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**Option: *Language and Communication***

**Genre Analysis of Abstracts, Introductions, and Conclusions of Master**  
**Dissertations Moves: A Case Study: Department of English, UMMTO**

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*To,*

*my beloved parents,*

*my much-loved brother,*

*my darling sister in law,*

*all my family,*

*the one I love and*

*all my adorable friends*

Hanane Ait Hamouda

*To,*

*my dear parents,*

*my much-loved brothers,*

*my aunts and uncles,*

*the memory of my aunt; Malika and*

*all my fantastic friends*

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## Abstract

*The current study investigates the field of genre analysis which is at the core of many interests. It seeks to scrutinize seven abstracts, introductions, and conclusions in order to reveal the different moves followed by students of the department of English of Tizi Ouzou in writing their Master Dissertations. To achieve this objective, three distinct theoretical frameworks are employed namely; Cooley and Lewcowicz's abstracts moves, Swales and Feak's introductions moves, and Thompson's conclusions moves. In order to analyze the corpus, relational content analysis is adopted. The latter consists of a procedure allowing the identification of some terms/sentences which express the moves of the aforementioned sections. The mixed method is used to report the results. It was found that the analyzed dissertations have not been organized following the same moves. As a matter of fact, some moves have been displaced, others omitted while additional moves are to be found in some abstracts, introductions and conclusions. This may stem from the students' lack of awareness of well-organizing moves in writing coherent dissertations.*

**Key Words:** genre, genre analysis, moves, move analysis, abstracts, introductions, conclusions, Master Dissertations.

## **List of Abbreviations**

- CARS: Creating a Research Space
- ESP: English for Specific Purposes
- MDs: Master Dissertations
- UMMTO: Université Mouloud Mammeri Tizi Ouzou

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# General Introduction

## 1- Statement of the Problem

Genre analysis has been the subject matter of many disciplines. It reveals all the features that characterize a specific genre and seeks to unveil the content through analyzing every step of its overall structure. Indeed, the term genre used to be restricted to the field of Literature standing for prose, poems, tales, plays, epics, short stories, etc. Since the 1980s, a growing concern has been consecrated to the study of genres in the field of Linguistics and the most influential school has been English for Specific Purposes (ESP). The concept genre, as cited in the ESP Today Journal of English for Specific Purposes at Tertiary Level, has been used for the first time in an ESP journal article written by Elaine Tarone and her colleagues. Nowadays, it is emerging as a subject of interest in cross disciplinary areas such as arts, literature, media, linguistics and applied linguistics. It is defined by Derewinka (1990 in Deng, L 2014:52) as “*the schematic structure of a text which helps it to achieve its purpose*”. In other words, genre may be an oral or a written discourse that seeks to achieve a communicative purpose through following a particular structure and using language that fits a specific goal.

Dissertation writing is an inevitable and a crucial step for foreign language learners. It is among the genres that they have to master because it is required for getting a university degree. Indeed, the process of writing a dissertation reflects the students' linguistic potential as well as their communicative competence. Therefore, it is not an easy task because students are expected to produce an effective piece of writing through respecting all the rules that govern the language use to the letter (Cooley and Lewkowicz, 1997:113).

This genre has gained a great importance regarding the published guidebooks and manuals which try to pave the way and facilitate the process of writing it, such as, *Thesis and*

*Dissertation Writing in a Second Language* by Brian Paltridge and Sue Starfield (2007), *Succeeding with your Master's Dissertation* by Jhon Biggam (2008), *The Student's Writing Guide: How to Plan and Write Successful Essays* by Taylor (2009), etc. Thus, many researchers have listed some steps to follow in order to write a coherent dissertation section. For instance, Dudley Evans determines the steps to follow for the introduction section, Bunton presents the conclusion steps, Kwan determines the appropriate steps for the review of literature, etc.

The present work is about analyzing the overall organization of their sections. Indeed, many works have dealt with analyzing dissertations and theses from different perspectives at the national and foreign levels. Firstly, a study was conducted by Amara Farida at UMMTO (2009), dealing with the analysis of the moves of Algiers University's Magister theses. It concerned the introductions and abstracts following Samraj's moves, and acknowledgements according to Hyland's moves. It was noticed that the introductions are written differently, the moves of abstracts are respected and the acknowledgements' moves are respected to some extent. Secondly, an analysis of the introductory sections of Doctorate Theses in computing written in Spanish has been conducted by Luz Gil, et.al in the Polytechnic University of Valencia in 2008. The work was based on a modified version of Bunton's revised Creating a Research Space (CARS) model for English PhD thesis introductions. Their findings have suggested that the construction of Spanish Theses introductions is complex due to the nature of the research topic. Thirdly, theses written by Korean Master students, Doctoral students, and research articles written by Korean experts have been analyzed by Hohsung Choe in Hankuk University of Foreign Studies in 2014. The aim was to identify the organization of introductions according to Swales' CARS model of writing moves. On the one hand, it was found that very few Master and Doctorate students follow the regular introduction's moves. On the other hand, the Korean experts follow the regular moves of the introduction.

## **2- Research Questions and Hypotheses**

Despite the researches which have been devoted to the analysis of the writing moves, none of them has paid attention to Master Dissertations (MDs) at the national level. There is also no previous research work that has dealt with abstracts, introductions, and conclusions in the field of Language and Communication. The first section gives to the reader the opportunity to judge the credibility of the work throughout the condensed version of the whole dissertation by including its major components. The second one is the most difficult chapter to write because students seek to convince the reader about the significance and originality of their work. It is also the starting point that facilitates the achievement of the whole work. The third one is the final chapter that puts an end to the work which aims to remind the reader about the whole work and it is the chapter where students suggest other sources to go deeper in the research.

Accordingly, this work seeks to answer this research question:

- What are the moves followed by Master Students of English while writing abstracts, introductions, and conclusions of their MDs?

These following hypotheses are advanced trying to predict the results:

- All the students follow the same moves to be found in the Literature when writing abstracts, introductions, and conclusions.
- The students do not follow the same moves to be found in the Literature when writing abstracts, introductions, and conclusions.
- The students suggest personal moves that they prefer to follow in writing abstracts, introductions, and conclusions.

In order to analyze the aforementioned sections in a systematic way, analytical categories are borrowed from three distinctive theoretical frameworks. The latter consist of Cooley and Lewkovicz's moves of abstracts, Swales and Feak's moves of introductions, and Thompson's moves of conclusions.

### **3- Aims and Significance of the Study**

The present work is about analyzing some sections of a student-produced genre namely MDs. Its objective is to clarify and unveil the different moves followed by EFL students at the University of Tizi Ouzou. It is conducted in the scope of genre analysis of non native speakers productions. Accordingly, it is likely to pave the way to other Master students and facilitate to a certain extent the process of writing a dissertation effectively through following the different steps presented in the Literature.

### **4- Research Techniques and Methodology**

As it has already been pointed out, the theoretical frameworks explored in the present study are Swales and Feak's introduction moves, Cooley and Lewkovicz's moves of abstracts, and Thompson's conclusion moves. All of them have pointed out a number of steps to follow in order to facilitate the writing of coherent chapters. The first one is regarded as the reference in the field of genre analysis since many writers have developed their writing moves through presenting a modified version of Swales' moves. For instance, Dudley Evans (1986), Bunton (2002), etc. The second and third ones consist in recent contributions in the field.

The theoretical frameworks are applied on a corpus containing seven dissertations written by Master 2 students of UMMTO, department of English, option language and communication. The selection was done randomly with a total ignorance of the marks to avoid the influence on the results.

Content analysis is used as a procedure for analyzing the selected corpus. According to Holsti (1968 in Elmer, 2008:24), it is “*Any technique for making inferences by systematically and objectively identifying special characteristics of the data*”. Therefore, it can be defined as a technique used in identifying and determining the presence of certain words or sentences used in texts to convey a specific goal. Since it looks at the actual context of the text rather than the implied meanings, content analysis is appropriate to the present work because it allows the identification of certain terms or sentences that refer to the moves of the different sections.

