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A Corpus-Based Study of Rhetorical Moves in Conference Abstracts

**The Case of The First International Applied Linguistics Conference
(ILAC) at KMUO**

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Dedication

I dedicate this work to my beloved parents who have supported me to the end and without whom this project would not have been made possible.

To my much-loved brothers.

To my lovely grandmother

Ayat errahman Djeridi

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I owe my supervisor a great deal of gratitude, Mr. Benchiekh for his generous assistance, constant orientation, and incredible patience and whose advice carried me through all the stages of writing this project ,for helping us with insight and expertise in the course of the five years of our education, and in rendering the field of linguistics fascinating.

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Abstract

The present investigation is a corpus-based genre analysis of conference abstracts submitted by participants of the First International Applied Linguistics Conference (IALC) (2021) at the University of Ouargla. The corpus consists of 40 abstracts produced in English and pertaining to experimental research papers in the field of linguistics. The study aims to describe the rhetorical move structure in the texts in terms of frequency of moves, sequence, and length; it also aims to identify the extent of correspondence to the theoretical framework developed by Swales and Feak (2009). To analyse the corpus relational content analysis is implemented. The study uses the mixed method to report findings. This latter indicated that in terms of frequency inter alia, move 1 is the most static across the selected corpus against moves 2 and 6 which were the least occurring. 100 % of the analysed corpus abstracts used *Move 1*; 45 % only used *Move 2*; 75 % used *Move 3*; 55 % used *Move 4*; 65 % used *Move 5*; 47.5% only used move 6. In terms of sequence; findings reveal that despite the lack of transposition in the order of moves 93 % of the abstracts fail to correspond strictly to Swales and Feak model (2009). The length of moves measured by the number of independent clauses revealed that move 1 occupies the largest space against the rest of the moves which are equally distributed. Finally, the study recommends expanding the corpus to include a larger sample, enlarging the selection to involve abstracts that were produced in other languages and fields, and broadening the scope of analytical procedures beyond textual to contextual.

Keywords: genre, genre analysis, move analysis, conference abstracts, academic writing

List of Abbreviation

BEP: Broadly English proficient

CA: Conference Abstracts

ILAC: The First International Applied Linguistics Conference

KMUO: Kasdi Merbah University Ouargla

NEP: Narrowly English Proficient

NNS: Non-Native Speaker

NS: Native Speaker

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GENERAL INTRODUCTION

1. Research Background

There has been an increased recognition of genre studies in the late 1980s as a result of the steadily rising research exigencies under the aegis of pedagogically driven discourse analytic and applied perspectives. Following the preeminent investigation of research article introductions conducted by Swales in 1998, an inarguable pioneer in the fields of genre analysis rhetoric and academic writing; interest in academic discourse in particular expanded notably in parallel with formulating the notions of genre, discourse community, and specific language learning (swales,1990) in a move from surface structure analysis to thicker forms of description and explanation. However, the diversity in the manoeuvring incentives of research inquiries set out a new meeting-together of three major traditions of exploration of written discourse in applied linguistics viz applied discourse analysis, genre analysis, and corpus analysis.

Genre analysis as proposed by Christine M. Trady is “an approach or set of analytical methods for studying particular texts within discourse.” (Hyland & Paltridge,2011, Chapter4, p.55) the particularity of these texts stems from a set of recognizable conventions used by a generic discourse community and that set out restrictions on the construction of the texts, meaningly, on the intent, positioning, structure and lexico-grammatical sources. (Bhatia,1993), Producing characterizations of these textual conventions is the primary concern of applied genre analysis, a supplemental line of inquiry broadens to seek explanations regarding socio-cultural and cognitive contexts “the roles that text plays in particular environments.” (Doheny-Farina,1986, p.86) as sufficiently vexed in (Bhatia,1993). Hyland (2002) believes that the investigation of genre adds to our knowledge of how linguistics choices are reflective of the communicative purposes as well as the assumptions writers tend to adopt about the nature of their audience.

In his review of aspects of generic academic discourse, Bhatia defined genre analysis as “the study of situated linguistic behaviour in institutionalized academic or professional settings in terms of typification of rhetorical actions(...); regularities of staged, goal-oriented social processes(...); or consistency of communicative purposes (. ...)” (Flowerdew,2002, p.22), He points out the multiplicity of frameworks that comprise genre theory, albeit agreement upon the characteristics of genre represents the interface of most literature in this regard. Proposed by Bhatia (2014). a précis of the qualities of disciplinary professional genres includes the representation of particular disciplinary culture, the attention to communicative events incorporated in practice; the integrity across texts manifested in both text - internal and text-external factors and susceptible to rhetorical setting, the set of communicative events recognized, understood and recognized by members of the same professional and academic discourse community, the discursal value that results from constraints on restricted expression of intentions though unrestricted linguistics resources, the familiarity of established particular professional community with the generic practices to the exclusion of outsiders and finally

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the ability of expert members of a professional discourse community to manoeuvre genre conventions for the expression of private intentions also described as “creativity” in (Bhatia,1993). (Flowerdew,2002).

The evolution of genre analysis from earlier attempts of providing applications to the insights retained from the study of language in use transmitted much of the multidisciplinary nature of discourse analytic studies to genre analysis, in the form of methodological eclecticism substantiating a range of theoretical grounding. These applications were of particular assistance to practitioners in language for specific purposes ESP and EAP. It provided the rationale for the concretization of appropriate language curriculums for specific learners. progressively rectifications in the models of description marked a reformist shift in concern from the discursive surface- levels of language to the analysis of deeper dimensions.

Primary attempts to describe varieties of language use pertain to the early tradition of producing descriptive accounts of “register”. this approach aims to label varieties in language use throughout the identification of statistically significant linguistic properties. Quantitative studies of this type identified target variety by the frequency of distribution of particular lexico-grammatical feature later works expanded to involve semantic and semiotic features. Studies of registral labels revealed the linguistic and the stylistic features of different language varieties; however, it proved inefficient in informing about the “restricted values” that manifest in the linguistic choices of a given variety, what aspects do these linguistic choices textualize, and “what purpose their marked presence or absence may serve.” (Bhatia, 1993).

Furthermore, this approach was short of disclosing how the structuring of texts at a discoursal level. Swales (1990) puts briefly that the failure of surface-level linguistic description is due to the misleading assumption of homogeneity across text unheeding to the variations in content, communicative purposes, participants, relationships, and genre conventions. The second stage in the development towards contemporary genre analysis is characterized by an orientation for a more in-depth textual account. The main focus in functional description studies, unlike register analysis, is on associating linguistic features to rhetorical functions, thus, unravelling the structuring of information within texts and vis-à-vis syntactic and lexical considerations. This approach illustrates how language features carry restricted values in use, in other words.

The significance of a given linguistic feature is only accounted for when the aspects it textualizes is overtly identified, consequently, our knowledge of various forms of text patterning expands as the understanding of why members of a certain discourse community exploit language in a certain manner is formulated. To sum up the concern at this level of analysis is rather on the determinants of the linguistic effect in swales words (1990, p.4). Under the exerting influences of multiple trends focalizing on the interactional quality of discourse, the approach to analysing discourse

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started broadening. A more significant transition in focus altered the subject of analysis per se. emphasis on the interactional quality of discourse formulated unprecedented perspective on discourse meaning, as no longer viewed within the limited constraints of the text, bifurcation of meaning construction process to sub-tasks assigned to the participants in the communication activity; assumption on the part of the writer and interpretation on the part of the reader.

Under the light of the expanding interest in the analysis of discourse-genre in concordance with those in specific language teaching theories, genre analysis emerged as a far-reaching model of description, it combines findings of socio-cultural, psycholinguistic with linguistic nature to fulfil explanatory purposes; hence, a thicker model. On this account, a continuum ranging from surface-level to deeper -level of research to the investigation of academic and professional texts is introduced. Nevertheless, genre analysis being a highly centrifugal area of study and applied in nature attracts a mosaic of theorists, analysts, practitioners, and fieldworkers from different backgrounds and with a panoply of research interests, this also accounts for the adaptability of the investigative tools genre researcher wills to implement, the decision of which is directed not only by his motivation but the attributes of the disciplinary, generic variation he attempts to investigate.

The concurrence between genre analysis; as a model of exploring generic and disciplinary variations, and corpus analysis in the existing literature is particularly interesting. Corpus-based analysis produces descriptions of linguistic variation in large collections of genre-text; corpora, by allowing the identification of generalizable patterns (Gray & Biber,2011). Furthermore, it places an explicit emphasis on the linguistic variations through documenting the distributional frequency of surface features, using a large corpus of naturally occurring texts, and with the assistance of computer aids. These latter consist of automatic and interactive programs that serve quantitative documentation. According to Gray and Biber(2011) corpus linguistics as a methodological approach has four main characteristics; the use of representative collections of authentic text or corpus, the use of the automatic interactive computer tools, the use of both quantitative qualitative analyses, and the empirical nature of the approach, thereby the strength of corpus-based analysis lies in the ability to analyse and an accurately large database of electronic texts representative of a target genre which makes space for well-grounded interpretations and generalizable conclusions about language use in genre-text.

In the same vein, Hyland suggested that “a corpus provides alternative to intuition by offering both resource against which Intuitions can be tested and a ‘motor which can help generate them’(Partington,1998:1).” (Hyland,2009, p.28). Gray and Biber (2011) explicated exhaustively the duality in perspectives of corpus-based studies. The first perspective in corpus studies is that of language in use; a prototypical study of this orientation aims at describing the frequency and the patterns of distribution of surface-level linguistic items lexical such as the analysis of keywords, or grammatical

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such as the use of progressives. whether a single or a collection of features is on focus, conclusions are to be drawn across several registers. Moreover, the multidimensional analysis covers, in addition to the frequency and the distribution, the function that a collection of language features reflects in qualitative terms informing about ‘dimensions’ of language use.

Correspondingly, the second perspective of corpus-based studies operates on language as a structure. This framework suggests that corpus analysis can be implemented at a discursive level; findings in this framework arise from the application of corpus methods to functional discursive segments across texts. Likewise, Biber et al. (2007) introduced two directions in operating on discourse units. Top-down genre analysis is an established model in the discourse-based analysis of academic writing precisely utilizing tradition; also known as move analysis this method divides the body of corpus texts into rhetorical moves assessed by their functions within discourse. this method; advanced by swales (1981) in a study of research article introductions and refined in 2004, proved successful in obtaining information about genre structure by identifying functional categories of moves and assigning them subsequently to corresponding lexico-grammatical features, it also informs about the sequence of generic moves produced by a particular community of language users. Succinctly, to date, various studies have explored genre-specific inquiries within-corpus based framework. Corpus-based analysis with its various applications is insightful in that it allows the construction of linguistic rhetorical profile to the genre on focus, it uncovers explicitly both observable and latent regularities in generic language use by virtue of quantitative qualitative analyses.

Charles et al. (2009) argued for an interface in the adaptation of corpus techniques in areas of discourse analysis. Drawing on a number of previous works to illustrate, Flowerdew’s (2008) investigation of problem-solution patterns in professional and apprentice reports using keyword analysis of move structures, Biber et al. (2007) investigation of biochemistry and biology RAs using top-down analysis and multidimensional cluster, etc. Their stance rests on rests on the classification of research incentives within a continuum ranging according to its primary concern and subservient methods; the bottom level of the spectrum represents corpus analysis whereas the highest level covers the discursive landscape. Genre analysis as a narrower and more precise form of discourse analysis parallels this paradigm owing to the explicitness of its vision against its specificity in scope (Bhatia,1997). The investigation of the genre in academic contexts has been traditionally oriented towards text-based approaches; at least in its early stages, rather than institutional social practices which sustained garnering insights about the recurrent use of language and how it is employed manipulated to communicate relationships within the area of academic enterprise and scholarship.

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In the same line, genres in academy or referred to as a constellation of academic discourse by Swales (2004) represent an array of texts that form genre sets and chains in their interdiscursivity (Hyland,2009). A large number of studies examined how text structure in the academic genre can mirror a particular external reality or experience; an appreciable amount of which focused on the investigation of research articles; whereas other text types remained under-researched such as the focus of the present work, conference abstracts; henceforth (CA).

2. Statement of the problem

The last few years witnessed an ever-increasing body of literature on academic writing as a Macro genre.in accordance, interest in conference abstracts as a part research genre and high priority exigence in the consecution of knowledge is rapidly growing. In response to the expeditious exchange of information inside the academic community, researchers find themselves tempted to create space for their involvements, Hyland(2011) puts it “publishing is the main means by which academics establish their claims for competence and climb the professional ladder.”(Hyland,2011,p.173).On this account, conference abstract writing differs in that it does not only function to present a synopsis of the researcher’s work but it holds a promotional aspect, that which incorporates the writer in advertising and sustaining persuasive interaction with his audience. An exemplary study of this type was conducted on abstracts submitted to applied theoretical linguistic conferences in Greece; Agathopoulou (2009) aimed for the generic study of abstracts under the light of two variables high and low rating (Basturkman,2010). Nonetheless, there seems to be a considerable paucity in research of conference abstracts particularized to our local context; addressing the gap in our knowledge calls out for developing an understanding of the prevailing reality of academic writing and conference abstracts specifically, which is preliminary to heading towards rendering decisions of any potential rectification to the fields of EAP in Algeria. Furthermore, considering the dominance of the English language as a lingua franca of publication in a global context against the global number of native and non-native yields intriguing concerns of large-scale sociolinguistic nature in the light of academic writing policies and standards. Lillis and Cury (2010) suggested an estimate of academic publications including 5.5 million scholars, 2,000 publishers, and 17,500 higher institutions researchers; several perspectives are worth exploring in this respect related to the standards and conventions of CA writing Mauranen pertinently ascertains that the rhetorical practices embody cultural thought patterns of research genre composition (Swales,2004). ; Finally, in addition to turning the spotlight on the reality of conference abstract writing within territorial constraints, the main incentive of the present work is paving the path for further pedagogically driven explorations, given the value of conference abstract in the development of academic career, under the light of the absence of an elucidated guidance at the doctoral level in particular and that for novice researchers who attempt participation in conferences.

3. Aim of the Study

The present study aims to advance an understanding of the current status of academic writing in a non-native context; Algeria in particular, in this frame of reference of Conference Abstracts; henceforth, (CA); implementing Swales and Feak (2009). The corpus consists of 40 abstracts submitted by participants of the First International Applied Linguistics Conference (IALC) (2021) at the University of Ouargla and pertaining to the field of linguistics.

4. Research Questions

From all the above-mentioned ideas, the questions that help to build up this study and upon which the research will be focused; are as follows:

- 1- What is the rhetorical pattern used in the ILAC conference abstracts in terms of frequency, length, and sequence?
- 2- To what extent do the ILAC conference abstracts conform to the model advanced by Swales and Feak (2009)?

5. Research Hypotheses

- 1- Rhetorical moves may vary in frequency across the ILAC conference abstracts.
- 2- Rhetorical moves may vary in length across the ILAC conference abstracts.
- 3- The sequence of moves may correspond to the model advanced by Swale and Feak (2009) across the ILAC conference abstract.

6. Objectives of the Study

The objectives of this study are:

- 1- Identifying the rhetorical pattern of ILAC abstracts in terms of frequency, length, and sequence.
- 2- Determining the extent of correspondence of the rhetorical pattern to the model advanced by Swales and Feak (2009).

7. Structure of Dissertation

This dissertation is composed of two chapters: Literature review, and Methodology and Results. The literature review contains two parts: The first one will be concerned with developing a perspective on academic discourse and the major theoretical and methodological matters it raises relative to the existing literature. Whereas, the second part will focus on advancing a proper understanding of genre in its general occurrence and within this particular frame of reference. The last one, will deal with conference abstracts corresponding to the investigative line of the current study. Methodology and results representing the practical part of this dissertation will deal with the methodology adopted used to conduct this study, the analysis and interpretations of the findings.



CHAPTER I: Literature Review

- Introduction

This literature review will cover a constellation of themes that are substantive to the construction of a deeper understanding of the notion of conference abstracts in tessellation through dealing with the subject of academic discourses, genre analysis, and the models of analysis that serve the purpose of this investigation. The study within this review will build on major contributions that have been conducted during the past 25 years on developing research apparatuses in tandem with attendant insights on the development of theoretical and methodological frameworks in regard to research genres. The aim is to set the stage for objectives 1 and 2 as outlined whereas the third objective 3 will be met through the vehicle of empirical data analysis.

1-What is the rhetorical pattern used in the ILAC conference abstracts in terms of frequency, length, and sequence?

2-To what extent do the ILAC conference abstracts conform to the model advanced by Swales and Feak (2009)?

The exploration of the above mentioned areas will significantly assist this research in providing examination of academic discourses in the first part by setting out perspectives on the definition as discussed in previous works ,historical framework for the use of English in the academic context , the influence of multidisciplinary on the use of terms ,the incentives behind research in academic discourse ,a review of research on academic writing ,and finally an assessments of the NS/NNS dichotomy in research genres Also ,The concept of genre will be evaluated, the concept of conference abstracts as a genre will be assessed as well.

The second part takes on board an overview of the theoretical framework of the approaches to the analysis of genre and among which will be implemented to the analysis of conference abstracts in this research. The value of reviewing the prior mentioned areas of literature will advance a meaningful and structured discussion about both the subject of analysis that is CA (s) and the approaches that will formulate the process of analysis.

At the end of this major section, it is hoped that a critical apperception of these issues is stimulated that the reader will be better informed of the development of theoretical frameworks and scholarship in academic genre studies, breadths in the body of literature and its propinquity in both theory and practice.



1.1. Defining Academic Discourse

The first half of the 20th century marked the exponential growth of the English language as a lingua franca, in concomitance with an expansion in the process by which information exchange became integrated on a global scale. Beaver (2001) ascertained that the epicentre of the scientific knowledge mobilized across parts of the world history in which multiple centres of knowledge have developed around the world working in parallel in collaboration and competition with each other. As a result, the academy evolved governed by entrepreneurial directives attending to the notion of marketization. indispensable to the process of knowledge-making and advertising is the concept of academic discourses. Hyland maintains that “academy cannot be separated from its discourse and cannot exist without it.” (Hyland, 2009, p.2) (Hyland,2011, p.171). Academic discourses refer to the ways through which several social roles are translated into linguistic forms; it constitutes behaviours, ways of thinking, types of communication, and modes of information processing pertinent to members of an academic discourse community.

