

وزارة التعليم العالي والبحث العلمي

MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

ⵎⵎⵉⵎⵎⵉⵔ ⵏ ⵜⵉⵣⵓⵣⵓ ⵏ ⵙⵉⵎⵓⵔ ⵏ ⵙⵉⵎⵓⵔ

ⵍⵉⵎⵉⵏⵉⵙⵉ ⵏ ⵙⵉⵎⵓⵔ ⵏ ⵙⵉⵎⵓⵔ

ⵍⵉⵎⵉⵙⵉ ⵏ ⵙⵉⵎⵓⵔ ⵏ ⵙⵉⵎⵓⵔ

MOULOU D MAMMERI UNIVERSITY OF TIZI-OUZOU

FACULTY OF LETTERS & LANGUAGES

DEPARTMENT OF ENGLISH



جامعة مولود معمري - تيزي وزو

كلية الآداب واللغات

قسم الإنجليزية

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master in English**

DOMAIN: Foreign Languages

BRANCH: English Language

OPTION: Didactics of Foreign Languages

Title

**A Genre Analysis Study of Master Conclusions. The Case
Study: Didactics of Foreign Languages Dissertations
Written Between 2018 and 2020 of English Department at
MMUTO.**

Presented by:

- Samira RAHOU

- Hanane HAMADOUCHE

Supervised by:

Mr. Hakim ZERKA

Panel of Examiners

Mr. Mohamed HAMMOU, MAA, Mouloud Mammeri University of Tizi-Ouzou, **Chair.**

Mr. Hakim ZERKA, MMA, Mouloud Mammeri University of Tizi-Ouzou, **Supervisor.**

Mrs. Malika AKIR, MAB, Mouloud Mammeri University of Tizi-Ouzou, **Examiner**

2021-2022

The Master domiciliation laboratory:

Acknowledgements

Thanks be to Allah, who bestowed us with the energy and capacity to carry out this humble work in its present form, despite all the obstacles we have encountered. We would like to express our sincere thanks to the following for making it possible for us to start, work on and finish this dissertation.

First, we are indebted to our supervisor, **Mr.ZERKA Hakim**, who has introduced us to genre analysis, for his support and assistance.

Our hearty thanks go also to **Mr. AOUINE Akli** for his valuable and strong support who has commented on early drafts of this piece of research despite its overload.

Then, we would like to express our deeply gratitude to **Ms. AMMOUR Kamila** for her help and comfort in our difficult moments.

Finally, but not least, our thanks go to the kind panel of examiners, **Mrs. AKIR Malika** and **Mr. HAMMOU Mohamed**, for having accepted to read and examine our humble dissertation, with all its imperfections.

We must acknowledge as well, all the teachers of the Department of English at the University of MMUTO.

Every challenging work needs self-efforts as well as guidance of those who are very close to our hearts.

I dedicate this humble work to:

My lovely binomial,

My beloved parents,

My darling sisters,

My one and only brother,

The memory of my grandfather,

All my family,

The one I love and

All my adorable friends.

Hanane Hamadouche

I dedicate this humble work to:

My dear binomial

My beloved parents, especially my mother,

An unfaltering source of love, guidance and encouragement

Who was always there for me throughout this process and gave me

Lots of aid and taught me to believe in hard work and that so much could be done with little.

My darling sister Lynda, who has always supported and motivated me,

Her husband Mokrane and their beloved daughter Eline

My only brother Mehdi

All my friends and beloved ones who were by my side during my tough moments.

Samira Rahoui

Abstract

Genre analysis has gained so much interest among genre analysts all around the world. Thus, our study aims at investigating the generic structure of the concluding chapters of Didactics Master Dissertation written by students of MMUTO from 2018 to 2020. Furthermore, this study has three objectives. The first one is to clarify and bring to light the different moves and steps followed by Didactics Master Students of the university of Tizi-Ouzou. The second objective is to raise the student's disciplinary awareness. The last one is to raise student's generic awareness through explicitly teaching the different generic templates such as Bunton's (2005) for conclusions. Therefore, to achieve these objectives, Bunton's (2005) model of conclusions is adopted as a theoretical framework for the analysis. In order to reach the objectives, a move analysis is used to study the moves and steps used in each dissertation conclusion, and the quantitative method is used to report the results. Thus, the findings have presented quantitatively as statistics using the rule of three. The results gathered from this study have revealed that all the five moves are present in the twenty Didactics of Foreign Languages Master Dissertation Conclusions, as for the steps some are fully achieved such as 'Purpose', 'Method and Findings', and 'Recommendations for Future Research'. Some others are rarely achieved, as 'Research Questions and Hypotheses', 'Claims', 'Implications'. Whereas Reference to Previous Research is totally overlooked. In addition, the results have revealed that the majority of Didactics of Foreign Languages Master Students have opted for an additional step which is 'Limitations of the Study'. The conclusion to be drawn from the different outcomes shows that Bunton's (2005) moves are all achieved. As for the steps, it was the student's choice to include them all or to abandon some because of their lack of disciplinary and generic awareness. The pedagogical implications of this study are primarily concerned with the need to raise student's generic and disciplinary awareness through an explicit teaching of genre and more specifically, conclusion as a part-genre.

Key Words: Conclusions, Genre, Genre analysis, Master dissertations, Moves, Move analysis,

Steps.

DI: Dissertation

DMCs: Didactics Master Conclusions

EFL: English as a Foreign Language

ESL: English as a Second Language

GA: Genre Analysis

ILrMDR: Introduction, Literature review, Method, Results and Discussion

L1: First Language

L2: Second Language

M: Move

MDC: Master Dissertation Conclusion

MDs: Master Dissertations

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

NR: New Rhetoric

QCA: Quantitative Content Analysis

RQ: Research Question

S: Step

SFL: Systemic Functional Linguistics

Table 1: The Three Schools of Genre Adopted from Hyland (2004, p. 50)16

Table 2: The Typical Structure of Thesis-Oriented Conclusions Adopted from Bunton (2005, p. 219)24

Table 3: The Becher-Biglan Typology Adopted from Perryman & Coughlan (2011, p. 14)25

Table 4: The Titles of Dissertations, The Conclusion Length, and the Date of Submission28

Table 5: Bunton’s (2005) Model of Conclusion Moves31

Table 6: The Frequency of Occurrence of the Moves and Steps Proceeding Bunton’s (2005) Model in MDCs34

Table 7: Statistical Measures Used to Illustrate the Frequency of MDCs Moves and Steps39

Figure1: The Notion of Genre in ESP.....	14
Figure1.1. Proportions of the Steps of (M1) in MDCs	36
Figure 1.2. Proportions of the Steps in (M2) in MDCs.....	37
Figure 1.3. Proportions of the Steps in (M3) in MDCs.....	37
Figure 1.4. Proportions of the Steps in (M4) in MDCs.....	38
Figure 1.5. Proportions of the Steps in (M5) in MDCs.....	39

Contents

Acknowledgements.....	I
Dedications	II
Abstract.....	III
List of Abbreviations	IV
List of Tables	V
List of Figures.....	VI
Contents	VII

General Introduction

-Statement of the Problem.....	1
-Research Questions and Hypotheses	3
-Aims and Significance of the Study	4
-Research Techniques and Methodology	4
-Structure of the Dissertation	5

Chapter One: Review of the Literature

Introduction.....	6
1- Development of the Concept of Genre.....	6
2- Genre in Linguistics	8
2.1. The Systemic Functional Linguistic School	9
2.2. The New Rhetorical School	11
2.3. The English for Specific Purposes Tradition	13
2.3.1. Genre Analysis in ESP	17
2.3.2. The Concept of Move.....	20

2.3.3. The Concept of Step.....	22
2.3.4. Move Analysis	22
2.3.5. The Conclusion Part-genre.....	23
Conclusion	26

Chapter Two: Research Design

Introduction	27
1- Data Collection Procedure	27
1.1. Selection of the Corpus	27
1.2. Description of the Corpus	28
2- Data Analysis Procedure	29
2.1. The Analytical Framework	30
2.2. Move Analysis	30
2.2.1. Corpus Coding	31
2.2.2. Bunton's (2005) Model for Conclusions.....	31
2.3. Quantitative Content Analysis	32
Conclusion	33

Chapter Three: Presentation of the Findings

Introduction	34
1- Move Analysis	34
1.1. The Introductory Restatement (M1).....	35
1.2. The Consolidation of Research Space (M2)	36
1.3. The Practical Implications and Recommendations (M3).....	37
1.4. Future Research (M4)	38

1.5. The Concluding Restatement (M5).....	38
2- Obligatory, Quasi-Obligatory and Optional.....	39
Conclusion	40

Chapter Four: Discussion of the Findings

Introduction	41
1. The Analysis of Bunton’s (2005) Model of Moves and Steps.....	41
1.1.The Introductory Restatement Move	41
1.1.1. Step One (Purpose).....	42
1.1.2. Step Two (Research Questions/Hypotheses).....	42
1.2. The Consolidation of Research Space Move	43
1.2.1. Step One (Method).....	44
1.2.2. Step Two (Results).....	44
1.2.3. Step Three (Claims).....	45
1.2.4. The Absence of the Fourth Step in Move two	45
1.3. The Practical Implications and Recommendations Move	46
1.3.1. Step One (Implications)	46
1.3.2. Step Two (Recommendations).....	47
1.4. The Future Research Move	48
1.4.1. Step One (Recommendations for Future Research).....	48
1.5. The Concluding Restatement Move	49
2. The Identification of a New Step.....	49
Conclusion	51

General Conclusion

General Conclusion	53
---------------------------------	-----------

Bibliography

References	58
-------------------------	-----------

Appendices

Appendices	63
-------------------------	-----------

Statement of the Problem

The writing challenge is a difficult process faced by master students when writing their dissertations. Therefore, there is a need for those students to acquire appropriate writing skills because dissertations are an unavoidable step for master students. In addition to that, dissertations are the genre that they have to master writing for getting a university degree, so in order to provide more effective writing instructions to those students, English for Specific Purposes (henceforth ESP) genre approach have become a major influence in current practices in the teaching of foreign language writing to advanced non-native students. English for Specific Purposes approach began as an international movement within the field of English language teaching, focusing mostly on helping international students in English-medium universities with their academic writing and researchers in non-English speaking countries get published in English (Johns, 2013; Johns and Dudley-Evans, 1991). According to Waters & Hutchinson (1987) “ESP is not a particular kind of language or methodology, nor does it consists of a particular type of teaching material. Understood properly, it is an approach to language learning which is based on learner need” (p. 19).

Since the 1990, the concept of “genre” has become a significant issue in applied linguistics; for this reason, Swales (1990) argues 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”(p.58). In other words, genre may be an oral or written discourse that seeks to achieve a communicative purpose through following a particular structure and using language that fits a specific goal.

