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**A Genre-Based study of Argumentative Essay
The Case of First Year Master Students in
Translation and Traductology at KMUO**

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Dedication

I dedicate this work

To my dear parents

To my sisters

To my brother.

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List of Abbreviations

EAP: English for Academic Purposes.

EFL: English as Foreign Language.

ESL: English as Second Language.

KMUO: Kasdi Merbah University Ouargla.

L1: First Language.

L2: Second Language.

N: Number

T: Text

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Chapter One

Introduction

1. Background to the study

English is the most dominant language all over the world. It is well established in North America in the 17th century; then it grows rapidly in the 19th and the 20th centuries especially after the World War II (Baugh & Cable, 2002). It is considered to be the language of international communications (Richards, 1996). The view of teaching and learning English as second language (ESL) or as a foreign language (EFL), in both spoken and written forms, has involved, because people have found out that learning English will serve them in their works, advanced studies, and even in communication all over world (Algeo, 2010).

Nowadays, English is taught in schools and universities in almost every country in the world; as a result for the huge use of ESL or EFL, the field of second language learning research has grown rapidly in recent years (Archibald et al, 2006). Particularly, research in second language writing has been recognized as an interdisciplinary study in L2 and applied linguistics fields from about 60 years (Matsuda & Silva, 2005). The L2 educational writing is one of the issues that attract the attention of researchers for decades.

Historically, few studies of L2 writing were reviewed in L2 studies during the 1950s, teaching English to foreign students was not considered seriously as an important matter in that period (Matsuda & Silva, 2005). Later, in the 1960s, instructors in USA had perceived that there are many dissimilarities in writing performances between native speakers and foreign learners. These differences of teaching writing between native and non-native speakers resulted controversial issues till the present time (Nunan, 2003).

The second language learners' rhetorical pattern, which is culturally impacted on L2 writing, was considered as transfer of L1 and drew attention in L2 writing classroom. This is why contrastive rhetoric research had a great influence upon L2 writing issues. It indicates the nature of L2 writers' texts and highlighted the impact of writers' cultural context on the text (Connor et al, 2008).

Nunan (1991) claimed that even native speakers cannot achieve the goal of writing in a coherent way, which is appropriate for their purposes. It means that for non-native speakers the difficulty is greater. So, writing in English as a second language (L2) is considered not only a challenging practice but also a complex process (Hyland, 2003). From the 1980s, increasing studies began to pay attention to the L2 writing process. The shift from a product to a process orientation has drawn attention to the more subtle and non-obvious effects of L1 on L2 development (Hyland, 2003).

2. Statement of the problem

Learning to write effectively in a L2 has represented a real difficulty for many students of ESL/EFL for decades. Nonnative writers find writing more difficult than other language skills as composing in the second language that demands a number of cognitive and linguistic processes and strategies (Liach, 2011). For instance, Arab students tend to transfer the culture of their L1 writing conventions into their L2 writing. Although the writing conventions and style of Arabic language are different in some ways from the English ones, students are always tempting to use them in L2 writing. So, these differences lead to serious problems for the EFL students at KMUO while composing essays in English.

3. Purpose of the study

The present study aims at investigating if students' problems with academic writing assignments are due to negative transfer of rhetorical patterns from their native language. From a pedagogical standpoint, answers to this issue illustrate to what extent the courses of writing, in the curriculum of the Department of Letters and English Language, are fruitful for students, and how EFL writing teachers can help their students to make rhetorical choices as they compose in English L2 as to achieve success in academic settings.

Moreover, this study aims to show that contrastive rhetoric can help to provide answers to some writing problems faced by students in their foreign language. It aims to shed light on the role of contrastive rhetoric in solving the problems of cultural differences and integrating intercultural differences when teaching second or foreign language writing (Hyland, 2013).

4. Research questions

The present study aims at answering the following questions:

1. What is the structure of the English argumentative essay written by EFL students at KMUO?
2. What are the frequent linguistic features of the argumentative essays written by the EFL students at KMUO?
3. To what extent do EFL students at KMUO approach to the structure of the English argumentative essay?

5. Research hypotheses

It is hypothesized that:

1. The English argumentative essay can be structured in three main stages: Thesis, Argument, and Conclusion.
2. The argumentative essays written by EFL students at KMUO may be characterized with the over use of coordinators, different tenses, and the use of modal verbs.
3. The structure of argumentative essays written by EFL students may nearly approach to the English argumentative essays, particularly, to Hyland's (1990) model of argumentative essay.

6. Outline of the dissertation

This dissertation consists of five chapters. Chapter one starts with background to the study. Then, statement of the problem and the purpose of this study are provided. At the end of this chapter the research questions and hypotheses are formulated. The following chapter reviews the related literature with the goal of establishing a theoretical framework for the study. This chapter provides an overview about EFL writing and its approaches. As well as, contrastive rhetoric and its studies concerning Arabic are reviewed. Specifically, the argumentative writing which is closely related to the current study is explained. Chapter Three is devoted to present the methodology that was employed in this study. This chapter indicates research methods and setting. Likewise, data collection, corpus description, and analysis procedures are described in details. Then the validity and reliability of the present study were discussed. Afterwards, Chapter Four presents the findings and its discussion. Consequently, chapter Five concludes the whole study. This concluding chapter contains summary of the major findings, the study limitations, and suggestions for

further research. Ultimately, the linguistic and pedagogical implications of the findings are proposed.

Chapter Two

Review of Literature

1. Introduction

This chapter establishes the theoretical framework of the present study that addresses issues in foreign language writing and particularly contrastive rhetoric. It is divided into three parts. First, it tackles writing in EFL context and writing approaches. Then, the contrastive rhetoric is discussed particularly in Arabic context. Lastly, the argumentative writing is identified as a specific subject in the present study.

2. Writing skills in EFL context

Writing in a foreign language is presenting ideas via written form in a language that differs from mother tongue. Moreover, it is a means for communicating, learning, thinking, and organizing ideas (Hinkel, 2011). Manchon (2009) claims that writing skill, particularly in an EFL context, has been considered one of the most difficult skills for learners to master. The difficulty is due to the wrong choice of vocabulary, sentence form, and paragraph organization to express ideas while composing. Thus, EFL learners often encounter difficulties in transferring ideas from their native language into the target language. This case calls greater attention for teachers to help learners to be successful in writing skill. Therefore, teaching writing is viewed from the three perspectives: process, product, and genre approaches (Kroll, 1990).

2.1 Writing approaches

According to Manchon (2009), writing for EFL students is not an easy matter, especially when the EFL students are not competent in English. Nunan (1991), Dudley-Evans & St John (1998), Hyland (2003) claimed that there are three approaches for teaching and learning writing: the product-based approach, the process-based approach, and the genre-based approach to teaching writing.

2.1.1 Product-based approach

A product approach is traditional approach in which the focus is on the text that represents the end product (Dudley-Evans & St John, 1998). In this approach the meaning is illustrated in texts; that is to say the surface form such as linguistic and rhetorical features, that form writing product, shape effective piece of writing (Hyland, 2003). It means that a good writing depends on the correct choice of grammatical and rhetorical patterns. According to product approach, the learners are supplied with a model of text and they are expected to imitate this model to construct a new piece of writing in classroom. So the teacher acts as an expert to support the learner with information and control their language through error correction as well as, s/he puts much efforts in correcting and marking students writing (Hyland, 2009).

2.1.2 Process-based approach

Silva (as cited in Kroll 1990) claimed that the limitations of the product-based approach gave birth to the process-based approach. Process writing is an approach of writing where language learners focus on the process by which they produce their written products rather than on the products themselves (Dudley-Evans & St John, 1998). It encourages learners to express their own thought or

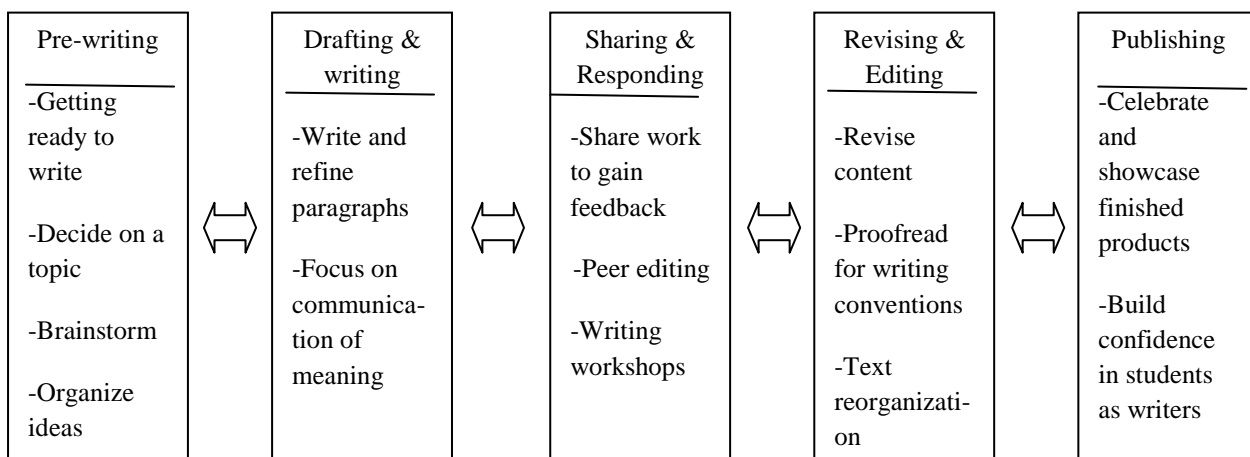
feelings in written text by themselves in sufficient time and opportunity to revise their writing (Nunan, 1991). Besides, a key component of this approach is peer review in which students read each other's papers and provide feedback to the writer. In most cases the questions focus on organization and style, rather than grammar or spelling mistakes (Hyland, 2003). Dudley-Evans & St John (1998) state that writing process is problem solving in which learners' focus is more than formal features. This approach considers the writer as a starting point in writing to acquire the skill through practice in classroom. Therefore, teacher facilitates and inspires the writer's thoughts. As well as, teacher's main role is to make learners aware of how the meaning is conveyed (Hyland, 2009). Since this approach focuses on the process in which writing take period of time, it passes through stages not like product approach in which the focus is on the product, that is to say, on one point.