It is, then reflective of the department of academic life in its various facets; knowledge creation, its transmission in educational settings, and the establishment of intellectual reputation in scholarly settings. Hyland (2009) described academic discourses as the action of thinking and using language in the academy; a further elucidation of this statement may refer to the reproduction of particular existing conventions and practices. Apart from higher institutions and in a broader field of vision academic discourses infiltrate a myriad of spheres outside the university hence, academic discourses are representative of the interpretation of reality on a wider scale. In education academic discourses emerged as a major concern for stakeholders in EAP, the impartation of academic discourses competence to students has been exceedingly the leading drive to the progress achieved in the study of generic disciplinary text-types.

Mastership and knowledge of the conventionalized forms of communication both linguistic and pragmatic is key to the involvement of neophytes and apprentices in the disciplinary practices dictated by their affiliations. The establishment of intellectual reputation or the validity of a claim, the expression of allegiances, the attainment of approval, and the exhibition of learning performances are all frequently arising exigencies within the academic context what they all share in common is the persuasive effect; hence, persuasion is the very essence of academic discourses whether taking the form of in print instances; Conference abstracts, Research articles, Grant proposals, Undergraduate/Postgraduate essays, and Reprint requests, or the form of speech interactions such as conference presentations, Ph.D. defences.

In the same vein, Hyland (2011) summarized the main qualities underpinning discourse construct in academic settings, despite pointing the convolution in attempting to define academic discourse in its heterogeneously. the most prevalent quality hinted at in the preceding paragraph is that

of persuasive function which suggested that there is a collaborative interactive relationship that the text contains, writers are sensitive to a particular specific audience while producing their text; which manifests in how and what they organize their text rhetorically drawing on specific conventional patterns and serving a specific communicative purpose. understanding of these recurrent conventions results from developing schematic knowledge by means of exposure; experience or systematic learning. the second quality of discourse in academia lies in the disciplinary specificity in the modes of presenting and processing argument, disciplinary knowledge restricts the community of users with guidelines to tolerable and intolerable forms of making sense and supplies community users with context of use.

This is considerably noticeable when observing poles apart areas of specialty; whereas argument in hard science is contained within the impartial analysis of data, it does not call for much personal intervention from the scientist; on the other hand, soft science relies heavily on the interpretation of data to argue for a given stance. The third quality is that multiple social groups exhibit multiple types of the expression of argument. This brings up the perspective of language and culture and their reciprocal influences into the discussion of academic genre types; an unneglectable number of research studies documented variations in the use of a single genre across languages, the anomalies were attributed to transfer from L1 to L2 .the final quality of academic argument according to Hyland(2011) is the interpersonal negotiations that carry out through academic written discourse, this view is accountable of the focal research operating on acute interpersonal interaction between the text and the audience of a particular community.

Several studies in the 1990s begin to examine the variation in the use of evaluation, appraisal, meta-discourse, stance and engagement across texts. The academic discourse has been for a long time assigned to a high degree of impersonality and detachment owing to the broad understanding of the relationship between language and knowledge and how this latter is represented descriptively throughout the former, yet inspections of written text revealed the recurrent incorporation of several interactive tasks, writers in the course of building their argument and while adhering to disciplinary regulations participate actively in the creation of social identities in which they position themselves and their reader against the constituents of their argument in a network of interpersonal relationships.

1.1.2 Historical Background

Preoccupation with the use of the English language as the dominant medium in the academic milieu has been an established direction in EAP tradition. The coverage of students imperative needs of mastering academic literacy skills in tertiary levels gave birth to a competitive business among those

involved in the institutionalized public sector and manpower training policies in the private sector (Swales,1990) ;whatever specific purposes behind developing whichever specific needs in the academic context , the interested parties gathered by those purposes are predominantly located in NNS English speaking world; Blommaert (2005) confirms “ Wherever academic writing for publication takes place and whoever it is aimed at, such writing is global to the extent that it occurs within a global market (Gibbs 1995a), where texts are quite literally accorded different value, and within a global ‘economy of signs’ ” (Lillis & Cury ,2010,p.1) ,Bhatia (2014) in the same line , elaborated on the palliative currency of ready text-books that address the research requirements of the educational institutes as a result of the commercialization of the needs of this latter . However, these attempts standing on impressionistic perspectives and de facto intuitive experiences to the exclusion of systematic research were governed by an ‘ad hoc’ policy.

According to Bhatia (2014) precision in what is meant by ‘academic core’ is necessary to the formulation of solutions serving pedagogic problems, whereas he explains, that the focus on the conveniences of time and effort in absolute terms, seemed to fail as an alternative to the established investigative research; in that it impinged creativity and innovation, whilst Swales (1990) charged the concept of remediation in English language policies for hindering progress in EAP programs. Educational programs were required, in recent times to measure up to several converging factors related to the advent of new socio-political and geographical realities to the world. the corporeality of multi-culturalism; globalization and economic fluidity created new challenges in the academic life; one of the main issues in the current day pertains to the definition of disciplinary boundaries; in the absence of monolithic perception of disciplines in tandem with the expansion of knowledge creation endeavour puts the ‘one size fits all’ notion of academic discourse into question; in this respect.

Hyland (2011) adds “the idea of discipline is rather nebulous (Hyland 2009; Maurinen 2006)” (Hyland,2011, p.178), in a direct reference to the post-modernist interdisciplinarity of specialisms. This is to articulate that researchers, experts or apprentice are demanded today to possess mastery over a variety of discipline-specific communicative skills as to knowledge and practice and that broad-based academic literacies are short offering to rising exigencies; however, throughout the interpenetration of genre analytical devices has a lot to provide for the overriding concerns in teaching, research, examination, and administration.

1.1.3 Academic literacy and literacies

A retrospection of the broader literature pertaining to English for specific purposes shows an alteration in the use of the term academic discourse in its singular form hitherto, this is; most incontestably, an indication of realignment in the theoretical orientation scale. An early view accredited

discourse types in academic settings to a monolithic, homogenous core understanding; this perspective to academic discourse as an unvarying consistent entity; although guilty of fragmentary understanding of the very nature of discourse purveyed its embodiment in the degree of emphasis that was laid on variations across disciplines and genres, and consequently it found its way to EAP classrooms. Thenceforth, the broadening of the inquisitive vision in discourse analytic studies, in tandem with the deepening in scope down to genre analysis revealed a contrary stance to that of EAP despite its currency.

Howbeit, disregarding the effect of disciplinary cultures engenders several predicaments for language learners, particularly in the light of modern multidisciplinary; in respect of acknowledging the effect of discipline-specific knowledge on discourse, Wells (1992) confirms

“Each subject discipline constitutes a way of making sense of human experience that has evolved over generations and each is dependent on its particular practices; its instrumental procedures, its criteria for judging relevance and validity, and its conventions of acceptable forms of argument. In a word each has developed its own modes of discourse.”

(Hyland ,2011, p.179) (Hyland,2015, p.32)

Similarly, Bhatia (2014) brings information about the background of the problem to its historical context; by pinpointing the fluctuation in the underlining disciplinary knowledge over time. Formerly formulating the effect of disciplinary knowledge in the use of register was the primary purpose of ESP. later work in dissecting the various layers of discourse set disciplinary knowledge across genre to peripheral roles in analysis, and down to genre analysis which scope transgressed disciplinary variations in its early development. Recently, research studies in recognition of the complex manifold nature of academic literacies draw on an integrative perspective or in Bhatia’s terms ‘a versatile framework’ that places values on both discipline and genre variations. Thus, challenging the view of academic literacies representing a solid “core and by extension, the traditional pedagogic assumptions.

Such is particularly in service of non-native speakers who face a compound challenge as described by Dong (1998); learning new sets of academic rules that vary systematically according to discipline audience purpose and context alongside learning how to play them.

1.1.4 Interest in Academic Discourses

Developing research in academic discourse area has been provoked by a multiplicity of

rationales, for the sake of elucidation, it seems plausible to bifurcate them into two main categories; grand scheme incentives which are the exigencies that were imposed by status quo factors, and specific study incentives which are located in the interior of discourse and genre analysis research. Interest in academic literacies has predominantly been fuelled by the emergence of the English language as an international language of scholarship, the exponential expansion in higher education in debt to social inclusion policies, and the academization of practice-oriented disciplines all gave rise to new whereabouts; meaningly, a large body of non-native English speaking student pertaining to diverse cultural networks and who are willing to engage in the academic activity in a wide range of disciplines, add to this the overlap in many fields of scientific inquiry resulted in modular degrees.

The new requirements on the part of students to engage in a mix of disciplines. informing pedagogical agenda giving consideration to the aforementioned issues is the scope of EAP; also discussed in the percussive title. A study on the impact of resident research publication on early-career success published in the American Journal of Health-System Pharmacy in 2016 showed that pharmacy residents who published their residency research projects after their presentation at GrateLakes Pharmacy resident Conference were twice likely to have publication success within five years than those who did not publish their residency research project; Hyland (2011) stresses the importance of publications in boosting career prospects for researchers, as there is no way in which claims of competence are certified other than publication, not to mention that research is not significant until it is positioned adjacent to and against the overall literature frames. In this respect the burden on researchers to produce publications in the English language responding to the internationalization of knowledge creation endeavours increases.

Hyland illustrates that academic all over the world are less likely to publish in their mother languages and that they reportedly increased the numbers of citations to their work by shifting to the use of English. Swales (2004) ascertains in the same vein that, “The status and the contribution of the non-native speaker of English has become somewhat more central than it used to be...” (Swales,2004, p.52). The third direction for enhancing research in academic writing; introduced by Hyland (2011), originates from what is similar to a philosophical climate; that of casting doubts on the unquestioned validity of positivist empirical scientific knowledge. Reflections on this footing revealed a considerable difference in manners in which argument is constructed and conceived across disciplines. researchers in hard sciences for instance seem to foreground the execution of their research process with much reliance on the data of the research and in the absence of their intercession.

Whereas in the counterpart soft sciences, a view reinforced by our own experiences suggests that the argument is not carried in the application of impartial methodologies nor the objective data in isolation to the researcher’s intervention; but it is produced and rationalized in the process of interpreting results; that is to say the argument is contained in the textual practice per se, and the writer

is required to assume the reader's attitude towards his stance and compensate for the gaps that may arise in this interaction. Moreover, the overriding concerns for academic discourse in general and writing in particular, are driven by specific lines of inquiry. A major interest in genre-based examinations of academic writing; corresponding to the aforementioned issues takes the burden of uncovering the specific rhetorical practices of persuasion it develops an understanding of how discourse relates to a given discourse community and how individuals make use of that discourse to reach for their purposes; the patterns of expositing of knowledge, displaying of ideas, adopting a particular stance and persuasion. Furthermore, how are these patterns realizable within disciplinary constraints. All of these concerns and others amalgamate under genre-based approaches as it offers by far the most productive and the most versatile inspections.

1.1.5 Academic writing in non-native context

Despite the ever expanding number of research publications that investigate the particulars of research language relative to the native and non-native dichotomy from a linguistic perspective ,producing coherent account of the influence of the speech community context on the production of research langue remain a highly complex issue rather challenging one .Swales (2004) attributes this difficulty to the lack of unity in the epistemological and methodological resources underpinning those works in addition to broad perspective reasons namely ideological political and social factors that interfere as influencing variables .However to compensate for the absence of scrutiny in this regard , he suggests a lengthy chronical which he describes as his “best shot” in which he takes on board a review of English as a language of research publication , non-anglophone researchers the decline of the native speaker and other pertinent problems .

The beginning of the 21st century witnessed a shift in pre-eminence of the language of research publication on the expense of German towards English medium. most remarkably in the scholarship of natural and hard sciences; medical sciences, chemistry, geology and health life sciences. This change is not exclusive to research articles but also it expands to include other research genre such as the science nomenclature handbooks and doctoral dissertations. However, while the predominance of English language become doubtless and unequivocally recognized in both large and small non-Anglophone communities. The contribution of non-native English-speaking researches to the overall community is also increasingly coming to recognition. this being said, questions aroused about the equality of opportunities and the impact of linguistic advantage of the developed world over other contexts of scientific publication.

However, findings support the premise that linguistic variation among other economical and institutional factors does not seem to have the most critical effect on the productivity and availability of research conducted by non-Anglophone researchers. instead, data demonstrate that omnipresent

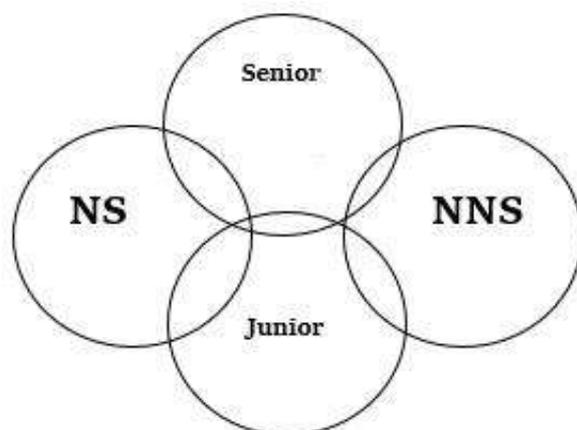
composition issues faced by NNS speakers are intrinsically identical to those problematized by native ones. The sum of issues encountered by NNS speaker stem from the production of gatekeeping policies by anglophone research outlets, the paucity in resources that display academic native style, the imposition of monocultural global cultural in addition to the paucity of research of the rhetorical patterns used by NNS users. All of which have been gradually addressed in the past few years.

The authoritative position given to native speakers mostly in generative linguistics in English as second and foreign language academy is taking a diminishing role according to Gradoll (1999). Under the pressure of internationalization of global academy and the spread of international conferences variety of scientific medium is used by a disciplinary community of language users across the globes .which helped demure the linguistic privilege of natives to a mere stylistic preference rather than a normative one .in addition to the proclivity towards audience awareness specifically initiated by publisher of medical journals .this awareness is developed in response to the specific needs of mixed international readers calls for the use of audience sensitive metaphorical language .In the same token Swales advocates a new perspective on the issue in which he adjusts the initial orientation of research in this respect , he calls for reviewing the terminology by recognizing a two-way distinctive spectrum beyond native language and to include the experiences of the researcher per se .

In the new continuum of analysis, the role of mother language becomes peripheral and less central to the discussion.it takes on board other types of knowledge as well.in addition to the native-non-native dichotomy (N-NNS) Swales suggests analysing the Senior-Junior continuum (BEP-NEP). The spectrum begins with those who possess in addition to disciplinary knowledge, knowledge of genre particulars, and English language proficiencies. this latter can be due to an academic bilingual knowledge or a result of personal effort which suggests that there may be lexico-grammatical deficiencies particularly in oral communications yet in procedural and rhetorical terms they considered advanced. On the other side of the continuum there are seniors NEP who are in need of the formations EAP offers in development of academic communication skills. Swales (2004) adds that the main contribution this perspective brings is that it allows the realization that linguistic predicament is not restrictive to NNS user but also a main requisite for junior native researchers.

It provides an alternative to the traditional terminology because separates the evaluation of communicative performances in academia from the mother tongue setting. Finally, academic performances are governed by a complex configurations of levels statues of disciplinary and academic experience, institutional support and networking along with location. (Swales ,2004)

Figure 1 Swales (2004) BEP /NEP continuum



2. Defining Genre:

Observation of the use of the term genre demonstrates that it classically belongs to the field of literary criticism in its early stages, it was adopted then by linguists and theorists of social communication in subsequent times. The word genre according to the Oxford English dictionary originates in the French (and originally Latin) word “genus” which means 'kind' or 'class' or “sort”, which is described as any category of literature, music, or other forms of art or entertainment, it also refers to “the formed conventions that change over time as new genres are invented and the use of old ones is discontinued” (Laurence, *The Good Novel*, 2015) also as; spec. A particular style or category of works of art; esp. a type of literary work characterized by a particular form, style, or purpose. (Oxford, 1989). The term was employed by the Greek philosophers Aristotle and Plato to denote a devised system of classifications in literature.

Daniel Chandler (1997) mentions in his analysis of genre theory in the literary tradition that The term “Genre” is widely present in rhetoric, literary theory, media theory, and recently linguistics to refer to a distinctive type of 'text', he points out that nomological and typological function of genre theory at that time; that is the principal task of the division of the world of literature into types and the naming of those types - much as the botanist divides the realm of flora into varieties of plants.” (Allen, 1989, 44) as an extension of the Greek usage of the term for over 2,000 years. Another definition suggested by Anis Barawrshi notes the “generation” property of genre for another, the alignment of what is existent and the production of the non-existent (Devitt, Bawarshi, and Reiff, p.550, as cited in Dean, 2008); the term genre is also associated in its nonverbal reference to “a type of a small picture to represent a scene from everyday domestic life and its growing employment as a fancy way of referring

to classes of real-world entities” (Swales,1990, p.33)

The assumption is that analysing the etymology of the term is a challenging task by dint of the multiple congruent and incongruent actions assigned to it, thus attempts to define the term genre attend to the messiness and the complexity of its nature as AJ. Devitt (2004) accordingly elucidates that:

"Genres pervade lives. People use them, consciously and unconsciously, creatively and formulaically, for social functions and individual purposes, with critical awareness and blind immersion, in the past and yet today. They shape our experiences, and our experiences shape them. As we study and teach these ways of acting symbolically with others, we may be approaching an understanding not just of genres but of the messy, complex ways that human beings get along in their worlds" (Devitt, p.219, as cited in Dean, 2008)

Pegging down the definitional conception of the term genre; in its verbal reference which is relevant to our study; is an arduous process for three major reasons; the first one is related to the utilization of the term in what Swales (1990) puts as, “a loose term of arts”, the term genre has been exploited to denote open-ended different spoken or written discursive categories outside the boundaries of literature; Bazerman argues; in the same vein, that genres are embedded in everyday life in contrast to the contemplative circumstances that categorize literary texts (Dean,2008). The second one results from an undeliberate formulaic perception of the genre; Anthony Pare and Graham Smart state, "repeated patterns in the structure, rhetorical moves, and style of texts are the most readily observable aspects of the genre" (147)” (Dean,2008, p.15). Yet, this view is challenged by an intriguing exploration of the textual regularities that constitute genres to the situation in which they are evoked.

Aviva Freedman and Peter Medway suggest that the correspondence in form originates from a similarity in the typically reoccurring social actions furthermore. Bazerman adds that not only is the social situation the first cause of evocation of genre textual forms but it also directs these observable features to the manner in which they manifest, Marilyn L. Chapman asserts, in addition; that, the genre is not reduced to “models for imitation” but rather as “cultural resources” that facilitate rhetorical engagement or “communicative actions” in Bazerman’s words in a specific setting. (Dean,2008). As a result, it adds to the sophistication in accounting for the definition of genre as more than form and this latter as a mere aspect of the genre. The third reason that contributes to the intricacy in the establishment of a conclusive review of the term genre in use results from the variance in expert interpretations of the term pertinent to several traditions.