## **5- Structure of the Dissertation**

The work is designed according to the traditional simple type of dissertation format. It is divided into a General Introduction, a General Conclusion and three main chapters that consist in the Review of the Literature, the Methodology, the Results and Discussion. First of all, the Introduction section states the general topic of the work and claims its centrality by investigating the gap of previous works. The first chapter comprises different definitions of the key terms presented by different authors from different perspectives. The second chapter includes the corpus and the procedures used in the investigation. As for the last chapter, presents the findings of the analysis and involves the interpretation and explanation of the findings. Finally, a General Conclusion is made up of the main points of the research and suggests further resources to expand the scope of the study.

# **I Review of the Literature**

## **Introduction**

This chapter is devoted to the review of the main notions and concepts related to the present work in details. First, the term genre is defined from different perspectives. Second, much focus is put on genre analysis. Third, the term move is explained as well as move analysis. Finally, much room is devoted to the presentation of the analytical frameworks.

### **1- Genre**

The origin of the term genre goes back to the Latin word “genus” that is “gender” which refers to a kind or a class of things. According to the Etymology Dictionary, genre has its roots in French which its English meaning is a kind, a sort, or a style. It has been confined to the Literature field. Conforming to Merriam Webster dictionary, from a literary perspective, genre relates to a category of artistic, musical or literary composition characterized by a particular style, form, or content. It was restricted to three main categories namely; poetry, drama, and fiction. These genres are divided into subgenres such as, sonnets, lyric poetry, epics, tragedies, etc.

However, nowadays the concept is broaden to embrace several non literary fields such as composition studies, rhetoric, professional writing, discourse, sociolinguistics, etc. Indeed, Hyon (1996) and Coffin (2001) in Christison and Murray (2014:124), have proposed three main influential schools which are complementary rather than competitive. The first school is ESP, the second is New Rhetoric Studies, and the third one is Systemic Functional Linguistics. A particular interest is paid to the range of definitions for the term genre given in the trend of Linguistics and ESP as it fits well the objective of the present study.

The most prominent definition of the term genre is of Swales who states that:



A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high probability expectations are realized, the exemplar will be viewed as a prototypical by the parent discourse community.

(1990:58)

The abovementioned quotation denotes that each genre has its proper purpose to reach. The latter shapes and moulds the content of the text and discourse. Similarly, the content is likely to change in such a way as to fit the goal which allows the distinction between different genres. *“Any major change in the communicative purpose(s) is likely to give us a different genre”* (Bhatia, 1993:13).

Bill Martin J.R (1984 in Paltridge, 2006:86) defines genre as *“a staged, goal oriented, purposeful activity in which speakers engage as members of [a]culture”*. Therefore, the term genre can be referred to as a set of some organized steps that are necessary to go through in order to achieve a specific goal. Another definition of genre is provided by Flowerdew. J and M. Peakock in which they have mentioned the fact that a genre has particular features which can be understood only by people belonging to the same discourse community as illustrated in the following quotation:

A genre is a particular communicative event which has a particular communicative purpose recognized by its users, discourse community. By targeting specific genre as the object of analysis, one ensures that description is valid for specific situation and participants (especially where members of the discourse community are consulted as part of the analysis).

(2001:15)

Furthermore, a genre is “*a type of discourse that occurs in a particular setting that has distinctive and recognizable patterns and norms of organization and structure and that has particular and distinctive communicative functions*” (Richards and Schmidt 2002 in Paltridge, 2006:82). In other words, a genre has a particular purpose which is reflected through its organization.

There are also recent definitions given to cover the central notion of this work most notably; genre. Frances Christie argues that it is “*a technical term for a particular instance of a text type*” (2005:233). That is to say, it is another labeling for any given type of a text referring to all the tips and strategies that are used by the writers in order to attain a specific purpose. Hyland also shows the interrelationship between the structure and the communicative purpose; according to him, it is “*a term for grouping texts together, representing how writers typically use language to respond to recurring situations*” (2004:4). Anne Freedman (1994) also defines genre as follows:

Genre is an organizing concept for our culture practices, any field of genres constitutes a network of contrasts according to a variety of parameters, genre is a place occasion, function, behavior, and interactional structure; it is very rarely useful to think of it is a kind of ‘text’. Genre as a culture competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift. (quoted in Knapp and Watkins, 2009:21)

Relying on the different definitions given above, genre is considered as a text characterized by some features, but it can also be defined as a cultural competence allowing to know how to write and read different texts.

## **2- Genre Analysis**

In an attempt at analyzing any given genre, there should be a reference to genre analysis since it is “*an approach to the analysis of written and spoken discourse*” (Holmes,

1997:11). Indeed, it has always been at the core of the linguistic field and it has raised the interest of many linguists and analysts. According to Allison (2004), as cited in the LSP Journal (2010), it is the study of how language is used by the writer within a particular setting in order to convey a specific message; *“genre analysis explores discourse features in the broad context of the communicative event and attempts to provide the rationale of the discourse features in terms of authors’ intentions and institutional conventions”*. It also inspects the use of language, and how it corresponds to a particular context. The latter is the reason why genres have some criteria specific to them. It is, according to Hyland (1992), as cited in ASP Journal (1997), *“the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals”*.

Bhatia (1993: 16-17) categorizes three different orientations of genre analysis. They consist in linguistics, sociology, and psychology. In linguistics, Bhatia stresses the shift from the analysis of texts which was limited to the analysis of lexico-grammatical features to the analysis of rhetorical organization. He also considers that, *“analyses of the varieties or registers on their own reveal very little about the true nature of genres and about the way social purposes are accomplished in and through them in settings in which they are used”*. (1993:18). To put it another way, even if the linguistic analysis is important, it neglects other aspects that characterize any given genre.

In sociology, an important aspect of genre can be analyzed which consists of the purpose and aim of the author; *“this aspect of genre analysis emphasizes that text by itself is not a complete object possessing meaning on its own; it is to be regarded as an ongoing process of negotiation...”*(Bhatia, 1993:18). In other words, a genre is not only a set of meaningful words, but it implies what has influenced the author when writing it and the message s/he wanted to convey.

Bhatia distinguishes also between two aspects in Psychology; the psycholinguistic aspect and the tactical one; *“the psycholinguistic aspect of genre analysis reveals the cognitive structuring, typical of particular areas of enquiry, whereas tactical aspect of genre description highlights the individual strategic choices made by the writer in order to execute his or her intention”* (1993:19). In this respect, He refers to the fact that even if there are rules that govern the structuring of any given genre, the writer uses some personal tips and strategies to produce an effective writing. The personal contribution of the writer may lead to the creation of new sub genres but it is not obvious to make a clear distinction between the genre and its sub genres. *“...It must be admitted that it seems almost impossible to draw up clearly defined criteria to make satisfactory distinction between genres and subgenres”* (Bhatia, 1993:21).

Genre analysis can also be defined as an approach which looks attentively to the way in which individuals use the different forms of language to respond to a specific purpose. As Bhatia (2002) writes:

... One of the main objectives of genre analysis, therefore, is to understand and to account for the realities of the world of texts. The real world is not only complex but dynamic too; complex in the sense that it incorporates texts of various kinds, serving often overlapping and at the same time, conflicting communicative purposes...

Hyland has joined the previous points of views about genre analysis and its objectives by claiming that, *“it is driven by a desire to understand the communicative character of discourse by looking at how individuals use language to engage in communicative situations”* (2004:95). Similarly, Richards and Schmidt (2002:224) define genre analysis as:

The study of how language is used in a particular context [...] in the study of written texts, genre analysis studies how writers conventionally sequence material to achieve particular purposes. This includes the identification of particular types of schema and how they are realized linguistically.

Broadly speaking, genre analysis can be considered as an approach which aims at identifying the communicative purpose of any given genre which is realized through a set of stages that the writers go through. Its major aim, as viewed by Henry and Roseberry (2001 in Barron, 2012:8), is to identify the moves of any given genre followed to achieve a specific purpose. Hyland (2004), as cited in The Asian ESP Journal (2012), has listed some aims of analyzing any given genre which are as follows: First of all, genre analysis aims at describing the overall organization of any given genre through identifying the moves and steps that achieve a specific purpose. Secondly, it explores the knowledge of the language users and how they realize a specific purpose. Thirdly, it explains the reason why a specific form of a language is used to respond a specific situation.