Brown & Hood (1989) state that process approach comprises three stages: *pre-writing*, *drafting*, and *revising*. The first stage is an essential step in writing process where the writers plan out what they are going to write; therefore they are not thinking of information and ideas that could enhance their writing. Whereas, the second stage is *drafting* in which the writers make a special instant and provide their evidence for that instant. Then, the final stage is *revising* where the writers put themselves in the place of the reader to make changes that will improve their case.

Otherwise, 'Writing Process'(2007) divides writing process into five stages which are *pre-writing*, *drafting* and *writing*, *sharing* and *responding*, *revising* and

editing, and *publishing*. In The following page, figure. 1 represents the sequence of these stages in writing process.

Figure 2.1. Stages of writing process



(As cited in “Writing Process” 2007, p.3)

2.1.3 Genre-based approach

Due to the limitation of process-based approach the genre approach is used as the complementary approach to it Silva (as cited in Kroll, 1990). Dudley-Evans and St John (1998) and Johns (1990) called this approach social constructionist. This approach considers writing as a social and cultural practice that focuses on the reader (Swales, 1990; Dudley-Evans & St John, 1998; Hyland, 2003, 2009). The purpose of writing involves the context beyond features of composing situation (Hyland, 2003). Good writing in this approach is related to the writer’s ability to fulfil the rhetorical demands of the reader. In other words, the learner should have the awareness of community expectation. Therefore, the teacher’s role is to expose learners to examples of texts in target genres (Hyland, 2009).

A genre is identified by the communicative purpose for which it is created in a particular social context (Swales, 1990). The notion of genre is based on the

idea that the successful language learners should have explicit awareness of the target language (Hyland, 2003). In short, from a genre perspective, writing is viewed as a social phenomenon. Consequently, effective writing depends on acquisition of universal processes that defers from the context of one community to the other (Hyland, 2003).

3. Contrastive rhetoric

3.1. Definition of contrastive rhetoric

Kaplan (1966), the founder of contrastive rhetoric, noted that contrastive rhetoric is writing problems of ESL students through a product of their structural patterns transfer from their native language and transfer of rhetorical strategies as well. In other words, “Contrastive rhetoric is an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them” (Connor, 1996, p. 5).

3.2 Developments in contrastive rhetoric

Contrastive rhetoric is an area of research in writing across cultures which appeared in the last 1960's. It can be traced back to Sapir Whorf Hypothesis (Connor, 1996). This hypothesis aims to explain the relationship between grammatical features that the writer chooses and how this person understands the world; that is to say the culture determines our language and the way we recognize the world (Connor 1996). According to Kaplan (1966), when the ESL writers transfer rhetorical strategies from the native culture, they do not match audience expectations in the target culture, in other words, the non native writers

fail to convey the message as the native writers do. He asserts that this failure is a result of first language negative interference (ibid).

Kaplan (1966) maintains that L2 learning research needs first to identify the rhetorical features concerning L1 and compare these features to those of the L2. For this, he argued that the teacher needs to help ESL learner to acquire the awareness of the accepted rhetorical patterns in English to achieve academic success in L2.

Connor (2008) asserts that Kaplan contributed to make changes in the field of contrastive rhetoric. She explained these changes as follow:

He describes the complexity of second language writing situations using a “model of concerns in contrastive rhetoric.” The model depicts a generator (L2 writer) – text (L2) – receiver (L1 reader) communication situation, in which cultural preferences or tendencies can cause interference at multiple levels. These levels include text and genre but also pragmatic considerations in any given culture about who has authority to write, who may be addressed, what may be discussed, and what form writing may take. Kaplan’s model provides an excellent depiction of the complexities of contrastive rhetoric study today (Connor 2008, p, 299).

3.3 Contrastive rhetoric and Arabic discourse

In contrastive rhetoric studies including those of Arabic, two kinds of studies are found. The first kind comprises studies done by the Western linguists such as Kaplan (1966) and Ostler (1987), and the second consists of studies conducted by the Arab applied linguists like Sa’adeddin (1989). The differences between the two groups of researchers are reviewed.

Connor (1996) claims that contrastive rhetoric was concerned with the Arabic language from the beginning of this study in Kaplan’s (1966) book. In that study, he observes that each culture has its own language and each language has its own paragraph order. According to these differences in his corpus, he found five different rhetoric which are English, Romance, Russian, Oriental, and

Semitic (Kaplan, 1966). The Arabic paragraph development was characterized with complex sequences of parallelism which are: synonymous, synthetic, antithetic, and climatic. Kaplan (1966) claims that the four types of parallelism in Arabic language are the source of the Arab ESL writings problems. For this reason Kaplan refers to Arabic paragraph with a zigzag line. Besides, Connor (1996) claimed that English language prefer the subordination rather than coordination.

Similarly, Ostler (1987), a student of Kaplan, started her study following the same view to Kaplan concerning Arabic. She asserts that in Arabic the coordination and parallelism are more eligible rather than the deletion and subordination which are desirable. For this, she considered Arabic societies as undeveloped whereas English societies as civilized and literate. On the other hand, Arabic still shows the feature of oral society traditions; it did not develop like English (Ostler, 1987).

Furthermore, Ostler (1987) declared that Arabs duplicated the language of the Holy Qur'an in written form. Therefore, they still have writing problems. Then, she claimed that Arabic language gave an importance to the form more than content like *saj* which is a stylistic strategy used to make rhyme at the end of linear utterances.

Otherwise, Sa'adeddin (1989) attempts to refute and respond to the claims that Arabic rhetoric leads to vagueness of thought. Sa'adeddin (1989) comments that Arabic relies on repetition of ideas and overuses of coordinators for the sake of rhetorical persuasion, but those linguists like Kaplan, Connor, and Ostler ignore this reason behind using such features in the written Arabic. Sa'adeddin

(1989) differently argues that Arabic speakers' use of inappropriate rhetorical features when they write in English is due to the ignorance of cultural and social reasoning as natives do rather than absence of logical reasoning in Arabic rhetoric.

4. Argumentative writing

4.1 Definition of argument

Argument is the means of making the readers follow what the writers think clear to themselves. It makes them defend an independent point of view in writing form as their proposition. Here, the argument is categorized into two parts: the statement of proposition and the statement of one or more claims to prove that opinion (Hatch, 1992).

Meanwhile, Keir (2009) defines the argumentative text as a performance of exposition, response, and discussion in writing. That is to say, this type of texts aims to argue the controversial topic to convince readers to agree with the writer's point of view. To achieve this goal, the writer takes a position or makes a claim and provides reasons and evidence to support this position with arguments, and refute the other opposite arguments.

4.2 The Structure of argumentative essay

Hatch (1992) introduces a description to the structure of argumentative text and labelled it a classical description. He says that structure of such genre contains six points which are: indication to proposition, explanation of that proposition, expression of the argument, providing proof, refutation, and

conclusion. Also it exists many patterns than the classic one for the argumentative genre.

Maccoun (as cited in Hatch, 1992) presented seven patterns for the structure of argumentative writing. Concerning the first pattern, he called it *sig-zag solution* which can be performed in two substituted manners; the first manner is to be a proponent for your view then an opponent against the adverse view whereas the second manner is the reverse of the first one. The second pattern is the explanation of problem, refutation of the opposite argument, then giving solution to that problem. Meanwhile, the third pattern, *one-sided argument*, is proposition of writer's view and supporting this view without any refutation of another view (ibid).

Another structure of argumentative text, the fourth pattern, is the *eclectic approach* in which the writer refutes a combination of views and accepts combination of other views. Likewise, the fifth pattern is the representation of the adverse argument then giving the writer's argument (ibid). *Other side questioned* is the sixth patterns as Maccon (as cited in Htch, 1992) claimed. Here, the writer doesn't express a direct refutation of opposite argument while s/he expresses interrogation. The seventh pattern contains two points of view where the writer shows no refutation but s/he prefers one view (Hatch, 1992).