Thus, researchers occasionally use genre as a categorizing device to identify types of text which have a common purpose or goal within a certain field of activity. Genre has gained

a great importance in the published books and manuals which try to pave the way and facilitate the process of writing. Examples of books and manuals that have been written in the framework are *Introductions to Research Articles* (Swales, 1981, 1990, 2002, 2004); *Genre and Second Language Writing* (Hyland, 2004b); *Genre Analysis and the Social Sciences* (Holmes, 1997). In an attempt at analyzing any given genre, there should be a reference to genre analysis (henceforth GA) if we need to write a document that we have never had to write before to see exactly the way genres' communicative functions are realized. In other words, genre analysis is a method of evaluating a type or style of writing in order to comprehend the norms, expectations, goal, and intended audience for a certain genre. Thus, there are previous studies that have been conducted in this field to address the issue of analyzing the overall organization of the dissertation conclusions. For example; the study conducted by Zerka Hakim at MMUTO (2017) dealing with a Contrastive Genre Analysis Study of Dissertation Introductions and another study conducted by Amara Farida at MMUTO (2009), dealing with the Analysis of the Moves of Algiers University's Magister Theses Writing a dissertation is a challenging task for most of the students and writing the conclusion is the section students have the greatest difficulty with. In addition, it is the last chapter people read and usually the section that leaves the lasting impression. Despite the researches which have been devoted to the analysis of the writing moves, no previous research work has dealt with a concluding chapter in the field of Didactics of Foreign Languages. For this reason, the present study is a genre analysis of Master Dissertation Conclusions written in this discipline.

Research Questions and Hypotheses

Conclusion is typically the final major chapter that puts an end to the study 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, it is of vital importance to give

attention to this sub-genre. Consequently, the present study sets out to fill the research gap that is mentioned before and it will answer the following questions:

- **RQ1:** What are the moves found in Didactics Master Dissertation Conclusions written from 2018 to 2020 by students from the department of English at MMUTO?
- **RQ2:** What are the steps found in Didactics Master Dissertation Conclusions written from 2018 to 2020 by students from the department of English at MMUTO?
- **RQ3:** To what extent do Didactics Master Conclusions reflect the recognized generic structure of the conclusion part-genre (Bunton, 2005)?

In order to answer the above research questions, the following hypotheses are put forward:

- **H1-** The moves found in Didactics Master Dissertation Conclusions written from 2018 to 2020 by students of the department of English at MMUTO are different.
- **H2-** The steps found in Didactics Master Dissertation Conclusions written from 2018 to 2020 by students of the department of English at MMUTO are different.
- **H3-** Didactics Master Dissertation Conclusions do reflect the recognized generic structure of the conclusion part-genre (Bunton, 2005).

Aims and Significance of the Study

The present work is about analyzing the concluding chapter of Didactics of Foreign Languages Master Dissertations. This study has three objectives, the first one is to clarify and bring to light the different moves and steps followed by Didactics of Foreign Languages Master Students of the University of Tizi-Ouzou. To do so, we have relied on Bunton's (2005) model of conclusion moves. The second objective is that our work raises the student's disciplinary awareness. The last one is to raise student's generic awareness through explicitly teaching the different generic templates such as Bunton's for conclusions, 2005. Focusing on

this section is mainly because it is the last chapter in writing a dissertation. Thus, it may receive little attention by writers. Moreover, the conclusion tends to summarize the whole research from the start till drawing some pedagogical implications and recommending further studies. Accordingly, it is likely to pave the way to other Master students and facilitate to a certain extent the process of writing a conclusion effectively through following the moves and steps presented in the literature.

Research Techniques and Methodology

Genre analysis makes use of moves to explain the text's functions. Swales (1990) argues that texts are divided into units or "moves" depending on the communicative purpose each unit serves. A move is defined as "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales J. M., 2004, p. 228), this means that all the moves together serve the overall communicative purpose of the genre. To put it in another way, there is no specific way of structuring the move as it depends upon the goal it fulfills. Accordingly, the theoretical framework identified in the present study is Bunton's (2005) conclusion moves which outline steps to follow in order to write a coherent concluding chapter.

This theoretical framework is applied on a corpus containing twenty dissertation conclusions written by Didactics of Foreign Languages Master Students of MMUTO, from 2018 to 2020 at the department of English, which are selected randomly. Furthermore, to conduct this research we opted for a move analysis by analyzing the most frequently used moves and steps in each dissertation conclusion, and the quantitative method by collecting numerical data from the corpus of this study (the twenty conclusions).

Structure of the Dissertation

The organization of the present dissertation follows the simple traditional model. It is divided into general introduction, review of literature, methodology, results and discussion and general conclusion. First of all, the introduction section provides preliminary background information that puts the research in context, clarify the focus of the study and point out the value of the research. Second, review of literature reviews all the concepts and previous works that are related to the topic of investigation. In the methodology section, the researcher describes the methodology adopted and specifies the corpus of the study, the instruments and the procedures followed in the analysis. Then, the results section is a section containing a description about the main findings of a research, whereas the discussion section interprets the results for readers and provides the significance of the findings. Finally, the last chapter which is the general conclusion, summarizes the key findings of the study and restates the research problem addressed in the paper.

Introduction

It is clear that writing is one of the most important skills in foreign languages classes. Therefore, it is considered as a challenging task to be developed by EFL learners. However, writing a master dissertation seems more complicated to writers. Most of the students have a great difficulty when writing their dissertation conclusions, for this reason, the present study is a genre analysis of Didactics of Foreign Languages Master Dissertation Conclusions following Bunton's (2005) theoretical framework. In this regard, this chapter is opened with an overview of the concept 'genre', its various definitions plus its three schools. Then, it provides a clear insight about genre analysis in linguistics. Next, it explains moves and steps and finally it focuses on Bunton's (2005) theoretical framework of a conclusion as a part-genre.

1-Development of the Concept of Genre

Language needs to be studied in relation to aspects of the communication situation and the wider cultural context(Aijmer & Lewis, 2017, p. 2). Therefore, over the last few decades a significant interest in genre has diffused. Bruce (2018) explains that the word genre "has been used to denote literary categories (such as types of novels, or short story) involving categorization of texts in terms of a range of structural and stylistic features" (p. 6). Additionally, "genre has also been applied to categories of non-literary written texts for the teaching of writing"(Ibid), sometimes in order to characterize the features of such texts for the teaching of writing. For example newspaper editorials, letters, and other types of academic texts have also been identified as genres.

Hyon (1996) points out that over the past 15 years, the concept of genre has been the subject of a wave of studies in a number of fields concerned with L1 and L2 teaching(p. 693). He argues that "genre has become a popular framework for analyzing the form and function of nonliterary discourse" such as the research article, "as well as a tool for developing

educational practices in fields such as rhetoric, composition studies, professional writing, linguistics, and English for specific purposes (ESP)” (Ibid).

According to Beghtol (2005) “the word genre means “kind of” or “sort of” and comes from the same Latin root as the word genus” (p. 17). She added that “discussions of genre probably began in ancient Greece with Aristotle, and the practice of distinguishing kinds of texts from each other on the basis of genres and their characteristics has continued uninterrupted since then” (Ibid). This concept has recently emerged as a subject of interest in applied linguistics, it “was adopted and redefined in the 1980s by scholars in linguistics, communication studies and education to refer to the textual patterns that originated from pragmatic, social, political and cultural regularities within the enveloping context of the discourse” (Simmons, 2005, p. 301).

John Swales contends that genre, despite its attractiveness as a term, is nevertheless ‘fuzzy’ and ‘loose’ (cited in Mohellebi Hacene, 2017 p.31), the issue is that it is used in various fields of study. Allison states that: “‘Genre’ is easier to exemplify than to define”(1999, p. 144), because, as she thinks, the word genre serves to indicate various kinds of literary and artistic works. However, its use was extended by linguists to cover “classes of language use and communication in all areas of life” (Ibid). It can be noticed that Hyon (1996) also agrees that the word genre is complicated, he comments that “because of its fast growing, controversial nature, genre scholarship has been a complicated movement to understand in a number of respects” (p. 194).

The concept of genre emerges from a new perspective on the nature of language, which considers language as a functional tool for accomplishing specific goals. Hyon defines genre in simple terms. She says that “a genre is a type of spoken or written text; we recognize it as a type, or category, because the various instances of it share similarities in purpose, content, form, and/or context” (2018, p. 2).

Bawarshi and Reiff explain how the concept of genre was defined across time, he maintains that the variety of ways genre has been defined and used over time reflects its etymology. Genre has been defined and utilized primarily as a classificatory tool, a method of classifying and categorizing diverse types of texts and other cultural objects, at various times and in various fields of study. However, genre has increasingly come to be characterized less as a technique of arranging different types of texts and more as a powerful, ideologically active, and historically changing chapter of writings, meanings and social acts. Genres, according to this point of view, are types of cultural knowledge that conceptually define and mediate how we interpret and normally act in various situations. Moreover, this view identifies genre as organizing and generating different types of texts and social behaviours in a complicated, dynamic relationship (2010, p. 4).

2-Genre in Linguistics

Language teachers and applied linguists such as Michael Halliday, Stephen Levinson and J.R Martin have been interested in analyzing written and spoken genres since the early 1970s. Thus, in applied linguistics, for instance the word genre is used as a means for describing and classifying discourse according to textual and contextual criteria (cited in Zerka Hakim, 2017 p.12).

Over the last 25 years, there have been an impact in genre in the field of linguistics and its applied relatives. Aside from this common concern, it is believed that the concept of genre in applied linguistics is ambiguous necessitating that the examination of various orientations that are taken in order to understand the term clearly and to be able to choose the most appropriate orientation for her/his own research. According to Holmes (1997), the interest in genre analysis is largely motivated by pedagogical concerns, specifically the need to provide satisfactory models and descriptions of academic and scientific texts and to

improve non-native speaker students' ability to understand and, where appropriate, produce them (p. 321).

Scholars from various traditions have approached and conceptualized genre in different traditions. These traditions emphasized the distinctions in genre conceptualization, communicative purpose, functions and methodological application in genre analysis. In this regard, Sunny Hyon categorised three different approaches: Systemic Functional Linguistics (SFL), the New Rhetoric and the English for Specific Purposes (ESP) (1996, pp. 693-695), which are embodied in three schools namely: The Australian School, North American New Rhetoric School, and English for Specific Purposes (ESP). Each school has developed from an interest in and a concern with writing in different settings and they consequently differ in their perception of genre, the targeted audience and the methodology they apply (cited in Zerka Hakim, 2017 p.14).

2.1. The Systemic Functional Linguistic School

Systemic functional genre studies are commonly referred to as 'the Sydney school' of genre studies. It is developed by Michael Halliday in the linguistics department at the University of Sydney in 1975, and it has since influenced language theory and education in Australia. It was used to describe genre, particularly in the works of J.R Martin and others. The SFL school approach to genre has contributed richly to how it is understood in textual analysis and language teaching (cited in Zerka Hakim, 2017 p.15).

Systemic functional linguistics considers language primarily as a system for making meaning rather than as a set of grammatical rules. According to Sunny Hyon, it is concerned with "the relationship between language and its function in social settings" (1996, p. 696). This implies that the forms of language are said to be shaped by the features of the surrounding social context, defined by Michael Halliday as field, tenor and mode. The Sydney school or Systemic Functional linguistics (SFL) "operates from the premise that language

structure is integrally related to social function and context” (Bawarshi & Reiff, 2010, p. 29). That is, language according to SFL scholars, is inherently a social phenomenon in which different structures are used to produce different purposes and it cannot be understood separate from the social context in which it operates (cited in Zerka Hakim, 2017 p.15). Similarly, Bawarshi and Reiff explain that “ ‘Functional’ thus refers to the work that language does within particular contexts”; “ ‘systemic’ refers to the structure or organization of language so that it can be used to get things done within those contexts” (Ibid).