### **3- Moves**

This notion has also raised up the interest of many researchers who have provided several definitions. Moves can be defined as a set of steps that the writer or speaker has to follow in order to achieve his/her communicative purpose. It is “*a discursial or rhetorical unit that performs a coherent communicative function in a written or spoken discourse*” (Swales, 2004:228). More precisely, Swales (2004), as cited in the International Journal of Research Studies in Language Learning (2015), points out that *a move “at one extreme, can be realized by a clause; at the other by several sentences. It is a functional not a formal unit”*. To put it another way, there is no specific way of structuring the move as it depends upon the goal to fulfill.

Relying on Swales’ definition, Ding 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*” (2007:369). He agrees with Swales about the fact that the communicative purpose

determines the structure of the move. He also argues that the texts belonging to the same genre have the same moves.

Nwugu (1997), as cited in the International Journal of Research Studies in Language Learning (2015), argues that a move may be considered as a part of a text that is characterized by some fixed criteria, which should be followed by the writer or the speaker; *“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”*. He also claims that the moves are constituted of sub moves that are organized in a particular order. (ibid)

#### **4- Move Analysis**

The notion of move analysis is also emphasized since the aim of this work is to analyze dissertations moves. It consists of one of Hyland’s categorization of genre analysis purposes cited before.

Move analysis is introduced in the 1990s by Swales in the field of ESP as a way to investigate the overall structure of any given text. The aim which lies behind developing moves analysis, according to Douglas Biber, Ulla Connor, et.al, was to help non native English speakers to read and write research articles and those who want to publish their work in English (2007:25).

They consider it as *“a subset of genre analysis that examines discourse by concentrating on its organization”* (ibid). Therefore, it is a part of genre analysis that checks carefully any given genre to detect the different moves that allow achieving a purpose. They also explain clearly the relationship between genre analysis and move analysis by stating that, *“researchers involved in the analysis of text as genre further relate discourse structures to the*

*communicative functions of texts, resulting in the current approach of doing genre analysis using rhetorical moves” (2007:24).*

Move analysis concerns the different dissertation chapters. Since the present work is devoted to the analysis of abstracts, introductions and conclusions, the following paragraphs cover the different perspectives concerning the moves of the selected sections. And a particular focus will be put on the ones which are selected as analytical frameworks.

#### **4-1 Abstracts**

Lores mentioned by Santos (1996), as cited in AWELU, considers the abstract is viewed as a “gateway” that justifies the reading of the whole dissertation and it is what allows its publication (Lores, 2004:281). As Burgess and Martin (2008:161) observe, it is the part that reflects the dissertation content and allows the readers decide whether it deserves their attention or not. It is also considered as preventing time and effort consuming (ibid).

Bhatia (2000) proposes four moves to respect in order to write a well done abstract. The first move is introducing the purpose; the writer has to state clearly the aim of the research. The second move consists in describing the methodology; the writer presents his/her theoretical framework(s) and describes the dissertation format. Summarizing the results is the third move and it serves to present the major research findings. The fourth move relates to presenting conclusions; the writer may include some implications and applications of the findings.

Figure 1 illustrates Bhatia’s abstract writing moves:

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**Move 1: Introducing purpose**

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**Move 2: Describing methodology**

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**Move 3: Summarizing results**

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**Moves 4: Presenting conclusions**

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**Figure 1: Abstract moves (Bhatia, 2000).**

Hyland (2000) lists five moves to write a coherent abstract. The first move is the introduction that is to present the background of the study. The second move is the purpose that is to present the goal of the study. The third move is methodology to point out to the dissertation overall plan. The fourth move is the product which is to state the results of the research. The fifth move consists of the conclusion that is to restate the aims and applications of the findings. Figure 2 bellow illustrates Hyland's abstract writing moves:

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**Move 1: Introduction**

---

**Move2: Purpose**

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**Move 3: Methodology**

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**Move 4: Product**

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**Move 5: Conclusion**

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**Figure 2: Abstract moves (Hyland, 2000).**

Cooley and Lewkowicz (2003) in Paltridge and Starfield 2007 point out to four main moves that should be followed in order to write a coherent and effective abstract which are set out in figure 3:

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**Move 1: Aim of the study**

---

**Move2: Reason for the study**

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**Move 3: Methodology used in the study**

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**Move 4: Findings of the study**

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**Figure 3: Abstract moves (Cooley and Lewkowicz, 2003).**



The abstract is a condensed version of the dissertation that summarizes and informs the reader about the dissertation content and how it is ordered. It is the last part of the dissertation to be written but the first to be read. (Cooley and Lewkowicz 2003 in Paltridge and Starfield, 2007: 155)

It gives an overview of the study and in order to do so; it should include four essential moves that are as follows: First of all, the writer should clearly state the purpose that lies behind conducting such a research. Then, the writer has to justify the reasons that led him/her to the study. In the sense that he/she gives evidence about the significance of the study. After that, the research tool(s) and the sample on which the study is conducted have to be mentioned. Finally, the abstract has to be concluded through revealing the results of the study.

## **4-2 Introductions**

The introduction is an essential part of any given piece of writing. Paltridge (2002:82) has pointed out that all the dissertations he has analyzed have an introductory chapter. He has also considered the overall structure of the dissertation an hourglass which is open at the top and the bottom and narrowed in the middle. He has situated the introduction at the top of the hourglass to indicate that it is the key part that states clearly the topic and how it is related to what is going to be inserted in the dissertation (2002:83).

Samraj identifies three moves concerning the writing of a dissertation introduction. The first move; establishing a territory aims at claiming the centrality of the work through insisting on its importance. The second move; establishing a niche is about finding a gap concerning the previous works. The third move; occupying the niche consists in stating the purpose(s) of the research, in making hypotheses trying to predict the results, and giving an overview of the work outline. Figure 4 illustrates the aforementioned moves:

---

**Move 1: Establishing a territory :**

- Claim centrality:  
Importance in the real world.  
Importance in research.
- Review literature or present topic generalizations

---

**Move 2: Establishing a Niche**

- Indicate a gap/question in research
- Indicate problem in the real world
- Positive justification

---

**Move 3: Occupying the Niche**

- State goals/argument of thesis
- Background
- Present hypotheses
- Present results
- Preview organization of thesis

---

**Figure 4: Introduction moves (Samraj, 2008)**

Swales and Feak (1994) have listed three key moves achieved through the sub moves which constitute them and they are indicated by a, b, c, etc. The latter are either obligatory or optional. The writer has to respect them in order to produce a well done introduction. They are illustrated in figure 5 bellow:

---

**Move 1: Establishing a research territory:**

- a** by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
- b** by providing background information about the topic (optional)
- c** by introducing and reviewing items of previous research in the area (obligatory)
- d** by defining terms (optional).

---

**Move 2: Establishing a niche:**

- a** by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory).

- b** by identifying a problem/need (optional).

---

**Move 3: Occupying the niche:**

- a** by outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses (obligatory)
- b** by announcing principal findings/stating value of research (optional)
- c** by indicating the structure of the thesis and providing mini-synopses (previews) of each subsequent chapter (obligatory).
- d** by outlining the theoretical position (optional).
- e** by describing the methods used in the study (optional).

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**Figure 5: Introduction moves (Swales and Feak, 1994)**

Here are the main moves to follow in order to achieve the communicative purpose of the introduction:

The first move: establishing a research territory consists mainly in insisting on the significance and importance of the subject matter through reviewing the previous works in the same field. It gives credibility to the work since it has risen up the interest of many researchers. The writer may provide a glance concerning the topic background. He/she may also define key notions and terms that are central in the study.

The second move: establishing a niche gives evidence about the originality of the work. It is expressed through indicating a gap or continuing the tradition. In other words, the writer has to shed light on the weaknesses of prior researches and in some way criticizes them or extends the researches into another area.