4.3 Features of argumentative writing

According to Keir (2009) the argumentative texts contains two features namely, the structural features and language features. The structural features are represented with: presenting the issue, giving the arguments for and against, supporting the evidence, summarizing all the delivered arguments, and

concluding the ideas. In other words, the English argumentative text contains the writer's point of view which is justified by arguments presented in logical order, then the reasons for using such argument, and finally recommendations based on these reasons. Whereas the language features in the argumentative texts are present simple tense, words that express attitude or feelings, verbs to convey opinion, and cohesive devices to link ideas. It means that the argumentative texts is expressed in the present time with a descriptive language such as contrast and compare words (Keir, 2009).

Meanwhile, Crowhurst (1991) categorized the features of argumentative text as functional and non-functional features. The first element concerning the functional features is standpoint in which the writer makes a claim for or against the topic. Secondly, the argumentative text contains reasons to support an argument or refute a counterargument. Also, it comprises an elaboration for the writers' reasons.

Regarding the non-functional elements in the argumentative text, it exists two features. The first non-functional feature is the repetition of ideas such as the proposition that do not fit some rhetorical purposes, and the second non-functional feature is the extra information in the essay which is not relevant for the proposition.

4.4 The metadiscourse factors in argumentative texts

Crismore (as cited in Connor, 2008) states that metadiscourse is an important feature in text that varies from genre to another genre and even from language to another. So any language feature that differs across languages and genres it leads to problems for L2 learners. Connor (2008) claims that the basic

functions of metadiscourse in the argumentative texts are to guide the reader in the text and to justify the use of a language in order to convey the intended meaning in the text. The focus here is on the structure, function, and the vocabulary in which the text served in the metalinguistic function that is to say the reference is to the language itself. While the writers can fulfil the expressive function which is related to their culture, and finally the reader represents a directive function that refers to their thinking which is related to culture (Connor, 2008).

Therefore, it is extracted three main metadiscourse factors which are responsible for difference of argumentative writing from natives to non-natives. The first factor is the register awareness that refers to what extent the writer is familiarized with the target language and the mastery of writing, and the overuse of this factor is not appropriate for the argumentative text (Connor, 2008).

Besides, the cultural awareness is a second factor that can account for the metadiscourse differences. It is the difference in culture that leads to difference in language. For this, the L2 writers use conventions of their L1. Thus it results in expression of different metadiscourse feature which make L1 transfer in writing the argumentative text (Markkanen et al, 1993 as cited in Connor, 2008).

The last factor is the general learner strategies; that is to say there are universal strategies used by those who write in foreign or second language to make a claim which is not the same as the ones employed by the native speakers. The latter uses specific strategies in expression argument which fit the English argumentative texts that the non-natives ignore and use general ones (Connor, 2008).

5. Conclusion

In this chapter, the related literature of the present study was reviewed. Firstly, the field of writing in EFL and its approaches were identified. Secondly, the scope of contrastive rhetoric and its development concerning Arabic were discussed. Finally, the genre in which the present study is particularized, the argumentative text, was explained.

Chapter Three

Methodology

1. Introduction

This chapter represents the methodology of the present study. It is divided into three main sections. The first section describes clearly research methods which are used and the setting where the study takes place. The second section deals with the procedures used in data collection and analysis. The last section discusses the validity and the reliability of the present study.

2. Research methods

To seek answers to the proposed research questions, two research methods are used: genre analysis and corpus analysis. According to Connor (2004) These methods seem to be the most appropriate ones that fit contrastive rhetoric studies, because they respectively tend to illustrate how texts are organized in terms of moves, and describe the features that shape texts and realize their purposes.

2.1 Genre analysis

The emergence of genre analysis as a research topic has its origins during the 70s from the work of John Swales. Genre analysis is the study of how language is used within a particular setting. It focuses on issues such as rhetorical styles and discourse types, and relates research in sociolinguistics, text linguistics and discourse analysis to the study of specialist areas of language. As well as, it is a powerful tool to uncover connections between language and types of texts, and

between forms and functions (Swales,1990). Whereas Kachru & Nelson (2000) define it as:

A study that assembles insights from register analysis in relating functions of text to context, and superimposes a set of relations among sociocultural categories and rhetorical and interactional moves within a text. It aims to explicate purposes achieved through strategic choices of moves, and how the moves themselves are built up by strategic lexico-grammatical choices (p.626).

In the present study, the genre analysis is the adopted method to illustrate the linguistic features and the structure of the argumentative genre written by EFL students at KMUO. This method enables us to extract the problems that students faced when they write argumentative texts.

2.2 Corpus Analysis

Another area of enquiry which is currently very active is corpus analysis (Connor, 2004). Corpus analysis is the study that functions through electronic storage and automatic searching. Millions of words can be searched within seconds to produce extensive information that show the occurrence and combination of words (Cook, 2003). Meanwhile McEnery and Hardie (2012) describe it as the study of language based on real life language use that depends on computer software to examine the relationship between words that have been encoded electronically. The corpus analysis method is used in the present study to facilitate the analysis of linguistic features that is to say it helps in time consuming, word frequency, and high degree of accuracy.

3. Research setting

The present study takes place at KMUO, Department of Letters and English Language where English is considered as foreign language. This university adopts the LMD system in which students pass through three principal phases: license,

master, and doctoral. The first phase comprises six semesters, and each semester consists of a number of modules. One of the fundamental units in the syllabus of first and second year license is Written Comprehension and Expression. It is designed to guide students regularly; that is to say students are supported to develop their writing competencies by giving them the opportunity to write in a range of genres. During the two semesters of the first year, students deal with the basics of writing: punctuation and paragraph organization. Afterwards, students proceed to more complicated elements in the process of writing: essay organizations and its different types. Although in the third year the Written Expression module is not included in the syllabus anymore, the process of writing still continue in forms of compositions or other written tasks to assess students' level.

The participants of the present study consist of first year master students who are specialized in translation and traductology because they are dealing with the two languages: English and Arabic in parallel. In other words, they learn translation theories and practice translation from English to Arabic and vice versa. Twenty three students are chosen at random from the whole population. Among them, 13 are female and 10 are male (See Table 1).

Table1. Sample description

Gender	Number	Rate
Male	10	43.48 %
Female	13	56.52%
Total	23	100%

4. Data Collection

4.1 Collection procedures

The data of the present study was collected in the second semester of the academic year (2013/2014). The participants were asked to write an argumentative essay in English as an assignment in classroom during one hour and half with no previous preparation. The researcher choose an interesting topic that students have background knowledge about in order to motivate them and get them involved in their writing (See Appendix A). Additionally, the students are required to write a five-“legged essay” (Enos, 1996), in other words, the essay should contain five paragraphs: the introduction in one paragraph, the body with three paragraphs, and conclusion in one paragraph. Eventually, after gathering the corpus of this study, it was stored in a computer program namely *Concordance* to organize it in a way that makes it easier to work with.

4.2 Corpus description

The corpus of the present study comprises 23 argumentative essays which are handwritten. These argumentative essays consist of two pages with nearly 200 words; these words are counted by computer program which is Word. The number of paragraphs in these argumentative essays is between four and five paragraphs. These paragraphs are almost equal in length in terms of number of lines; that is to say students respect the form of English argumentative essay in their compositions. Before analysing the collected essays, they were coded from T 01 to T 23. The table 2 gives a description of the texts in terms of number of pages, number of paragraphs, and number of words.

Table2. Corpus description

Texts	N of pages	N of paragraphs	N of words
T01	2	5	216
T02	2	5	204
T03	2	5	206
T04	2	5	219
T05	2	5	204
T06	2	4	189
T07	2	5	223
T08	2	5	203
T09	2	5	208
T10	2	5	215
T11	2	5	221
T12	2	4	180
T13	2	4	169
T14	2	4	186
T15	2	5	223
T16	2	5	219
T17	2	5	204
T18	2	5	227
T19	2	4	184
T20	1	5	208
T21	2	5	212
T22	2	4	166
T23	2	5	203

4. Data analysis

The analysis of the collected data depends on Hyland's (1990) model *genre description of the argumentative essay*. In this model, the argumentative essay is characterized by a three stage structure: Thesis, Argument, and Conclusion which represents the organizing principles of the genre. Each stage contains a number of moves. According to Swales (1990), a move is a functional unit in the text that fulfills a purpose of that text; each move marks coherence and it can be a clause, a sentence, a paragraph or even several paragraphs.