J.R Martin expands on Halliday’s work by situating genre in relation to register, significantly relating to and realizing genre and register. Thus, According to him, “while register functions on the level of context of situation, genre functions on the level of context of culture”(Bawarshi & Reiff, 2010, p. 33). This means that genre connects culture to situation while register connects situation to language. Swales states that Martin makes a distinction between genre and register “genres are realized through registers, and registers in turn are realized through language”(1990, p. 40). Thus, Martin emphasizes that “the register variables change according to our communicative goals, and this is exactly what the concept of genre tries to explain: how we do things in our daily lives in culturally specific ways (e.g. how a class, a medical appointment, a job interview, an informal conversation or a research paper are developed and carried out)” (Cited in Figueiredo, 2010, p. 129).

From the perspective of the SFL, J.R Martin defines genre as “a staged, goal-oriented, and purposeful activity in which speakers engage as members of our culture” (cited in Paltridge, 2012, p. 64). Therefore, genres in SFL are seen as a social process that is staged and goal-oriented which aims to seek an understanding of the organization and structure of language in realizing its social purpose within particular context and culture.

According to Bawarshi and Reiff “the concept of ‘realization’ is especially important within SFL” (2010, p. 30). This concept is important in SFL because it helps to describe the

dynamic relationship between language and social processes and contexts as specific linguistic interactions. Social purposes and contexts also help to realize language as specific social actions. In this approach, language is seen as a form of socialization in which it plays a role of assisting people to become socialized and in performing meaningful actions described by Halliday (1978) as “context of situation”.

J.R Martin has categorized genre into three variables: “field” which is the subject matter of the text, “tenor” is considered as the relationship between the participants in the text, and “mode”, which is the structure and the function of the discourse. Therefore, he asserts that “genres are social processes and thus dynamic, realized in different registers” (1992, p. 318). Accordingly, Martin (2001) states that “genres create meaning by shaping the register variables -by conditioning the way field, tenor, and mode are combined in recurrent forms in a certain culture” (cited in Figueiredo, 2010, p. 129). In short, register is considered as a functional variety of language in a culture, the latter is reflected by genre where it focuses on social actions recognized to achieve a communicative goal.

2.2. The New Rhetorical School

Unlike the SFL approach, New Rhetoric School takes into account the social context rather than the language. It is known as the North American school. Beghtol states that while some definitions of genre have focused on textual regularities, especially in literary works, N.R genre studies tend to concentrate on non-literary texts without abandoning earlier conceptions of genre as ‘type’ or ‘kind’ of discourse (2005, p. 2).

The N.R Approach studies genres in social context, rather than its linguistic forms. It also focuses on social purposes, within particular setting. Based on this view, genre analysis methodologies need to be ethnographic rather than linguistic i.e. the researchers conduct their studies on issues as attitudes, beliefs, values and patterns of behaviour of the discourse community involved in the genre (cited in Bouabida Farida, 2016, p.32). Furthermore, for

N.R scholars (C.Miller, Charles Bazerman, Carol Berkenkotter and Thomas Huckin among others) genres are defined as recurrent rhetorical situations that explain regularities in the form of texts. New rhetoricians approach genre contextually rather than textually, viewing it as a dynamic and evolving phenomenon. In other words, it is concerned with the sociocultural aspect of genre in the sense that it is described in terms of its social and cultural situational contexts.

Proponents of the New Rhetoric such as Kenneth Burke and Chaim Perelman are sceptical about the genre pedagogies when it comes to applying it to pedagogy. The main reason for this is that genres are found in real settings and involve real participants and audience. Such situations can not be recreated in the classroom, but can only acquired in those situations through a process called “ legitimate peripheral participation” which means to be involved in the situations (Flowerdew J. , 2011, p. 134). In this context, Adam and Artemeva (2002) assert that people learn without direct instruction at home, work, or in the community. This is not to say that this approach has nothing to offer to the teacher. In fact, it is argued that “certainly ESL/EFL composition instructors should acquaint themselves with literature in the new rhetoric, if for no other reason than to provide cautions against reductionist pedagogies that portray text description as fixed templates instead of opportunities for studying, evolving, negotiated, situated discourses”(cited in Flowerdew J. , 2011, p. 134).

The focus of N.R is to understand how genres “mediate situated practices, interactions, symbolic realities and congruent meanings” (Bazerman, 2003, p. 380). As a result, N.R is concerned with the investigation of contexts, with which genres are seen as sociological concepts mediating textual and social ways of knowing, being, and interacting in specific contexts.

Furthermore, Miller (1994) describes genre as ‘cultural artefact’. She suggests that genres are bearers of “knowledge of the aesthetics, economics, politics, religious, beliefs and

all the various dimensions of what we know as human culture” (p. 59). This means that, to fully understand genres, we should understand the culture of which they are constituents.

2.3. The English for Specific Purposes Tradition

English for specific purposes is an umbrella term that encompasses many different areas of English studies such as academic English, business English, and medical English. Thus, researchers have found it difficult to define ESP. In other words, providing a simple definition of ESP is not an easy task. Through time, scholars have provided different definitions of ESP. Consequently, according to Paltridge and Starfield “ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (2013, p. 2). Accordingly, the key feature of ESP course is the aim and content which are oriented to the specific needs of the learners. Furthermore, Hutchinson and Waters provide an exclusive definition of ESP which assumes that “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (1987, p. 19) . That is to say that ESP is an approach to language learning which is based on learner need.

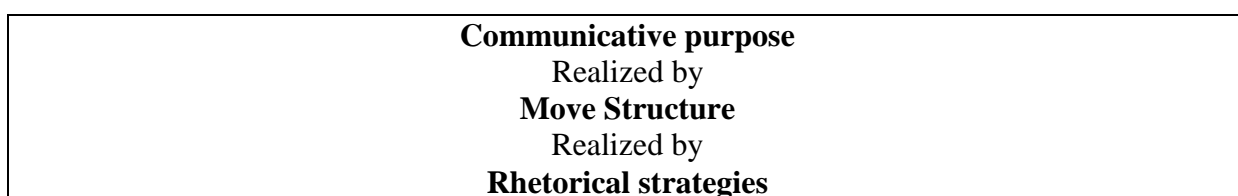
English for specific purposes is one of the main approaches to genre analysis. It offers “a system of analysis which allows observations to be made on the repeated communicative functions found in genres and the linguistic exponents of these functions” (Brett, 1994, p. 47). The concept of genre is now an extremely important one in ESP teaching and research. As a result, ESP researchers such as John Swales, Vijay Bhatia and Dudley-Evans have been interested in genre as a tool for analyzing and teaching the spoken and written language required of non-native speakers in academic and professional settings. Hence, the primary concern of ESP, as Hyon points out “is to develop pedagogical materials for non-native speakers of English in academic and professional settings by means of analyzing spoken and written discourses required in the students’ study area” (1996, p. 702).

Scholars in this field, such as Swales and Bhatia, have defined genres as oral and written text types defined by their formal properties as well as by their communicative purposes within social contexts. Therefore, the definition of genre studies which is provided by Swales is viewed as a well-known and comprehensive, he attempts to give a compact definition of genre by listing some of its characteristics:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of genre as here conceived 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 (Swales, 1990, p. 58) .

This definition demonstrates that genre is more than just a type of text; it is dependent on social or communicative purposes through which expert members of a discourse community achieve their communicative goals. Thus, based on Swales' definition, there are specific rules for communication, and these rules are settled and based on communicative purposes. Consequently, he believes that language plays an important and indispensable role in communicative events. Swales's conception of genre establishes four criteria for genre identification: communicative purpose, schematic structure, constrained choice of content and finally linguistic style. Additionally, a more simplified explanation of Swales' idea of genre in ESP is provided by Amara Farida (2009) in Figure.1 below.

Figure.1: The Notion of Genre in ESP



Source: Farida Amara, 2009, p.17.

The communicative purpose of the genre drives its schematic structure (move structure) and limits the writer's rhetorical strategies (content and style).

In the same way, Bhatia related the genre to the communicative purpose that plays an important role. He elaborates on the genre definition of John Swales (1981, 1985, and 1990) in the following way:

Genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value(Bhatia, 1993, p. 13).

Although there are other elements such as content, form, and intended audience which influence the nature and construction of genre, it is largely characterized by the communicative purpose which define genre and gives it an internal structure. Bhatia goes on saying that any significant change in the communicative intent will give us different genre. But, some modifications may assist us in distinguishing sub-genres. When he maintains that:

The genre is primarily characterized by the communicative purpose(s) that it is intended to fulfill. This shared set of communicative purpose(s) shapes the genre and gives it an internal structure. Any major change in the communicative purpose(s) is likely to give us a different genre; however minor changes or modifications help us distinguish sub-genres (Ibid.).

In other words, a genre is defined by its conventionalized communicative purposes shared by the discourse community which influences the text-patterning through these conventions. Accordingly, Bhatia defines genre as “an instance of a successful achievement of specific communicative purposes using conventionalized knowledge of linguistic and discursal resources”(1993, p. 16).

The definitions provided by Swales (1990) and Bhatia (1993) share some similarities, such as the crucial importance of communicative purpose and discourse community. The communicative purpose is said to reflect the structure of the texts because different genres are derived from different writing styles. Then, these latter are characterized by particular text structures and linguistic features. However, a discourse community is a group of people who are involved in a specific genre and have a clear understanding of the genre’s means and conventions.

According to Hyland, the three schools can be summed up as follows:

Orientation	Definition	Intellectual Roots	Primary Focus	Educational Context	Sample Genres
Sydney	Staged, goal-oriented social process.	SFL	Discourse structure and features	L1 schools, adults migrants	Report, recount, narrative
NR	Recurrent social action in response to situated context.	Post-modernism	Social purposes, context	L1 university composition	Research report, patent, medical record
ESP	Class of communicative events exhibiting patterns of similarities	SFL, Swales	Discourse structure and features	L2 and professional training	Research article, sales letter, academic lecture

Table 1: The Three Schools of Genre Adopted from Hyland (2004, p. 50).

To sum up, the three traditions diverge in terms of their definitions, intellectual frameworks, primary focus, and educational context. However, they share a common goal which is to analyze the relationship of genres to various contexts. In this sense, Bawarshi and Reiff maintain that “what connects these various approaches is a commitment to the idea that genres reflect and coordinate social ways of knowing and acting in the world” (2010, p. 5).

After reviewing each school’s definition, intellectual framework, principal focus, and educational context. We contend that the ESP approach to genre best conforms to the genre analysis of Didactics of Foreign Languages Master Dissertation Conclusions. Thus, we can sum up the reasons for choosing the ESP genre approach. First, the current study as ESP genre studies intends to investigate the generic structure of texts written by non-native students. Then, this study aims at investigating dissertation conclusions as a sub-genre. In this regard, ESP genre literature is the most diverse as DI as genre and its different constituents sub-genres. Finally, in terms of methodology, the present study as stated in the general introduction takes Bunton’s (2005) conclusion moves as a model.

2.3.1. Genre Analysis in ESP

Genre analysis has first appeared in the field of ESP in the 1980s. It was initiated and developed by John Swales. Thus, according to his work genre analysis is defined as a system of analysis that can indicate a genre-organizing system (Swales, 1981, p. 1).

In order to analyze any given genre, there should be a reference to genre analysis which is “an approach to the analysis of written and spoken discourse” (Holmes, 1997, p. 11 cited in Ait Hamouda Hanane, 2015, p. 8). The most interesting and engaging teaching tool for exploring and uncovering the writing conventions inherent in academic genres is probably genre analysis. It has always been at the core of the linguistic field and it has raised the interest of many linguists and analysts (cited in Ait Hamouda Hanane, 2015, p.9). Additionally, according to Bhatia, genre analysis is a powerful system of analysis that provides for a significantly more detailed description of functional variants of written and spoken language than any other system of analysis available in the literature (1993, p. 39).