The third move: occupying the niche is achieved through determining the purposes of investigating such a research. In the sense that the writer indicates what is his/her intention and what new elements may be brought to the research. It is also through asking research questions and proposing some hypotheses as an attempt to predict the results. The writer has also to specify the outline of the dissertation and give a brief summary of each chapter. He/she may describe the research tool(s) used to carry out the research and they may also state the theoretical framework on which the study will be based.

### **4-3 Conclusions**

Dudley Evans (1986) in the *Journal of English for Academic Purposes* (2005) considers the conclusion as being a part of the discussion chapter. However, Allison and Yang (2003) contend that the conclusion part is distinguishable and independent from the discussion chapter. Paltridge (2002) also devotes a distinct part for the conclusion chapter and has presented the different moves that constitute it.

The conclusion is an important part of the dissertation because it reminds the reader about what has been discussed throughout the dissertation. It is also an evaluation of the whole work since it points out to what has been achieved or not (Thompson 2005 in Paltridge and Starfield, 2007:151).

Bunton in Paltridge and Starfield 2007 presents three main moves to take into consideration in order to write a coherent and credible conclusion. For the first move, the introductory statement consists of the restatement of the subject matter, its purpose, the research questions and the hypotheses. It allows the reader to remember the content of the whole work. The second move, concerns the consolidation of the research space that is to remind the reader about the major findings of the research work. The third move, regarding recommendations and implications, is to suggest some other resources to enrich the work or other perspectives to further investigate the topic. Figure 6 illustrates Bunton's moves.

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**Move 1 : Introductory statement**

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**Move 2: Consolidation of the research space**

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**Move 3: Recommendations and implications**

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**Figure 6: Conclusion moves (Bunton, 2005).**

Thompson has developed four principal moves to go through in order to write an effective and plausible conclusion. They are set out in figure 7.

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**Move 1:** Introductory restatement of aims, research questions

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**Move 2:** Consolidation of present research (findings, limitations).

---

**Move 3:** Practical applications/implications.

---

**Move 4:** Recommendations for further research.

---

**Figure7: Conclusion moves (Thompson, 2005:317-8).**

In the first move consisting in introductory restatement of aims and research questions, the writer should remind the reader about the purpose(s) of conducting such a research and the

research questions have to be restated too in order to link them with the results. Thus, the reader will not get lost and it is easy for him/her to judge the coherence and the cohesion of the whole dissertation.

In the second move: consolidation of present research, the writer has to summarize his/her major results and compare them with the hypotheses that have already been advanced. It is evaluative because it measures the achievements of the aim of the work and reveals the obstacles that had hindered the success of the research's outcome(s).

In the third move: practical applications/implications, the writer is supposed to restate the research tool(s) that allows him/her to analyze any given corpus or to collect data that are appropriate to his/her subject matter. S/he has also to state the procedure of applying the research tool(s) and its efficiency or the limits that had to overcome in order to achieve his/her purpose.

In move four, that is recommendations for further research, the writer has to provide the readers with other sources that may help him/her to go deeper in exploring the same topic. It is used also to pave the way to other areas that may be related to the same subject. This move may serve as a support and a starting point to other students who may be confronted to some difficulties to find a topic for their dissertations.

## **Conclusion**

To sum up, this section has put a focus on the important notions related to the work. The term genre, genre analysis, move and move analysis have been reviewed according to different views in the field of Linguistics and ESP. A detailed presentation of the theoretical frameworks: Cooley and Lewkovicz's abstracts moves, Swales and Feak's introductions moves, and Thompson's conclusions moves have also been given.

## **II Methodology**

### **Introduction**

This chapter stresses the methodology adopted to analyze MDs sections which are abstracts, introductions, and conclusions. It is divided into two main parts, namely the corpus of the study and data analysis. The former provides a detailed description of the selected corpus. The latter explains the procedures of the corpus analysis which consists of relational content analysis and it also describes the mixed method through which the results will be reported. It presents also the different techniques of moves identification.

#### **1- The Corpus of the Study**

The corpus embodies three sections; abstracts, introductions, and conclusions taken from seven MDs written by English students of UMMTO department of English. They were produced in the field of Linguistics. More precisely, Language and Communication option. The reason why it is confined to the University of Tizi Ouzou is mainly due to the limited time imposed to submit the dissertations. Consequently, to save time, we prefer analyzing MDs that are available in the library of the department of English.

The seven dissertations of Language and Communication option have been selected in the order they appear in the catalogue of the department's library, and they concern only those submitted in (2014). This selection is done on purpose which is to unveil the characteristics and features of MDs which are the first to be available in the department of English.

The description of the corpus is set out in table 1. It specifies the title of each dissertation and the length of each section (abstracts, introductions, conclusions). It can be noticed that the abstracts have only one page except the sixth one which has an additional page written in Arabic. Then, the introductions are about four to five pages. Finally, the length

of the conclusions is between two and three pages apart from the second one that has five pages.

Dissertation N°	Title	Number of pages		
		Abstract	Introduction	Conclusion
1	Cooperative Learning Techniques to Reduce Anxiety in Speaking Case Study: Third Year LMD Students in the Department of English, Mouloud Mammeri University of Tizi ousou	1	4	2
2	Criminal Discourse and Gender Differences: A Forensic Approach	1	5	5
3	Facebook: An Online Environment for Learning Coherence and Cohesion in Higher Education: The case of Second Year Students at Mouloud Mammeri University of Tizi Ouzou	1	5	2
4	Facebook Use and the Construction of Social Identity Case Study: Kabyle-Speaking Female Students of the Department of English at UMMTO	1	5	3
5	Interruptions, Overlaps and Minimal Responses in Mixed-Sex Conversations: A Gender Approach	1	5	3
6	Motivations, Patterns and Functions of Teachers' Code Switching in Classroom: The Case of the Department of English at Mouloud Mammeri University	1 (English) 1 (Arabic)	4	2
7	Textbook Evaluation: Cultural Ponderation in New Prospects	1	4	2
		Total number of pages: 58		

**Table 1: The titles of dissertations and the number of pages of each section.**

## **2- Data Analysis**

### **2-1 Analysis Procedures**

The present work aims at revealing the major characteristics of MDs sections written by foreign language learners. As it has already been mentioned, the sections consist in abstracts, introductions and conclusions written by Master 2 students at of UMMTO department of English. The analysis relies on content analysis, more precisely on relational content analysis.

Broadly speaking content analysis is a tool used to determine the presence of certain terms or sentences that express a specific goal. It goes back to the 1940s and it was restricted to identify the frequency of particular words. However, by the mid 1950s an interest emerged as to the identification of not only terms but also concepts. In other words, content analysis takes into consideration the meaning of sentences that determine the communicative functions. Indeed, two main categories of content analysis have been identified which are the conceptual analysis and the relational one. The former is to count the frequency in which specific words occur in a specific text. The latter does not confine the analysis to the identification of specific terms but expands the identification to sentences that express specific communicative functions.

The relational content analysis is the category that is appropriate for analysing MDs sections. According to Palmquist, Carley, and Dale (1997), as cited in the Colorado State University website (2014), relational content analysis is also termed semantic analysis. It goes beyond the identification of predetermined terms in any given genre and looks for meaningful sentences or general ideas which express a specific communicative function. And in this case of study it occurs through identifying the different moves.



The writing move is a set of steps that the writer has to go through in order to express a communicative purpose and create coherent and well structured passages. Relational content analysis is used to sort out the different moves that correspond to those of the analytical frameworks, mentioned above by Cooley and Lewkowicz, Swales and Feak, and Thompson. They have listed different steps that constitute the moves of abstracts, introductions, and conclusions.

This study uses the mixed method to report the outcomes of the analysis. It consists in combining between the qualitative and quantitative methods. The former is made up of text data. That is to say, it reports the results of the analysis through texts. The latter involves numerical data. In other words, it measures the frequency of the moves presence and reports the results in form of statistics.

## **2-2 Techniques of Moves Identification**

There is no typical or exact terms and sentences which stand for particular moves. However, through reading texts several times, scanning their content, using the relational content analysis, and referring to the analytical frameworks, the different moves may be identified.