The first stage is *Thesis* in which the topic is introduced and the proposition is advanced. This stage consists of five moves: *Gambit*, *Information*, *Proposition*, *Evaluation*, and *Marker* (Hyland, 1990). That is to say, it covers *controversial statement*, topic background, statement of proposition, positive comment of proposition, and frame of ideas sequence. Particularly, *Gambit* is attracting attention and the function of this move is to catch the reader's consideration. Whereas *Information* is almost a universal feature in the argumentative essay which represents background knowledge for topic contextualization. Afterward, the *Proposition* is a central move in this stage that states the writer's position and delimits the topic. It follows that, *Evaluation* which provides a positive comment on the proposition and gives a brief support to the proceeded move. Finally, *Marker* indicates the sequence and functions as the connector between ideas and stages (Hyland, 1990).

The next stage is the *Argument*; it is concerned with discussing grounds for *thesis*. It Contains four moves; *Marker*, *Restatement*, *Claim*, and *Support*. In this stage the writer tries to convince the reader about the proposition. Preliminary, *Restatement* move is a repetition of proposition which functions as a reminder of

the subject. Secondly, *Claim* is a central move in Argument stage which states reason for acceptance of the proposition. Lastly, *Support* represents the second part of claim that helps to reinforce the claim explicitly (Hyland, 1990).

The final stage is *conclusion* in which the writer synthesizes a discussion and affirms a proposition. In other words, it makes the whole essay of uniform structure by relating the argument stage with the proposition and widening the context. It consists of four moves which are *Marker*, *Consolidation*, *Affirmation*, and *Close*. Specifically, *Consolidation*, which is the retrospective function, represents the central move in *Conclusion* that combines the argument with the proposition meanwhile, *Affirmation* is an optional move that restates the proposition. Finally, *Close* provides the prospective focus that expresses the unstated aspects in the discussion (Hyland, 1990).

The above description clearly outlines Hyland's (1990) model of argumentative essay. This model focuses on the moves that organize text's information. It is adopted as the analytical framework to analyze the structure of the essays. Table 3 present Hyland's (1990) model.

Table 3. Elements of structure of the Argumentative Essay

STAGE	MOVE
1. Thesis. Introduces the Proposition to be Argued	(Gambit) Attention Grabber_controversial statement or Dramatic illustration.
	(Information) Present background material for topic contextualization.
	(Evaluation) Positive gloss_brief support of proposition.
	(Marker) Introduces and/ or identifies a list.

(continued)

Table 3. Elements of structure of the Argumentative Essay (continued)

STAGE	MOVE
2. Argument Discusses ground for thesis. (Four move argument sequence Can be repeated indefinitely)	<p>Marker Signals the introduction of a claim and relates it to the text.</p> <p>(Restatement) Rephrasing or repetition of proposition.</p> <p>Claim States reason for acceptance of the proposition. Typically based on: a. Strength of perceived shared assumptions. b. A generalization based on data or evidence c. Force of conviction</p> <p>Support States the grounds which underpin the claim. Typically: a. Explicating assumptions used to make claim. b. Providing data or citing references.</p>
3. Conclusion Synthesizes discussion and affirms the validity of the thesis.	<p>(Marker) Signals conclusion boundary.</p> <p>Consolidation Presents the significance of the argument stage to the proposition.</p> <p>(Affirmation) Restate proposition.</p> <p>(Close) Widens context or perspective of proposition.</p>

(As cited in Hyland, 1990)

6. Validity and reliability

According to Bachman (1990) validity refers to the scientific soundness of a research study. He ascribes the validity to the degree in which the gathered data supports the completeness and appropriateness of the consequences that are made from the final results. In this study, the random selection strategy helps to insure

that the sample is representative of the population as a whole; that is to say the selection without any parameters gives the population an equal chance to be chosen that increases the validity of the study (Marczyk, Dematteo, and Festinger, 2005). Likewise, Hyland's framework is proved valid because Hyland (1990) arrived at it by the analysis of 65 essays submitted for a high school matriculation in English. Additionally, this framework was employed to analyze the texts produced by non native speakers, which are similar to the writers in the present study (Hyland, 1990).

Another characteristic which is required in the scientific research is reliability. It is conducted, and scored in a way that the results are the same whenever administered to the same students with the same ability but at a different time (Judith et al, 2006). In order to increase the accuracy of data analysis and obtain high reliability, a teacher in KMOU with applied linguistics background, agreed to analyse the data as a second rater after Hyland's (1990) model. Before analysing data, one text was selected randomly and analysed by the two raters.

The second rater divides the argumentative essay into three main parts. The first part is *introduction* in which the writer gives a brief and expressive proposition. The following part is *body* that contains number of paragraph depends on the number of arguments, that is to say, in each paragraph the writer provides an argument and supports it with examples. This rater insists that the arguments should be organized from the most important to the less important. The third part is *conclusion* which represents the summary of what were developed in the previous part. The statistical calculation for percentage agreement used in this

study of reporting inter-rater reliability is Holsti's (1969) coefficient of reliability (C.R.).

$$C.R. = 2m / n_1 + n_2$$

m= number of coding decisions in which the two raters agree.

n₁= number of coding decisions made by rater one.

n₂= number of coding decisions made by rater two.

When the C.R. value is above 0.75, it indicates excellent agreement. In the present study, the C.R. = $2(5) / 7+6 = 0.77$. So, the structure of the second rater seems to match the structure of Hyland's (1990) model. For this reason, Hyland's (1990) model is applicable in this study.

Before carrying out the study, it was necessary to conduct a pilot test to ensure the reliability of Hyland's (1990) model. Therefore, the rationale of this pilot study is to find out whether Hyland's (1990) analytical framework of argumentative essay (1990) is workable for the analysis in the present study. Hyland's (1990) model is pilot tested to make sure that it is going to function effectively. Cargan (2007) defines a pilot study as a tool of testing that provides feedback to see if the method results correct data or not. It can give valuable insights for researcher. So, one essay is randomly chosen from a whole corpus of 23 essays to investigate Hyland's model; the results indicate that the model fits the collected data. (See Appendix B).

7. Conclusion

In this chapter, the methodology of the present study was introduced. The research tools were explained. The corpus of the present study and the analysis procedures were described. In addition, the validity and reliability of this study was discussed.

Chapter Four

Results and Discussion

1. Introduction

This chapter deals with two main points that represent the outcome of the present study. The first part reports the results which are obtained from the corpus analysis regarding move analysis and linguistic features that occurred in students' essays. The second part is the discussion of the possible reasons and explanations for these results according to researcher's view and assumptions.

2. Move analysis

2.1 Stages frequency

All the collected argumentative essays in the study are characterised by the three stage structure: *Thesis* stage, *Argument* stage, and *Conclusion* stage. That is to say, the presence rate of the three stages in the essays is 100%. Each stage contains a number of moves which are present with different frequency: High frequency, average frequency, rare frequency.

Extract 1

1. Reading for most people is the best activity.....entertainment and pleasure (T12).
2. First of all..... it makes you know new things that you do not know before (T12).
3. In short, I advice people..... it makes you wise person for sure (T12).

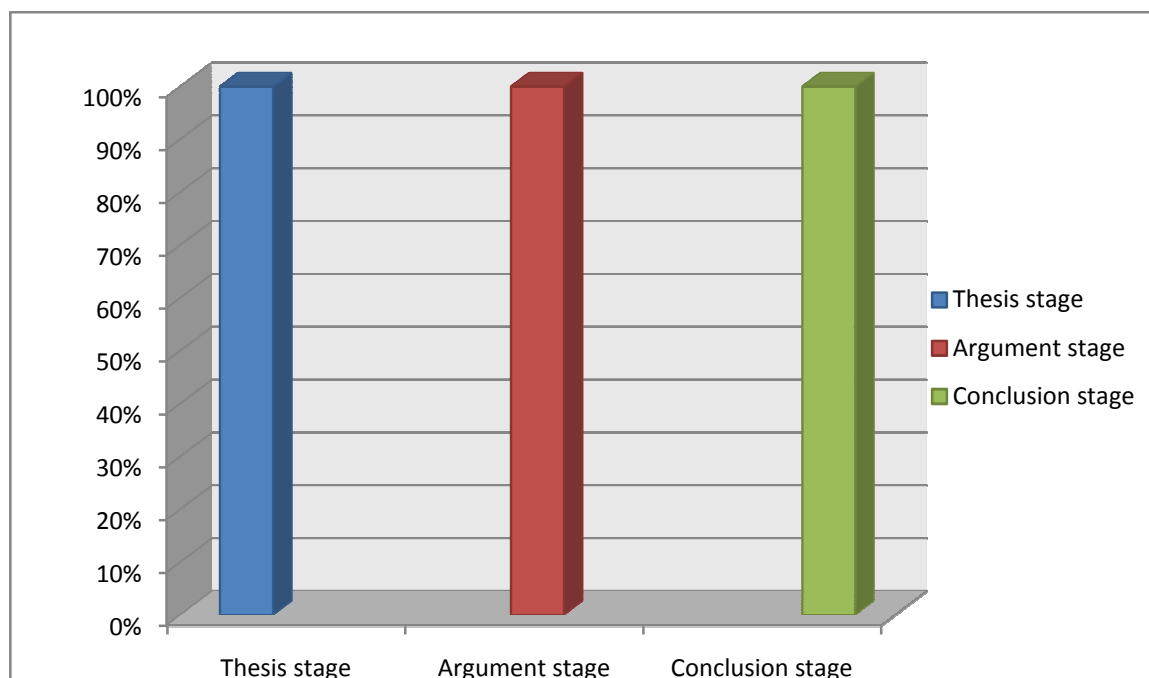
Extract 1 exhibits the three stages concerning argumentative essay in Hyland's (1990) modal. In T12, the Thesis stage is illustrated by giving first the general information about reading then stating the writer's view and finally

ranking the ideas that the writer will develop in the argument stage. Table 4 represents stages frequency in the collected essays.