Hyon in (1996 TESOL Quarterly Article) postulated three classifications for genre theorists; the first camp is founded on the Systemic Functional Linguistics tradition (SFL) initiated by Halliday (1985), and the second camp is English for Specific Purposes (ESP) most famously Swales (1990), and finally, The New Rhetoric (NR) camp, whose main emphasis is on the context in the formulation of genre theory. (Johns, A.M et al.,2006). Consequently, the multiplicity of traditions that vary in their

underpinning theories and end objectives offers new avenues of thought about extensions of the notion of genre. Swales in his book *Genre Analysis* (1990); a standard work in the field suggests reviewing the scholarship associated with the term in folklore studies, literary studies, and linguistics as a point of departure.

2.1 Genre in folklore studies

The concept of the genre began to stabilize in folklore studies in the late-19-th and early-20th-century, following the formalization of the partition of folklore studies and anthropology in the mid-18th century. However, due to the adherence of the definition of genre to the fluctuating disciplinary demand in its expansion and restriction from one side, and the unclarity of the fulfilment of scientific rigor required for the request of autonomy on the other side, the concept of genre remained mainly lacking solidity in its use; Ben Amos (1976) confirms Dundes's assertion pertinently "thus far in the illustrious history of the discipline not much as one genre has been completely define." (Dundes,1980, p.21) as cited in (Swales,1990, p.34) and (Trudier,1995, p.511). Furthermore, the notion of genre developed in a theoretical framework due to the difficulty in its empirical containment in the works of oral history and cultural studies advanced by folklorists.

Trudier (1995) mentions the use of the term "primary genre" by literary scholars to represent an assortment of subdivisions or subgenera such as heroic poetry, mock-heroic poetry, lyrics, ballads, sonnets, dirges, epigrams, epitaphs, verse epistles, and pastoral poetry; all of which amalgamate as poetry. This perspective that assigns genre to a categorization effect leads Ben Amos to describe the genre as a "classificatory category; the creation of genre maps theorists' stories into myths and legends and tales entail recognition of genre as an ideal type rather than a modelling sample. The use of genre as a classification system had been both an incentive and furtherance to the storage and retrieval of literature exemplars. Nevertheless, approaches to genre represented a major site of contestation between folklorists who acquiesced to the stability of form in genre and their functionalist counterparts who argued for the social and cultural value.

The first established tradition rests on an awareness of the underlying cognitive deep structure within the genre characterized by enduring and persistent discursive components; specifically present in the literary integrity that marks both legends and myths and that remains fixed across time; a claim that was challenged by the premise of genre evolution across time. While this view seems to discard the cultural and social value carried out through genre, it also fails to serve beyond discipline-specific agenda. Oppositely, the functionalist scholars attribute genre in its composition and comprehension to the interpretive folklorist behaviours it invokes in society thus its function; this suggests that in order to genre it remains inadequate to assume stability in the text forms in isolation to the interactions that the narratives create with communities. The realization of the limitation of genres as a typological

approach and that they are purposefully reflective of a social discursal setting is ultimately significant to the inquiry of academic English.

2.2 Genre in literary studies

In literature, the concept of genre contributed to the production of evaluative interpretive frameworks for discourses in their textual, cultural, historical, social, and political aspects, that is to say, assortments of genre create formulae of experience on the part of both writers and readers which help the presentation of experiences and forms together in a specific yet indefinite manner. Nevertheless, the issue of stability encountered by theorists a scholar in folklore studies attends to different circumstances in literature; predominantly owing to the very essence of artistic evolution; for this latter is the quest of fracture with conventions and the pursuit of creativity, originality, and innovation in form, content and “authorial self”. However, this does not cause genre to completely perish, as Tzvetan Todorov denotes in his introduction the to origins of genre, «To persist in discussing genres today might seem like an idle if not anachronistic pastime.” (Todorv et al.,1976, p.159)

Instead of as proposed by literary critics the notion of genre is reinforced throughout these divergences since regulations have to exist in order for transgressions to retain value. In the light of this particular literary understanding, genre is viewed beyond its textual constituents and within the potential ideological influences that may lead to change as opposed to stability. Likewise, Todorov defines genre as the codification of discursive properties that is subject to change resulting from institutionalized sources or individual experimentation; Readers are incapable of admiring the nonconformity in literary compositions and writer are incapable of transcending “the daunting void” of ordering new experience Without knowledge of the regulations and conventions in the present narrative offered by genre. To sum up, Fowler maintains that the schemas offered by genre theory in this regard should be descriptive and clarificatory rather than prescriptive and classificatory.

Swales refined the definition by pointing out that the analysis of social communicative processes that contain the codification of events into genre is a powerful facilitator to our understanding. (Swales,1990)

2.3 Genre in linguistics

The accuracy and precision of terminology are a requisite for the application of the modern scientific method, herby it led linguists to be more tactful in their adaptation of the word genre and to work strenuously to reveal the obscurity of meanings often accompanying the problems of language systematically dealing with itself. However, the concept of Genre in genre linguistic studies was remodelled progressively in its understanding and application within several traditions, most notably within ethnographic studies and the systemic functional linguistic school works. Ethnomethodology as introduced by Garfikle in 1967 is concerned with the inquiry of underlying processes that carry

communicative interpretive experiences within a social-cultural context. (Bhatia,1993); Ethnographer's attitude towards the utilization of the term; remarkably; the work of Hymes suggests the division between speech events which constitute activities governed by sets of norms and conventions for the use of speech and that arise from a typical spatiotemporal social setting, and genre which represent the product of the presence of the former.

Hymes postulates that the discursive properties of the sermon, for instance, can be exploited to mediate a distinctive situation other than a church setting. However, Preston responds to this definition by stating that analytical separation must be between genre and situation rather than genre and speech. Additionally, ethnographers pay particular attention to the issue of metalanguage utilized as genre labels in this regard Saville-troike points out the absence of an impartial language to describe categories of talk with folk and proposes creating a balance between using the "folk labels" and the analysts' priori categories. (Swales,1990). Systemic Functional approaches to the genre have contributed richly to the understanding of genre in the last twenty-five years. First introduced in the work of Michael Halliday (Halliday; Halliday and Hasan), and applied to genre, particularly in the work of J. R. Martin, Frances Christie, Bill Cope and Mary Kalantzis, Gunther Kress, Brian Paltridge, Joan Rothery, Eija Ventola, and others (Bawarshi & Reiff.2010)

Systemic Functional Linguistics (SFL) is based on the premise that language structure is systematically connected to social contextual functions, SFL sees genre as the cultural goal of texts, which is achieved through the structural and the realizational patterns of genre where meanings are created within. (Wani et al.,2015). Yet, the largest part of the discussions in which genre was involved in the broader literature revolves around the nature of its relationship with register. This latter is defined by Hallidayan linguists as the "clustering of semantic features according to situation types" (Bawarshi & Reiff.2010,p.30); Register describes the scheme of activity within a certain environment (the "field") it includes the practices and the conditions within which actors interact, (the "tenor"), and the channel of communication say it spoken or written (the "mode") thus, register is the product of relating a situation type to specific semantic and lexico-grammatical patterns(Bawarshi & Reiff.2010)

Register; also described as functional language variation, offers an analytical framework according to the aforementioned categories that are systematically related to the linguistic product; that is, the field directs the management of thoughts , tenor relates to the management of relationships within interactions, whereas mode with the management of discourse per se. (Swales,1990) the ambiguity in the relationship between register and genre ended in the establishment of a recent view that considers the instrumentality of register to genre Martin in this regard ascertains that genre is the underlying system that creates register, he extends this premise from his definition of genre as staged purposeful social process that reflects certain community's culture language, as a result he insists the

convergency of register and genre in the analytical handle. Contrarily, Coutour perceives fundamental differences between genre and register that arrive at a realization by which genre is primary to register

Centrally that genre offers constraints on a discorsal level whereas the ones invoked by register do not expand beyond linguistic variations, while register applies to parts of texts genre can only be realized through the presence of the complete group of texts. In essence, despite the difference in the views proposed by Martin and Coutour genre and register are viewed as complementary and corresponding to the achievement of communicative purpose. Despite the persistent hedging in the views of Genre among linguists, genre owing genres their involvement started to be perceived as goal goal-directed structures Independent from registers.(Swales,1990)

2.4 Working definitions

Swales (1990) presented exhaustively a widely recognized working definition to non-fictional genre. Subsequent works expanded his perspective on criterial formulations to the concept of genre which he sets for applied purposes. Swales (1990) postulates identifying genre by a number of characterizing traits in which he brings more information about the background of the definitional problem. First of all, Swales perceives genre as a class of communicative events in which language takes an essential role and that contain discorsal and contextual factors; hence, socio-cultural involvements, and that is frequently recurrent within a certain culture. Secondly genre is the product of a shared communicative purpose that marks a collection of communicative events; hence genre is defined as “communicative vehicles for the achievement of goals.”(swale,1990,p.46) ,However the primacy of communicative purpose over formulaic similarities in the perception genre membership is encountered by many issues ;most problematically the covert nature of communicative purpose which demands a apprehension on the part of the analyst ;what further complicates the task of identifying genre by means of purpose is that genre may relate to multiple purposes simultaneously instead of one to one relationship as in the case of poetry .

Thirdly, genre exemplars vary in their prototypicality, this to refer moreover to the question of genre membership; in this regard there are two projected approaches in addition to communicative purpose (s) : the definitional approach and the family resemblance approach .the definitional approach stands for the recognition ,production and perception of genre instances by means of sets of individual cumulative properties that cover all and only the members of a certain category ,this approach represents the sub strum of dictionary and glossary making however, in the main some instances may exhibit relative divergence within a single category. The Family resemblance approach on the other side rests on an investigation of a philosophical nature, particularly on the recognition of kinship relationship among exemplars within a single category; this latter is of looser type and a more

complicated nature as it describes interrelationships, a network of overlapping bisecting similarities both overall and in detail.

Nonetheless, authors such as Wittgenstein criticized the family approach for the oversimplification of highly complex keen relationships and described it as typical to the early stages of human development when a recognition system is underdeveloped and less orderly. This links up to cluster theory on the other side which provides explanation for the capacity of recognizing instances of a given category; A cluster notion is specified by a weighted list of criteria, none of which is required or sufficient for membership. Game, according to Wittgenstein, is such a notion, and others have asserted that species concepts are cluster concepts. Eleanor Roch pertinently discussed the likelihood of some category instances to be more prone to typicality in recognition than others these exemplars are defined as “prototypes”, she vexed that each category membership possesses an internal structure that ascribes features to the probability of expectations; also known as privileged properties or necessary properties.

Hence, the definitional approach and cluster approach remain short of containing category membership in isolation to family resemblance approach. Therefore, genre analysts are required to utilize an integrative approach that compensates the advantages of each. Fourthly , positioning, content ,and form within genre are governed by a set of conventions and constraints on tolerable and intolerable contributions among the discourse community , this latter is defined as the sociohistorical networks that emerge in order to work toward common goals and that are familiar with the specific genres that are utilized in the communicative pursuit of those goals ;in up a comprehensive genre are the properties of discourse communities rather than of individuals or other types of groupings in the larger speech communities. To this end, the rationale of genre stemming from the shared set of communicative purposes may give rise to set of conventions also known as norms and that influences in its constant evolving yet overall stability the composition and perception of genre as such.

The rationale behind genre dictates the schematic structure and the lexical syntactic resources that is, the underlying logic that governs discourse and the linguistic means of realizing it, however Swales described knowledge of that kind of system as a privilege due to the its irrelevance to communicative accomplishment. Finally, the nomenclature of genre employed by its discourse community is informational in that it adds to our knowledge of the communicative purposes in relation to professional and academic discourse community. The metalanguage that is exploited to distinguish classes of genre is closely related to classes of communicative events which are perceived as consisting genre, and which represents the rhetorical actions. some professional discourse communities may utilize pre-modifying nominals of purpose, qualifying exam, whereas other may refer to genre using purpose head-nouns such as grant applications; moreover, there are some genres that are categorized on account of the setting in which they occur such as final examinations.

As a result, the genre analysts are required to regard as likely the relevance of genre naming by reason of elevating understanding of communicative behaviour of a given discourse community. Genre naming regarding academic discourse is the product of institutionalized labelling rather than a result of a descriptive approach, further genre categories are transmitted from one generation of discourse community to another despite the substantial change, pertinently there are some oddities concerning genre naming such as generative genre which refers to the deliberate coinage of genre categories without claim to genre status, an exemplar of this phenomenon is Haiku sessions and specific and buzz group lectures. Elliptically and concisely ;genre is the a class of communicative events and communicative purposes recognized by member of academic or professional discourse community thus the rational underlying genre .

This latter guides the schematic structure of genre in terms of choice, content, and style. Genre membership is defined by the communicative purpose in this case described as privileged criterion, or by patterns of similarities in structure, style, content, and audience. Genre exemplars that constitute higher probability of expectations in regard to these similarities are considered prototypes. Furthermore, genre metalanguage is both inherited and produced by discourse community is ethnographic in nature and is indeed of further investigative effort and establishment. (Swales,1990)

2.5 Genre as Metaphor

Despite the precision in the former attempt to define genre ,ten years after John Swales revisited this definition under the pressure of uncompromising viability beyond time and disciplinary constraints ,hence he postulated analysing the definition using a metaphorical parameter for a more embrasive perceptive.in this respected genre is viewed as a frame of social action rather than the action per se ,drawing on Bazerman's understanding of genre ,it extends to cover forms of life , shapes of thought ,forms of life and patterns of meaning construction .Different to early formulation genre is modal for both actors of the communicative actors according to which they start molding their subject matter, rhetorical ,writing process and genre types of knowledge ,or succinctly discourse community knowledge and community practices or ,as Hyland describes disciplinary culture .additionally, genre can also be defined with the parameter of standardese .

Compared to language standards genre is perceived as offering a larger space for fluid dynamic choice than the static absolute linguistic etiquette, however as Devitte suggests that genre can be both constraints and choice, “both regularity and chaos, both inhabiting and enabling will enable students to use the power of genre critically and effectively.” (Dvitte,1997, p.54, as cited in, Swales,2004). In the bargain, another metaphorical endeavour for defining genre is that of biological species, despite the unarguable distinction between biological speciation and cultural genrefication, perspectives on the evolution of genre can stem from metaphorical comparative correspondence to the evolutionary theory

in biology, more precisely, the allopatric theory. Whereas distinctive species develop under the influence of geographical climatic boundaries, genre evolves accordingly under the pressure of either an individual effort, a group deterioration, or due to advanced technology within a certain location.

A variant factor ecological in nature as well is the related to the population pressure, genre may spread in response to the particular growing exigencies more or less desires of the community users. Moreover, resulting from the bridging between biological frames of categorization and cultural ones is the transmission of the classic debate between the opposing fractions; splitters and lumpers, from biology to language classification, particularly genre classification. Yet the taxonomy is not to be resolved in this context of cultural genre, it rather takes new parallel according to perspective, evidence and theory. Research articles; to illustrate, are simultaneously classed as one single unitary entity by lumpers by in dint of the unity of situation in which it occurs, and as two sub-categories by means of the distinctive textual resources, possibly experimental theoretical research articles. In addition, the discussion of genres memberships across the analogy of families combines Wittgenstein's philosophical take of family resemblance with Roch's experiments of "prototypes" as discussed earlier. Albeit, Fishlov's incorporation of biological theory into the earlier perspective accentuates the metaphors of shared genealogy among members of the same genre family thus bringing into knowledge that members of the family can retain characteristics of one another. Genre is also considered as literary institutions, by this virtue genre hold an institutional constitution beyond surface materialistic representation ,it rather represents a large complex network of traditions ,conventions and values that each typified in itself and that produces typified expectations on the part of a generic public and models of composition on the part of writers .Likewise , within the institutional configuration of genre roles are restrictively and typically assigned as they occur in frames of social action. Besides, the incorporation of speech act theory in the metaphorical analysis of genre is more apprehensible established in the view of literary genre.

Owing to the viability of speech act application, however the task of analysing texts in terms of performed actions takes on an indeterminate particularly in complex and relatively longer written discourses. Fishlov adds that the speech act metaphors are only applicable to texts which belong to distinctive communicative situations, this description includes conference abstracts genre in the research world. In the same vein Bazerman attempts to apply speech act theory to non-literary genre led him to approve the precision of rhetorical means and aim it offer to genre study. Nevertheless, he agrees with Fishlov about the philosophical abstractness that impinges speech act theory as compared to real world samples of analysis. The major attainment of this particular projection of Austin and Searle's framework is the directness that it brings to genre via generic exemplars. (Swales ,2004)

Brian Paltridge initiated the colloquium of expert commentaries about genre study across disciplinary boundaries by discussing the diversity of genre contexts. He ascertains that, genre can be

found in academic, professional, popular, and indigenous cultures, all of which value and own visual, musical, oral, and textual genres. He spoke specifically about the significance of social, cultural, and political assumptions in the production and interpretation of genres, finishing by emphasizing the relevance of ethnography in genre study conducted by both students and professionals. He adds that, genres are ways in which individuals use language to "get things done" in specific situations. A genre is more like an academic essay. Writers utilize language differently in their essays depending on the genre's goal and purpose, as well as the relationship between the writer and the audience. The expectations of the context in which the genre is generated influence how writers utilize language in that genre. To create a fresh text, writers also draw on their previous experiences with the genre. (Ann.J et al.,2006)

Ken Hyland (2005) defined the concept of genre as the term used to group together texts that represent the manner in which writers typically exploit language in response to recurring situations. Members of a given community are usually capable of conveniently recognizing similarities in the texts they use frequently and can draw on their repeated experiences with such texts to read, understand, and possibly write them relatively easily. Owing to the fact that composition is an expectation-based practice in which the reader's chances of interpreting the writer's purpose are increased if the latter takes the time to anticipate what the former might be anticipating, such predictions of reader need result from previous interaction with texts of the same type. Certain choices are regarded as effective ways of getting things done in familiar contexts, and it is through our repeated use of these conventionalized forms that we are able to develop relationships, form communities, and formulate our experiences. As a result, language is thought to be both embedded in and contributing to social realities. (Hyland,2005)

Christine Trady highlights the complexity of task concerning the analysis of genre viz its textual features, social actions, communities of practice, schemas of power ,and networks of operational modalities ,she considers what she describes as “ genre kinds of nexus” between social political textual dimensions of composition to be the primary interest of writing scholars for the exploration of genre. Therefore, Genre knowledge is also multidimensional, including domains like formal, rhetorical, process, and subject-matter knowledge. For experts, these domains interact and overlap, allowing them to have a deep understanding of genre and use that composed knowledge to manoeuvre genre for specific purposes. (Ann.J et al.,2006) .She maintains that genres are typified forms of discourse that arise reciprocating to a specific exigency that became regularized, when the discursive responses start to formulate expectations in the minds of users as a result of conformity , genre become recognizable by members of social group ,These expectations concern the linguistic structure, rhetorical strategies ,procedural practices ,subject-matter ,in addition to the identifiable ways in which all of the aforementioned aspects intersect.(Hyland & Platridge ,2011)

Bhatia (1993) introduced the concept of genre by establishing extensions of several aspects of

the following definition postulated by Swales,

“It is a recognizable communicative even characterized by a set of communicative purposes(s) Identified and mutually understood by the members of the professional 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 member of the discourse community to achieve private intentions within the framework of socially recognized purposes(s).” (Bhatia,1993, p.13)

Bhatia (1993) points out in spelling out this definition that, members of specialized community are credited with cumulative knowledge of genre resulting from long experience and training that which forms genre conventional internal configuration hence they are required to conform to specific genre boundaries while given liberties in exploiting rules within the boundaries to perform what he describes as “strategies” private intentions and individual effects. Also Genre is an ideally representative of the correlation between lexico-grammatical ,discoursal and functional means than any other linguistic variety .the conformity within genre stems out from the restrictions in tolerable contributions to the exclusion of non-members and neophytes ,according to Bhatia the restrictive creativity special to genre users accounts for the difficulty of interpretation of content relative to genre and, thus in validating analytical findings achieved without the assistance of genre users. Bhatia’s most remarkable analysis of the concept of genre is the incorporation of the psychological cognitive factor, in his words ‘the tactful aspects of genre’ often underplayed by previous accounts. He notes that genre structure is represents a casting a particular frame of experience or reality; hence different patterns of experience take different forms of genre structuring, different communicative goals, and different interpretative cognitive structuring of the experiences.