All of Cooley and Lewkowicz, Swales and Feak, and Thompson have not provided some useful tips and strategies to recognize their respective moves concerning the abstracts, introductions, and conclusions. However, Paltridge and Starfield have pointed out to some tips that Swales and Feak have provided to facilitate the identification of one particular step. The latter consists in indicating a gap that is the first step of the second move. Indeed, according to Paltridge and Starfield (2007:88), Swales and Feak list some examples of gap statement in the form of:

❖ **Verbs**

Disregard, neglect to consider, fail to consider, over estimate, ignore, over look, is limited to, suffer from, misinterpret.

❖ **Adjectives:**

Controversial, questionable, incomplete, inconclusive, unsatisfactory, misguided.

❖ **Noun phrases:**

Little information/attention/ work/ data/ research.

Few studies/ investigations/researchers/attempts.

No studies/data/calculations.

None of these studies/findings/calculations.

❖ **Other forms:**

However, it remains unclear, it would be of interest to.

Consequently, the identification of the different moves is based upon the understanding the meaning of the representative sample. The analysis is achieved by looking for all the structures and forms that express these following moves:

Cooley and Lewkowicz's abstract moves:

- Aim of the study.
- Reason for the study.
- Methodology used in the study.
- Findings of the study.

Thompson's conclusion moves:

- Introductory restatement of aims, research questions.
- Consolidation of present research (Findings, limitations).
- Practical applications/ implications.
- Recommendations for further research.

Swales and Feak's moves:

- Establishing a research territory.
- Establishing a niche.
- Occupying the niche.

## **Conclusion**

To conclude, this chapter has highlighted the methodology used to analyze the abstracts, introductions, and conclusions of seven MDs. It has described the corpus. And it has also explained the notion of relational content analysis that is the technique adopted in order to sort out the different moves. The latter are identified with reference to the Literature.

### **III Results and Discussion**

#### **Introduction**

Seven abstracts, introductions, and conclusions have been scrutinized through the method of relational content analysis. The different moves are identified thanks to sentences, terms or general ideas following the theoretical frameworks. Thus, this chapter, as its title denotes reports and describes the qualitative and quantitative findings of the analysis. It interprets and discusses also the different outcomes in relation to the analytical frameworks, the previous works and Literature, as well as hypotheses that have been advanced. It is divided into three main parts, and each of them deals with the findings and discussion of a particular section. The sections are arranged in the order they appear in the MDs. That is to say, the first part is abstracts, the second part is introductions, and the conclusions are in the third part.

#### **1- Abstracts**

##### **1-1 Qualitative Results**

The following parts report separately the outcomes of the analysis of each of Cooley and Lewcowicz's moves. They also describe the additional moves that appear in the different abstracts.

##### **A- Aim of the Study**

This move states clearly the purpose(s) of the study and which objective(s) the investigation seeks to reach. This move is present in all the abstracts that have been analyzed.

## **B- Reason for the Study**

The reason for the study indicates the factors that motivate and lead to the investigation of the topic. Among the seven abstracts, there are only two abstracts that comprise this move.

## **C- Methodology used in the Study**

This move sums up the research tool(s) used to collect data and the theoretical framework(s) that are employed. It is manifested in all the abstracts of the seven dissertations.

## **D- Findings of the Study**

This move appears in all the abstracts of the corpus. It provides briefly the main results of data analysis.

## **E- Additional Moves**

Three additional moves have been detected which are:

### **E- 1 Present the Research Study**

Unlike the first abstract, all the six others include the move of presenting the research study. It consists in introducing briefly the subject matter of the research.

### **E-2 Key Words**

This move is manifested only in two abstracts. It presents the key terms and stresses their importance in the subject matter.

### **E-3 Conclusion of the Findings**

This move is also present in only two abstracts. It states briefly the conclusion that can be drawn from the different outcomes of the data analysis.

## 1-2 Quantitative Results

Moves	Rates
Aim	100%
Reason	28.3%
Methodology	100%
Findings	100%

**Table 2: The rate of moves presence**

Abstracts	The order of moves occurrence
1	1 – 3 – 4
2	1 – 3 – 4
3	1 – 3 – 4
4	1 – 3 – 4
5	2 – 1 – 4 – 3
6	1 – 3 – 4
7	2 – 1 – 3 – 4

**Table 3: The order of moves occurrence**

Additional Moves	Rates
Present the research study	85.7%
Key words	28.6%
Conclusion of the findings	28.6%

**Table 4: The rate of additional moves presence**

## **1-3 Discussion**

### **1-3-1 The Overall Structure**

All the abstracts that have been analyzed are presented in the form of one block paragraph. Apart from the fifth one which is composed of two separate paragraphs. Their length in terms of sentences varies from seven to fifteen.

The way the students have written their abstracts suits the norms. That is to say, unlike the fifth abstract, all the other ones are written in the way they should be. They correspond to the advice given by Jhon Biggam (2008:169), “*write an abstract in a single italicized paragraph*”.

An abstract is a summary of the whole work. In this context, Cooley and Lewcowicz consider abstract as “*a summary of the text and informs readers of what can be found...*” (2003 in Paltridge and Starfield, 2007:155). As far as the length of abstracts is concerned it “*is usually prescribed by your institution. The minimum number of words is generally around 200 and the maximum 500*” (ibid, 2003:117). The students have relatively respected the length required to write an abstract varying from seven to fifteen sentences.

### **1-3-2 The Order of Moves Occurrence**

According to Cooley and Lewcowicz (2003 in Paltridge and Starfield, 2007:155), the abstract is a condensed version of the whole work which indicates how the different sections are ordered. It “*is a summary of the text and it informs readers of what can be found in the dissertation and in what order...*”. Accordingly, the students have respected the order of Cooley and Lewcowicz’s moves to some extent. That is to say, all the abstracts of the corpus contain the moves (1-3-4) in the order they have been presented to go through in order to write a coherent abstract except for the fifth one which contains the moves in this order

(1-4-3). The latter does not fit the characteristics of a coherent abstract because the methodology has to be pointed out before the results. There is also a constant shift between moves 3 and 4 in the fifth abstract. Additionally, move 2 appears only in two abstracts in the first position. In other words, the two students prefer starting their abstracts with move 2.

Furthermore, even if there are some differences between the moves to follow while writing an abstract between Cooley and Lewcowicz, Bhatia, and Hyland, all of them agree that the purpose comes before the methodology, and the latter comes before the results. Therefore, the abstracts moves correspond to those of Bhatia and Hyland to some extent.

### **1-3-3 The Moves**

The moves followed by the students in writing their abstract correspond more or less to those presented by Cooley and Lewcowicz. In other words, the students have gone through three of Cooley and Lewcowicz's moves; the aim, the methodology, and the findings. However, they neglected move 2; 'Reason for the Study' that is respected only in two abstracts. The different moves are not expressed the same way. Here are some extracts of how they are stated:

- **Aim of the Study**
  - This dissertation attempts to investigate whether foreign language anxiety (FLA) exists among advanced learners.
  - It is intended to determine whether male and female criminals are different with respect to the use of hedging, negation and evaluative adjectives.
- **Reason for the Study**
  - Following recently increased interest in research on gender, the dissertation seeks to supplement current research by investigating language and gender.
  - The inseparability of language and culture and the increasing role of English as a global language become the focal reasons of investigation in the field of foreign and second language instruction.



- **Methodology used in the Study**

- To reach this objective, an experimental research design has been adopted. It involves the comparison of the essays written by a control group (CTR) and an experimental group (EXP).
- It combines Sacks et al Model of conversation analysis with a questionnaire addressed to a group of Kabyle female students of the department of English at Mouloud Mammeri University.

- **Findings of the Study**

- The results of the investigation show that teachers code switch to Kabyle, French and Arabic for different reasons.
- The obtained data revealed that there is a balance in the portrayal of the national, target and international cultures in the school book.

Some of the moves that have been identified correspond to both of Bhatia's and Hyland's moves. The students have opted to 'present the research study that is move 1 according to Hyland concerning the writing of abstracts. They have also included move 5 of Hyland's moves and move 4 of Bhatia's ones which consists of presenting the conclusions about the outcomes of the work. These examples express these moves:

- **Present the Research Study**

- The present study is concerned with the analysis of males' and females' criminal discourse.
- The current study focuses on the impact of Facebook as an online environment on learning coherence and cohesion in higher education.
- This study is an exploratory inquiry on the pragmatic use of code switching by university teachers in classes taught in English.