Table. 4 Stages Frequency

Stage	N of texts	Rate of stage
Thesis	23	100%
Argument	23	100%
Conclusion	23	100%

Figure 2. Stages frequency



2.2 High frequency moves

It is observed that *gambit*, *evaluation*, *claim*, and *marker* in conclusion stage are moves with high frequency in the majority of students' essays with: 78.26%, 56.52%, 78.26%, and 69.56% respectively. The possible reason for these results might be that the students' first language shares such moves as L2 in argumentative writing. According to Hyland's (1990) model, *claim* and *marker*

are obligatory moves; whereas *gambit* and *evaluation* are optional moves. So, their frequent presence reflects good writing concerning EFL students. These moves are illustrated in the following examples.

Extract 2

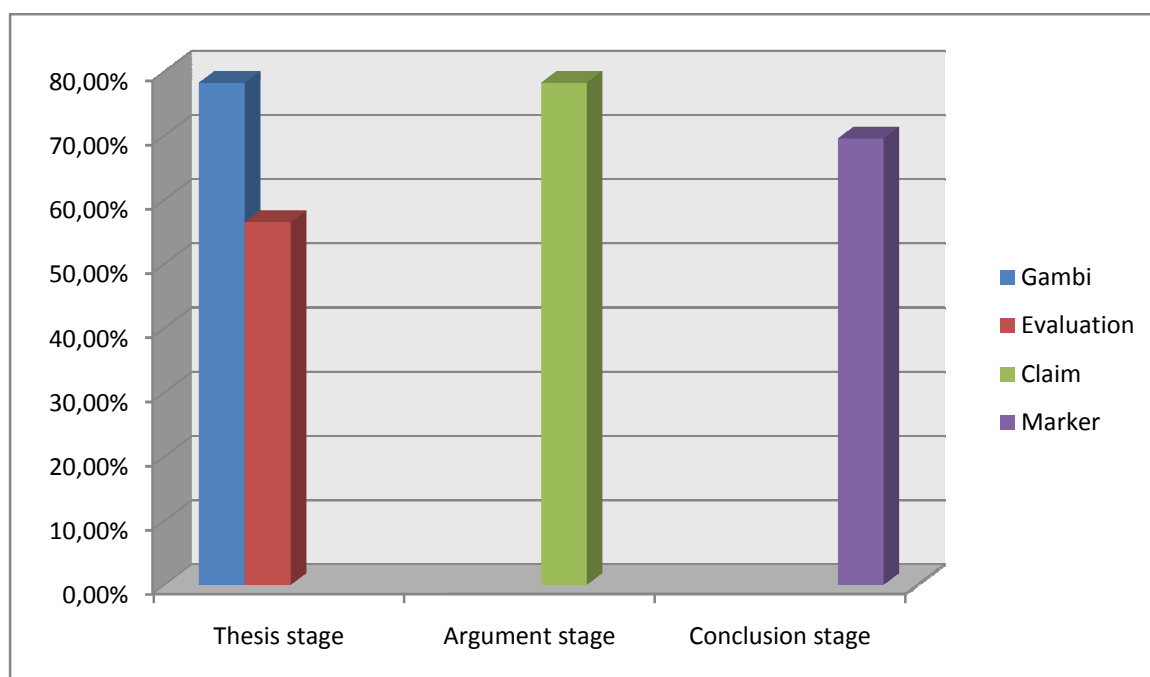
1. Reading for most people is the best activity ever. (T 12)
2. Reading is considered as one of the effective activities. (T2)
3. When you read a book, you will learn much more new words which will enrich your vocabulary. (T6)
4. All in all. (T4)

The first example in Extract 2 represents the *gambit* move in T12. The writer produces this sentence as a hint to introduce the topic by giving information about reading in general, that is to say, the writer tries to attract the attention of readers. Table 5 presents the occurrence of these moves.

Table 5. High frequency moves

Stage	Move	Occurrence of move	Rate of move
Thesis	Gambit	18	78.26%
	Evaluation	13	56.52%
Argument	Claim	18	78.26%
Conclusion	Marker	16	69.56%

Figure 3. High frequency moves



2.3 Average frequency moves

Among 23 essays, there are six moves with average percentage of the occurrence which are *information* with 43.48%, *proposition* with 47.83%, *marker* in argument stage with 39.13%, *restatement* with 47.83%, *support* with 39.13%, and *affirmation* with 47.83%. As it is seen before, all these moves mark the repetition of ideas and strengthen the proposition (See Extract 3). So, the average rate of appearance of these moves might be the result of L1 transfer that shows the repetition of ideas in Arabic for the sake of persuasion. These results are parallel with Sa'adeddin's (1989) claim.

Extract 3

1. Reading can play a great role in our studies. (T20)
2. This productive skill promotes the reader with many advantages. (T7)
3. First of all.....moreover.....from other side.(T04)
4. Reading allows people to develop many skills. (T17)
5. The first term that Quran started with is read. (T01)

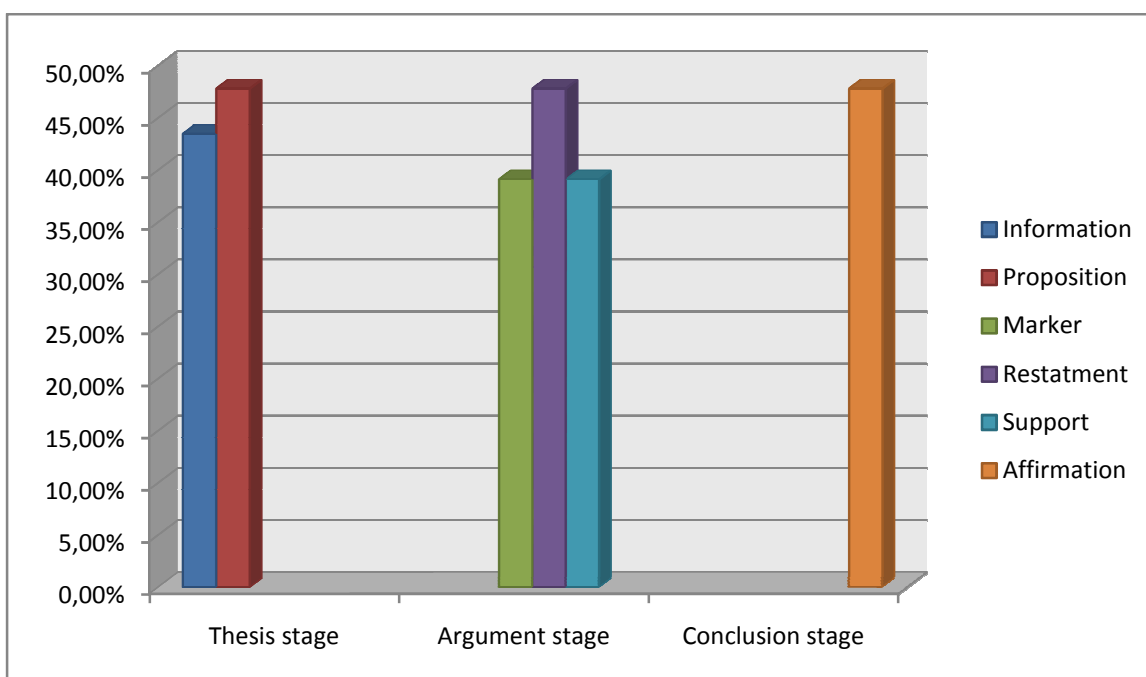
6. Extensive reading will cultivate you. (T13)

Extract 3 states the examples that represent the average occurrence moves. The third example illustrates the Marker move in Argument stage which achieves the sequence of arguments in T4 under a logical order. The first marker introduces the first paragraph which contains the first argument with its developments; then the writer uses a second marker which is 'moreover' to start the second paragraph in order to state the second argument with its development; afterward, the writer moves to the third paragraph, which contains the third argument with its development, by using the marker 'from other side'. Since students were directed to write three paragraphs in the body, T4 has only three markers for the *Argument* stage. Table 6 represents the percentage of the average occurrence moves

Table 6. Average frequency moves

Stage	Move	Occurrence of move	Rate of move
Thesis	Information	10	43.48%
	Proposition	11	47.83%
Argument	Marker	9	39.13%
	Restatement	11	47.83%
	Support	9	39.13%
Conclusion	Affirmation	11	47.83%

Figure 4. Average frequency moves



2.4 Rare frequency moves

There are three moves that are rarely present in students' texts: *Marker* with 13.04%, *consolidation* with 21.73%, and *close* with 21.73%. The absence of *marker* move which represents the subordinations that link stages of the essay might be due to L1 transfer. That is to say, in Arabic the coordinators are preferable rather than subordinators which are contrary in English. It is observed that this result matches Ostler's (1987) claim. Otherwise, the poor occurrence of *consolidation* and *close* move in most of essays might be a result of students' unawareness of different moves in English argumentative essay. Extract 4 illustrates the use of these moves.