3.Conference Abstract as a Genre

There is a growing interest in developing knowledge of Abstracts and abstracting as an important genre among scholarly discourse communities recurrently among information scientists, library professional, cognition experts, artificial intelligence experts, scholarly researchers, professional abstractors, applied linguists and ESP practitioners. One major result of the involvement of multi-disciplinary endeavours is the variance of investigative methods and objectives in accounting for abstracts, which is produced by large existing body of literature that is marked by imprecise and detached exploitation of the concerning terminology. (Koltay,2010). Yet literature is considerably underdeveloped in comparison to that of research articles in both quantitative and qualitative terms. Swales (1990) explained the pre-eminence of research article over abstract study by the dynamic interrelationship of research process genres form in which research article takes the centre position whereas abstract an exterior one along with the rest of genres.

Tibor Koltay (2010) confirms the gap in the literature of accounts that offer a full coverage of abstract and abstracting in the English medium and that is particularly addressed to meet the exigencies of NNS. Swales interpreted the roots of this issue by acknowledging a past prevailing ideational and suppositional belief that knowledge of the composition of abstracts will stem from that of research articles, overlooking the fact that most NNS would choose to write their abstracts in English regardless. (Swales, 1990). Thereupon, Koltay offers a comprehensive multidisciplinary view-point to indicative and informative abstracts from a novel perspective. In this regard, he introduces abstract as a condensed document that is shorter than the original and that is representative of the content in the original. In the sense that it stands in for another text, an abstract is a representation (Cross and Oppenheim, 2006 as cited in Koltay, 2010).

Historically, the use of abstracts has become an accepted practice for garnering access to professional and scholarly literature synchronously with the change in a number of circumstances. The emergence of abstract as an information filtering tool began to take place with the expanding body of scholarly literature in hard natural sciences. They were attributed to a representative role to facilitate the reach for information from journal papers that is both compressed; relevant; and precise; notwithstanding to ensure the filtering of quality information, abstracting services in the print context are corroborated on an institutional level by editors and peers who possess knowledge of the field and its norms along with pertinent indexing services. The advent of web and digital database storage systems which allows access to a magnificent amount of scholarly information to researchers increased the value of abstracting as a knowledge discovery venture due to the quest of relevance in a quantitatively large database, hence abstracts to form persistent, consistent standards despite their mobilizing purposes. Pinto (2006) describes abstracts as highly powerful and sophisticated devices which can be used to find relevant information with the assistance of metadata, to aid the searching operation. Whereas Chan and Foo (2004) defined them as tools for the transfer of information.

The usefulness of abstracting substantiates; succinctly, in the operation of core scholarly discovery of knowledge on the basis of importance, relevance and accuracy, it's also time saving as it increases the speed of informational retrieval, and aiding in providing support to metadata and user-generated folksonomies. Abstracting defined as the process which involves encoding and decoding conditioned by the knowledge of rhetorical conventions, critical thinking skills, careful reading, and summarization and synthesis of information. Koltay (2010) notes it represents the highest form of literacy activities. In the same token Kilborn (1998) defines; "abstract is a text that contains the most important content of an already existing text in a concise, condensed and abbreviated form.", Koltay (2010) also defined genre as a generic term that covers the spectrum of derived text genre, all of which is which related to an original text (primary text) that represents the source of knowledge.

This latter is longer and called as a maxi text, while the derived one is called mini text and is

smaller in size, their relationship is that of extension in terms of linguistic behavior ,conceptual and terminological systems ,and the concrete subject matter (content) ,however it can take three main distinctive forms ;following Gläser (1993) and Rothkegel (1995) distinction, author abstracts are the forms of mini text that is produced by the same author of the maxi text and that does not necessarily pre-exist one another .when the maxi text is published without an abstract the task is assign to abstractors to produce a mini text that derives knowledge from the source which may not historically relate. The third case which is that of conference abstracts; is the when the mini-text namely abstract predates the maxi one in this case it becomes a source of knowledge to the original text. (Koltay,2010).

Moreover, de Beaugrande and Dressler (2002) postulate defining abstracts through the establishment of the standards of textuality marking abstracts as a communicative event and which they identify as the following: cohesion, coherence, intentionality or the attitude of the producer, acceptability or the attitude of the receiver, informativity, situationally, intertextuality.

The main characterizing quality of abstracts is according to Tibor Koltay (2010) is the length, he discusses the indefinite nature of length in abstracts as it exigently remains shorter than the original ,the exact number of words endures a dissonance among scientists depending on the language, the physical availability ,and the length of the original in addition to journals editors policies .However the brevity of abstracts opposing to that of executive summaries ,annotations ,or synopses is carried out in a neutral style and tone detached from the original source in this aspect .The overall function of abstracting ;despite the complexity disseminating those functions, is to help research communication by offering a basis for judging interest ,pertinence and an evaluation of complexity in a time-saving manner.

Fidel (1993) suggests three functions of abstracts, to offer orientation to users; to provide an overview for to keep up to date; and to serve as a source of information. (koltay,2010).Koltay divides functions into strict and additional functions , he summarized the strict functions in the localization function ,which refers to the signalling task abstracts perform ,the retrieval function ,beyond localization abstracts relate retrospectively to the source aiding the researchers to arrive at the most relevant literature ,and the substitution function ,it refers to the viability of abstracts in replacing the original texts ,although this latter remains a point of debate among scholars .The additional functions according to Koltay revolve around the interlinguality of abstracts which widens the audiences through transcending the language barrier ,irrespective of non-native research community abstracts can act as a preparatory to the actual content ,reminders of content in post reading stage.

He adds that, abstracts are domain dependent as they reflect a domain dependent source , and goal dependent in that many abstracts can be derived from the original source depending on the user needs .In regard to the structure of abstracts ,there are two main elements that constitute the dual

structure of abstract .First ,the inner structure of abstract consists of the schema of the distribution of information within abstracts, ergo it reflects the disciplinary variations of the original source, traditionally abstracts within hard sciences are marked by a well-defined standardized inner structure than those pertaining to humanities ,attributable to the experimental nature therefore to the information needs and its articulation .The most prominent informational scheme is known as the IMRD (introduction ,Method ,Result ,Discussion ,Conclusion) which reflects succession of information from specific to general or vice versa (Turner,2003 as cited in Koltay,2010) .On the other hand ,while the IMRD is still commonly acknowledged as format of structure there are some exceptions that come to exist as a result of the vastly growing utilization of promotional strategies.

As a case Samraj (2005) examined abstract structure belonging to conservation biology and concluded that the method section is not frequently used. The outer structure however, consists of the title, the bibliographic data and other additional elements such as, thesaurus descriptors, keywords, The name or the initials of the abstractor (Aucamp, 1980; Pinto, 1992 as cited in koltay,2010) however, it is important to note that author abstracts are excluded from this latter i.e., the outer structures since they are not separated from the original source. (Koltay, 2010)

Interest in abstracts for applied purposes has been motivated by an attempt to disseminate them as multifunctional texts this involves accounting for their underlying linguistic rhetorical mechanisms proceeded by drawing implication to come up for the insufficiency of information specifically in practical grounds. The study of abstracts besides can inform about the gate keeping practices of a given discourse community. (Swales,1990) for this reason it is important to arrive at a well-defined and an accurately established understanding of abstracts. Hence Koltay postulates that.

“An abstract is a text that reflects the most important information of an existing (primary) text in a form shorter than the original. The importance of information is decided from a pre-defined viewpoint, which enables the abstract to serve informing (informational) goals.” (Koltay,2010, p.30)

Abstract share communicative purpose that is both well-defined and mutually understood by members of the consuming discourse community.(Bhatia,1993) Although it represents an undeveloped area of research ,investigating abstracts discloses the prevailing practices of a certain discourse community ;contributors and audience specifically in relation to gate keeping decisions the case of conference research proposals.(Swale,1990) The American National Standards Institute (ANSI) defines, “An abstract is an abbreviated ,accurate representation of the content of a document ,preferably prepared by its author(s) for publication within it.” (ANSI,1979, p.1 as cited in Bhatia ,1993, p.78). this particular function is foregrounded in the use of conference abstracts.

Conference abstracts (CA) according to Swales and Feak (2009) is a distinctive genre due to the context within which it occurs and to the purpose it serves; CA as opposing to research article abstract is a freestanding self-sufficient text that although attends to the traditional “ex post facto” role

of abstracts (Swales,1990) represents independently the only criterion of approval or refusal along with other attendant decisions in the context of research. The independency of CA entails the use of an independent title that refers directly to the abstract .As for the purpose CA serves a competitive climate in which it demonstrates a promotional capacity for selling the subject research paper as interesting and impressing to an adjudging program committee .CA supplements a public announcement committing conference slots in addition to attendance funding ,which decides the length of the text and the breadth of the topic .furthermore ,CA are submitted antecedently to the conference program panel followed by a blind review in which the content.

Thusly , the writer is scrutinizingly assessed that is why Ken Hyland (2009) describes CA as “a occluded genre”, so complying with this overall purpose writers are required to fulfil the claim of competence ,originality ,interestedness ,and innovation ,all of which to serve the persuasion of members inside the disciplinary community ; a powerful abstract is that which successfully assigns value to the disciplinary context surrounding the research “an insider ethos through the use of terminology, special topoi, and/ or explicit or implicit references to the scholarly literature” (Berkenkotter & Huckins ,1995, p.102 as cited in Hyland,2009,p.82). Substantiating the statement of competency on the part of the researcher and of interestedness carried out by his work requires; prior to the display of novelty through proper topic and approach selection, a well thought out and carefully framed research problem (Hyland,2009). Whether or not these requirements are met by researches will influence accordingly the decision of the reviewing panel.

3.1 The Structure of Conference Abstract

Swales established move analysis as a text analytical tool in 1981 as an integral part of the broader approach, genre analytical framework (1990). It is considered as “a subset of genre analysis as it examines discourse by concentrating on its organization” (Biber et al., 2007, p.25). In the same vein, investigation of genre analysis through rhetorical moves is actualized through drawing connection between the discourse structure of text and its communicative functions. (Biber et al., 2007) Moves, then are discursive or rhetorical units fulfilling coherent communication roles in texts and whose “linguistic realizations may be very variable in length and in other ways” (Swales, 2004, p.229). In the international Journal of Research studies (2015) Swales notes that an individual move is “at one extreme, can be realized by a clause, at the other by several sentences. It is a functional not a formal unit». In the same Journal, Nwugu (2015) defines moves as, “a text segment made up of a bundle of linguistic features (lexical meaning, propositional meaning, illocutionary forces, etc.) which give the segment uniform orientation and signal the content of discourse in it”. (Asghar.S.A et al., 2015, p.58)

Ding pertinently defines move as “a functional unit in a text, being related to the overall task, which is used to identify the textual regularities in certain genres of writing.” (Ding, 2007, p.369) Steps, on the other hand, are a collection of text fragments that realize the move in such a way that “the steps of a move primarily serve to achieve the aim of the move to which it belongs” (Biber, et al., 2007, p.24). The fundamental difference between moves and steps is that at the step level, the interpretation of a given text section is frequently defined in more explicit terms than the move one. Swales' primary motivation for developing this text-analytic approach was to assist advanced NNS of English in improving their literacy skills of RAs in English. Many researchers developed pertinent variations of this kind of analysis to reveal the underlying generic structure of many other academic, professional, and general genres, in addition to RA parts.

The identification of the language elements distinguishing the numerous RA rhetorical moves has also been a primary goal of move analysers, typically for pedagogic objectives also known as function-form research studies. As a promotional genre, the conference abstract is not only a matter of telling, as suggested above, but it also has a role in gatekeeping processes (Swales, 1990) and selling the article. In fact, in the case of conference abstracts, the promotional value is contained within the expository function it represents to the original researchers work. It determines the approval or rejection of the paper as well as attracting the conference attendees to a presentation; these, in turn, can garner conveniences for the author(s) such as professional promotion, financial support to attend the scientific event), accessing academic research networks, and communicating with peers (Samar, R.G et al., 2014).

There are other compelling reasons to investigate the under-studied genre of conference abstracts and related genres. The first is the scarcity or inadequacy of existing accounts of abstract macro- and microstructure. Many academics have proposed a four-way model for macro-structuration

based on a similarity between abstracts and the supporting text such as introductions and grants .e.g.,(Bhatia ,1993), whereas other models have been introduced that range from three to five constituting fragments (Samar, R. G et al.2014) Nevertheless , Using robust Move and Step models like those of Swales (1990), the micro-structure of different rhetorical portions of abstracts can be thoroughly examined .However there remains a significant gap in research that investigates the statues of rhetorical culture in conference abstracts in Algeria the scarcity of comprehensive works and frames, and the growing interest of novice and/or non-native academics in attending and presenting at international events.

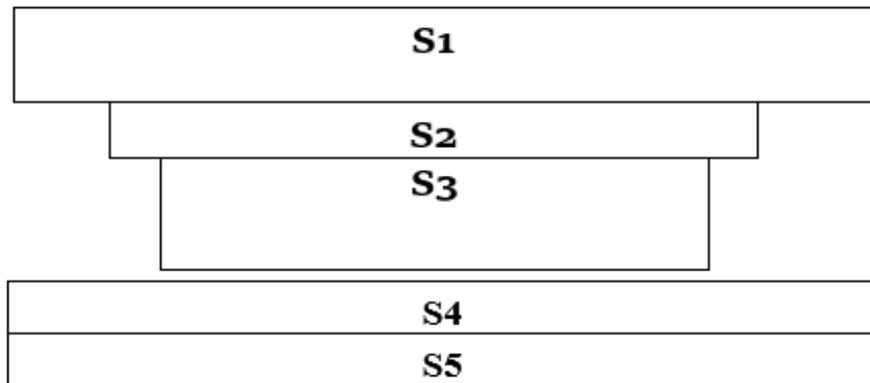
Swales and Feak (2009) in this regard suggest a six-move model that meets the rhetorical configuration of the preponderances of continuous CA exemplars. This model is reflective of the Introduction – Methods – Results – Discussion – Conclusions schemes, this structure is particularly common in publications that report experimental research, the rationale of which can be compared to the general shape of an hourglass - from general to specific, then back to general (Turner, 2003 as cited Koltay ,2010). see Figure 3 Each of these moves consists of attendant steps that signal the shift in rhetorical behaviour across the model.

Figure 2 The organization of conference abstracts according to Swale & Feak (2009)

Outlining/promoting/problematising the research field or topic	
Move 1	
Move2	Justifying this particular piece of research/study
Move 3	Methodological, demographic, or procedural comments
Move4	Summarizing the main findings
Move 5	Highlighting its outcome/results
Move 6	Further observations (implications, limitations, Recommendations, Future developments)

Note. This figure demonstrates the typical succession of rhetorical moves in CA following the IMRC structural organization.

Figure 3 the succession of rhetorical moves from general to specific (The hourglass structure)



Note. The shape of CA microstructure narrows down as it moves from outlining, setting the background and introducing the aim towards the summary of findings however, it widens again in the last sentence to identify limitations, foreground recommendations or to state an observation nor to state the overall conclusion all of which remains broadly open -ended.

4. Conclusion

To sum up, this section covered a large theoretical perspective, set focus on a number of definitions and concepts pertinent to the aim of the present study such as the notion of academic discourse and attendant issues. the equivocality in defining genre and thus the progress of genre analysis as a multidisciplinary investigative framework. It also presented the existing literature concerning abstracts and conference abstracts in particular relative to its user communicative purpose, discourse community, multi-layer functions and micro structure. afterwards it provided a brief overview of move analysis in its variation that concerns conference abstract, pre-eminently Swales and Feak (2009) move structure model.



CHAPTER II: Methodology and Results

- Introduction

The purpose of this chapter is to introduce the research methodology of the current study which has two inter-related objectives set within the context of genre analysis:

1- Identifying the rhetorical pattern of the ILAC abstracts in terms of frequency, length, and sequence.

2- Determining the extent of correspondence of the rhetorical pattern to the model advanced by Swales and Feak (2009).

It stresses the analytical methodology used to analyse CA(s) by presenting the research methodology design, corpus description and corpus analysis procedures and techniques. This section will provide details of the research strategy adopted to address the research issue identified as determining the frequency, sequence and length of rhetorical moves in the CA (s) written by local researchers in linguistics. Together with the means of collecting, processing and analysing data including the sampling approach to be adopted. Furthermore, the reader will be directed towards the challenging limitations of the selected research strategy and its implementation.