- **Conclusion of the Findings**

- As a conclusion to the overall findings...
- The conclusion to be drawn from the findings...

The students have also included another move; key words which does not correspond to the moves mentioned in the Literature concerning the abstracts. It could be said that it is a personal choice. It seeks to shed light and focus on the main concepts and terms that are central to the investigation. This is how this additional move is expressed:

- **Key words:**

- Key words: Facebook, coherence, learning, writing, pre-test, post-test, experimental group, control group.
- Key words: Classroom code switching, teachers' code swithing, language adaptation theory, pragmatic approach, motivations, motivations, pragmatic functions, English language teaching, case study.

In short, regarding the interpretation of the abstracts results, it may be drawn that the second and third hypotheses which were advanced in the Introduction section are confirmed. That is to say, all the students do not follow the moves that were mentioned in the Literature and they also prefer to suggest personal moves. The outcomes of the present study contradict the results of the previous empirical studies in which it was found that the moves of abstracts are respected. Abstracts moves were organized differently.

## **2- Introductions**

### **2-1 Qualitative Results**

The following parts report the different results of the introductions analysis by consecrating each part to Swales and Feak's moves. The additional moves that have been identified are also described.

## **A- Establishing a research territory**

### **a- Show that the General Research Area is Important**

This step has not occurred in the seven introductions.

### **b- Background Information about the Topic**

All the introductions have included this move. The students have provided some insights concerning their research study.

### **c- Introduce and Review Items of Previous Research in the Area**

This step consists of citing some works that have dealt with the same subject matter. Among the introductions of the corpus, there are four that have included this move.

### **d- Define Terms**

This step consists of defining some key notions related to the topic. It has not been manifested in the seven introductions which have been analyzed.

## **B- Establishing a niche**

### **a- Indicate a Gap**

This step points out to the novelty that the research study may bring concerning the previous works either through indicating the weaknesses or extend the scope of the studies. Unlike the fifth introduction, all the six others have included this step.

### **b- Identify a Problem/Need**

This step is not manifested in the seven introductions that have been analyzed.

## **C- Occupying the Niche**

### **a- Outline the Aim or Research Questions and Hypotheses**

This step is present in all the introductions. The learners have stated the purpose(s) for conducting their research, ask some research questions, and advance hypotheses as an attempt to predict the results.

### **b- Announce Principal Findings/ State the Value of the Research**

To announce the principal findings is not included in the seven introductions. On the other hand, stating the value occurs only in one introduction. It seeks to stress the value of the research study.

### **c- Indicate the Structure and Preview each Section**

Apart from the fourth introduction, this step is respected in the six others. It permits to present the format of the dissertation.

### **d- Outline the Theoretical Position**

This step consists in explaining briefly the theoretical framework(s) which the research study is based on. There are four introductions which have included this step.

### **e - Describe the Methods used in the Study**

In this step, the learners are expected to explain the methodology they have adopted to investigate their research studies. It is present in all the introductions.

## **D- Additional moves**

Introductions analysis has revealed two additional moves. They consist in the motivation and anticipating obstacles.

### **a- Motivation**

This move is included in three introductions. It informs the reader about the reason(s) that lead him/her to deal with a specific topic.

### **b- Anticipating Obstacles**

This move is present in only one introduction. It allows to foreshadow the problems that may be encountered during the investigation.

## **2-2 Quantitative Results**

<b>Moves</b>	<b>Steps</b>	<b>Rates</b>
Establishing a research territory	1-a	0%
	1-b	100%
	1-c	57.1%
	1-d	0%
Establishing a niche	2-a	85.7%
	2-b	0%
Occupying the niche	3-a	100%
	3-b	14.3%
	3-c	85.7%
	3-d	57.1%
	3-e	100%

**Table 5: The rate of moves presence**

<b>Introductions</b>	<b>The order of occurrence</b>
1	1-b / 1-c / 2-a / 3-a / 3-e / 3-c
2	1-b / 2-a / 3-b / 3-a / 3-e / 3-d / 3-c
3	3-a / 1-b / 1-c / 2-a / 3-a / 3-e / 3-c
4	1-b / 2-a / 3-d / 3-a / 3-e / 3-d
5	1-b / 3-d / 3-a / 3-e / 3-d / 3-c
6	1-b / 1-c / 2-a / 3-a / 3-e / 3-d / 3-c
7	1-b / 3-e / 2-a / 3-a / 3-c

**Table 6: The order of moves occurrence**

<b>Additional Moves</b>	<b>Rates</b>
Motivation	42.8%
Anticipating obstacles	14.3%

**Table 7: The rates of additional moves presence**

## **2-3Discussion**

### **2-3-1 The Overall Structure**

There is no typical length concerning the introduction of MDs since it varies from one country to another and even from one university to another. The introduction, according to Paltridge and Starfield, is among the chapters that are not long; it is even “*one of the shorter chapters of the entire thesis*” (2007:84). So relying on the aforementioned, it can be said that all the introductions have respected the appropriate length since the analyzed introductions are about four to five pages.

Actually, neither Swales nor Samraj have pointed out to the necessity of using headings. Thus, the distinctive parts with different headings (statement of the problem, the aim of the study, etc.) are due to a personal preference. The use of headings helps the reader to easily distinguish between the different points that constitute the introduction.

### **2-3-2 The Order of Moves Occurrence**

The students have not respected at all the order of the moves listed by Swales and Feak to achieve the communicative purpose of the introductions. In other words, none of the seven introductions have followed exactly the moves order.

In addition, introductions organization does not entirely correspond to the order suggested in Samraj framework. Nevertheless, 'the organization of the thesis' has been respected as it occurs in the last position.

The introduction is personal and it is the section where the students are expected to create their own space Swales and Feak (1994 in Paltridge and Starfield, 2007:82). This may explain the fact that students have organized their introductions differently reflecting their different perceptions of coherence.

### **2-3-3 The Moves**

The moves followed by the students correspond totally to those of Swales and Feak. Even if some steps that constitute the moves are missing in the seven introductions, the communicative purpose of the introductions is achieved. It is due to the fact that the steps that are not included are optional (See figure 5 in the Review of Literature). Here are some examples of how the students formulate the different steps:

#### **Establishing a research territory**

- **Background Information about the Topic**

- Textbooks vary in their cultural representations, that is to say, some ELT textbooks incorporate elements from the target culture that is English – Speaking countries, while others contain only features or knowledge of local culture and some of them include world cultures. Introducing and incorporating culture in EFL textbooks is one of the main issues that is today raised among materials writers and designers due to globalization and the role which the English language plays an international scale as an important means of communication.

- **Introduce and Review Items of Previous Research in the Area**

- Many researches have been conducted about the use of facebook for teaching writing in general (i.e. Muhammad Kamaral Kabilan, 2010; Melor Md. Yunus et al, 2012; Monique N. Simpson, 2012).
- Many Algerian researches dealt with code switching as a sociolinguistic practice in the Algerian society: (i.e. Rabah Kahlouche, 1985; Morsly Dalila, 1983, 1990, 1966; Khaoula Taleb Ibrahimi, 2004).

## **Establishing a Niche**

- **Indicate a Gap**

- But as far as we have reviewed, none of these studies has investigated language and gender differences reflected in criminal discourse.
- However, very few works dealt with code switching to the Berber language in the Algerian university.
- To the present of our knowledge, the latter has never been studied in this department.

## **Occupying the Niche**

- **Outline the Aim or Research Questions and Hypotheses**

### **1- The Aim**

- The goal of this research is to explore how teachers adapt their language to specificities of communicative situations inside the classroom.
- Our aim in investigating this research topic is to evaluate the cultural contents of the ELT textbook *New Prospects*.

### **2- The Research Questions**

- The overall aim of the study can be formulated in the following research questions:

1- What are the contextual situations that motivate teachers' code switching to French and/or Berber or Arabic, in English Language classes?