Extract 4

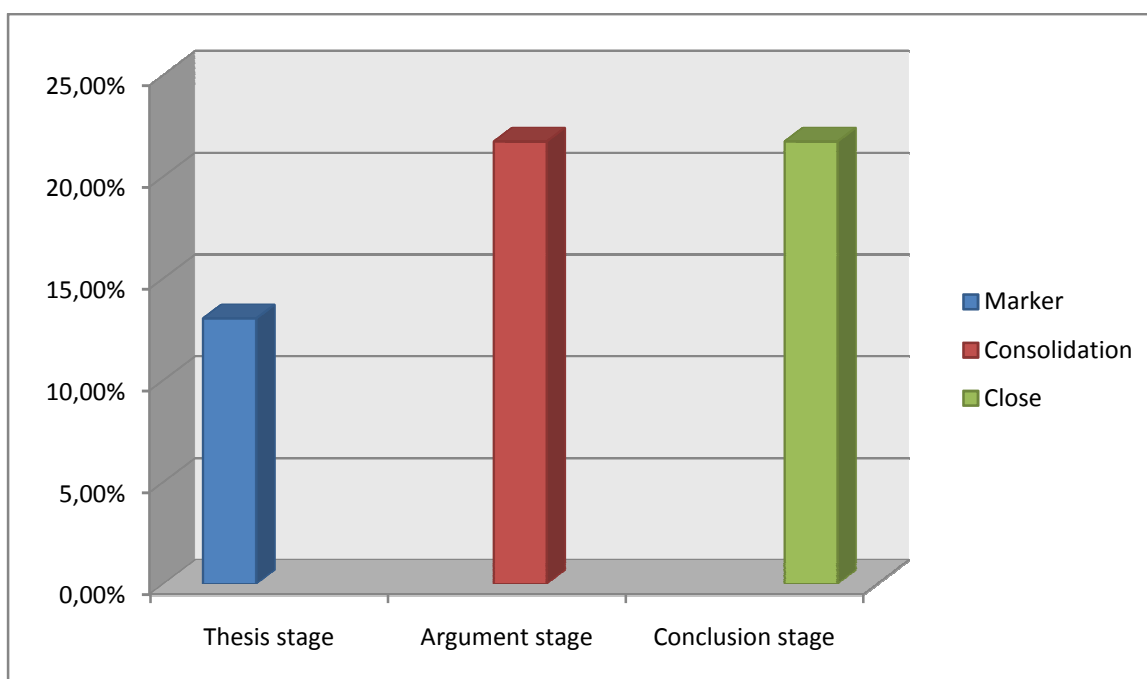
1. In this essay we will explore the advantages of reading. (T12)
2. We must read to develop ourselves, countries, and nations. (T1)
3. Reading cultivates you and helps you to acquire new things and information.
(T12)

Extract 4 exhibits the rare occurrence moves which are marker, consolidation, and close. The second example reflects *consolidation* move of T1 in which the writer summarises his/her arguments. This move takes place in the last paragraph, so the writer mentions just the general terms that illustrate the arguments. Table 7 represents the rare frequency moves.

Table 7. Rare frequency moves

Stage	Move	Occurrence of move	Rate of move
Thesis	Marker	3	13.04%
Argument	Consolidation	5	21.73%
Conclusion	Close	5	21.73%

Figure 5. Rare frequency moves



3. Linguistic features

In the present study, the researchers have focused on three main points which are: tenses, conjunctions, and modal verbs, because it is noticed that these features are common ones in all the collected texts.

3.1 Frequency of tenses

Four tenses were mainly used in the whole essays which are present simple with 82.61%, present continuous with 13.04%, present perfect with 08.69%, and future simple with 17.39%. Additionally, there are new tenses which do not exist in English at all with 08.69%. The present simple is the mostly used tense by the participants. This might be to indicate that the proposition is contemporary relevant. In other side, it illustrate what Keir (2009) stated about the appropriate tense in the argumentative text . Whereas, the poor use of the rest tenses might be due to their unnecessary use in the argumentative texts. Eventually, the presence of the new tenses might reflect the weak level in grammar. Extract four illustrates the tenses presence in students' writing.

Extract 5

1. Reading **is** a main skill. (T7)
2. Everyone **is looking** for an activity to do (T22).
3. They **have read** many books. (T10)
4. You **will benefit** from whatever you read. (T4)
5. They **discussing**. (T13)

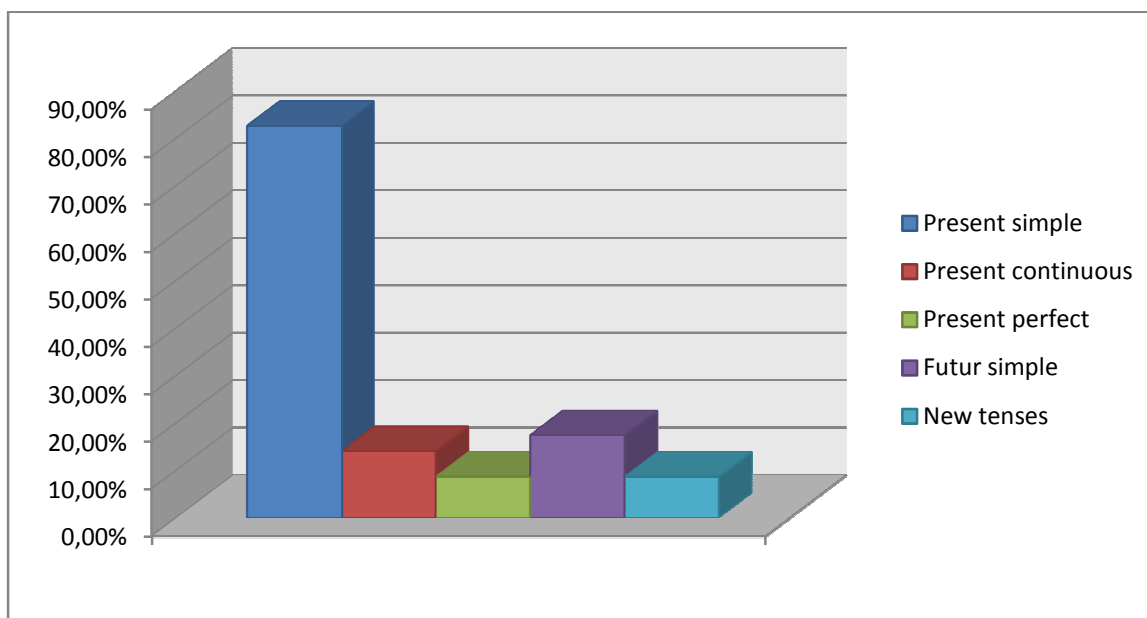
Extract 5 presents the use of present simple, present continuous, present perfect, future simple and other new tenses. In the second example, the writer of T10 uses present continuous, because the process of looking for activities to do is continued and it is not related to a person or a specific period. Whereas The

example number five there is a pronoun ‘they’ and the present participle of the verb ‘ discuss’ but it does not refer to any tense, the researchers use the word new tenses for such non clear tenses. Table 8 illustrates the occurrence of tenses in students’ writing.

Table 8. Frequency of tenses

Tenses	N of Texts	Rate of Tenses
Present simple	19	82.61%
Present continuous	03	13.04%
Present perfect	02	08.69%
Future simple	04	17.39%
New tenses	02	08.69%

Figure 6. Frequency of tenses



3.2 Frequency of conjunctions

It is observed that students use the two types of conjunctions in their writing: coordinators and subordinators. Concerning the first type, the coordinators: *and*, *so*, and *for* are highly used in the collected essays with 71.02%. Meanwhile, the subordinators: *because*, *that*, and *while* are rarely used with 31.89%. This result confirms the view of contrastive rhetoric about Arab EFL students concerning the overuse of coordinators rather than subordinators which refers to Connor (1996) and Ostler' (1987) claim.