1. Research design

The underlying philosophy of the present study is based on interpretive understanding of rhetorical structure of CA(s) produced by local researchers; hence it adopts an exploratory descriptive aspect of understanding the current research problem. In essence, the research implements the mixed method to analyse and report data. The combination of quantitative and qualitative method is an established tradition in the investigation of moves across text structure and in corpus studies in general to identify patterns across a selected corpus, producing generalizable observations about the target register, data collections are analysed quantitatively and qualitatively leading to comparisons across genre registers. (Gray & Biber, 2011) this is opposing to the earlier investigative tradition that confined analysis to qualitative descriptions of a small number of texts in isolation. Biber et al. (2007) as cited in Hyland and Paltridge (2011) vexed the benefit of integrating quantitative analysis of large corpora with qualitative descriptions. Furthermore, Gray and Biber (2007) note the contribution of this methodology in future studies in adding to our knowledge of the varieties of register and the comparison of their text structure in particular. In a broader canvas, the combination of data entails the maximization of the validity of data. Contextualized detailed insights granted by qualitative data and generalizable ones by quantitative data creates a complementary design where each method mitigates the shortcomings of the other. Therefore, the mixed method assures generalizability,

contextualization and credibility of data coverage .in addition to its convenience and applicability to corpse analysis studies. In this present study quantitative data were followed by qualitative descriptions in order to generate insights about the use of move structure in the corpus abstracts against the model advanced by Swales and Feal (2009).

2. Corpus description

The corpus of this study consists of 40 CA(s) extracted from The First International Applied Linguistics virtual Conference (ILAC)(2021) entitled as “Improving Reality Through The Lens Of Linguistic Theory” in KMUO ,Department of English language (2021) .They were produced by Algerian academic scientists, researchers and research scholars in the field of linguistics in a variety of sub-interdisciplinary branches ex. sociolinguistics ,discourse analysis, psycholinguistics ,lexicography , bilingual language education and other related fields .The 40 abstract text were selected from the total of 79 text present in the catalogue of the conference ,the study excluded text abstracts that belong to the fields of literature and translation ,texts that are produced by non-Algerian researchers and texts that belong to (secondary) non experimental papers such as review articles and perspective ,opinion or commentary articles .The purpose behind the restriction to Algerian researchers relates to the main objective of this study which is to provide a diagnostic insight on the rhetorical organization of abstracts in a local context thus, to expand understanding on the local academic rhetorical culture and set the stage for further pedagogical implications .The confinement to a corpus of 40 text only adheres to the impositions of the limited time however ,to come up for this limitation enlarging the size of the corpus body to more than 40 is a major requirement .Further ,the use of text abstracts pertaining to linguistics only to the exclusion of literature and translation is due to the asymmetry of the number of available samples present in the conference catalogue which would flaw the accuracy of findings .All of the abstracts were submitted , blind peer-reviewed and published in a special issue (during 2021) by members of the conference committee in the English department of KMUO. Thus, the selection is purposefully conducted to ensure unveiling the rhetorical characteristics namely the sequence and organization of moves. The description of the corpus is set out in Table .1

3. Corpus Analysis

3.1 Analysis Procedures

The present work aims at identifying the frequency, sequence ,and length of rhetorical moves in the CA(s) written by local researchers in linguistics pertaining to the IALC virtual conference organized by KMUO .As precedingly noted, this study employs the mixed method to report the outcome of the analysis .combining both quantitative method in identifying the number of occurrences of moves across the total number of the corpus units and the average number of

independent clauses used by abstract writers for each move thus it reaps numerical data ,and qualitative in providing descriptive interpretive inferences from the text data .

The analysis relies on content analysis, which is an established analytical tool that has been used in its early applications to identify the frequency of specific words across texts. by the mid-1950s content analysis developed to permit the identification of not only words but also concepts. Berelson (1952) defines it as “A research technique for the objective, systematic and quantitative description of the manifest content of communication.” (Berelson, 1952 as cited in Nabi & Ait hammouda ,2015) .in the same vein Holsti (1968) describes it as “Any technique for making inferences by systematically and objectively identifying special characteristics of messages.” (Holsti, 1968 as cited in Nabi & Ait hammouda ,2015). Content analysis allows the detection of words and grammatical constructions that attend to a specific communicative goal, particularly in its relational variety content analysis expands term level to identify sentences that express generic communicative function.

This latter according to Palmquist et al .(1997) relational content analysis exceeds the identification of predetermined terms in a given genre to the generic ideas and themes relating to a specific communicative function (Colorado University ,2004 as cited in Nabi & Ait hammouda ,2015) .Relational content analysis is highly reliable tool of analysis granting that the coder minimizes the margin of error by stably re-coding the same data in the same way over a period of time also by ensuring the correspondence of classification to a statistical standard or norm and that a group of coders arrive at the same classification categories membership, that is reproducibility and accuracy. It is also valid in that it comprises closeness of categories, generates conclusions and offers generalizable results to a theory. a further use of relational content analysis is that it explicitly examines communication using texts, it offers both qualitative and quantitative analysis, allows a closeness to data coded form of the text which can be statistically analysed. it also represents an unobtrusive means of analysing interaction; it generates insight into complex model of human thought and language use. relational content analysis if executed properly, is regarded as a relatively "exact" research method because it is a simple and economical research method.

Coupled with other research methods such as interviews, observation, and archival records content analysis becomes a powerful tool which is extremely useful for analysing historical data, particularly for documenting trends over time.(Colombia University,2019) .To this end this research method is best suited to the investigative line of this work .Relational content analysis assists move analysis by reducing texts to categories of communicative functions ,and it offers a model of measuring the strength of relationships between these categories ,in this frame of reference moves ,sign of

relationships either negative or positive and direction of relationships X implies Y ; X proceeds Y, X is the primary motivation to Y. (Colombia University, 2019) .

Relational content analysis was used to dissect the rhetorical macro-configuration of abstracts which is composed of a sequence of moves, which likewise consists of a set of attending steps that authors use to perform communicative functions. Both moves and their corresponding steps were developed in the analytical framework introduced by Swales and Feak (2009). To conclude the meeting of relational content analysis and move analysis corresponding to the model advanced by Swales and Feak (2009) grants relevant information fulfilling the research objectives of the present study. To embody the mixed method the data corresponding to moves were manually collected and processed statistically in percentile frequency measures across corpus with a median of respective IC followed by an observation, description and interpretation of the corpus texts.

3.2 Techniques of move identification

The identification of moves was conducted through the application of the earlier mentioned method in reference to the model proposed by Swales & Feak (2009) ,the execution involved apprehensive scanning of each individual text .this process consisted of reading for 5 to 7 times in a row ,preparatory reading , identifying the moves ,colour coding each move , separating similar moves namely M1 and M2 ,M4 and M5 , identifying the number of independent clauses for each move , identifying the sequence and finally analysing the IMRC structure and marking further observations on the organization of moves (e.g., “see Appendix A”).

Swales (1990) claimed in his original formulation of genre theory that, in addition to having a prototypical schematic structure, a genre's various communicative functions (moves and steps) exhibit typical conventionalized verbalization patterns (realizations) that, similar to the schematic structure, are recognized and perceived by members of the discourse community. Swales and Feak (2009) Nevertheless did not address elaborately the specific strategies of tagging the respective moves. Addressing this issue, Paltridge and Starfield (888) discussed in their examination of dissertation introductions the use of typical of words and phrases, verbs, adjectives, noun phrases and other forms of meta-discourse to signal the shift between moves. Similarly, this study followed the same conduct to analyse sample texts. The following are instances extracted from the corpus.

Move 1:

This study opts for

This study has been carried out with the aim to

The current study aims at

This paper tackles the issue of

The interest of the study lies in

The study reviews

Move 3:

We distributed questionnaires

Data was gathered by

Twenty students were administrated questionnaires

To answer the above questioned x was selected

A pre-experimental design was seen appropriate

The study conducted explicitly uses

The present study implements

This quasi-experimental research uses

Move 4:

Results reveal /demonstrate /show

The gathered /collected data show that

The findings revealed

Findings indicated that

Move 5:

It was concluded that

I will conclude

In the light of the results

All in all

The study shows

To this end

Move 6:

One potential use of the study findings is

This paper opens the door for ...

The study will highlight

on the light of the results

The study recommends

Several implications can be summarized

However, the expression of moves is not always linguistically explicit, which explains the absence of M2 from the above-mentioned exemplars, this latter tends to be subject to authors creative composition strategies see. Section 3. This issue reflects the role of cognitive interpretive agent discussed by Bhatia (1993) as the analysis of moves depends essentially on illocutionary perception. This issue has been compensated for by referring to a double-check by an expert in

the field. Additionally, the use of independent clauses as indicative of the length of each move is not detached from the consideration that there is a generalizable proclivity towards the use of complex and complex -compound sentences across corpus texts, despite the variation in the stylistic choices ranging from exhaustive elaboration to concisely stated information. To conclude. The identification of moves was manually executed upon understanding of meaning and perception of forms and structures representative of the six -move model.

Table 1 The analysis of move structure according to Swales and Feak (2009)

number	Moves - x	M 1	M 2	M 3	M 4	M 5	M 6
1	M6- {M4.M5.M6}	6	1	6	//	//	//
2	M6- {M2}	3	//	3	2	1	1
3	M6- {M2}	4	2	2	1	3	1
4	M6 /M6	1	1	1	4	2	//
5	M6- {M6}	7	1	3	2	1	//
6	M6- {M2 .M6}	3	//	1	1	//	1
7	M6- {M2.M4}	5	//	1	//	1	1
8	M6- {M2.M4}	5	//	2	//	1	//
9	M6- {M2.M5.M6}	6	//	2	2	//	//
10	M6- {M2.M5.M6}	3	//	1	//	1	//
11	M6- {M3.M4.M5.M6}	4	1	//	//	//	//
12	M6 /M6	3	2	1	1	1	1
13	M6- {M2}	3	2	1	1	1	1
14	M6- {M4.M6}	6	3	3	//	1	//
15	M6- {M5.M6}	5	2	3	//	1	//
16	M6- {M3.M4.M5}	3	2	//	//	//	1
17	M6- {M2}	6	//	1	1	1	3
18	M6- {M3.M4.M5.M6}	11	11	//	//	//	//
19	M6- {M2.M4.M6}	2	//	1	//	1	//
20	M6- {M2.M4}	2	//	1	3	//	1
21	M6- {M5}	5	5	1	1	//	1
22	M6- {M2.M4}	4	//	3	//	1	1
23	M6- {M2.M5.M6}	1	//	3	4	//	//
24	M6- {M2}	3	//	1	1	1	1
25	M6 /M6	5	1	2	1	1	1
26	M6/M6	2	2	1	1	2	2
27	M6- {M2.M3}	5	//	//	//	//	//
28	M6- {M2.M3.M6}	2	//	//	3	1	//
29	M6- {M2.M4.M6}	2	//	1	1	1	//
30	M6- {M2.M6}	1	//	5	5	1	//
31	M6- {M2.M6}	3	//	1	1	1	//
32	M6- {M2.M4}	6	//	4	//	1	1
33	M6- {M5}	3	3	4	5	//	1
34	M6- {M2.M3.M5}	3	//	//	3	//	2
35	M6- {M4}	5	2	3	//	1	//
36	M6- {M3.M4.M5}	5	2	//	//	//	1

37	M6- {M2.M4.M6}	6	//	Phr.	//	1	//
38	M6- {M4}	3	2	Phr.	//	1	//
39	M6- {M4}	5	2	1	//	1	1
40	M6- {M2.M6}	3	//	5	1	3	//

Note. This table demonstrates the frequency of rhetorical moves within each abstract text; it shows both present and absent moves in addition to the number of IC that constitute each move

4. Methodological limitations

This study has potential limitations, The first is related to adopted approach; move analysis is an informational analytical apparatus however in order to grant more inclusive insights a combination of the modern meta -discourse analysis as a bottom- up and the more traditional move analysis a as top- down , hence a multi-dimensional approach can maximizes knowledge of the rhetorical structures used in CA (s) and strengthen the investigative line of the current study .The second one is related to the sampling size ; the size of the corpus remains insufficient for producing statistical measurements .Finally, The study is confined to CA (s) that were produced in English language only ,therefore it is recommended to:

1. Conduct an analysis of metadiscoursal features to assist move analysis.
2. Enlarge the size of the corpus to more than 40.
3. Expand the sample selection to involve other languages.

5. Results and discussion

This section reports the quantitative and the qualitative findings of the research study. this later carried out move analysis on a corpus of 40 text representing the CA(s) submitted and approved by the IALC virtual conference at KMOU. The corpus was analysed with regard to the frequency, sequence and length of rhetorical moves as present in Swale and Feak (2009). Data are summarized in quantitative findings followed by qualitative discussion.

5.1 Quantitative results

Simple percentile frequency and median statistical analysis was used to grant the following findings.

5.1.1. The percentile frequency of moves across corpus

- 100 % of the analysed corpus abstracts used *Move 1* to express promoting, outlining, and problematizing
- 45 % of the analysed corpus abstracts used *Move 2* to express justification.
- 75 % of the analysed corpus abstracts used *Move 3* to report their methodology.

- 55 % of the analysed corpus abstracts used *Move 4* to report their research findings.
- 65 % of the analysed corpus abstracts used *Move 5* to report their research outcome.
- 47.5 % of the analysed corpus abstracts used move 6 to state further observations, implications, limitation and future investigations.
- Move 1 and Move 2 combined represent 42.5 % of the corpus texts.
- Move 4 and Move 5 combined represent 32.5 % of the corpus texts.
- Unstructured abstracts that deviate from the IMRC structure represent less than 3 % of the corpus body.
- Abstracts that strictly represent the model structure represent only 7 % of the corpus body.

Figure 4 The rate of move occurrences across the corpus

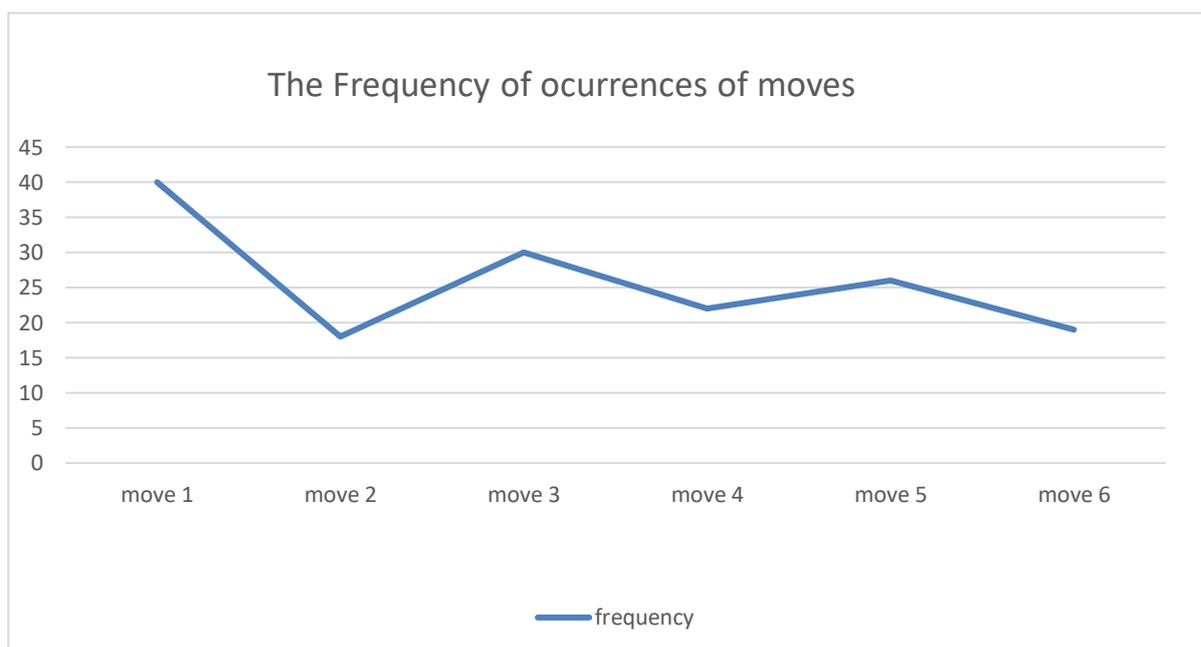


Table 2 The average number of independent clauses used in each individual move

Move	The average number of IC	Smallest number	Largest number
Move 1	4	1	11
Move 2	2	1	11
Move 3	2	Phr.	6
Move 4	1 to 2	1	5
Move 5	1	1	3
Move 6	1	1	3

Table 3 The sequence of moves presence across corpus

Abstracts	The order of moves occurrences
1	1-2-1-3
2	1-3-4-5-4-6
3	1-3-4-5-6
4	1-2-3-4-5-2-9
5	1-2-1-2-3-4-5
6	1-3-4-6
7	1-3-5-6
8	1-3-5
9	1-3-4
10	1-3-5
11	1-2-1-3-4-5
12	1-2-3-4-5-6
13	1-3-4-5-6
14	1-2-1-3-5
15	1-2-1-3-5
16	1-2-1-3-5
17	1-2-1-4
18	1-3-4-5-6
19	2-1-2-1-6
20	1-3-5
21	1-3-4-5
22	1-3-4-5
23	1-2-3-4-6
24	1-3-5-6
25	1-3-4
26	1-3-4-5-6
27	1-2-3-4-5-6
28	1-4-5-1
29	1-4-5
30	1-4-5
31	1-2-1-4-5
32	1-3-4-5
33	1-3-1-4
34	1-3-5-6

35	1-2-1-3-4-6
36	1-4-6
37	1-2-3-5
38	1-3-1-4
39	1-2-3-1-5
40	1-2-1-3-4-5-6

6. Discussion

The present study builds on corpus- based genre analysis to dissect the use of rhetorical moves across CA(s) written by local researchers and pertaining to the first virtual conference at the English Department at KMUO. The main focus of the study was to describe how did participants in the conference organize their abstracts schematically in order to meet the purpose of selling and summarizing their research. Move analysis was conducted on each of the corpus texts corresponding to the model advanced by Swales and Feak (2009) which comprises six individual moves embodying the broader IMRC abstract structure. The overall results demonstrate a perceptible variation in the frequency of occurrence of certain moves, in the space occupied by each individual move, and in the sequence of moves as present in the model across the corpus.

Data suggests that in terms of frequency of occurrence across the analysed corpus of abstracts Move 1 is the most static among the total of moves constituting the schematic structure of texts. All authors performed Move 1 in order to achieve the purpose of outlining their research question (s), to establish their research problem within disciplinary context, to identify gaps in literature ;to compare and contrast existing literature respective to their research question, and to promote their research through the display of value of their research problem and aims ;thus move 1 is the most reflective of the competitive nature of CA (s) .Authors tend to assign the first move to a core position within the organization of their abstracts ,this remains true for all the instances that have been analysed. As for the occurrence of other moves it was discovered that the corpus abstract do not strictly correspond to the model advanced by Swales and Feak (2009) ,some authors tend to neglect move 2 which consists of introducing a justification for their research study and providing reasons for rendering their research questions , they also tend to neglect to a greater extent move 6 ,there is a preference towards finishing their abstract text with the statement of findings ,and without providing potential research implications, supplemental observations or perceived limitations. To conclude, whereas as move 1 and move 3 tend to be invariably and consistently performed, the analysed abstracts consist of varying structure of moves which do not strictly correspond to the six-move model given that some moves are recurrently deleted such as move 2 and move 6. As for frequency the most frequently used move is move 1 while the rest of the moves are respectively move3, move 5, move 4, move, move 6, and

finally move 2.

