar knowledge in their communication or not. The data analysis results indicated that grammar difficulty plays a crucial role in affecting negatively the learners' WTC in the classroom.

**Key words:** EFL grammar, grammar difficulty, willingness to communicate, teachers and learners attitudes towards grammar.



## Abstract 11

The present study aims at exploring the effectiveness of role play on improving students' speaking skill. Subjects are first year LMD students at the Department of English at the University of Bejaia. The method of this research work is a descriptive one. That is, it aims at describing the two variables: Role play as the independent variable and its role in developing students' speaking skill as the dependent variable. To achieve our aim, data are collected through a mixed methodology based on qualitative and quantitative methods. We adopted classroom observation as a qualitative method and students' questionnaire as the quantitative one. The results of this study are significantly improving that Role play is an effective teaching technique to teach speaking and promote students to speak and communicate in English. On the basis of these results, our hypothesis is confirmed. That is, students need to be taught with an appropriate technique to develop their speaking skill and to create suitable situations where they can use the language without hesitation.

**Key words:** Role Play; Speaking Skill.

## Abstract 12

The present study is an attempt to analyze the errors in a corpus of 37 English essays written by third year students of the English Department of Bejaia. The 393 total errors analyzed in this study were identified and classified into two main categories, interlingual and intralingual errors. Then, these errors are corrected. After the analysis it has been found that the main source of errors made by third year students are interlingual errors with (79, 13%) which are higher than intralingual errors (20, 87%). The findings of this study indicate that first language interference still plays an important role in the learning process, since a proportion of the errors are due to mother tongue interference. On the basis of these results some pedagogical implications for teachers and students are suggested to reduce future problems regarding writing English essays.

**Key words:** Essay, Errors Analysis, Interlingual errors, Intralingual errors Writing skill.

### 3. SLD Abstracts

#### **Abstract 13**

This study examines how project-based learning provides a space for learner autonomy during whole class discussion. Our participants are twenty-two Master I LMD /AL & ELT students studying in the department of English, at the University of Bejaia, Algeria. We have opted for a mixed research design comprised of quantitative and qualitative trends. The former implies the use of pre-post questionnaires respectively whereas the second involves students' semi-structured interviews, field observation as well as descriptive field notes. The results of both methods revealed that project-based learning is an effective mechanism through which we can develop learner autonomy when using the target language in a real world context. This study is practical for foreign language students and teachers as well, as it raises their awareness of the necessity of developing classroom learner autonomy and it shows the effectiveness of project-based learning as a learning/ teaching method in second/ foreign language learning. The researcher thus encourages the adoption of project-based learning as learning tool to foster autonomy among foreign language learners.

**Key words:** Learner Classroom autonomy – Project-Based Learning – Target Language- Foreign Language- teaching/ Learning methods



## **Abstract 14**

Affective variables including anxiety are the most important facts to consider in the foreign language learning. Foreign language anxiety is widely used to describe the feeling of tension and apprehension which harms the language learning development. The present study examines the effects of foreign language anxiety on EFL students' oral communication in the classroom among the third year students of didactics at the University of Bejaia. The population of this study included 408 students of the English department who are learning English as a foreign language, but the sample consisted of 80 students from the two sections. Furthermore, we adopted the quantitative method to collect data from the large number of students using the questionnaire. Findings of this research indicated that student with low level of language anxiety are more likely to communicate in the classroom. Moreover, we revealed that learners who experience high level of self esteem are more able to cope with their anxiety because they draw a positive self image which makes them feel at ease when speaking English in the classroom. As a result, through the analysis of the results, we released that the reduction of anxiety and the high level of self confidence made of the third year students of Bejaia feel at ease when communicating in the classroom. The study also offers some pedagogical recommendations for teachers to cope with language anxiety in the classroom.

### **Key words:**

Foreign Language Anxiety, Oral Communication, Self Esteem.

## Abstract 15

The present research aims at revealing whether corrective feedback influences positively or negatively EFL students' motivation in the classroom. We hypothesized that if teachers use corrective feedback in a kind way, students become encouraged and motivated; however, if they use it in a negative/ offensive way, students become discouraged. The present research is based on a review of the literature related to the two variables of our research, which are corrective feedback and motivation, and on carrying out a practical research. Thus, to conduct this research, we opted for the use of the descriptive method in which questionnaires are used as a data collection tool with the sample of 80 Master I SLD students at the University of Bejaia. The data collected were analyzed quantitatively. The findings of this research revealed that the EFL students' motivation depends at some point on their teacher's way of correcting errors

**Key Words:** Corrective feedback, Error treatment, Motivation.

## Abstract 16

The paper at hand spots the light on the effect of Fear of Negative Evaluation (FNE) on students' oral performance. Participants are third year LMD, LSD students at the Department of English, University of Bejaia. For that, this research work relied on a mixed-method approach based on both quantitative and qualitative methods. The quantitative method consisted of the Foreign Language Classroom Anxiety Scale (FLCAS) and a questionnaire while the qualitative method was based on a semi-structured interview. The relationship between the students' FNE and their oral performance during the oral sessions was investigated. Findings showed that most of the students experience FNE. Moreover, FNE revealed to have a negative effect on students' oral performance. The pedagogical implications of these findings were presented to cope with FNE and to improve learners' oral performance.