In ESP, genre analysis typically focuses on the rhetorical organizational patterns and characteristics of a particular genre of language use. The common definitions of genre analysis in ESP are Swales’s (1990), Bhatia’s (1993), and Dudley-Evans’ (1994). Additionally, the most important and mostly referred to in the literature is the one suggested by John Swales (1981.1990).

Similar to John Swales, Richards and Schmidt point out that genre analysis can be seen as a method of text analysis that aims to identify the communicative purposes, as well as the different stages that writers go through to fulfill the function of genre. They 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”(2002, p. 224).

Hyland defines genre analysis as “a branch of discourse analysis that explores specific uses of language” (2004, p. 195). He says that it is driven by a desire to comprehend the communicative nature of discourse by examining how individuals use language to engage in specific communicative situations. Furthermore, Hyland and Paltridge define genre analysis as “an approach or set of analytic methods for studying particular texts within discourses” (2011, p. 55). That is to say, genre analysis is the study of how language is used in a certain setting or context.

According to Hyland, there are numerous ways to approach genre analysis. He maintains that “some of these ways focus exclusively on text structure; some give greater attention to sociocultural factors; some closely examine the practices of writers; and others explore the expectations of readers (2004, p. 195). In other words, genre analysis can be considered as an approach to text analysis which seeks to discover the communicative purposes of genre as well as the different stages that writers go through in order to fulfill the function of genre.

Genre differs in that each one has its own goals that are different from others. Therefore, these genres are structured changeably in order to achieve these goals. Additionally, Bhatia (1991) regards genre analysis as:

An analytical framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of language use, which may help the ESP practitioners to devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized academic or occupation areas (p. 155).

In the same sense, genre analysis does not only possess pedagogical competence; it also corresponds to the technique of communication in a given genre. Thus, Bhatia mentions that grammatical insights are combined with socio-cognitive and cultural explanations in genre analysis which “aims at explaining language in use rather than linguistic forms on the surface level” (1993, p. 42).

Bhatia has provided how genre analysis works. Hence, he considers genre as an operation of:

Investigating instances of conventionalized or institutionalized textual artefacts in the context of specific institutional and disciplinary practices, procedures and cultures in order to understand how members of specific discourse communities construct, interpret and use these genres to achieve their community goals and why they write them the way they do (2002, p. 6).

Accordingly, Bhatia states that conducting a genre analysis from the ESP perspective should be guided by seven necessary stages that a researcher must go through when analyzing genre. The first step is “placing the text-genre in a situational context”, the second step is “surveying the literature”, the next step is “refining the contextual analysis”, the fourth step is “selecting an appropriate corpus”, the fifth step is “studying the institutional context”, the sixth step is “selecting the levels of analysis (lexico-grammatical, move structure)”, the last step is “checking results with specialists informants” (1993, p. 22).

Based on these definitions, genre analysis can be seen as an effective and beneficial system of analysis, particularly for non-native English learners. The reason is that it describes the language employed in a particular context to enable students to better understand the conventions of genre construction.

Moreover, genre analysis is concerned with identifying a series of moves that comprise the genre. Each move corresponds with a distinct communicative act that is intended to serve a specific communicative purpose. Furthermore, moves are frequently subdivided into several steps. Therefore, according to Emmanuel Bonsu “the main action to perform when undertaking a genre analysis is to identify the moves and steps and the arrangement of the moves as well as the linguistic features of the moves” (2021, p. 82). He argues that the moves and steps are indicatives of the text’s communicating aim (Ibid). Similarly, John Swales (1990) asserts that genre analysis central idea is the identification of moves and steps. Therefore, genre analysis has proved to be important in developing written and spoken

discourse of different academic, social, and professional scopes, and offers a description of the different communicative purposes that varies according to people's intentions.

Hence, academic globalization and the pedagogical needs that arise among foreign novice writers have expanded the framework of ESP, the concept of move has gained prominence and has become central to genre analysis as a rhetorical unit most deserving of further examination.

2.3.2. The Concept of Move

A move structure is made up of moves and steps, as well as the way they are organized (cited in Bouabida Farida, 2016, p.32). The rhetorical patterning of texts within a genre or part-genre is described and studied using moves and steps. One of the most widely used techniques of ESP genre analysis is the one proposed by Swales (1990), called structural move analysis. In his analysis, communicative purpose is taken as move determinant and each move corresponds to one communicative purpose (Flowerdew, 2005, p. 322). Thus, the word 'move' has been well-defined by several experts such as John Swales, Vijay Bhatia, and Kevin Nwogu.

Generally, moves are semantic structural units incorporated into procedural elements of a generic structure. According to Swales and Feak (cited in Nodoushan & Montazeran, 2012), the term 'move' or 'schematic unit' is referred to "...a defined and bounded communicative act that is designed to achieve one main communicative objective. Because it is a functional category, the length of a move can range from a single finite clause to several paragraphs" (2003, p. 35). Additionally, Swales defined a move as "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (2004, pp. 228-229). That is, each move has its own communicative purpose in a text; this means that moves can be defined as a set of steps that the writer has to follow in order to achieve his communicative purpose. Moreover, in his article 'The Textual Organization of

Research Papers Abstracts’, Dos Santos thinks that “a move is to be considered as a genre stage which has a particular, minor communicative purpose to fulfill, which in turn serves the major communicative purpose of the genre” (1996, p. 485). In this sense, a move is chosen as the unit of analysis and it should be viewed as a genre stage that serves both the major communicative goal and a specific minor to communicative purpose.

Bhatia has proposed that “moves are cognitive structures which serve certain communicative intentions and are subservient to the overall discourse communicative purpose of the genre” (1993, pp. 30-31). That is, moves are important in genre analysis because they represent the different types of segments that exist within a genre. Additionally, Holmes has described a move as “a segment of text that is shaped and constrained by a specific communicative purpose” (1997, p. 325). In other words, each move contributes to the genre’s overall communicative purpose. A more detailed definition of ‘move’ is given by Kevin Nwogu (1997), who has defined a move as:

A text segment made up of a bundle of linguistic features (lexical meaning, propositional meanings, illocutionary forces, etc.) which give the segment a uniform orientation and signal the content of discourse in it (p. 122).

Thus, for Nwogu, a move is signaled by various linguistic features, which realize the text’s communicative purpose by drawing an inference from context. In addition, a move can be considered as a part of a text that is characterized by some fixed criteria that the writer should follow.

Dudley-Evans and St John have considered a move as “a unit that relates both to the writer’s purpose and to the extent that s/he wishes to communicate” (1998, p. 89). Accordingly, Rosa Lorés asserts that a move is a functional term that refers to a defined and bounded communicative act that is intended to contribute to the overall communicative goal of the text (2004, p. 282).

To sum up, in the light of these definitions, it can be said that a move is a semantic unit that is linked to the writer's purpose. Then, after a move in a text segment is identified, it can be recognized further as a step. In other words, each move in particular section is in turn realized by a series of steps, or "constituent elements" (Nwogu, 1997, p. 122).

2.3.3. The Concept of Step

Under each move, there are options of steps for writers to choose from to realize the purpose of the move. Then, steps are the multiple text fragments that "together, or in some combination, realize the move" (Biber, et al, 2007, p. 24). In such a way that the steps of a move serve primarily to achieve the goal of the move to which they belong. In other words, a step is a sub unit of a move that is one of the writer's choices to support the moves communicative function. Thereupon, each move consists of a number of steps.

Therefore, steps are the building blocks of moves. They are regarded as elements that make the move. Thus, a step is defined by Dudley-Evans & St John as "a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction" (1998, p. 89, cited in Nodoushan & Montazeran, 2012, p. 3). In other words, steps are very specific rhetorical means for manifesting and realizing move functions. They are optional textual elements that may or may not appear in any given text.

2.3.4. Move Analysis

John Swales has introduced move analysis in the field of ESP in the 1990s as a way to investigate the overall structure of any given text. According to Douglas Biber et al, Swales' research on move analysis was intended to help advanced non-native English speakers who were learning to read and write research articles (2007, p. 25). Accordingly, Biber et al, have maintained that "while move analysis was originally developed as a tool to teach non-native speakers the rhetorical structures of research articles, Swales's framework has been

successfully extended to other areas of English for Specific Purposes (ESP) instruction” (2007, p. 29).

Later, others such as Vijay Bhatia (1993), Rosa Lorés (2004), and Ken Hyland (2007) used it to refer to the rhetorical structure and communicative purpose of texts. As a result, move analysis was used to demonstrate the communicative structure of a particular text type. Furthermore, move analysis is conceptualized as a text-based method for investigating the rhetorical organization of a specific genre. In this sense, Hyland and Paltridge have argued that “Move analysis explicitly studies texts in terms of their rhetorical goals and how they work to achieve those goals” (2011, p. 56). It refers to segmenting the genre into its constituent communicative units which are moves. Thus, in move analysis, the general organizational patterns of texts are typically described as consisting of a series of moves.

Move analysis is identified as “the study of language use by the author to form a semantic unit by recognizing its forms and functions in a particular discourse” (Aslam & Mehmood, 2014, p. 106). Therefore, a genre is made up of a specific move structure, and to unveil the move structure of a given genre, it entails breaking a text into parts. In other words, it requires identifying text parts that work together to perform a specific rhetorical function (Hyland & Paltridge, 2011, p. 56).

2.3.5. The Conclusion Part-genre

The conclusion part-genre is the last chapter that readers typically read and the section that most often leaves them with the lasting impression. In addition to that it is the last part of any dissertation. The conclusion is an important section because it reminds the reader of what has been covered throughout the dissertation. That is the section where the students both summarize and wrap up their work. So, it is an essential step that the writer must do in order to address the wider understanding of the issue that has been studied. Furthermore, presenting

a dissertation conclusion is a short but vital section that completes the circle started with the introduction.

E.P Thompson argues that “the concluding chapter is also an evaluation of the whole research project” (cited in Paltridge & Starfield, 2007, p. 151) since it points out to what has been achieved or not. Besides, Assan asserts that the conclusion specifically aims to provide answers to the questions raised in the research as well as a justification for the methodology adopted by the study. Additionally, the conclusion chapter seeks to tie together, integrate and synthesize the various issues raised in the discussion section. Furthermore, to identify the implications of the study with respect to the overall study area. Finally, highlighting the study limitations with suggesting directions and areas for future research (cited in Soumia Kaies, 2018, p.27).

Bunton’s (2005) model has investigated conclusion chapters in 45 PhD theses in social sciences and technology discipline to see if there is any disciplinary variation between these two disciplines in the way their conclusions were written. The table below illustrates Bunton’s (2005) model.

Section	Content
Introductory Restatement	Restatement of the issue being researched, work carried out, purpose of the study, and research hypotheses.
Consolidation of Research Space	Summary and evaluation of methods, summary of results/findings, claims and previous research.
Practical Implications and Recommendations	Suggestion of Implications and recommendations.
Future Research	Indications of recommendations for future research.
Concluding Restatement	Summary of overall claims or findings.

Table 2: The Typical Structure of Thesis-Oriented Conclusions Adopted from Bunton (2005, p. 219).