2- What are the structural or linguistic choices of code switching most used in the classroom?

- The research questions raised in this study are:

1- What kinds of simultaneous speech are identified in cross-sex conversations occurring between male and female students?

2- Who use more simultaneous speech; male students or female students?

3- For what purpose do male students and female students use these simultaneous speeches; is it for cooperative or competitive targets?



### 3- Hypotheses

- In an attempt to answer these three research questions the following hypotheses are advanced:

Hp1: Interruptions, overlaps and minimal responses are used by both male and female students

Hp2: Male students use more interruptions, overlaps and females use more minimal responses

Hp3: Male use interruption and overlaps for competitive purposes while female use them for cooperative aims

- In order to answer these questions, we suggest the following hypothesis,

Foreign Language Anxiety (FLA) exists among third year LMD students in the department of English at Mouloud Mammeri University and cooperative learning techniques may be good techniques to reduce it.

- **State the Value of the Research**

- This research is original because there is no previous study in the literature reviewed so far that has tackled the question of gender and criminal discourse. In fact, criminals in prison, as a community of practice, have not been considered in previous gender studies. This adds value to current research because the study investigates language and gender differences from a new perspective, the prison context, by focusing on the discursive use of syntactic elements, especially hedging, negation and evaluative adjectives.

- **Indicate the Structure and Preview each Section**

- The dissertation in hand follows the traditional complex model. It consists of a general introduction, four chapters and a general conclusion. The first chapter entitled "Review of Literature" reviews the theoretical framework by initiating the main approaches in the field of language and gender, as well as the main concepts used in this research such interruptions, overlaps and minimal responses...

- **Outline the Theoretical Position**

- Relying on Tannen's work (1990), we will investigate the issue of the influence of the use of Facebook on Kabyle-speaking female students' social identity construction in comparison to their real context.
- To this end, the theoretical framework of our study comprises Verschueren's Linguistic Adaptation Theory (1999) and two code switching functions classification models: Yu Gudong (2001) and Fergusons (2003).

- **Describe the Methods used in the Study**

- Our procedures for collecting data are questionnaire for students and an interview for teachers. The interviews will add more clarifications to the findings of the questionnaires. The participants are third year LMD students of English in the department of English at Mouloud Mammeri University.
- In our work we choose the research methodology that fits the objectives of our research is the one labeled mixed methods. The quantitative method will help us to get statistical findings and the qualitative method will help us to collect and describe relevant information.

In addition to the moves that constitute the seven introductions, the students have added two others; motivation and anticipating obstacles. The former seeks to inform about the different criteria which encourage the students to work on a particular research study. The latter is a sort of prevention, the students who have used it tried to announce some interferences that may mess up the achievement of their work. They are personal options since they are not comprised among the moves mentioned in the Literature concerning the introductions. They are manifested in these examples:

- **Motivation**

- The main reason for focusing on criminal discourse is driven by personal interest in forensic application of linguistics, which began as basic interest in crime solving through the artificial situations that were introduced to us by writers such Raymond Chandler and Agatha Christie, who make the world look as their fictions.
- Facebook is chosen among many other social networks because most of the students join this virtual community for its easiness to integrate and its popularity in the Algerian context in contrast to “Twitter” and other professional social networks like “LinkedIn.com”.

- **Anticipating obstacles**

- The study may face some obstacles during the investigation. In fact, people are not accustomed to share information about who they are in the virtual communities and they may be reluctant to provide us with the conversations they exchange during their ritual interaction to preserve their anonymity which is one of the main features of virtual communities.

To sum up, considering the discussion of the introductions results. The first and the third hypotheses that have been suggested in the introduction chapter are confirmed. In other words, all the students follow the moves that are found in the Literature and they also propose other moves which are personal choices. The introductions findings contradict those of the previous works (See the introduction) which testify to the fact that very few Master Theses follow the regular introductions moves.

### **3- Conclusions**

#### **3-1- Qualitative Results**

The following parts present the findings of the conclusions analysis through devoting each part to a particular Thompson's moves. The additional moves that have been identified are revealed too.

##### **A- Introductory Restatement of Aims, Research Questions**

As the title denotes, this move reminds the reader about the research objective(s) and the research questions that have been already asked. Unlike the fifth dissertation, all the others have restated the aim of the study. However, the research questions are not mentioned in all the conclusions that have been analyzed.

##### **B- Consolidation of Present Research (Findings, Limitations)**

This move summarizes the major outcomes of the data analysis and indicates the obstacles that interfere in the achievements of some purposes. On the one hand, the findings are present in all the conclusions that have been analyzed. On the other hand, the limitations have been mentioned in only two conclusions of the corpus.

### **C- Practical Applications/ Implications**

This move consists in reminding the reader about the procedures of data collection and data analysis. Among the seven conclusions that have been analyzed, five of them comprise this move.

### **D- Recommendations for further Research**

This move aims at providing the reader some suggestions to extend the scope of the research. Apart from the sixth dissertation conclusion, it has occurred in all others.

### **E- Additional moves**

The conclusions analysis has revealed four additional moves which are:

#### **a- Present the Research Study**

The purpose of this move is to remind the reader about the topic of the investigation. Apart from the third conclusion, it is present in the six others.

#### **b- Hypotheses**

This move is only present in two conclusions; the second and the fourth one. It aims to restate the predictions that have been advanced to answer the research questions.

#### **c- Conclusion(s) to be drawn from the Results**

This move is about stating what can be deduced from the different outcomes and only three conclusions; the second, third and sixth one have included it.

#### **d- Delimitations of the Study**

This move is present only in one conclusion; the one concerning the fifth dissertation. It consists in stressing the characteristics of the investigation.

### 3-2 Quantitative Results

Moves	Rates
Aim	85.7%
Research questions	0%
Findings	100%
Limitations	28.6%
Practical applications/implications	71.4%
Recommendations for further research	85.7%

**Table 8: The rate of moves presence**

Conclusions	The order of moves occurrence
1	3- 2- 1- 2- 4
2	3- 1- 3- 2- 4
3	3- 1- 3- 2- 4
4	1- 3- 2- 4
5	3- 2- 4
6	1- 3- 2
7	1- 2- 4

**Table 9: The order of moves occurrence**

Additional Moves	Rates
Present the research study	85.7%
Hypotheses	28.6%
Conclusion(s) to be drawn from the results	42.8%
Delimitation of the study	14.3%

**Table 10: The rate of additional moves presence**

### **3-3 Discussion**

#### **3-3-1 The Overall Structure**

Neither Thompson nor Bunton have determined the exact length of MDs conclusions. However, all of Bunton, Lewcowicz, and Ramona Tang have conducted a study in which they have analyzed different conclusions and they have provided their average length. Ramona Tang (2012: 113) states that:

The conclusions varied in length from 2 pages to 14.5 pages. The average length was 5.75 pages, which is considerably shorter than the average of 17.2 pages for Humanities and Social Science texts in Bunton's (2005) study, but longer than the two page average length of the Master's thesis conclusions analyzed in Lewcowicz (2009).

Hence, what Paltridge and Starfield (2007: 151) claim, *"often a conclusions chapter is only a few pages long, as opposed to the Discussion chapter which should be much longer and much more extensive"*, is taken into consideration. Indeed, the length of the conclusions is respected since it varies from two to five pages.

#### **3-3-2 The Order of Moves Occurrence**

The students have not respected the appropriate organization of the moves classified by Thompson in order to write a coherent conclusion. To put it another way, none of the seven conclusions have ordered their moves correctly. Apart from the last move; most notably 'recommendations for further research' that is put in the last position.

The students have not followed the order of Bunton's moves too. However, the move they put in the last position corresponds to his last move; recommendations for further research.