Findings reveal that there is a significant range in the space occupied by each individual move, while this observation remains independent of the macro-structure reference to length usually governed by the submission policy line. In addition, the model does not expound on the length of each move. However, while there is a proclivity towards elaboration of exposition in the first move. The display of the research methodology varies from straightforward concision such as abstracts (1.4.6.7.10.12) to elaborate detail of research type, adopted methods, description of the case study, data collection procedures, data analysis procedures; abstracts (22.37.16) used compressed constructions to describe their research methods such as:

- The aim of the paper is ...via reviewing the findings of previous theoretical and empirical research that tackled the subject
- A triangulation is planned to collect data so that the issue at hand is comprehensively approached.
- A semi-structured interview has been administrated to the teaching staff.

Whereas abstract 19 as an instance, used the following construction to describe the research methodology.

The study conducted explicitly uses most of the basic tools of social interactions; such as body movement, gestures, facial expressions, eye contact; head movement imitation, intonations, proxemics, observations, and specifically native-like language from the teacher; The current experiment includes a sample of 4 oral expression classrooms that were monitored;2 of them with unchosen teachers that relied on the traditional presentation and peer review fuelled methods. And other 2 classrooms with chosen teachers with native-like English speaking that were instructed to emphasized on including natural pedagogy tools.

The statement of the main research findings and outcomes in the fourth move tends to be confined to one single sentence across the analysed instances. Moreover, the statement of further observations, implications and limitations tend to be one sentence long as well .In sum all authors of the analysed abstracts tend to favour elucidative development of their abstracts throughout the performance of move 1 and inconsistently move 2 .they also exhibit diverse preferences of elaboration in the statement of their methodology , while some abstracts offer a detailed outlining of their adopted research strategy other favour brevity in stating the foremost key procedure to their paper ,thus these later show more adherence to the selling character of CA(s). Both research findings and outcome (move 4, move 5), and conclusion (move 6) seem to occupy the least space in the instances in which they were performed with the average of one sentence used for each. This particular observation

relates in much of its interpretation to the information about the sequence of move within the broader IMRC structure model.

Data also reveal in terms of the sequence of moves relative to their respective communicative functions within abstracts that the majority of corpus texts adhere to the traditional micro-structure of abstracts described as the hour-glass organization following the I=Introduction=method=results, C=conclusions discussed in the literature section. However analysis shows that despite the absence of egregious violations of the six -move model ,there is a proclivity towards the integration of certain moves into one unit .The evidence shows that in almost half of the instances in which move 2 was performed ,it occurred unified with move 1.In the same token, move 3 and move 1 appeared merged in abstracts (33.37.38.23).In conclusion the sequence of moves employed by authors of the analysed abstracts corresponds to the model developed by Swales and Feak (2009) ;that was discussed in the literature of the current ,work in the majority of exemplars .This statement remains true in the exception of abstract 28 that follows the following sequence move 1-move 4 -move5-move 1 .Therefore deviated from the sequence identified in the model .

7. Conclusion

The purpose of this study was to find out about the organization of the rhetorical patterns employed by authors in the composition of their research papers CA (s) and to measure the extent in which they successfully match the predicted moves identified by Swales and Feak (2009) It was aimed to analyse, describe ,and explain the organization of moves in the matter of how frequently used are the moves, what is the sequence of the recurrently used moves ,and how much space does each move occupy in terms of independent clauses or stand-alone sentences.



General Conclusion

General Conclusion

1. Summary of the Major Findings

This study touched upon an aspect of rhetorical and academic writing in genre analysis implementing genre and corpus integrative analytical framework. with the intention to line with genre analysis as proposed by Bhatia; “the study of situated linguistic behaviour in institutionalized academic or professional settings in terms of typification of rhetorical actions(...); regularities of staged, goal-oriented social processes(...); or consistency of communicative purposes (. ...)” (Flowerdew ,2008, p.22). Therefore, the main objective of this investigation was to develop knowledge of the rhetorical move pattern employed by researchers in their composition of CA (s) at a local context against the model advanced by Swale and Feak (2009) and which identified six standard move units. The pattern of moves in this study consists of information about the frequency of moves, the sequence of moves and the space occupied by each individual move. To achieve that purpose the following research questions were outlined:

1. What is the rhetorical pattern used in the ILAC CA(s) in terms of frequency, length, and sequence?
2. To what extent do the ILAC CA(s) conform to the model advanced by Swales and Feak (2009)?

In the course of generating answers to the above-mentioned questions two major hypotheses were advanced with consideration to the potential variation in CA (s) move length.

1. Rhetorical moves may vary in frequency across the ILAC CA(s).
2. The sequence of moves may correspond to the model advanced by Swale and Feak (2009) across the ILAC CA (s).

To conduct this study, 40 text representing CA (s) produced by local researchers in the field of linguistics in the context of the IALC (2021) at KMUO were analysed, all were submitted and blindly review by the respective conference committee. To identify moves across the corpus, The analytical framework developed by Swales and Feak (2009) was used. It identifies six different moves that constitute the rhetorical configuration that serves the competitive environment and promotional capacity for selling the subject research paper to an adjudging program committee as interesting, novel and innovative. Ergo, it is critical to adhere to the order and consistency of moves in order to achieve the purpose of the composition of CA (s).

Accordingly, relational content analysis as an established analytical procedure was used to substantiate move analysis, it rests on the recognition of generic lexical and grammatical constructs corresponding to functional communicative units, allowing to identify the present and absent moves in the selected text, and the sequence of moves. As for the length it was decided to measure the space of

General Conclusion

each individual move utilizing the number of independent clauses present in each.

The results were reported utilizing multiple methods qualitatively in the form of tables, statistically in the form of percentile frequency, followed by a qualitative account. It was found that apart from two instances, all the selected abstracts neglected one, two or three moves. Concerning the frequency of occurrence of moves .it was found that the most frequent and least frequent moves are respectively move 1 move3, move 5, move 4, move, move 6, and finally move 2. Move1 and 3 were the most consistently performed. Whereas move 2 and 6 were the rarest. In terms of length of the corresponding moves it was found that move 1 tends to occupy the largest space across texts against the rest of moves which were equally distributed. The sequence of moves demonstrated that authors of the selected abstracts did not respect the organization of moves in relation to the Swales and Feak (2009) move model.

In the light of relational content move analysis. the examination revealed that despite the lack of transposition, repositioning or inversion of moves, the vast majority of abstracts demonstrated constant remotion of either one to three moves. Hence, jeopardizing correspondence to the baseline model. In regard to length move 1 combined with move 2 tend to occupy the largest space at the expense of the rest of moves; however, this is not entirely viewed as unpropitious.it represents a valuable statement in itself about the nature of the favourable pattern of rhetoric among the case researchers. It in a broader sense confers value to the underdeveloped body of literature on the analysis of rhetorical structure of academic discourses at a local level.

2.Pedagogical Implications

The implications of this research study have; with the existing limitations considered, both policy making and future research facets. Attention has been traditionally devoted to the investigation and development of researchers scientific article composition, while it remains crucial , rising awareness of the various rhetorical performances in CA (s) and the significance of each to the complete pattern can lead to the same consequences in regard to the flourishing of the academic and scientific line of contributions .Specifically, novice researchers who are aspiring participations in international conferences .hence in the absence of curriculum units that target this specific knowledge of discourse ,findings of similar works take on significant value .To this end , advising future research that allows for the possibility of inclusive generalization and that integrates a broader spectrum of analytical techniques and procedures is a major implication.

3.Limitations and Recommendation for further research

The limitations of the current study are due to the employment of one single textual approach only at the expense of contextualized analysis which is by the matter of course complementary to the retrieved data. Also, this study was restricted to a corpus of 40 abstract produced at one single

General Conclusion

conference; this sample may not match a generalizable findings research schema. the research consulted CA (s) that were produced in the English language only, restrictive to the field of linguistics. A larger and more variant sample can grant the generalizability of findings further.

To this end the recommendations that follow are in succinct, broadening the choice of analytical apparatuses to both textual and non-textual, expanding the case study to involve CA (s) that are produces in Arabic and French, and finally expanding the case study to involve CA(s) that were produced in other fields of knowledge.



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Appendice

-The detection of moves using content analysis

The Analysis of Word Formation Processes Found in the Algerian Hirak Words

Algerian Hirak is not only remembered for its most impressive peaceful revolutions for democracy but also for its particular words, which are in short, critical components of recognition and change. The present study aims at examining the types of word formation processes found in the words recently formed by the Algerian Hirakists and identifying the most productive process. To this end, this study opts for the use of document analysis; the data presented is gathered from electronic personal documents such as Facebook posts, youtube videos, captions and hashtags on Instagram and Twitter. The findings of this study reveal that there are some processes of word formation used in creating Algerian Hirak new words such as compounding, blending, clipping, borrowing and back formation, but the most productive process is affixation which is at a large extent influenced by the English suffix 'ist'. This result can justify the impact of English language on Algerian dialects.

M1+M2

M3

M4+M5

M6

Bibliography

Appendix B

-The corpus of conference abstracts

Text 01:

English has acquired a unique and special status among languages of the world and it has been acknowledged as a 'global language'. This position was the result of the dominating role of English-speaking countries in the fields of economy, science, technology and politics. This led more and more people to use this language in a growing number of occupational and educational contexts. Nowadays, scientists and researchers show an eager need to learn English in order to have access to English written documents and participate in international conferences. However, the majority of Algerian students in different departments of different majors show a lack of proficiency in this language. Biology students at Akli Mohand Oulhadj University of Bouira are no exception. This study aims at highlighting the teaching / learning conditions of English at the Biology department in the University of Bouira and shedding light on the different problems encountered by both teachers and learners of the same department. It aims, also, at searching for the different reasons that lead to unsuccessful achievement and the students' difficulties when faced with materials of their specialty written in English. For this purpose, it seems necessary to briefly review the relevant literature related to the field of ESP. since our study falls under the frame of quantitative studies whose aim is to present pictures of the group under investigation, the descriptive statistical method seems to be adequate relying on the questionnaire and the structured interview as data collection tools. The questionnaire is addressed to third year biology students and the interview is held with teachers of English at the same department. The results will be presented by percentages. The latter will be provided by the means of tables and histograms (chart pie) for the close-ended questions. Open-ended questions will be followed by small comments summarizing the respondents' proposition.

Text 02:

Teaching English as a Foreign Language (EFL) has lately proven to be a motivating and challenging experience for novice teachers who may face numerous problems at the beginning of their career. The core of this study is to investigate the problems encountered in the teaching/learning process by both novice teachers of EFL and their students. This study seeks to find out what difficulties novice teachers may face at English classes. Based on a quantitative - qualitative framework, the study has a descriptive-analytical nature carried out with 11 master students at the Department of English other challenges, the importance of training, and teachers colleagues' support for novice teachers of English. - Laghouat University. To collect the necessary data, an online questionnaire was administered to the EFL learners, besides a semi-structured interview carried out with 7 novice teachers of English. The findings revealed that novice teachers face different problems such as choosing and updating the teaching methods that better suit the learners' needs, the lack of library sources, and developing students' motivation and engaging them in learning as well. These all were due to the lack of experience and training in teaching. Moreover, this research found out that students have problems too; from learners' perspectives, such as the low level of language proficiency and the lack of background knowledge in culture and literature. Therefore, this study recommends further researches on those and other challenges, the importance of training, and teachers colleagues' support for novice teachers of English.

Text 03:

The current study aims at highlighting the necessity of digital literacy, investigating to what extent does the lack of digital literacy represent an obstacle in effective eLearning environment, raise teachers and learners' awareness about digital literacy, and provide recommendations that enable both teachers and learners to improve their digital literacy and manage a better remote class. It seeks to reflect on the status of remote teaching in Algeria with reference to drawbacks caused by the teachers' lack of knowledge on the use of ICTs. The research data comes from the literature findings. on digital literacy, an observation of the status, and questionnaire delivered to 24 EFL university teachers. The findings indicate the readiness of EFL teachers and learners to learn how to use online platforms. This study shows that digital register is of a paramount importance due to the advantages it brings. It recommends that EFL teachers and learners attend multiple online events and practice the use of online platforms to foster the use of ICT in teaching.

Bibliography

Text 04:

Within the framework of EGAP (English for General Academic Purposes), academic writing is considered as one of the most challenging skills in language learning that has become an international requirement. It is an umbrella for all formal writing that is used in any educational field such as schools, universities, etc. Thus, academic writing has become indispensable particularly for undergraduate students, who are seeking through presenting different writing assignments to achieve specific academic needs such as writing a dissertation, which is one of the substantial issues in the teaching of academic writing. Writing a dissertation plays a crucial role for undergraduate students, as a mean of achieving students' academic studies as well as improving their academic writing. Moreover, writing a dissertation is perceived as a difficult task for EFL students to produce, especially for those who do not know how to construct its main methodological features "IMRAD" (Introduction, Methodology, Results, and Discussion) or to use its fundamental techniques and strategies of documenting or reporting findings from other sources. This paper aims at presenting the different difficulties that undergraduate students may face when writing a dissertation. Additionally, it aims to discuss the different academic characteristics "IMRAD" and the most important techniques of documenting and reporting findings from other sources when writing a dissertation.

Text 05 :

Syllabus design has become a prominent subject of interest in English for Specific Purposes (ESP) since the 1960's. Syllabus designers tend to take the learners' linguistic and communicative situation into consideration and regard the disparity between the specificity of ESP and the conventional English for General Purposes (EGP) teaching courses. Designing a syllabus in ESP is the final stage of carefully structured and interrelated procedures, each of which is considered a key measure in the overall process. Prior to designing any syllabus, thorough investigations into the learners' linguistic lacks, wants and needs are conducted. Raw data is obtained from questionnaires, interviews, or field observations that give rise to deep insight into the real linguistic/communicative situation of the learners after being processed. Processing empirical data helps syllabus designers identify the skills and content appropriate to develop adequate materials. Designed syllabuses should meet the expectations of the learners and work towards bringing learners' to satisfactory levels of performance in the target language.

Text 06:

Algeria is a linguistically diverse country where the alternate use of multiple languages in conversations and different discourses is an everyday phenomenon. The overlapping of these codes often leads to the occurrence of code switching phenomenon, which may be defined as the alternation between two or more languages in a speaker's speech. However, CS in the popular music industry has been rare, a situation that is changing, with the emergence of multilingual rap songs. Unlike CS in spontaneous speech which is largely unconscious, the CS in Algerian rap music is usually premeditated, designed to elicit certain audience reactions. Based on this assumption, this paper investigates how codeswitching is used as a strategy to achieve the communicative intents and serve certain functions in three Algerian rap songs: Soolking's *liberté*, L'Algerino's *Algerie mi amor*, and Raja's *allo le systeme*. To achieve these objectives, the authors relied on a mixed research method. The analysis was made based on Poplack typology of code switching and the combination of Gumperz's conversational functions of CS (1982) with Appel & Muysken's functions of language (1987). The findings revealed that the singers use three dominant types of code switching known as intra-sentential, inter-sentential, and tag switching. Additionally, they show that these artistes do more with CS in their songs than to merely use it to reach out to clients in their multilingual country and beyond. They use it as a means to achieve aesthetic effects, which make their songs memorable and appreciable; and as a message on various social, economic, and political issues. It is argued that in using CS for these purposes the artistes are simply reflecting what has long been a widespread communicative praxis, especially among fellow (urban) youths.

Text 07:

The aim of the current research paper is to raise EFL teachers' awareness about the enhancement of students' intercultural communication through the teaching of intercultural linguistics. A limited knowledge of intercultural linguistics could lead to low intercultural competence, miscommunication, and cultural bias. To explore EFL teachers' views about this issue, a structured questionnaire was administered online within the

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quantitative descriptive method to a total of 86 teachers of English from different Algerian provinces 24 located in the north, south, east, and west of the country. Findings indicated that the main barriers to intercultural communication are: cultural differences (73.25%), vocabulary (56.97%), as well as stereotypes and prejudices (44.18%). Furthermore, 77.9% of the participants agreed that intercultural linguistics is not included in the syllabi. In addition, 98.83% of the informants stressed the necessity to integrate cultural linguistics in the syllabi. Moreover, 84.88% of the teachers advocated the need for a shift in focus from teaching cultural linguistics to teaching intercultural linguistics. The same percentage (84.88%) appreciated teaching intercultural linguistics as a separate module. Concerning the aspects that teachers should focus on while teaching intercultural linguistics, two main factors were selected by the population: enhancing intercultural communicative competence and performance (86.04%) and promoting cultural and intercultural cognition (56.97%).

Text 08:

The status of English as an international language has created special pressure for teaching English either as a second language or as a foreign language to join the globalized world. Besides, the advent of the internet accelerated the globalization process and produced many changes in the teaching and learning of English. At this level, a pedagogical question raises: what is the innovative pedagogy that considers contemporary advances in information communication technology and educational resources to promote students' meaningful learning of English as a Foreign Language? Thus, this research aims to scrutinize problem-based language learning (PBL) as being an innovative approach to learn a new language. The current research is an exploratory case study that aims to investigate teachers' readiness to apply PBL for the teaching of linguistic and nonlinguistic skills. It also sought to explore EFL learners' perceptions of PBL by taking the English section of the foreign languages department at Naama University Center as a case in point. Therefore, the main questions that set the current study are what are EFL learners' perceptions of PBL? Are Algerian EFL learners motivated to learn through PBL? Are EFL teachers furnished to apply PBL in their classrooms? To explore these questions, the researcher collected data on 60 Master one students and seven teachers of English 25 language at Naama University Center, Algeria. To collect data, the researcher designed a semi-structured interview for teachers and a questionnaire for students. The findings revealed that the most used teaching method was lecturing due to the hesitancy, unfamiliarity, and inexperience to use PBL. The analysis also demonstrated that the students have not experienced PBL at the university level before, thus they did not report a positive perception of the approach. The results indicated that students prefer direct instruction and handouts more than PBL.