Extract 6

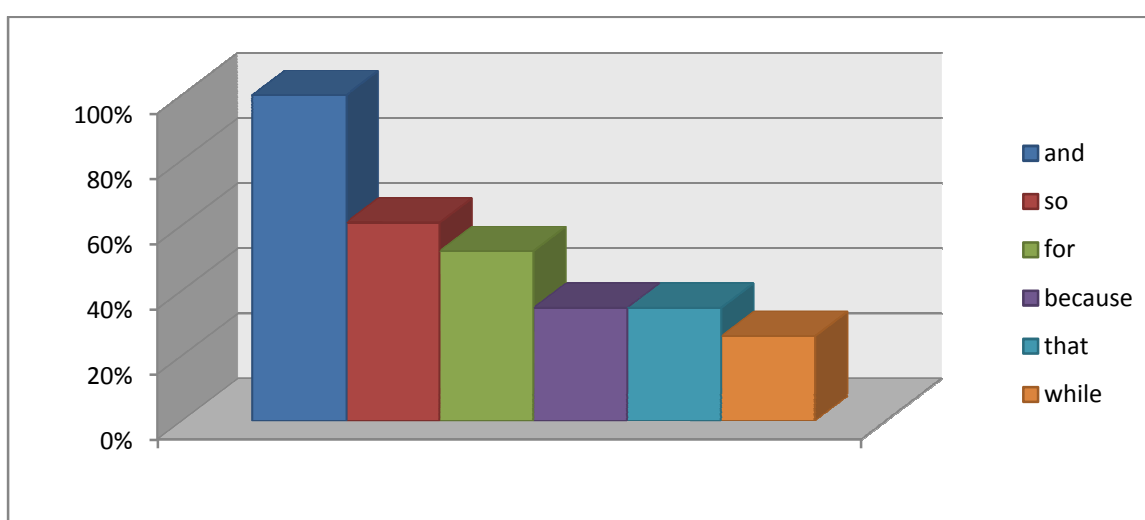
1. Reading is very important to avoid ignorance **and** life darkness **and** to get knowledge. (T 10)
2. It benefits them, **so** they should think a lot before wasting time. (T13)
3. **for** all students. (T 20)
4. They become fluent **because** when you read you can learn. (T 20)
5. We all have favourite activities **that** we enjoy. (T 16)
6. Some people like physical activities **while** others prefer mental activities. (T04)

Extract 6 illustrate the use of coordinators and subordinators in the collected texts. The first example shows that the writer uses the coordinator *and* to make the ideas related to each other, but the over use of *and* in this instance refers to Arabic rhetoric. In the example number six, the writer uses the subordinator *while* to express the contradiction of view between two groups of people in their favourable activities between physical and mental. Table 9 represents the percentage of frequency of conjunctions.

Table 9. Frequency of conjunctions

Conjunctions	Number of texts	Rate of conjunctions
and	23	100%
So	14	60.89%
For	12	52.18%
Because	08	34.79%
That	08	34.79%
While	06	26.09%

Figure 7. Frequency of conjunctions



3.3 Frequency of modal verbs

The modal verbs also are present in students essays like: *can* with 82.61%, *will* with 60.87%, and *could* with 13.04%. The most present modals are *can* and *will*, because they help the writers to illustrate the ability and possibility to read with certainty for the sake of persuasion (Fowler, 1985).

Extract 7

1. Reading activity **can** help the researcher to be an excellent writer (T 2).
2. With reading you **will** get many good options (T 23).

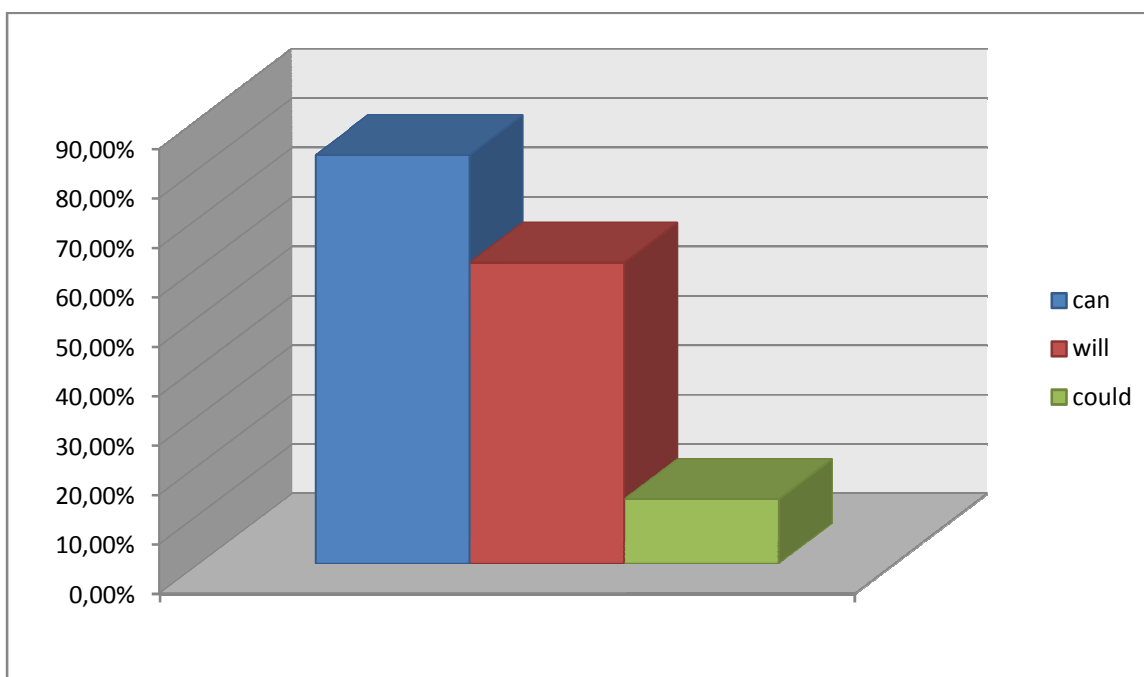
3. You **could** travel and visit the whole world (T 10).

Extract 7 exhibits the presence of modals in the argumentative texts. According to the writer of T2 in the first example, the use of *can* is to show the ability of reading activities; the same function was achieved by the writer of T23 when used the coordinator *could*, according to the writer in T10 reading enable us to travel and visit the whole world. While the writer of T23 uses the modal *will* to indicate the possibility of getting many good options with reading. Table 10 illustrates the frequency of modal verbs in students' texts.

Table10. Frequency of modal verbs

Modal verbs	Number of texts	Rate of modal verbs
Can	19	82.61%
Will	14	60.87%
Could	3	13.04%

Figure 8. Frequency of modal verbs



4. Conclusion

In conclusion, this chapter reported the results of the present study from the two perspectives: move analysis and linguistic features. Besides, the discussion of the results was provided based on researchers' assumptions.

Chapter Five

Conclusion and Recommendations

1. Introduction

This chapter is divided into three sections. It starts with the summary of major findings. Then, the limitations of the study are indicated and suggestions for further research are proposed. This chapter ends with pedagogical and linguistic implications which are based on the results of the present study.

2. Summary of the major findings

Generally speaking, all the argumentative essays written by EFL students at KMUO contain three stages: *thesis* stage, *argument* stage, and *conclusion* stage. Each stage contains a number of moves, some of them are obligatory and the others are optional. The corpus was arranged into three levels in terms of moves frequency: high frequency moves, average frequency moves, and rare frequency moves.

Concerning the first level, four moves highly appeared namely, *gambit*, *evaluation*, *claim*, and *marker* of the conclusion stage. The occurrence percentages of these moves are between 56.52% and 78.26%. In this level, *claim* is the only obligatory move while the other moves are optional. The high presence of these moves might be the result of using the same moves in the Arabic argumentative writing; that is to say in Arabic the argumentative texts starts with giving hints and positive comments to the topic, then expressing the arguments with logical sequence.

The second level contains six moves: *information*, *proposition*, *marker* of argument stage, *restatement*, *support*, and *affirmation*. The rates of appearance of

these moves are between 39.13% and 47.83%. Among these moves; there are three obligatory moves: *proposition*, *marker* of argument stage, and *support*, and three optional moves: *information*, *restatement*, and *affirmation*. The possible reason behind using these moves is the L1 transfer of repetition of ideas to convince the reader about the writer proposition. Sa'addedin, (1989) claimed that the repetition of ideas in Arabic is a tool to convince the readers.

The rare frequency moves are *marker* of thesis stage, *consolidation*, and *close*. Their percentages are between 13.04% and 21.23%. All these moves are optional except *consolidation* which is obligatory move. The poor use of these moves might be due to the students' ignorance of the different moves in English argumentative texts (Hyland, 1990).

The frequent linguistic features in the argumentative essays written by EFL students at KMUO namely, tenses, modal verbs, and conjunctions are identified. The results show that students have widely used present simple tense with 82.61% because of the necessity of its use in the argumentative writing (Keir, 2009). Besides, the high rate of coordinators with 71.02% and low rate of subordinators with 31.89% might be due to the L1 transfer in which the Arabic prefers coordinators rather than subordinators (Ostler, 1987). Likewise, the modal verbs in students' writing present an average percentage which is 52.17%. Among these modals, *can* and *will* are highly present in the corpus; it may be because students need to convince the readers about the ability and possibility of reading (Fowler, 1985).