Five main moves are provided by Bunton (Paltridge & Starfield, 2007, p. 152) in order to write a coherent and reliable conclusion. The first move which is the Introductory Restatement consists of the restatement of the issue being researched, its purpose, the research

questions and the hypotheses. Thus, it allows the reader to remember the content of the whole work. The second move, concerns the Consolidation of the Research Space, to remind the reader of the research's main findings. The third move, regarding Recommendations and Implications, it is to offer some additional sources to enhance the work from different angles to further explore the subject. The fourth move, which is Future Research, the writer has to provide the readers with other sources that may help him/her to go deeper in exploring the same topic. The five and last move which concerns the Concluding Restatement, reiterates the overall claims and findings.

Concerning the move structure of Master Dissertation Conclusions written in the discipline of Didactics of Foreign Languages, the model proposed by Bunton (2005) should be reflected when they are analyzed from a generic perspective since it is an inclusive model to be generalized to all the dissertations. Furthermore, this model is inclusive from a disciplinary perspective because in the first discipline, whether the dissertation belongs to any of the major disciplinary groupings as outlined in Becher and Biglan in their typology of academic disciplines, see table 3 below:

Disciplinary Group	Nature of Knowledge
Hard Pure (e.g. , Physics, Chemistry)	“Cumulative, atomistic structure, concerned with universals, simplification and a quantitative emphasis. Knowledge communities tend to be competitive but gregarious: joint or multiple authorship is commonplace”.
Soft Pure (e.g. , History, Literature)	“Reiterative, holistic, concerned with particulars and having a qualitative bias. There is no sense of superseded knowledge, as in Hard Pure fields. Scholarly enquiry is typically a solitary pursuit, manifesting only a limited overlap of interest between researchers”.
Hard Applied (e.g. , Technology)	“Derives its underpinnings from Hard Pure enquiry” and “is concerned with mastery of the physical environment and geared towards products and techniques”. Neuman, Parry, and Becher point out that “applied knowledge communities, especially Hard Applied ones,

	are also gregarious, with multiple influences and interactions on both their teaching and research activity”.
Soft Applied (e.g. , Education, Business, Studies)	“Dependent on Soft Pure knowledge, being concerned with the enhancement of professional practice and aiming to yield protocols and procedures”. In common with Hard Applied disciplines, Soft Applied disciplines also feature “multiple influences and interactions on both their teaching and research activity”.

Table 3: The Becher-Biglan Typology Adopted from Perryman & Coughlan (2011, p. 14)

As it could be seen in the table above, Didactics belongs to the group known as Soft Applied.

Conclusion

To sum up, this chapter has reported the concept of genre from multiple angles. It has reviewed the related literature with respect to the main questions of this study. Moreover, this chapter has been dedicated to describe some related studies concerning conclusion genre as a subject matter of the present study.

Introduction

This chapter presents the research methodology that has been adopted to conduct our investigation of the analysis of master dissertation conclusions written in the discipline of Didactics of Foreign Languages. It is divided into three main sections. It begins with including the criteria for selecting the corpus created for the analysis, then its description and finally the data analysis procedure which gives an account of the approach that has been adopted in the investigation that was followed by describing move analysis and quantitative content analysis (the rule of three) through which the results will be reported.

1-Data Collection Procedure

The present work is a genre analysis study which uses the move-step analysis to reveal the rhetorical structural organization of the dissertations' conclusions. Therefore, the conclusion section is examined and studied in the present work to investigate the different moves that master students follow in order to express a communicative purpose and create a well-structured conclusion. To execute this analysis, Bunton's (2005) move model for conclusion sections has been applied. It is used to identify, categorize and examine the move structure according to its presence in each conclusion.

1.1. Selection of the Corpus

As it has been noted before, the aim of this research is to investigate the organization of the concluding chapter of master dissertations conclusions by clarifying the different moves that have been followed by Didactic of Foreign Languages Master Students. For this purpose, twenty conclusions that have been included in twenty dissertations written by master two students, specifically Didactics option in the department of English at MMUTO are used as a corpus. Despite the small size of this corpus, sometimes it is the right choice as Sinclair (2000) has pointed out, small corpora are not necessarily bad; in some cases a small corpus is the right choice (cited in Hadjira Amairi, 2011-2012, p.60).

The twenty dissertations have been chosen randomly and without any criteria from the department library catalogue, in addition they have only applied to those submitted from 2018 to 2020. As well as they follow the same format which is ILrMDR (Introduction, Literature Review, Method, Results and Discussion).

1.2. Description of the Corpus

The description of the corpus is set out in table 3. It specifies each dissertation's title, the length of each conclusion and the date of submission. It can be noticed that the number of pages of the conclusions is from two to four pages. In other words, eleven dissertations contain three pages, five dissertations include four pages and four other dissertations have only two pages in the conclusion.

DI N°	Title	Conclusion Length	Date of Submission
1	A Social Semiotic Analysis of the Representation of Algerian Harragas in Selected Local and Foreign Newspapers.	4	2019-2020
2	Teaching Through Behavioral Objectives to Enhance EFL Learning: An Investigation of Second Year Teachers' Attitudes and Practices in the Department of English at Mouloud Mammeri University of Tizi Ouzou.	3	2018-2019
3	A Social Semiotic Analysis of the Representation of the Algerian Hirak Protesters in El Watan and the New York Times.	4	2020
4	Enhancing EFL Students' Motivation Through Teachers Kinesics: A Case Study in the Private School "HIMI" Tizi Ouzou.	2	2018-2019
5	Teachers' and Students' Attitudes Toward the Use of Social Media to Develop the Students' Speaking Skill: The Case of Third Year Students of the Department of English at Mouloud Mammeri University of Tizi Ouzou.	3	2019-2020
6	Investigating EFL Teachers' Perceptions Classroom and Their Practices to Develop Students' Autonomy: The Case of the Department of English at Mouloud Mammeri University of Tizi Ouzou.	3	2019-2020
7	Media Representation of Mothers in Their International Day: A Social Semiotic Analysis of Selected Saudi Arabian, Egyptian, British and American Newspapers.	4	2019-2020
8	Exploring the Use of 'Inside the American Kitchen' Instructional Videos in Developing the Learners' Intercultural Competence in The American Cultural Center of Algiers (ACCA).	4	2019-2020

9	Teachers' Scaffolding to Promote EFL Students' Speaking Skill: The Case of First-Year Students in the Department of English at Mouloud Mammeri University of Tizi Ouzou.	3	2019-2020
10	The Use of Formative Assessment by Teachers in Writing and Learners Perception of its Use; in Two Secondary Schools.	3	2020
11	A Study of Ideologies behind Visual and Linguistic Representations of Men in International Vogue Magazine (American/Asian /Arabic)	3	2019-2020
12	Investigating the Effectiveness of Using Storytelling in Enhancing Students' Listening Skill: The Case of Fourth Year Students in "Les Canaris" Private Middle School in Draa Ben Khedda.	3	2018
13	Investigating Students' Strategies for Revision for Their Exams: The Case of 3 rd Year Learners of 'Aghri Med Said' in Azeffoun and 'Makhlouf Said' in Tizi Ouzou Secondary Schools.	3	2019
14	Enhancing EFL Learners' Autonomy Through Lesson Planning: The Case of First-Year Literary Classes in Hammadi Mohamed and Hamki Idir Secondary Schools of Tizi-Ouzou.	2	2018-2019
15	An Analysis of Cohesion, Ties and Coherence and Moves in Abstract and Introduction Sections of Master Two Dissertations in the Department of English at Mouloud Mammeri University.	4	2018-2019
16	Investigating the Techniques Teachers Use to Engage Learners in the Speaking Class: Case of the Teachers of the First-Year Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.	2	2019-2020
17	Investigating the Role of Students' Self Confidence in Enhancing Their Speaking Skill: The Case of First Year LMD Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.	3	2018-2019
18	Teachers and Students' Attitudes Towards the Teaching and Learning of the American Culture: The Case of Junior Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.	3	2019
19	Images of New Headway Textbook From a Multimodal Perspective.	2	2018
20	The Combination of Group Work Activities and Classroom Management Techniques to Promote Student's Learning of English: The Case of 2 nd Year Learners in Secondary School.	3	2018

Table 3: The Titles of Dissertations, the Conclusion Length, and the Date of Submission.

2-Data Analysis Procedure

Data analysis is the process of evaluating and transforming collected data, by using statistical and logical techniques to describe the data and assist the researcher to achieve the

primary goals of the investigation. Thus, move analysis and quantitative method are used in this study to report the results of the analysis. The former is composed of text data, which means it reports the results of the analysis through texts, to determine the move structure of MDs Conclusion section. While the latter involves numerical data information. In other words, it counts the number of times the move appears and reports the results in the form of statistics.

2.1. The Analytical Framework

This study used a two level move and step analysis to define the schematic structure of Master dissertation conclusion chapters. Bunton's model was chosen as a model to guide the analysis of the conclusion's generic structure for three reasons. First, Bunton (2005) has been a study conducted on student research genre. Second, it has focused on the concluding chapters, and finally, it is one of the most recent and well-known models available.

2.2. Move Analysis

Move analysis is one of the methods that have been followed in the present study to analyze the master's dissertation conclusions. In fact, it has been emphasized since the aim of our work is to analyze Didactics of Foreign Languages Master Dissertation Conclusions' moves. Thus, it has been used to interpret various texts based on the context in which they are produced. Move analysis is concerned with move structure of MDCs. It has been therefore defined as "a subset of genre analysis that examines discourse by concentrating on its organization"(Douglas, et al. 2007, p. 25). hence, it is a part of genre analysis that examines carefully any given genre to detect the different moves and steps that allow achieving the purpose.

In the present study, the move analysis method is used to analyze the moves and steps used in each dissertation conclusion, and to know the extent Didactics of Foreign Languages

Master Dissertation Conclusions do reflect the recognized generic structure of the conclusion part-genre.

2.2.1. Corpus Coding

The coding is required in the process of corpus analysis of conclusions. According to Gibbs, coding is “how you define what the data you are analyzing are about” (2007, p. 38) using words, letters, symbols or numbers. The coding of master dissertation conclusions is in the form of three-letters acronym referring to their initial letters, i.e. the master dissertation conclusion is codified as (MDC). This acronym is followed by a number from 1 to 20 to indicate the number of each dissertation. The moves are demonstrated as (M1, M2, M3, M4, M5), and the sub-moves are referred to as (S1, S2, S3). Furthermore, the presence of each move or sub-move is symbolized with ✓ while the absence is referred to with a blank space.

2.2.2. Bunton’s (2005) Model for Conclusions

As previously stated, Bunton’s (2005) model served as the analytical framework for the current study. Bunton proposed this model after analyzing the concluding chapters of 45 doctoral theses. He then identified a five-move structure as the typical structure of doctoral theses concluding chapters which are shown in the table below.

M 1		Introductory Restatement
	S 1	Purpose
	S 2	Research questions and hypotheses
M 2		Consolidation of Research Space
	S 1	Method
	S 2	Findings/Results
	S 3	Claims
	S 4	References to previous research
M 3		Practical Implication and Recommendation
	S 1	Implications
	S 2	Recommendations
M 4		Future Research
	S 1	Recommendations
M 5		Concluding Restatement
	S 1	Overall claims / findings

Table 4: Bunton’s (2005) Model of Conclusion Moves.

2.3. Quantitative Content Analysis

Quantitative analysis is also followed in the present work. Quantitative research is concerned with the investigation of phenomena that can be expressed in terms of quantity. Indeed, “quantitative content analysis is the process of transforming raw data into standardized form” (Babbie, 2001 cited in Bellahsene Zina, 2019 p.24).