Text 09:

As novice teachers, we often face difficulties in measuring whether our students get a point or no. Put another way, assessing students' understanding of the lesson is a crucial step in the teaching process. Despite its increasing importance, few teachers know how to undertake formative assessment and how to exploit its outcome in taking educational decisions. The present study aims to explain the psycholinguistic technique of eye movement (saccades) and suggests its use in daily assessment. More specifically, it proposes that eye movements' findings can be applicable in helping teachers understand their students' behaviour toward the lesson. In psycholinguistics, gaze duration, for instance, is used to target places of ambiguity. To examine the adequacy of this technique, the study opts for descriptive approach to provide insights about the effectiveness and the possibility of adopting the psycholinguistic technique of eye movements in formative assessment process. To that end, the daily assessment and practical educational decision no longer presents a barrier to teachers if they understand and interpret students' eye movement correctly.

Text 10:

Teacher education refers to any training undertaken by teachers to prepare them to meet the requirements of the profession and face EFL teaching/learning challenges. The importance of linguistic theory in teacher education was highlighted by Halliday (1981) when saying that teachers are requested to develop their knowledge in linguistic theory in case they want to comprehend how the teaching/learning process takes place and explain what is going on when it does not. Linguistics theory, then, offers solutions to language related problems mainly those concerned with how English as a Foreign Language is taught in the classroom and how students learn it. The Ecole Normale Supérieure of Constantine (ENS-C) provides future-to-be teachers a four to five years theoretical training crowned by a practical training before their graduation. The aim of the practical training is to enable teacher-trainees put into practice the sum of the acquired pedagogical theory and test the utility of the

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theoretical training. The main objective of this research is to investigate pre-service teachers' awareness and insights about the importance of linguistic knowledge during their practical training and in their career as EFL teachers. To reach the study objective, a descriptive analytic based research design was carried on fifty EFL preservice teachers, BAC+4 or BAC+5 EFL university students. The participants responded to 32 an online questionnaire addressing the research main issues. Results revealed an elevated awareness certifying the importance of linguistics theory knowledge in teacher education. To create a safe teaching/learning environment that improves rather than hinders students' learning, the respondents expressed a strong need for in- service language training programs in the future.

Text 11:

Idioms are regarded as one of the most outstanding challenges facing English learners. Accordingly, more concern should be focused on improving students' ability to understand and use these expressions. Hence, this paper aims at investigating EFL students motivation and attitudes towards learning and using idiomatic expressions in listening and speaking activities during listening comprehension and oral production sessions. For the purpose of this study, a questionnaire is conducted with a sample of 40 students of the 1 st year BA programme at the department of English, University Centre of Maghnia. The findings of the study revealed that the students have strong positive attitudes towards the use of idioms in listening and speaking activities and are aware of the importance of these expressions in achieving effective communication.

Text 12:

Reading is one of the four language skills that should be taught to and mastered by pupils learning the English competency-based approach and its implementation in the Algerian educational system. language at an Algerian middle school class. Reading is known and described as a receptive skill since the role of the reader is to decode texts, as a main task besides other ones. However, these pupils are seen not to be interested in reading for comprehending bur for just answering questions about texts. New perspectives and challenges at an upper level require a new orientation which focuses on not only encouraging readers to read and answer direct questions, but also to read critically, which is the basis for any comprehension of texts. To fulfil this objective, learners should be taught and shown how to do that, and this is going to lead teachers to think of a course design which is based merely on comprehension. To this end, the aim of this paper is to assist middle school teachers in fostering pupils' reading comprehension based on the competency-based approach, shedding light on the competency-based approach and its implementation in the Algerian educational system.

Text 13:

There is no question that the world is witnessing a massive technological advancement in many domains including education. Therefore, digital literacy has become a must for EFL teachers to maintain a successful online courses and assessment. However, many Algerian EFL teachers and learners are still stragglng when it comes to dealing with online platforms. A great number of EFL teachers find it difficult to teach, supervise, assess, and evaluate online. In this regard,

Text 14:

To explain the language learning process, numerous theories and assumptions have been developed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the learning and teaching of foreign languages. Common approaches to language learning in education explain how people learn a given language, and have their direct application to the educational process. Relatively, pedagogues rely on such approaches in order to design suitable instructional systems that guide teachers towards achieving success in their profession. However, education in the twenty-first century is mainly about developing lifelong learning and lifelong skills. Correspondingly, the twenty-first century language learners need to be engaged in highly collaborative and personalized models of learning. Consequently, effective language teachers are those who are able to develop relevant strategies to build the classroom community which provides a safe environment where individual learners can discover, create, collaborate, communicate, and reflect on their own learning goals. Because teachers have a powerful, long-lasting influence on their learners, the question arises as to what is an efficient foreign language teacher. Therefore, the research aims at investigating foreign language teachers' and learners' attitudes towards the criteria of an efficient foreign

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language teacher. The research opts for online questionnaires directed to foreign language teachers and learners to extract non- statistical data with regard to their views and attitudes. The first questionnaire has been administered to forty teachers of English at the department of letters and English language, in the University of 8 Mai 1945- 41 Guelma; Algeria. The second questionnaire has been directed to sixty master one students from the same department. The collected results have shown that both teachers and students believe that an efficient foreign language teacher is empathetic, flexible, technologically capable, updated, pragmatic, linguistically educated, classmate, experimental, open-minded, researcher, doer, and hoper of the best.

Text 15:

Considering the simple task of language, which is communication and trying to reach out to others, sometimes language is colonized by users who follow specific ideologies. Linguistically speaking, behaviourists use language to give specific instructions and control the outcomes of such commands; cognitivists use language to give instructions without insisting on the way or the accuracy of application. Constructivists, on the other hand, use language to foster the sense of cooperation among learners. Teachers, therefore, keep an eye on their language use to express a specific linguistic orientation. During Covid-19, teachers were and still are obliged to deliver classes virtually through different platforms. The time and way of class delivery are mainly communicated through official Facebook groups. This study examined to what extent did the politics of language used to communicate with learners virtually influence the participation and engagement of learners. For that, a correlational quantitative research method was followed through the use of questionnaire. The questionnaire was aimed for students to inspect the relationship between the tone of teachers and students' interaction according to different factors such as teachers' profile picture, use of pseudo names, their formal/informal writing, and their direct or indirect communication with students. The researcher examined different Algerian official Facebook groups of different Algerian universities. The data was collected from 107 participants who were engaged in a hybrid learning since the beginning of the academic year 2020/2021. The findings demonstrated a significant positive correlation between teachers virtual use of language and students engagement.

Text 16:

In addition to Arabic, the official language of Algeria, French and English are also part of the linguistic landscape of the country. The dominance of French, the colonial language and as a language of modernity and upward social mobility is seriously challenged by English, a global language, which is increasingly gaining importance in the sociolinguistic reality of the country. The last two decades have witnessed a growing demand for English mainly in educational context especially among researchers, university students, etc, etc. A 46 situation fostered by some political voices advocating the replacement of French by English in the country. However, French so deeply rooted in the society still rides a tide of popularity in many domains. In such rivalry, the status of each language is important for language planning and the educational sector more particularly. This study aims at measuring university students' attitudes towards French and English in the different domains of society. A questionnaire was administered to 100 participants to see how they perceive the function of each language and whether they are for or against replacing French and English. Results showed that the majority of the participants hold more positive attitudes the English than French as they believe it is the language of the future. On the other hand, though the majority is in favour of replacing French by English, they still recognize that French holds an important place in Algeria in some domains. Ignoring decades of education and science investments in French is not a solution. The resolution would be a sound educational system that maintains French and gradually implements English. After all, in a multilingual context, adding new languages does not necessarily require to evict previous existing ones.

Text 17:

Apart from their instructive and entertaining roles, children channels have a paramount function in shaping generations' sociolinguistic identity. Nowadays, our children constitute an audience of a large variety of channels, Arab or not, each of which proposes programmes targeting specific social categories, depending consistently on their preferences, age and gender. However, senior to the most objective goals of these 'media institutions', is their implication in dealing with cultural differences, ethnic group diversity and a multitude of ideological orientations of children, teenagers and their parents. On the grounds of these facts, the present research work proposes an investigation into the role of MBC3 programmes in negotiating sociolinguistic

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identities. MBC3 is one of the famous channels with a large audience from the Middle East, but also from the Maghreb and 47 Algeria. Knowing, on the one hand, that children orientation (by parents usually) towards this channel pursues learning correct language (namely MSA and English), trusting its ‘‘convergence’’ to the multifaceted composition of Arab identity; and noticing, on the other hand, that MBC3 broadcasts programmes in MSA, in English, but also in other Arabic varieties, give rise to the following questions: How do MBC3 programmes address Arab children identities? Which cultural identity facet(s) are they accommodating themselves to? Applying Howard Giles’ Communication Accommodation Theory (CAT), important facts about the perpetuation of Arabs’ sociolinguistic differences come to the fore. Briefly, CAT views that there is motivation underlying language choice and shift at the level of individuals and social groups, ‘‘convergence’’ or ‘‘divergence’’ of the speaker(s) vis-a vis their audience, which leads to social consequences. Therefore, the research paper aims to check the possible sociolinguistic impacts of the communicative choices in the longer term.

Text 18:

A quick glance through the past few decades provides us with a major illustration of how have been wide-ranging the approaches, methods, and strategies to teach the four skills in the field of foreign languages, in general, and the reading skill, in particular. The present research aims at exploring the role of PDP reading strategies in enhancing EFL students’ reading comprehension at the Department of Letters and English Language at the University of Kasdi MERBAH, Ouargla. To explore this research, data was gathered through the administration of two questionnaires; one for a sample of first year bachelor students, and another for a sample of teachers of the subject of Reading, and a classroom observation. The results obtained from the two questionnaires and the classroom observation support our hypothesis, and demonstrate a positive significant correlation between the PDP reading strategies and the reading comprehension.

Text 19 :

The need for learning English has increased lately due to its status as an important tool of communication in different domains along with being a lingua franca. Accordingly, university students’ demand for learning English for Specific Purposes (ESP) in their preparation for future career skills has risen. In this context, among the skills that students have to master in order to succeed in their studies and future jobs, writing is the most challenging. Consequently, recent empirical studies held in Algerian universities revealed that students suffer from low proficiency at writing and lack motivation towards learning this skill. Therefore, the aim of this paper is to investigate the effectiveness of incorporating peer feedback technique (PF) within cooperative learning (CL) instruction in ESP classrooms in enhancing students’ writing competency via reviewing the findings of previous theoretical and empirical research that tackled the subject. It also accounts for the efficiency of CL in promoting students’ motivation and attitudes towards learning the writing skill. The gathered data show that the integration of PF technique and CL instruction in the ESP course has a significant effect in enhancing ESP students’ writing competency and promoting their motivation and attitudes towards learning writing.

Text 20:

Learning a foreign language is definitely one main challenge for beginners especially when related to formal and standard forms .Its difficulty emerges more prominently when it comes to deal with oral aspects of language , as they are dominated by certain psychological and cultural backgrounds. Thus, for the reason of highlighting the role of peer working in EFL speaking classes, an experiment has been carried out at the level of ENS Laghouat in Algeria, first year English language students, learning the Oral Expression module, the number of students is 66 forming two balanced groups: thirty three students each, during the academic year 2018/2019, with four hours and a half per week. The principle of the experiment was to ask participants of the experiment group to work in peers to develop a specific oral task and present it in each session in a bisected way for two weeks (six sessions) , after they have been doing oral asks individually at least for two months . Simultaneously the control group students carried out their oral tasks ordinarily for the same period of time. Such an experiment has been followed by a contrastive analysis the findings of which proved that the experiment group has shown a high level of oral performance and fluent interaction for 88% participants, whereas the control group participants remained with an ordinary rate of oral interaction and fluency, not exceeding 46%, using the interview in pre and post experimental phases as a means of data collection. All in all, this peer working strategy needs to be resuscitated in our Algerian EFL classes, so as to reap satisfactory results notably at the level of this

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important communicative productive skill , at early beginnings of foreign language learning , for the reason that learners tend to exclude all forms of timidity, fear and ambiguity in understanding a given task through a reciprocal manner with each other .By the end, this strategy meant to alleviate the psychological as well as the cultural constraints noticed when communicating orally in English as a foreign language with its various topics.

Text 21:

Take-Home Exam (THE), which is by definition an official, open-book examination paper answered off-campus (i.e., at home), could prove itself useful in meeting the unprecedented challenges and constraints imposed by Covid-19 pandemic. THE occasions at least three benefits: (1) enhancing study skills, engendering, thus, self-confidence, (2) promoting academic integrity (Weber, McBee and Krebs. 1983), and (3) bringing practicality to the fore (i.e., logistically easy to implement). THE is, on the other hand, more challenging than in-class exam and requires higher-order thinking (viz., critical thinking, analytical skills, argumentation, and application, etc.). For the purpose of this conference, the present paper undertakes- in a small-scale experimentation- to (1) ease EFL students into properly answering a THE model specifically designed for them, (2) examine its usefulness in engaging students, (3) gauge students' attitudes as to THE effectiveness in meeting their expectations, and (4) develop a theoretical framework so that THE could be considered as a mainstream assessment strategy in the Algerian tertiary education. It is hypothesized, therefore, that if properly implemented, THE could lend itself to a solution to the ails of assessment (during the pandemic or otherwise) in the Algerian higher education where students demonstrate a paucity in higher thinking skills. A triangulation is planned to collect data so that the issue at hand is comprehensively approached. The unstructured interview findings disclose that the students are enthusiastic to take up THE as it allows for autonomy and reduction of test anxiety. The other research tools are intuitively expected to confirm this positive attitude.

Text 22 :

During the last two decades, technological advancement and internet facilities almost shaped every aspect of human life, and education makes no exception. Thus, researchers sought to incorporate web-based models to teach language properties, including writing, as it is the most challenging skill to be acquired. This quasi-experimental research attempts to determine the effects of implementing a constructivist modal design to teach writing through MOODLE. The study consisted of 20 third-year university students enrolling at Skikda University. They took pre and post-test following the treatment, which occurred through the university e-learning platform on MOODLE. Results of tests were scored, analyzed, and compared to identify any notable enhancement in learners' performance. The findings showed an increase in the students' accomplishments with the help of the suggested design model. In light of the results, some pedagogical recommendations had been conferred.

Text 23

In academia, being accepted on a conference programme is contingent upon writing a forceful and well-structured conference abstract (CA). The latter is a self-contained academic genre with high promotional potential written as a proposal in support of an oral presentation. The paramount pursuit of scholars is to attain the approval of their initial proposals. However straightforward this might appear to be, abstract acceptance constitutes a veritable challenge for authors since abstract selection is often based on stringent criteria related to form, content and how convincing the abstract is to conference reviewers. Within a genre analysis framework, CAs have been subjected to linguistic examination across the disciplines to uncover the core mechanisms of such “multifunctional” genres (Lorés, 2004) and their internal structuring, thus drawing implications to enhance the learnability of these genres (Swales, 2004). Following this perspective, the present paper will examine the extent to which the abstracts submitted to IALC (The First International applied Linguistics Conference) conform to the general norms of CA writing. By exploiting the genre approach to text, a corpus of 50 abstracts is quantitatively and qualitatively scrutinized. Focus is placed on titling, generic structure and stylistic features. The abstracts 40 are assessed using Swales and Feak's (2009) criteria. The results of this investigation revealed that while some abstracts demonstrate their authors' potential to systematically construct conventional abstracts and generate strong impact, many other texts have, to varying degrees, inconsistencies at different planes: abstract formatting, conforming to submission guidelines, rhetorical structure, language accuracy and impact. The most recurring problem is generic structure. One potential use of this study's findings is to raise junior scholars' rhetorical awareness of the peculiar features of CAs. With satisfactory knowledge on what makes an

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optimal CA, authors increase their chances of participating in scholarly events by learning the art of “selling” their papers.

Text 24:

Oral language development has always played one of the most primary roles in the English foreign language learning process, as one of the main skills in language, its proficiency is considered a major goal for foreign language teachers and learners alike. Furthermore, several linguistic theories have been devised and formulated in regards to the language acquisition, and learning and teaching processes. This paper explores the socio-cognitive concept of natural pedagogy as a method that can be implicitly found under numerous linguistic theories that deal with language acquisition, and the learning and teaching processes. Unremarkably, its focus extends to several goals, the most prominent are conversational and communicative goals. Moreover, natural pedagogy engages adaptive complex human learning behaviours. The study conducted explicitly uses most of the basic tools of social interactions; such as body movements, gestures, facial expressions, eye contact, head movement, imitation, intonation, proxemics, observation, and specifically native-like language from the teacher. The current experiment includes a sample of 4 oral expression classrooms that were monitored, 2 of them with unchosen teachers that relied 48 on the traditional presentation and peer review fuelled methods. And the other 2 classrooms with chosen teachers with native-like English speaking that were instructed to emphasize on including natural pedagogy tools. The findings of this study show that natural pedagogy classrooms outperformed the traditional ones in communication, in addition to showing more motivation and holding conversations in a more native-like manner.

Text 25:

This paper aims to investigate one of the cognitive approaches devised by the French scholar Fauconnier Gilles and his American colleague Mark Turner” cognitive blending”. This very approach tries to empower translators with a new means to help them criticize the translation of metaphor, and make them able to expand the scope of their reading in the original text in order to make the TT more reliable & successful, and thus, translators are no longer deemed as interpreters of the ST meanings, but rather makers of the very meanings. Our paper also sheds light on the translation of metaphors in the light of the findings of George Lakoff and Mark Johnson in order to have an answer for the following 49 research question: How could the cognitive approach help in understanding and translating metaphor in the ST and hence make it reliably accurate in the TT.

Text 26:

This study aimed at investigating Psycholinguistically, in an Algerian context, the usefulness of technology in language teaching and learning. Firstly, it reviewed the relevant literature on the matter. After that, a study was conducted. We distributed a questionnaire to Master students of English at Mhamed Bougara University in Boumerdes, Algeria. The questionnaire included 12 questions in order to know the participants’ attitudes and opinions on some aspects related to using technology in an English language classroom. The gathered data was discussed and analysed from a Psycholinguistic perspective providing that this field of study can offer a rich and robust scientific ground to the topic of this research. The findings revealed that the majority of the participants see that technology use is beneficial to learn a language. According to them, the negative aspects of technology use fluctuate between institutions budgets, students’ distraction and the decreasing of the teachers’ role. Most of them stated that their teachers 10 were not open to using technological tools. They claim that the barriers that an educational institution can face to integrate technology are; teachers training, lack of equipment, and renovation of the whole educational system. Most of the participants believe that listening and speaking are the two most improved skills in the classes that use technology. All in all, to them, communicativeness is improved in classrooms that use technology because it motivates them, encourages independent learning, facilitates information access, leads to teamwork, and develops the speaking skill.