3. Limitations and suggestions for further research

There are several limitations in this study. Thus these limitations suggest several directions for further research in second language argumentative writing. The first limitation was the size of corpus. The corpus of the present study was small which are 23 essays and all these essays were collected from one university namely KMUO. Therefore, the results of the present study cannot be generalized over all EFL students, because it did not reflect the level of argumentative essays written by all Arab EFL students. So, it is better for further research to collect a larger numbers of essays written by students from various universities.

Otherwise, the time pressure for researchers was another limitation in the present study. The researchers do not have enough time to organize an interview with the sample to know the reasons behind their performances. For this reason, the discussion of the results was based on the previous studies and researchers' assumptions. Thus, it is suggested for further studies to organize an interview with the subject to support their discussion.

4. Implications of the study

4.1 Linguistic implications

The results of the current study show that the majority of collected texts contain grammatical errors. So, it is important to look to these problems seriously and provide solutions for it. Thus, it is suggested for the EAP teachers to emphasise more on grammar in terms of tenses and subordinators use where the teacher provide plenty of time for activities concerning the appropriate use of these two features in writing different genres.

4.2 Pedagogical Implications

First of all, writing problems of EFL students are often due to the lack of background knowledge about different genres, and “an inability to correctly marshal the resources of content and organization to meet the demands of the argumentative genre” (Hyland, 1990, p. 75). In other words, they ignore the content and its organization to reach the argumentative genre. Thus, it is better for teachers to apply genre approach in teaching writing for EFL students, because the students need to have a model of this genre to extract the structure and the organization of this genre and the linguistic features which are dominated in this genre (Hyland, 2003).

Secondly, Hyland (2003) stated that reading is a reception of rhetorical patterns which help the EFL students in composing a piece of writing. So, integrating writing with reading is important to show students how to use reading in order to make their writing better. For this, it is suggested for teachers to connect writing with reading.

Thirdly, according to what have been mentioned before about supporting students with a model of text and encouraging learners to read, it is preferable to use authentic materials namely the materials which are related to their studies. Here, the teacher encourages students to write on topics of their interests that give the EFL writer basics to write (Hyland, 2003).

Fourthly, providing oral and written feedback to EFL students is an interesting point in teaching writing, because it motivates them, increases the collaboration in classroom, and improves their writing. This feedback can be in form of enhancing peer review or marking errors without correction. As well as,

comments is another main point, because teacher's view is very important for learners to revise their writing (Richards & Lauckhart, 1996).

Lastly, one of the main factors that lead to writing problems for EFL students is the culture of target language (Kaplan, 1966). Thus, knowing the target language culture is more than understanding what the natives said but how to compose a piece of writing that meets the demand of natives (McCool, 2009). For this, including a module concerning the foreign culture in EAP program will raise the EFL students' perception about natives' imagination and thinking.

Appendix A

The form of writing task

Question:

We all have favorite activities that we enjoy and reading is no exception.

Write an essay convincing readers to try this activity.

Answer :

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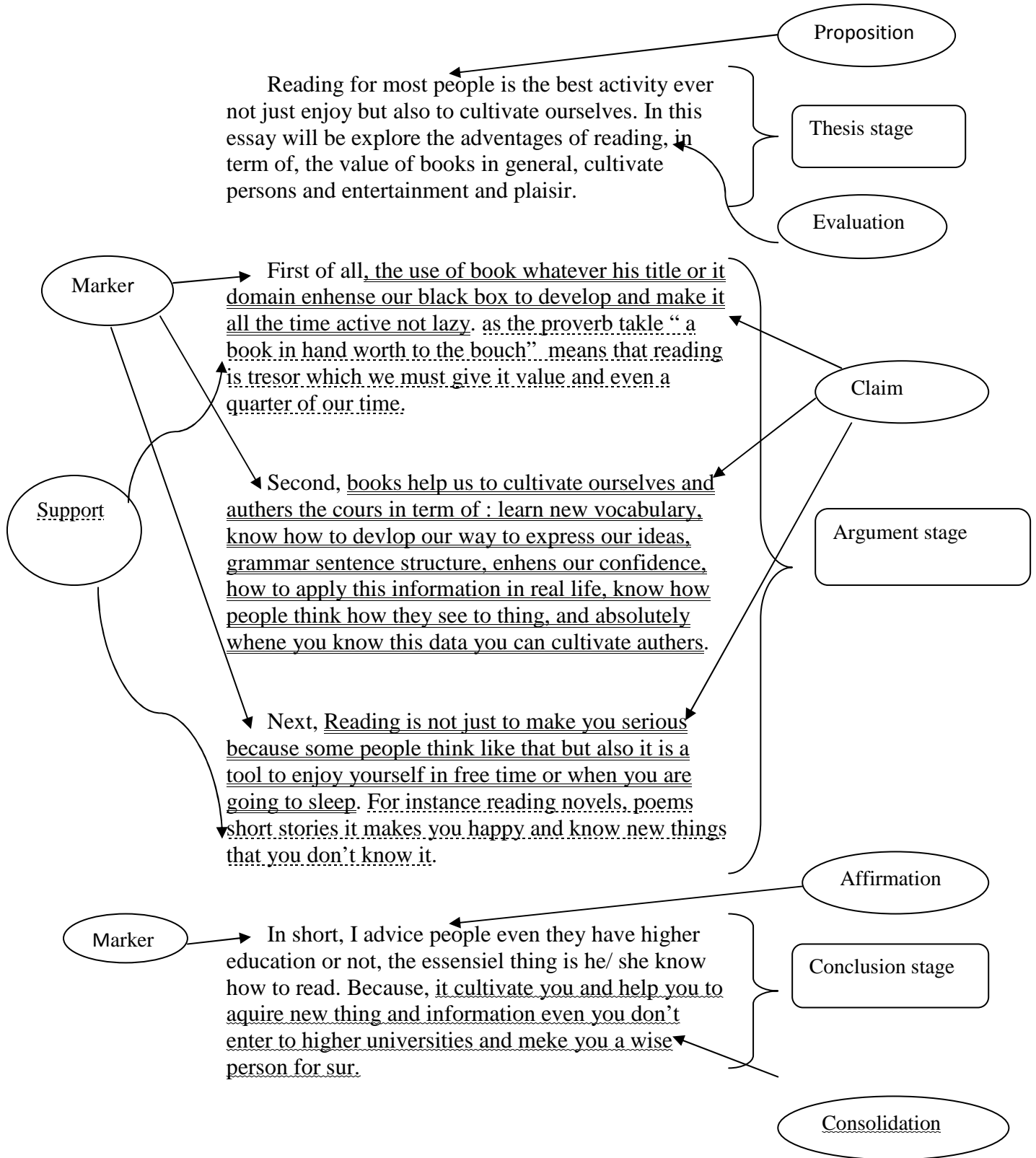
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Appendix B

Pilot test



Abstract

This research is a genre analysis study that focuses on argumentative writing. This specific genre differs from Arabic to English at cultural and linguistic level. These differences are directly responsible for problems of EFL students' argumentative writing in L2. The corpus of the present study consists of 23 first year master students of translation and traductology at KMUO; 10 are male and 13 are female. The adopted research methods are corpus analysis and genre analysis. The findings indicate that EFL students respect the structure of English argumentative essays whereas they still have serious problems concerning linguistic patterns that derive from L1 transfer. The suggested remedy for these problems are adopting genre based approach in teaching EFL writing, connecting writing to reading, using authentic materials, and supporting students with feedback and commePnt.

Key Words: *Genre analysis, Corpus analysis, EFL students, Argumentative writing.*

الملخص

يندرج هذا البحث في إطار دراسة تحليل الاجناس و التي تهتم بالاختلافات الثقافية و أنماط الخطاب بين اللغة العربية واللغة الإنجليزية التي تتسبب بشكل مباشر في مشاكل لطلاب اللغة الانجليزية كلغة أجنبية في كتابتهم للمقالة الجدلية. أجريت هذه الدراسة على عينة تتكون من 23 طالبا في السنة الأولى ماستر شعبة ترجمة و علم الترجمة في جامعة قاصدي مرباح ورقلة من بينهم 13 إناث و 10 ذكور. تم تحليل النصوص باستعمال تحليل العينة و تحليل النوع. و لقد أظهرت النتائج أن طلاب اللغة الانجليزية كلغة أجنبية يمكنهم تركيب مقالة جدلية باللغة الإنجليزية بشكل صحيح في حين لا يزالون يعانون من مشاكل على المستوى اللغوي و ذلك نتيجة استعمالهم قواعد اللغة العربية أثناء كتابتهم باللغة الانجليزية. و لقد تم اقتراح حلول للإشكالية سالفة الذكر و التي تتمثل في إتباع منهج التركيز على نوع المقالة و ربط عملية القراءة بالكتابة و استعمال مراجع ذات صلة بالاختصاص.

كلمات مفتاحية: تحليل الاجناس، تحليل العينة، المقالة الجدلية، الانجليزية كلغة أجنبية.