Statistical measures are used to illustrate the frequency of master dissertation conclusions moves and steps. Therefore, the percentage and frequency of occurrences of moves and steps reveals weather it is obligatory, quasi-obligatory, or optional in nature. So, after consulting the literature, the following criterion has been used to label the moves and steps:

A move or step is considered ‘**obligatory**’ if it occurs in all 100% of the texts, ‘**quasi-obligatory**’ if it occurs in 51% to 99% of the texts and a move or step which appears in half or fewer than 50% of the texts is only considered ‘**optional**’ (cited in Renu, Lim, & Nor, 2014, p. 55).

Therefore, the percentages have been calculated by means of the rule of three and then presented in form of diagrams. Indeed, the rule of three formulas is conceptualized as: $X = \frac{Z \times 100}{Y}$. Thus, X stands for the calculated percentages, Z is the value of the answers and Y is the total number of the respondents. That is to say, to multiply the value of the answers by 100 and then you divide it by the total number of the participants to get the percentage.

Conclusion

To conclude, this chapter has highlighted the methodology used to analyze the conclusions of twenty MDs. It starts by describing the corpus, the tools and procedures of data collection and analysis by using Bunton's (2005) model as the analytical framework. Then, the data gathered have been analyzed through move analysis and quantitative method. The former which relies on the coding criteria for the analysis, and the latter which relies on the rule of three for the analysis.

Introduction

The different moves are identified thanks to sentences, terms or general ideas following the theoretical framework. Thus, the aim of this section is to present the findings. As we have already stated, the corpus is Master Dissertation Conclusions of Didactics of Foreign Languages specialization. This part is an attempt to display the results by identifying the moves and steps that have been found in each conclusion and to find out to what extent Didactics of Foreign Languages Master Conclusions reflects the recognized generic structure of the conclusion part-genre.

1- Move Analysis

This stage's goal was to determine the move structure of MDs conclusion section. Twenty conclusions were analyzed. The table below represents moves and steps found in the corpus.

MI N°	M1		M2				M3		M4	M5
	S1	S2	S1	S2	S3	S4	S1	S2	S1	S1
MDC1	✓		✓	✓					✓	
MDC2	✓		✓	✓				✓	✓	✓
MDC3	✓		✓	✓	✓		✓		✓	✓
MDC4	✓		✓	✓					✓	
MDC5	✓		✓	✓	✓				✓	✓
MDC6	✓	✓	✓	✓			✓	✓	✓	✓
MDC7	✓		✓	✓	✓			✓	✓	✓
MDC8	✓	✓	✓	✓			✓		✓	✓
MDC9	✓		✓	✓	✓			✓	✓	
MDC10	✓		✓	✓	✓			✓	✓	✓
MDC11	✓		✓	✓	✓		✓	✓	✓	
MDC12	✓		✓	✓				✓	✓	✓
MDC13	✓		✓	✓	✓				✓	
MDC14	✓	✓	✓	✓				✓	✓	✓
MDC15	✓	✓	✓	✓					✓	✓
MDC16	✓	✓	✓	✓			✓		✓	

MDC17	✓		✓	✓				✓	✓	✓
MDC18	✓		✓	✓				✓	✓	
MDC19	✓	✓	✓	✓				✓	✓	✓
MDC20	✓		✓	✓	✓			✓	✓	
Number of occurrence	20	6	20	20	8	0	5	12	20	12
Percentage	100%	30%	100%	100%	40%	0%	25%	60%	100%	60%
Total percentage	65%		15%			42.5%		100%	60%	

Table 5: The Frequency of Occurrence of the Moves and Steps Proceeding Bunton’s (2005) Model in MDCs.

The findings that have been demonstrated in table 5 above represent the results of the analysis of all the twenty selected master dissertation conclusions in terms of the frequency of occurrence of the moves and steps proceeding Bunton’s (2005) model. According to data presented in the table above, it has been noted that 65% has been coded as Introductory Restatement, 15% as Consolidation of Research Space, 42.5% as Practical Implications and Recommendations, 100% as Future Research and finally 60% as Concluding Restatement. As this table shows, only move four which is Future Research has been presented in 100% in the entire analyzed corpus.

1.1.The Introductory Restatement (M1)

The literature that we have on conclusions suggests that, the Introductory Restatement move always occurs at the beginning of any conclusion. According to Bunton’s (2005) model, two steps establish the Introductory Restatement, so the role of this move is to restate the Purpose of the investigation as (S1), and remind the reader or examiner of his/her initial Research Questions or Hypotheses as (S2).

The Introductory Restatement move is in the second position in the studied corpora compared to the other four moves with an estimation of 65%. Thus, as can be seen in the figure below, (S1) which is the Purpose is employed vastly with the proportion of 100%, whereas (S2) Research Questions or Hypotheses is less used with only 30%.

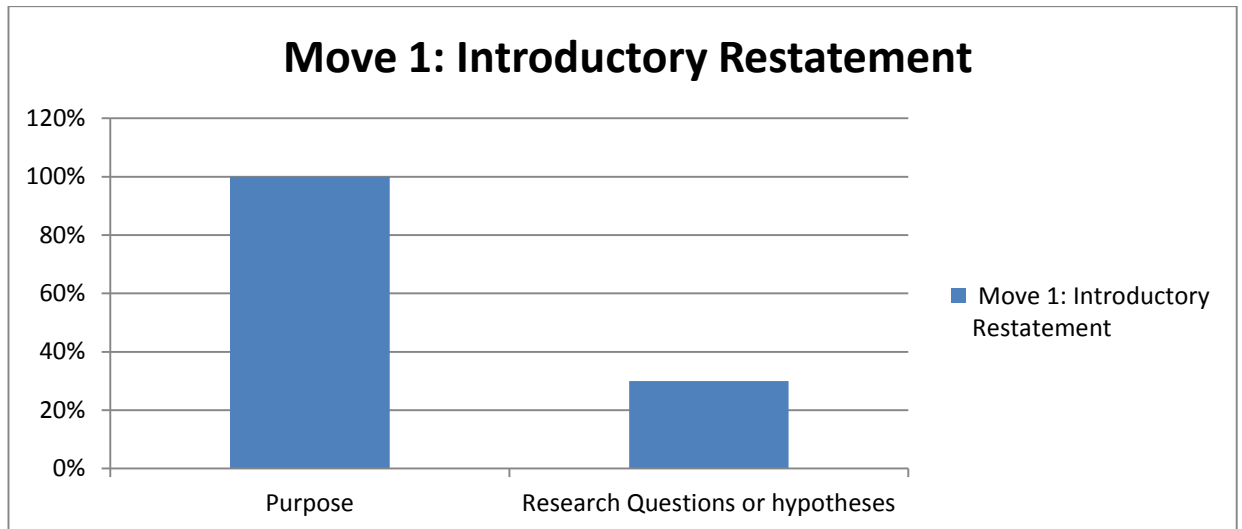


Figure1.1. Proportions of the Steps of (M1) in MDCs

1.2.The Consolidation of Research Space (M2)

According to Bunton’s (2005) model, Consolidation of Research Space is sequenced at the second place of his model to conclusion writing. It is divided into four steps, the first step is Method (S1), and the second one is Findings (S2), and then Claims as the third step and finally Reference to Previous Research as (S4).

The Consolidation of Research Space is in the last position with an estimation of 15%. Thus, we can see in the figure below that (S1) which is Method has been occurred vastly with 100%, it is the most frequent one as the second step which is Findings or Results with also 100%. The third step which is Claims is less frequent with the percentage of 40%, whereas the last step (S4) which is Reference to Previous Research is the one that is forgotten i.e. it is not included in the conclusions analyzed with 0%.

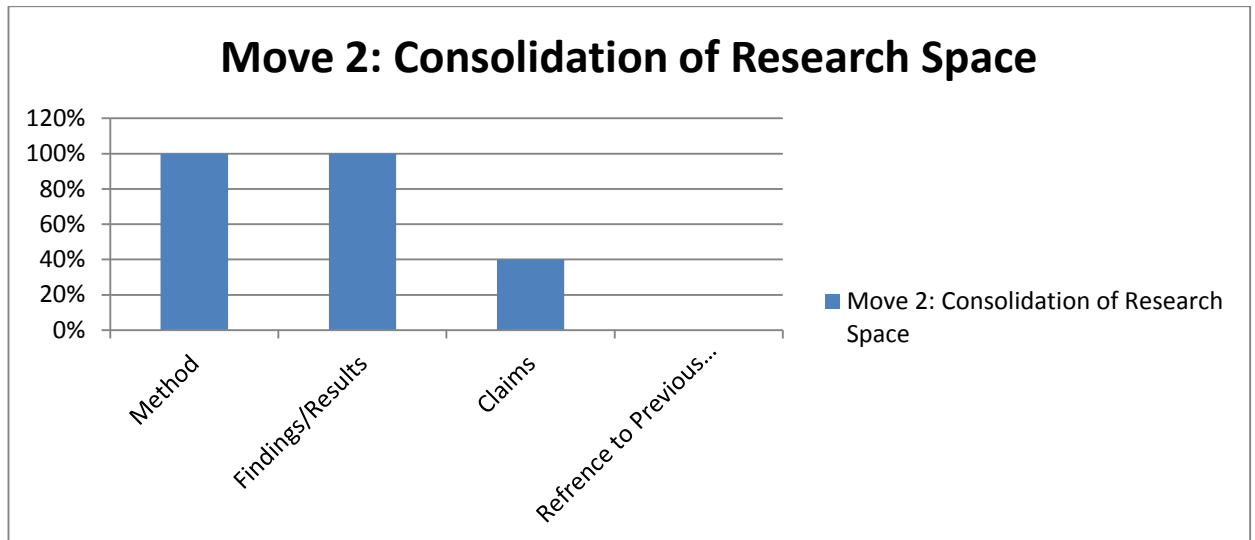


Figure 1.2. Proportions of the Steps in (M2) in MDCs

1.3. The Practical Implications and Recommendations (M3)

The third move that Bunton has described is Practical Implications and Recommendations. It was found to occupy 42.5% of the overall corpus in the fourth position. It is divided into two steps, Implications (S1) and Recommendations (S2). The first step is occurred with a frequency of 25%, and the second step is achieved with a frequency of 60%.