**Key words:** FNE, Oral Performance, FLCAS, FLA, EFL



### **Abstract 17**

This research aims specifically to examine the effect of communication strategies instruction on third year LMD students' speaking anxiety. To this effect, a quasi-experimental research design, with a hybrid methodology of qualitative and quantitative one was adopted. A triangulation methodology was adopted in which three data collection instruments were used namely, the questionnaire consisting of a preliminary questionnaire, and FLCAS (foreign language classroom anxiety); the students' speaking learning log delivered for the experimental participants at the end of each session, and the students' focus group interview. The SPSS version 17.0 and excel 2007 have been used for statistically analyzing the quantitative data based mainly on the descriptive statistics including, frequency distribution, central tendencies (mean & mode) and the shape of the distributions (standard deviation). The findings underline that in light of the communication strategies' instruction, there is a significant difference in mean between the control (2.7) and the experimental (3.25) group with regards to their speaking anxiety reduction. The main conclusion to be drawn from the work is that communication strategies instruction not only lessens learners' speaking anxiety, but also develops their vocabulary and strategic competence as well.

**Key words:** Oral Communication Strategies, Communication Strategies Instruction, EFL Speaking Anxiety.

### **Abstract 18**

The present study investigates the effectiveness of adopting action research method to promote student teachers' reflective thinking in teacher education and training. The participants are second year Master students of Didactics at the University of Bejaia. To carry out the research, a pre-experimental design is adopted. The experimental group receives treatment during two months. They adopted the action research method in their teacher training. To collect data, qualitative and quantitative data collection instruments are used. For qualitative data, we used focus group to evaluate the progress of the experiment, and diaries as an alternative to observation. For quantitative data, we started by a pilot questionnaire to confirm the existence of the problem, and a scale for reflective thinking to test the student teachers' improvements after the treatment. The results indicate that the student teachers promoted their reflection on their teaching after the adoption of action research method. Several limitations faced during the research; some implications and suggestions for further research are presented at the end of this research paper.

**Keywords:** Teacher Education, Training, Action Research, Reflective Thinking.

## Abstract

The study aims at investigating the generic structure (s) and the lexico-grammatical features of 18 Master Theses Research Abstracts in three options: Applied Linguistics, Literature and Didactics .Hyland's (2000) model of Research Abstracts is adopted as a framework for the analysis of the generic structure, while the lexico-grammatical features were explored for their occurrence frequencies. The findings revealed, that the most frequently used pattern in AL&ELT and SLD Abstracts was PMRC, while no common move pattern was recognized in LLCE Abstracts. The present active voice dominated the Introduction and Purpose moves. While the present and past passive voice was equally used in the method, Product and Conclusion moves. In terms of hedging, some types were highly used (direct involvement); others were rarely used (lexical verbs, modal verbs), while some other types (modal adjectives, modal nouns, and expressions of doubts) were almost totally absent. The results of this study may act as a guideline for beginner researcher to produce their own research abstracts in the different options.

**Key words:** AL&ELT, Genre, genre analysis, hedging, LLCE move structure, Research abstracts, SLD, Verb tense, Voice

## Résumé

L'étude vise à examiner la structure (s) générique et les caractéristiques lexico-grammaticales de 18 résumés de thèses de master dans trois spécialités : Linguistique Appliquée, Langue Littérature et Civilisation Etrangères et Sciences du Langage et Didactique. Ainsi, modèle générique des résumés proposé par Hylland (2000) a été adopté comme cadre d'analyse des structure génériques des résumés, pendant que les caractéristiques lexico-grammaticales ont été analysés sur la base de la fréquence d'occurrences. Les résultats ont révélé que le plus modèle générique fréquemment utilisé dans les résumés d'AL&ELT et SLD, était le PMRC. Le présent actif a dominé dans les étapes de l'introduction, et de l'objectif. Le présent passif et le passé passif ont été également été utilisés dans les étapes de la Méthode, le Produit et la Conclusion. Concernant les types de couverture, certains types ont été très fréquemment utilisés (tel la participation directe) d'autres étaient rarement utilisés (verbes lexicaux, les verbes modaux), tandis que d'autres types étaient soit presque totalement absents (adjectifs modaux, noms modaux, expressions de doutes). Les résultats de cette étude peuvent servir à guider les nouveaux chercheurs dans la rédaction de leurs résumés de recherche.

**Mots clés :** Genre, analyse des genres, la structure générique, temps de verbes, la voix, type de couverture, résumés de recherche, AL&ELT, LLCE et SLD