### **3-3-3 The Moves**

The moves adopted by the students while writing their conclusions do not totally correspond to those of Thompson. That is to say, not all the students have respected all the moves, and all of them have neglected reminding the reader about the research questions. These excerpts show how the different moves have occurred:

- **Introductory Restatement of Aims**
  - The purpose of this study was to test the effectiveness of cooperative learning in lowering students anxiety in English oral classes.
  - The objectives of the study consisted in investigating whether the use of Facebook influences the social identity and social roles of the Kabyle female students and if yes how it does it. It also aimed at checking whether gender biases are expressed in the same way as in face to face interactions and do they affect the inter-gender interaction.
- **Consolidation of Present Research (Findings, Limitations)**

The first extract presents the findings and the second one is about the limitations:

- The descriptive statistical analysis of our corpus reported that male participants used more hedging devices than females actually did (61 instances by males, which correspond to 66.3%), and 31 instances by females, which correspond to 33.7%).
  - The corpus upon which the study is based on is limited to eighteen mixed-sex and informal conversations. As well as to a limited number of themes which are discussed in those conversations by male and female students. The duration of the whole conversations is also limited to two hours and fifteen minutes. Therefore, the results cannot be generalized and in order to have more conclusive results, more studies on larger corpus would have to be conducted.
- **Practical Applications/ Implications**
  - Our study has been conducted in the light of Oshima and Hogue's theory of coherence in essay writing (2006) and Wikborgs' analysis of coherence breaks in Connor & Johns (1990:133) to measure participants' improvement in their essay composition, focusing mainly on the aspects of thesis statement, topic sentence, supporting sentences, relevance and conclusion.

- Due to the nature of our inquiry which is multi-dimensional, the pragmatic approach was used to explore in depth the code switching phenomenon in classroom teachers' discourse.

- **Recommendations for further Research**

- The present study is a case study. It would be preferable to generalize the investigation on the Kabyle women rather than the Kabyle female students. This will probably provide this area of research with the consequences of Facebook use on the Kabyle society as a whole.
- Another point to consider is that a comparative study of set textbooks for different grades will be beneficial, in that it might bring new insights and ideas to textbook designers.

'Present the Research Study' is another move which has been identified through the analysis of the conclusions. It consists of restating the topic briefly. It corresponds to move 1 of Bunton (See the Review of Literature) which is introductory statement. These examples show how it is expressed:

- Code-switching has long been considered as a hindrance in the process of learning foreign languages, but paradoxically its occurrence in the classroom is a common phenomenon.
- The present study is an investigation into three kinds of simultaneous talk; interruption, overlap and minimal responses each one is a conversational linguistic phenomenon.

Besides the conclusions moves cited in the Literature, the students have made up their conclusions of three others moves which are hypotheses, conclusion(s) to be drawn from the results, and the delimitations of the study. That is to say, none of these additional moves suit those mentioned in the Literature. Consequently, the additional moves may be explained as a personal choice of the students. These moves have been included in order to remind the reader about all the main points that have been done in the whole work and give him/her the evidence of the chapters' coherence. These instances show how they have occurred:



- **Hypotheses**

- We hypothesized that male and female criminals in the prison context, as a community of practice, speak differently, that females, contrary to males, use more instances of hedging, negation and evaluative adjectives, and that such linguistic differences are solely based on their biological sex.
- Vershueren's language adaptability theory (1999) provided the initial hypothesis for this study which postulates that code switching as a language phenomenon is used by teachers as an adaptability strategy to certain physical, social and psychological correlates.

- **Conclusion(s) to be drawn from the Results**

- Therefore, the conclusion that can be drawn from our investigation is that facebook can improve students' writing skills and build their confidence as writers.
- In sum, the study revealed that gender differences in criminal discourse are not black and white. There is, in fact, a break in traditional gender roles in the prison context. The speech of female criminals has changed over the years.

- **Delimitations of the Study**

- The study is delimited to the informal context of conversation at UMMTO. An informal context is defined as a situation in which language use is unstructured, which allows for colloquial and slang language and does not conform to specific rules. The floor is captured by individuals and interruptions and overlaps are common.

As a final point, it may be drawn from the interpretation of Conclusions results that the second and third hypotheses which have been suggested are confirmed. That is to say, all the students do not follow the same moves that are found in the Literature and they also prefer to follow their own moves.

## **Conclusion**

At last, this chapter has reported the different outcomes of analyzing abstracts, introductions and conclusions. The results have been obtained thanks to relational content analysis. They have been presented in the form of qualitative data; texts and quantitative data;

percentages and numbers. After presenting the results of the analysis of each section, they have been interpreted and discussed in the light of the analytical frameworks to be found in the Literature, the previous empirical studies, as well as the formulated hypotheses.

## **General Conclusion**

This study embraced the field of genre analysis which is at the core of many interests. It was concerned with the analysis of abstracts, introductions, and conclusions of MDs. Thus, its main objective was to unveil the major characteristics of writing dissertations by students of English and to identify the different moves that constitute each section. To do so, this research question has been asked:

- What are the moves followed by Master Students of English while writing abstracts, introductions, and conclusions?

As an attempt to answer this research question, three hypotheses were advanced which are:

- All the students follow the same moves as those present in the Literature.
- All of them do not follow the same moves to be found in the Literature.
- The students suggest personal moves that they prefer to follow.

To conduct this study, seven MDs of Language and Communication option submitted in 2014 were selected. To identify the different moves, three distinct analytical frameworks were used which are the four moves of abstracts that are listed by Cooley and Lewcowicz, the three main moves which embodies different steps that are presented by Swales and Feak, and finally the four moves developed by Thompson concerning the conclusions. All these moves are the key points to go through and respect in order to be coherent while writing the different sections.

Indeed, relational content analysis was used as an analysis procedure. It sorted out some terms, sentences and even short extracts from the corpus with the intention to reflect and represent the moves of the theoretical frameworks and also to identify some additional moves.

The results were reported qualitatively in the form of texts, and quantitatively in form of statistics. Firstly, it was found that apart from the fifth abstract, all the others were written in the form of one block paragraph. Then, concerning the way the moves should be ordered, a slight difference from the ones mentioned in the Literature has been noticed. It was noted that three of Colley and Lewcowicz's moves were respected; all the abstracts included the aim, the methodology, and the findings. However, move 2 was present in only two of them. Moreover, 'present the research study' and the 'conclusions to be drawn from the results' were also identified as they are expressed by Bahtia and Hyland. Finally, an additional move used by students was revealed; key words.

Secondly, it was observed that the length of the introductions were about 4 to 5 pages. Besides, the order of the moves was not respected at all, except for the last move of Samraj that was respected in all the introductions. Moreover, the moves developed by Swales and Feak were respected in all the introductions, but some steps that constitute each move were totally neglected. Finally, two additional moves were revealed which are motivation and anticipating obstacles.

Thirdly, the results demonstrated that the conclusions of the corpus were constituted from 2 to 5 pages. Then, apart from the last move; recommendations for further research that was put in the last position, the way the students organized their conclusions did not fit the Literature moves order. After that, the moves were not totally respected by the students and all of them did not remind about the research questions. Finally, three other moves were identified; 'hypotheses', 'conclusion(s) to be drawn from the results', and 'the delimitations of the study'.

The conclusion to be drawn from this study is that the students do not have a common way of writing abstracts, introductions, and conclusions. So, the articulated hypotheses are

confirmed. That is to say, on the one hand there are some Master Students of English that respected the moves mentioned in the Literature. On the other hand, some of them did not follow them. It has been found that some students prefer to follow different moves which they proposed.

This study was restricted to a corpus of seven MDs. Consequently, it may not totally represent all the Master Students works since it is a case study and its results cannot be generalized to a whole population. Case study methodology “does not enable scientific generalization; and the results of the study cannot be statistically generalized to other cases” (Damon.A, Paul.P, et al, 2011:137). Thus, a larger corpus would bring more insights about the features while writing the aforementioned sections. Furthermore, a genre analysis of other sections such as acknowledgements or the discussion part would be really enriching for this study. Moreover, a contrastive study between Linguistics, Civilization and Literature dissertations would clarify the difference between the two disciplines. Finally, a contrastive study between Master Dissertations of different fields would be really interesting.

Genre analysis has attracted much interest in many disciplines, particularly in the field of linguistics and ESP. Its main objective was, and still continues to be the analysis of the different moves that characterize a specific genre. It puts an accent on developing a cultural competence which consists of knowing how to deal with writing and reading different texts.

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