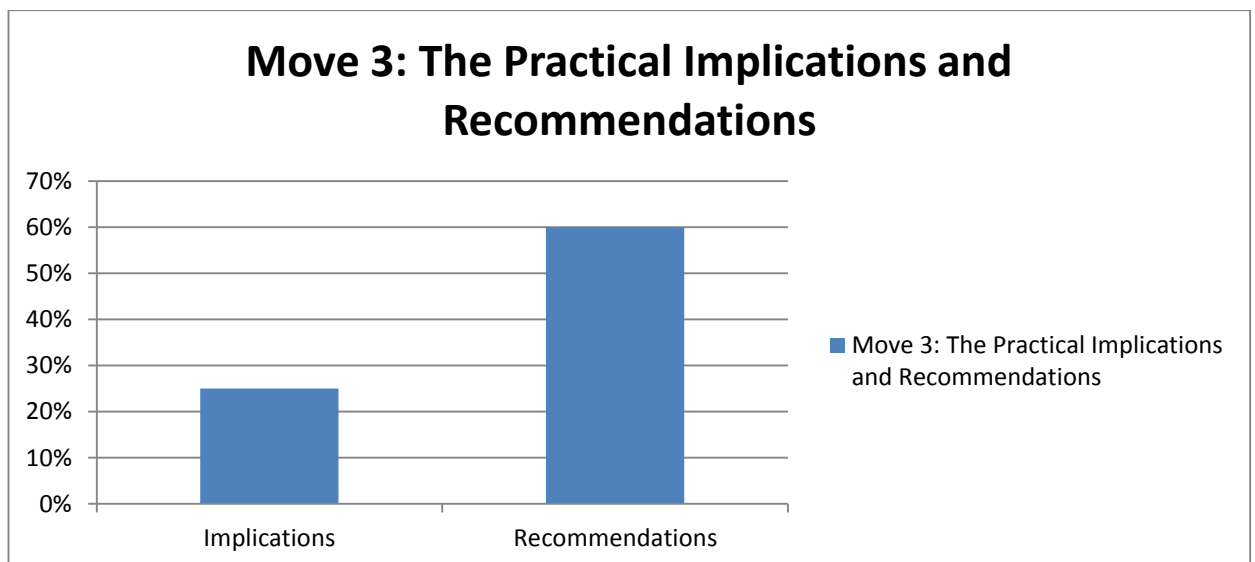


Figure 1.3. Proportions of the Steps in (M3) in MDCs

1.4. Future Research (M4)

This move aims at providing the reader some suggestions to extend the scope of the research. According to Bunton’s (2005) model, the Future Research move is sequenced at the fourth place in his model. Hence, it is fully achieved with a frequency of 100% in the writing of the conclusion chapter.

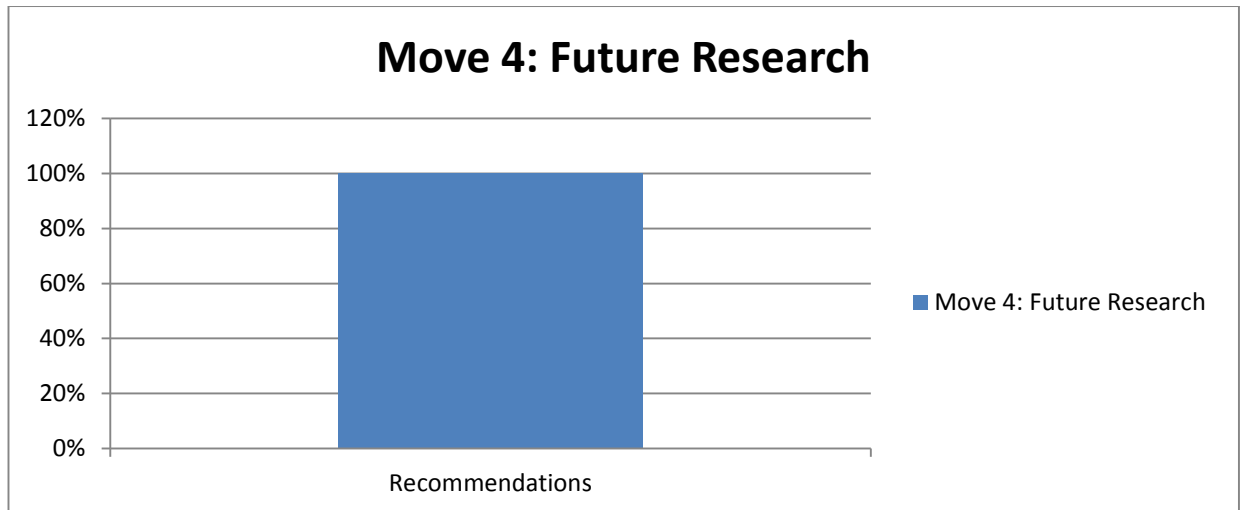


Figure 1.4. Proportions of the Steps in (M4) in MDCs

1.5. The Concluding Restatement (M5)

The Concluding Restatement move in conclusion writing according to Bunton’s (2005) model is realized by one step which is Overall Claims or Findings. This step has been employed with a frequency of 60% of the overall corpus.

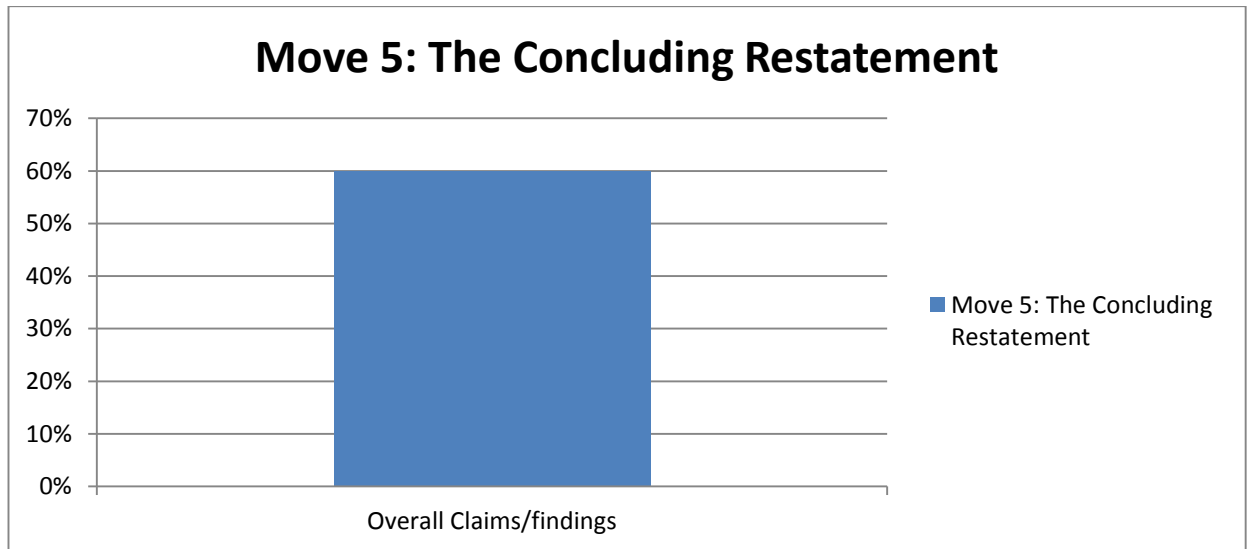


Figure 1.5. Proportions of the Steps in (M5) in MDCs

2- Obligatory, Quasi-Obligatory and Optional

The table below demonstrates a suggested move and step structure for the corpus based on the frequency of occurrence of the analyzed moves and steps in the twenty Master Dissertation Conclusions. Each step’s results have been classified into three levels of significance based on their frequency of occurrence sequenced as obligatory, quasi-obligatory and optional. The categorization is advanced based on the following criteria: **Obligatory = 100%** / **Quasi-Obligatory $\geq 51\%$, $\leq 99\%$** / **Optional $\leq 50\%$** .

Moves	Steps	Obligatory	Quasi-Obligatory	Optional
M1	S1	✓		
	S2			✓
M2	S1	✓		
	S2	✓		
	S3			✓
	S4			✓
M3	S1			✓
	S2		✓	
M4	S1	✓		
M5	S1		✓	

Table 6: Statistical Measures Used to Illustrate the Frequency of MDCs Moves and Steps

Conclusion

To sum up, this chapter has highlighted the results of the analysis of Didactics of Foreign Languages Master Dissertation Conclusions following Bunton's (2005) model as a theoretical framework. As it has already mentioned, the corpora contain 20 conclusions; thus, the results have been obtained thanks to the rule of three and they have been reported in the form of quantitative data. Therefore, the findings have been obtained from the analysis are reported by giving a detailed account of the frequency of occurrence of moves and steps in the form of tables and graphics. The following chapter focuses on the discussion of the results.

Introduction

The present chapter is a follow-up of the preceding one. Therefore, it aims at discussing the main results that have been obtained from the in-depth analysis of Didactics of Foreign Languages Master Dissertation Conclusions written from 2018 to 2020 by the students of the department of English at MMUTO. It includes the moves and steps that have been used in the conclusion section, and the way in which they have been implemented, ignored or escaped by master two students. Consequently, the discussion has been organized around the research questions that have been asked in the general introduction.

In this present study the results have shown that all the conclusion sections of Didactics of Foreign Languages Master Dissertations that have been analyzed contains the five moves that occur in Bunton (2005) move patterns. This may explain that for Didactics of Foreign Languages Master Students conclusion writing is totally important just like other part-genres. However, this work has revealed variations between students having some tendency to prefer some steps at the expense of others.

1. The Analysis of Bunton's (2005) Model of Moves and Steps

Now we will look at how Didactics of Foreign Languages English Students have used the moves and steps that have been identified in their corpus to reach their conclusions, and how this use has corresponded to some extent with Bunton's (2005) model. Examples are given, followed by comments and explanations as needed.

1.1. The Introductory Restatement Move

The literature that we have on conclusions suggests that most conclusions have begin with The Introductory Restatement move in order to restate the Purpose and Research Questions or Hypotheses. Bunton (2005) maintains that “this move is relatively easy to identify, appearing at the second position” (p. 215). Consequently, this move is important

because it connects the conclusion with the rest of the dissertation, especially the general introduction.

The Introductory Restatement move has been included in the whole corpus. Hence, it has comprised 65%. Indeed, findings reveal that differences, however, are spotted in terms of steps that have been used. Thus, two main steps realize the Introductory Restatement move; Purpose (S1) and Research Questions or Hypotheses (S2).

1.1.1. Step One (Purpose)

Purpose step has been fully achieved with a percentage of 100%, it has appeared in all the twenty dissertation conclusions. The great appearance of this step is evident, because without stating the goal or the objective of the work, the study is meaningless. Therefore, this shows that Didactics of Foreign Languages Master Students have known that there is a necessity to employ this step to make the reader or examiner informed about the purpose of their research study. Additionally, on the importance of Purpose step, Qian and Pramoolssok have claimed that the aims or goals not only direct the author to the desired outcome, but also assist the reader in determining the significance of the study(2015, p. 56). The first example is from dissertation number 2 which shows how step 1.1 has been realized:

Ex 1: This research has aimed at investigating whether teachers using behavioral objectives, and to what extent the use of behavioral objectives influence positively students' language performance.

This is the third sentence in the opening paragraph of the conclusion number two. The student in this example has restated the Purpose or overall aims of his/her study, just like Bunton's (2005) recommendations. However, instead of announcing his study purpose at the beginning of his conclusion, he has preferred to first introduce the topic in a general way.

1.1.2. Step Two (Research Questions/Hypotheses)

The second step that has been identified in the corpus is Research Questions or Hypotheses. This step has been not as frequently present as step one, having appeared in only

six out of twenty dissertation conclusions. It has been present with a percentage of 30%. The majority of Didactics of Foreign Languages Master Students have not mentioned it. Consequently, this step has not been necessary for them. We think that they do not see a need to remind the reader or examiner of their initial research questions or hypotheses. Moreover, the weak appearance of this step shows the lack of generic and disciplinary awareness of students. The second example is from dissertation number 15 which shows how step 2.1 is also realized:

Ex 2: To do so, this three main research questions are advanced, the first one is about whether master two students of English at the department of English at Mouloud Mammeri University face problems of cohesion and coherence while writing the abstract and introduction of their dissertations, and what is the most frequent type of cohesion and coherence problems do students encounter.

This example is the third paragraph in the concluding chapter of the dissertation number 15. In this example we can clearly see how the second step is achieved, the student do remind the reader with his/her initial Research Questions.