Text 27:

The aim of the present study was to get a better insight into what relationship exists between motivation and language attitudes of students attending English and French for specific purposes and the learning process they are exposed to. Twenty students were administered questionnaires to carry out this investigation. The interest of the study lies in students’ attitudes towards English and French in parallel with the factors/criteria along which

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they express their language attitudes. Students' learning experiences and strategies are considered efficient and useful in order to acquire a foreign language. Results suggest that students' attitudes are determined by their own experiences of language use, and in this sense we can differentiate between a language for identification – built upon specific emotional, affective, and cognitive factors – and language for communication.

Text 28:

This paper investigates the phenomenon of contact-induced phonological change of the phoneme /s/ in the speech of EFL learners and teachers at the secondary schools and even Higher Education in Algeria. It is perceived that the letter 's' is recurrently pronounced /z/ whenever it is positioned between two vowel sounds and that the double –ss- between two vowels is simply uttered /s/ in many words. This fact is attributed to the overgeneralization of French phonological rules however this is not the case in English. Such phonological aspects have become prominent symptoms within English as Foreign Language (EFL) classrooms prior to French overuse within Algeria's speech repertoire due to historical and practical reasons. This study seems as a departure from the meeting point of looking at such phenomenon in teachers and/or learners' natural conversations in EFL classrooms to a critical examination of its uses in numerous English terms. To attain this, Labov's "observer's paradox" (1972) was considered to overcome problems while collecting spontaneous speech data. Two different strategies were employed, structured and unstructured observations, throughout thirteen years. A total random sample of 257 respondents had been included, 204 of whom are secondary school pupils and university students, and the remaining are secondary school (trainee) teachers and university lecturers. The first group was intentionally asked to derive either nouns or adjectives from a range of words containing phoneme /s/, classify some words in a table according to the final '-d' pronunciation or give the opposites – especially using the prefix 'dis_' – to certain words keeping the same root as well pronounce them at the end. The second group was recorded. Outstandingly, the study concludes that 98% of our informants mispronounce the given words. At last, some recommendations have been suggested to alleviate the problem.

Text 29 :

Linguistics and language teaching have controversially been considered as two separate disciplines. Yet, in fact, many language teachers consider linguistics as the mother discipline, and they rely on the guidance of the linguist to teach second and foreign languages. The question posed here is related to language syllabus design and linguistics, so to what extent can linguistics contribution provide a comprehensive theory for the language syllabus designer [teacher] in the Algerian context? Do the language teacher eventually rely on the linguistics contribution in designing their course syllabus? The present paper aims to spot the light on the English language teachers' reliance on the linguistic theory in designing the English language courses in Biskra University as an example. To answer the above questions, a sample of (N=12) university teachers from Biskra University were selected systematically; (N=3) teachers were selected for each level from first year level to Master II level. The data collection tool was mainly an online questionnaire via Google Doc. Through the data collected, we have noticed that (N=10) teachers respondent do not rely on linguistics contributions in their language syllabus design. They claimed that linguistics is only a course to be taught separately; and it is not applicable to the foreign language teaching context at a university level. They further justified that their course design is only based on the student needs' analysis. Moreover, they stated that in their course design, they mainly focus on the learning theories to understand students' needs and capacities more than the study of language. On the light of these results, we can recommend the necessity to raise teachers' awareness to understand and balance the both sides: the language from the behalf of linguistic theory and the learner from the behalf of learning theories.

Text 30

Throughout the course of time, the realm of teaching and learning processes has long been undergoing in the traditional extreme, in which the teachers are monopolizing the lectures; whereas, the students are bench-bound listeners. So, since we are living in a fast-changing world that requires changes in all domains, especially in education, new ways of teaching and learning are then highly recommended. In writing classrooms, for instance, teachers are most often focusing on the final product rather than the different stages that the students should go through during the realization of their written assignment. Correspondingly, teachers are supposed to help their students to recognize that a wellcrafted piece of writing is never complete at one sitting. The present study, therefore, aimed to help the students to reflect, discuss their writing, and to write successive drafts until they reached the required written input. The paper aimed as well to measure the effect of these phases on developing

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the students' writing abilities. To this end, a preexperimental design was seen appropriate to reach that end, wherein a group of 32 students enrolled in the English section at Cheikh Larbi University (Tebessa/Algeria) were exposed to a treatment for nearly two months after being trained on how to work within the tenets of the four-phase process (drafting, reviewing, editing, and writing the final copy). For a more in-depth study, a focus group interview was conducted right after the intervention to serve the purpose of validating the quantitative data. Results revealed two major findings; (a) a noticeable improvement in the students' writing abilities, and (b) the students' eagerness toward the use of the four-phase process in writing classes.

Text 31:

Algerian Hirak is not only remembered for its most impressive peaceful revolutions for democracy but also for its particular words, which are in short, critical components of recognition and change. The present study aims at examining the types of word formation processes found in the words recently formed by the Algerian Hirakists and identifying the most productive process. To this end, this study opts for the use of document analysis; the data presented is gathered from electronic personal documents such as Facebook posts, youtube videos, captions and hashtags on Instagram and Twitter. The findings of this study reveal that there are some processes of word formation used in creating Algerian Hirak new words such as compounding, blending, clipping, borrowing and back formation, but the most productive process is affixation which is to a large extent influenced by the English suffix 'ist'. This result can justify the impact of English language on Algerian dialects.

Text 32:

To improve the teaching and learning of English as a foreign language, teachers can use myriads of pedagogical tools such as poems, idioms, proverbs, and stories to provide learners with the opportunity to build a cultural knowledge of the target language and gain fruitful results. Indeed, storytelling can be taken as a funny source of information for pupils in middle and secondary schools and even at the university level for EFL learners since giving much importance to the traditional teaching of pronunciation and grammar rules makes the learning process boring. At this stage, Learners need to know more about the culture of the foreign language and how to develop their four linguistic skills, mainly speaking and listening. To this vein, the rationale of the current research paper is to explore teachers' and students' attitudes towards the use of storytelling approach in teaching the English language. Ultimately, another concern of this research paper is to promote an in-depth look on whether the use of storytelling is beneficial in creating an enjoyable atmosphere, improving the four linguistic skills, mainly pronunciation and developing the students' cultural awareness of the target language or not. To fulfil this claim, this research work gives an in-depth look on teaching by using a storytelling-based approach through approaching a systematic analysis based on a questionnaire, an interview and a test. The researcher selected 80 EFL students from the first-year level at Saida University. To this end, the findings revealed that both teachers and students believe that the introduction of storytelling in learning a foreign language may improve their vocabulary acquisition and understanding of the cultural dimensions between the target language and their own. The analysis showed that students have improved their pronunciation of some English vowels and consonants. The results also demonstrated that through practical sessions students enjoy learning English pronunciation.

Text 33:

The current study aims at shedding light on the new inevitable direction adopted by linguistic theoreticians to analyze the specialized discourse. The linguistic theories have always supported and accompanied the linguistic analyses of multiple types of discourse. However the breach of regularities existing in the jargon resulted from the specialized discourse of certain domains has reshaped the relationship between the linguistic theories and text analysis from a relationship of compatibility to a relation of controversy that requires a novel revolutionary method to analyze the language for pedagogical aims. A corpus analysis of 20 dialogues from the routine conversation between Pilots and AirlineTraffic Controllers was compiled to detect what linguistic levels' analyses represent a novel method of looking at the special language from a new perspective and how linguistic theories can be able to reconsider the oddities and the unusual language forms as regularities and standardized language. Results of the study reveal that the linguistic analysis of the pilots - to- airline traffic controllers conversation - called also radiotelephony conversation – shows that this variety constitutes a formulaic language which is highly structured and impossible to be penetrated by outsiders. This specialized discourse comprises mainly sentences with unusual word order, complex compound nouns that form a special phraseology, acronyms as well as the subject- specific nomenclature that condense whole messages. The linguistic analysis suggests

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that this variety with a special use of the language has to be recognized by linguists. The acceptability and recognition of unusual language is in itself an intention to build new linguistic theories that can enlarge the scope of institutionalization of new varieties. Recommendations were formulated to linguistically govern the highly specialized discourse by specific flexible theories.

Text 34:

One very common, recurrent, student-made, written mistake is verbosity while higher educators insist by principle on academic writing which cannot be mastered without verbosity-related faults being avoided case by case. Written verbosity, as spotted in the Department of English of the University of Oran 2, occurs in different ways only to affect the quality of student expression by making it unnecessarily long, imprecise, and even tiresome for the reader. This stylistic mistake may be unconsciously made and repeated by students of English but can be avoided for the sake of comfortable reading and understanding without altering targeted ideas. The use of superfluous words is incompatible with language formality which rather calls for conciseness for clearness. 8 Pedagogues in the department tend to explain to learners of the different levels several strategies on how to eliminate or at least reduce written verbosity in respect of English syntax..

Text 35:

The phrase, language is culture and culture is language is often mentioned when language and culture are discussed. It's because the two have a homologous although complex relationship. Language and culture developed together and influenced each other as they 9 evolved. Using this context, Alfred L. Krober, a cultural anthropologist from the United States said that culture started when speech was available, and from that beginning, the enrichment of either one led the other to develop further. If culture is a consequence of the interactions of humans, the acts of communication are their cultural manifestations within a specific community. Ferruccio Rossi-Landi, a philosopher from Italy whose work focused on philosophy, semiotics and linguistics said that a speech community is made up of all the messages that were exchanged with one another using a given language, which is understood by the entire society. Rossi-Landi further added that young children learn their language and culture from the society they were born in. In the process of learning, they develop their cognitive abilities as well. According to Professor Michael Silverstein, who teaches psychology, linguistics and anthropology at the University of Chicago, culture's communicative pressure represents aspects of reality as well as connects different contexts. It means that the use of symbols that represent events, identities, feelings and beliefs is also the method of bringing these things into the current context. The aim of the present paper is to shed light on the relation between language and culture and the related disciplines.

Text 36:

The present paper is a corpus-based study of the use adjective-noun collocations in the writing of Algerian students of EFL. The corpus consists 30 descriptive essays: Tokens: 2215 and Types:11323 compiled as classroom assignment. A frequency-based approach was used to identify the most frequent adjective-noun pattern based on Howarth's (1998) model of categorization of lexical collocations. The study aims, inter alia to describe the factors influencing the production of these patterns as well as the strategies learners opt for when dealing with collocations. A total number of 168 collocations were identified in the corpus: 59% correct and 41% incorrect. The results demonstrated that 75% of the erroneous collocations are collocator-based error, 13% collocate-based ones, 9% both erroneous collocator and collocate, and 3% creative construction. Regarding the strategies that learners adopt to produce, but incorrect collocations, 57% of the errors are due to negative transfer from L1, 22% the use of synonymous collocates, 18% the result of the approximation strategy while 3% were learners' creative construction. Finally, the study recommends more explicit teaching of collocations in the Algerian university classes of EFL.

Text 37 :

The need for learning English has increased lately due to its status as an important tool of communication in different domains along with being a lingua franca. Accordingly, university students' demand for learning English for Specific Purposes (ESP) in their preparation for future career skills has risen. In this context, among the skills that students have to master in order to succeed in their studies and future jobs, writing is the most challenging. Consequently, recent empirical studies held in Algerian universities revealed that students suffer

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from low proficiency at writing and lack motivation towards learning this skill. Therefore, the aim of this paper is to investigate the effectiveness of incorporating peer feedback technique (PF) within cooperative learning (CL) instruction in ESP classrooms in enhancing students' writing competency via reviewing the findings of previous theoretical and empirical research that tackled the subject. It also accounts for the efficiency of CL in promoting students' motivation and attitudes towards learning the writing skill. The gathered data show that the integration of PF technique and CL instruction in the ESP course has a significant effect in enhancing ESP students' writing competency and promoting their motivation and attitudes towards learning writing.

Text 38 :

The need for learning English has increased lately due to its status as an important tool of communication in different domains along with being a lingua franca. Accordingly, university students' demand for learning English for Specific Purposes (ESP) in their preparation for future career skills has risen. In this context, among the skills that students have to master in order to succeed in their studies and future jobs, writing is the most challenging. Consequently, recent empirical studies held in Algerian universities revealed that students suffer from low proficiency at writing and lack motivation towards learning this skill. Therefore, the aim of this paper is to investigate the effectiveness of incorporating peer feedback technique (PF) within cooperative learning (CL) instruction in ESP classrooms in enhancing students' writing competency via reviewing the findings of previous theoretical and empirical research that tackled the subject. It also accounts for the efficiency of CL in promoting students' motivation and attitudes towards learning the writing skill. The gathered data show that the integration of PF technique and CL instruction in the ESP course has a significant effect in enhancing ESP students' writing competency and promoting their motivation and attitudes towards learning writing

Text 39:

The current investigation revolves around the assumption that reading is a complex intellectual process wherein readers undertake different strategies to fathom the writer's underlying meaning. Readers' appreciation of the aesthetic function of formulaic sequences such as collocations and idioms depends not only on the writer's stylistic penmanship, but also on the stylistic Ian ability to orient their attention towards the pleasure that can be derived from the inclusion of these prefabricated chunks of language in written texts. In this respect, this study aims to explore the extent to which EFL readers' can be aesthetically stimulated by formulaic sequences. For this purpose, a Likert-scale questionnaire is being undertaken, and will be directed to EFL readers. Unstructured interviews and personal experience reveal that readers with a long history in reading authentic materials in English can manage -by and large- to spot formulaic sequences and grasp their implications. Still, a great deal of effort need be directed to poor EFL readers who struggle to grasp the linguistic level of a narrative let alone the aesthetic appreciation of formulaic sequences.

Text 40:

The present study investigates EFL Master's students' challenges in negotiating meaning in writing. A number of master students lack the ability to incorporate stylistic techniques to create rhetorical effect in which language is used verbose effectively and, verbose to be persuasive. In other words, stylistic choices (namely, word choice, punctuation, and sentence structure, etc.) enhance students' aesthetic writing, creative writing and by the same token create emotional appeal. Through adopting stylistic choices practices, students would be encouraged to negotiate meaning of literary texts and then acquire the ability to read between the lines and apply what they have learnt in their writings. This paper focuses, therefore, on how stylistic choices help students to improve their critical 51 understanding and interpretation, and how it could be reflected in their written productions. The research design is qualitative (i.e., descriptive- interpretive). Overall, this study seeks to determine how students have approached stylistic choices in discipline-related essays. A semi-structured interview has been administered to the teaching staff. Preliminary findings reveal that the Master's students have little aware about the various roles of stylistic choices in refining meaning in their writings.

الملخص

البحث عبارة عن دراسة لغوية توظف منهج تحليل المدونات لدراسة مجموعة من الملخصات المودعة من طرف المشاركين في المؤتمر الدولي الأول في اللسانيات المقام بجامعة ورقلة (2021). تتكون المدونة من 40 ملخصًا لأوراق بحثية في مجال اللسانيات محرر باللغة الإنجليزية. تهدف هذه الدراسة إلى معاينة وصفية لبنية الحركات الخطابية للنصوص من حيث التواتر والتسلسل والطول كما تهدف كذلك إلى تحديد مدى توافقها مع النموذج النظري الذي طوره كل من سوايلز و فيك (2009) وذلك عبر تطبيق منهج تحليل المحتوى الترابطي ، موظفة التعددية المنهجية لمعاينة النتائج .

تشير النتائج المحصل عليها الى جملة من الامور نذكر منها أنه بدلالة تواتر توظيف الحركات الخطابية تعد الحركة 1 تعد الأكثر توظيفًا عبر المجموعة السابق معاينتها، بينما تعد الحركتان 2 و 6 الأقل استخدامًا. استخدمت نسبة 100% من الملخصات المكونة للمدونة الحركة 1 ، بينما استخدمت الحركة 2 بنسبة 45% فقط و استخدمت الحركة 3 بنسبة 75% و الحركة 4 بنسبة 55% و الحركة 5 بنسبة 65% اما الحركة 6 فقد استخدمت بنسبة 47.5% فقط. أما من حيث التسلسل فقد بينت النتائج أنه على الرغم من غياب التبديل في ترتيب الحركات إلا أن 93% من الملخصات المدروسة لا تتطابق بصرامة مع نموذج سوايلز و فيك (2009). كما كشفت النتائج فيما يخص طول الحركات و الذي قيس بعدد الجمل المستقلة في كل حركة، أن الحركة 1 تأخذ الحجم الأكبر مقارنة ببقية الحركات التي تتساوى من حيث الطول. أخيرًا، توصي الدراسة بتوسيع المدونة لتشمل عينة أكبر وإشراك الملخصات التي حررت بلغات و في تخصصات أخرى ، يوصى كذلك بتوسيع نطاق الإجراءات التحليلية لتشمل تلك النصية و السياقية معا.

الكلمات المفتاحية: سنخ لغوي ،علم الأسلوب، تحليل الحركات الخطابية، ملخصات المؤتمرات، الكتابة الأكاديمية

Resumé

La présente étude est une analyse de genre basée sur le corpus des résumés de la conférence soumis par les participants à la première conférence internationale sur la linguistique appliquée (IALC) (2021) à l'Université d'Ouargla. Le corpus se compose de 40 résumés produits en anglais et concernant les articles de recherche expérimentaux du domaine de la linguistique. L'étude vise à décrire la structure des mouvements rhétoriques dans les textes en termes de fréquence des mouvements, de la séquence et de la longueur. Elle vise également à identifier l'étendue de la correspondance avec le modèle théorique développé par Swales et Feak (2009). Pour analyser le corpus, l'analyse du contenu relationnel est mise en œuvre. L'étude utilise la méthode mixte pour inspecter les résultats; Ce dernier a indiqué qu'en termes de fréquence, entre autres, le mouvement 1 est le plus statique à travers le corpus sélectionné contre les mouvements 2 et 6 qui se sont le moins présentés. 100% des résumés du corpus analysés ont utilisé le mouvement 1; 45% uniquement utilisé le mouvement 2; 75% utilisé le mouvement 3; 55% Utilisé le mouvement 4; 65% Utilisé le mouvement 5; 47,5% uniquement Utilisé le mouvement 6. En termes de séquence, malgré le manque de transposition dans l'ordre des mouvements. 93% des résumés ne correspondent pas strictement au modèle Swales et Feak (2009). La longueur des mouvements mesurée par le nombre de propositions indépendantes a révélé que le mouvement 1 prend le plus grand espace par rapport à le reste du mouvement qui sont également distribués. Enfin, l'étude recommande d'étendre le corpus pour inclure un plus grand prélèvement de textes, d'élargir la sélection pour intégrer des résumés qui ont été produits dans d'autres langues et spécialités, et élargissant la portée des procédures analytiques au-delà du textuel à contextuel.

Mots-clés: genre, analyse de genre, analyse de mouvement rhétorique, résumé des conférences, rédaction académique

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