1.2. The Consolidation of Research Space Move

According to Bunton's (2005) model, the Consolidation of Research Space move is the largest part in the concluding chapters, which has been taken-up with summarizing Method (S1), Results or Findings (S2), Claims (S3), and Reference to Previous Research (S4). According to the findings of the present work, this move has been the second strategy that Didactics of Foreign Languages Master Students have used in order to realize their dissertation' conclusions. This move has been included in all the concluding chapters, the students have provided a detailed consolidating of research space. However, it has comprised just 15% of the overall corpus, because of the total absence of the last step which is Reference to Previous Research.

1.2.1. Step One (Method)

Method step has been assigned by scholars to ease the procedure or the process to obtain the intended aims and purposes of the study through identifying the overall approach and methods. Consequently, this step has been among the richest in terms of frequency of occurrences with an estimation of 100%, this shows that it has been fully realized in the corpus. Moreover, indicating the Method is essential, so most of students have to know which method is relevant and which is not; this idea is supported by Kothari, he has claimed that the researcher should be familiar with both his/her study's technique 'method' and research methodology (2004, p. 8). The third example is from the dissertation number 1, it is provided to show how the student has presented his research method:

Ex 3: to attain these objectives, the mixed methods approach combining both the quantitative and the qualitative research has been adopted in the process of data analysis for the sake of providing answers for the research questions and test the reliability of the advanced hypotheses in the General Introduction.

This example is in the second paragraph of the concluding chapter of the first dissertation. In this example the writer has clearly stated and summarized the method that he has used to analyze the corpus. As mentioned in the present example he has used the mixed method.

1.2.2. Step Two (Results)

Similarly, 100% of the students have attributed importance to the second step (results). The analysis has revealed that Didactics of Foreign Languages Master Students pay a great deal of attention to consolidating their research findings. Hence, presenting the major research results of the study has been accomplished with a highest frequency of 100%. The students have stated their findings in the concluding chapter because information on the results will benefit the researchers, especially who have not the access to the whole work, make comparison between different studies. The coming example is from dissertation number 10 which shows how step 2.2 has been achieved:

Ex 4: The findings that are derived from the questionnaire indicated that students have a positive perception towards the use of FA and teacher's feedback, as they consider FA as an integral part in the teaching learning process.

This example is the fourth paragraph in the concluding chapter of dissertation number ten. It shows how the student restates the overall findings of his research in a brief way. This means that Didactics of Foreign Languages Master Students believe that stating the main results of the work is a required step in the conclusion section, because it makes it easier for readers to know the findings of the analysis without having to read the entire dissertation. Moreover, according to Kanoksilpatham if a particular move or step appears in every dissertation, it seemed to be mandatory 'obligatory' (2005).

1.2.3. Step Three (Claims)

The third step in Consolidation of Research Space move is that of 'Claims'. Unlike the two first steps in this move, this one has received less focus by Didactics of Foreign Languages Master Students since it has emerged less frequently 40% with eight occurrences. Therefore, students have used and provide us with the results of their study rather than making claims about them. The fifth example is from the dissertation number 6 which shows how step 3.2 has been achieved:

Ex 5: Most teachers claim to facilitate the learning process to the students, and they also claim to guide and manage their classroom through different practices.

This example is a sentence from the third paragraph in the concluding chapter of the dissertation number six. This one illustrates how claims have been generally made. As we can see in this example, the student has provided us with the teachers' claims concerning the learning process and how to manage their classroom through different practices.

1.2.4. The absence of the fourth step in move two

A notable important difference between these Didactics of Foreign Languages Master Dissertation Conclusions and Bunton's PhD conclusions need to be noted. So, it has been noticed that unlike Bunton's (2005) model, no occurrence of the fourth step in move two

which is Reference to Previous Research has been identified in the corpus. This step is totally absent, and its absence is actually because of their lack of generic and disciplinary awareness. This shows that Didactics of Foreign Languages Master Students have not seen a need to refer to previous research. Consequently, they have to be aware of how a dissertation conclusion chapter is structured and organized by following a model such as Bunton's (2005).

1.3. The Practical Implications and Recommendations Move

The function of this move is to state what the research adds to existing knowledge in the relevant field keeping the whole study in mind (Aslam & Mehmood, 2014, p. 110). Thus, according to Bunton's (2005) model, this move appears before Future Research move. Practical Implications and Recommendations move appears as steps to connect different parts of the research to real world uses or situations, more than Future Research move. This move is further articulated by two steps, namely 'Implications' (S1) and 'Recommendations' (S2). It has comprised 42.5% of the overall corpus.

1.3.1. Step One (Implications)

According to Insaf Aslam and Asim Mehmood this is the step where the authors offer some useful applications for their studies (2014, p. 110). However, it is almost absent in our corpus, it has been occurred in just five out of twenty dissertation conclusions with a percentage of 25%. This means that very little attention has been made to suggest some Implications to the reader about the work. The sixth example is from dissertation number 3 which shows how step 3.1 has been achieved:

Ex 6: It is comprised of two parts: the horizontal and the vertical angles which are employed in the selected images. The former can be frontal to suggest involvement between the participants and the viewers or oblique to signify detachment between them.

This example is a sentence from the fourth paragraph in the concluding chapter of the dissertation number three. Bunton in his model has recommended that "Moves and steps classified here as Practical Implications, on the other hand, tended to use weaker models such

as “can”, “could”, “may”, or “might” or a less certain verb such as “hope””(2005, p. 216). Therefore, in this example the student has employed the weaker model ‘can’ to recommend implications for the readers.

1.3.2. Step Two (Recommendations)

According to Bunton’s (2005) model the term Recommendations is used with two different meanings in this corpus and in the literature. Thus, he states that “it is most frequently used in the literature for future research (eg, Dudley-Evans, 1986, 1994), but is also used by Weissberg and Buker (1990) in connection with practical applications as well as future research” (p. 216). Aslam and Mehmood (2014) says that Recommendations step “offers suggestions as to how knowledge claims can be made for explicit purposes, both in real world and educational contexts” (p. 110).

While the Implication step is underrepresented in the corpus, Recommendations step has been stated in twelve conclusions with a percentage of 60%. The coming example is from dissertation number 9 which shows how step 3.2 has been achieved:

Ex 7: For instance, teachers are recommended to use songs, subtitled videos and games that motivate students to promote their fluency and accuracy.

This example is the third sentence from the seventh paragraph in the concluding chapter of the dissertation number nine. Bunton (2005) maintains that “... making practical recommendations used the words “recommend” or “recommendation” (p. 216). He goes on saying that “such recommendations also tended to use strong model verbs such as “should” or “must” or other words such as “vital”, “essential” or “necessity” (Ibid). Therefore, in this example, the students have made Practical Recommendations by using the word ‘recommend’.

1.4. The Future Research Move

The literature that we have on conclusions suggests that Future Research move is the next one; it indicates further avenues for research. According to Bunton the main purpose of this move is to present some practical guidelines for future research studies, which can be helpful and useful for the coming researchers. Future Research has been recommended to promote knowledge growth. Therefore, it is logical to advocate that further research must be included in the conclusion section because it is almost a required feature of it. This move has been occurred in all the twenty dissertation conclusions. It is fully achieved with a frequency of 100%. Future Research move has just one step which is Recommendations for Future Research.

1.4.1. Step One (Recommendations for Future Research)

This step has been fully achieved in the corpus. This shows that Didactics of Foreign Languages Master Students have been found to pay a great deal of attention to recommend future research potentials for their fellow student researchers and the wider public in general. The eighth example is from dissertation number 7 which shows how move 4 has been achieved:

Ex 8: Future studies can be conducted on other forms of resources such as videos or advertising to investigate the gender dimension in relation to mothers, in order to throw light on gender differences in the representation of mothers in a given context, by adopting qualitative research method.

This example is the last sentence from the last paragraph in the concluding chapter of the dissertation number seven. This one shows clearly how this move has been achieved. The student has given the coming researchers who are interested on this research topic other forms of resources.

1.5. The Concluding Restatement Move

The fifth and last move that has been suggested by Bunton and the students have employed is the Concluding Restatement move. Its main function is to reiterate the Overall Claims or Findings rather than the Purpose. As the results have shown this move has been highly used by the students. It has occurred in twelve out of twenty dissertation conclusions with a percentage of 60% of the overall corpus. We have noticed that Didactics of Foreign Languages Master Students have summarized their main findings in some conclusions and their overall claims in some others. The ninth example is from dissertation number 13 which shows how students have summarized their overall claims:

Ex 9: From our research, we have noticed that this topic of investigation is neglected by researchers and less consideration and attention is given to it.

This example is the last sentence from the last paragraph in the concluding chapter of the dissertation number thirteen. This one has clearly shown that the student has mentioned its overall claims about its research topic.

Another example can be added which is in the eighth paragraph from dissertation number seven to show that the students have also summarized their main findings in the Concluding Restatement move:

Ex10: in brief, the results of the pictorial and the textual representations of mothers provided further evidence; we come to draw the following conclusions. First, the selected newspapers portray mothers positively in their international day both visually and linguistically. Moreover, this study also revealed combination of the visual and the linguistic modes to achieve a greater effect on the audience. Finally, the discussion of the results highlighted some points of convergence and divergence while depicting mothers.

2. The Identification of a New Step

A notable difference between these Didactics of Foreign Languages Master Dissertation Conclusions and Bunton's PhD conclusions needs to be noted. So, besides the conclusion moves and steps that have been cited in the literature, the majority of students have made up their conclusions of one other step which is 'The Limitations of the Study'.

Actually, we have considered the limitations of the study as a step not as a move based on Thompson's (2005) Conclusion Moves (cited in Ait Hamouda Hanane, 2015 p.25). The function of this step is to state the limitations and weak points of the study. Accordingly, this step has been included in order to reveal the obstacles and difficulties that the students have encountered while doing their research. Consequently, presenting the limitations of the study may be explained as a personal choice of the student. Hence, the idea that Didactics of Foreign Languages Master Students have mentioned the 'Limitations of the Study' in their conclusion section as an obligatory part may have a reference to Sandoval's words. He suggested that students when indicating their study limitations, they have opted to establish credibility and therefore making them reliable researchers (Sandoval, 2010). The coming example is in (Bunton, 2005) the sixth paragraph from dissertation number thirteen; it shows how this step has been occurred:

***Ex 11:** The current study encountered some limitations and constraints. Time limitation is one constrains encountered during this study. If not restricted in time, we would have adopted an experimental study with 3rd year learners of secondary schools. This could permit us to gather more concrete, valid and reliable data about the strategies they use while revising. In addition to this, the lack of documentation that deals with learners' strategies for revising for their exams.*

This is one of the examples that did not fit in Bunton's (2005) model. This example comes right before the last move which is 'the Concluding Restatement'. Thus, as we have seen before, under Bunton's (2005) model, none of the moves and their steps that he has proposed refers to the student's mentioning of his/her research difficulties or limitations.

Based on the analysis, the frequencies of occurrence of the moves and steps that have been found in the corpus are different. So, according to their frequencies we can mention that the first step in move one 'Purpose', the two first steps in move two 'Method' and 'Findings', and the forth move 'Future Research' are obligatory. In addition to that, the second step in move three 'Recommendations' and the last move 'The Concluding Restatement' are Quasi-Obligatory. Finally, the second step in move two 'Research Questions or Hypotheses', the

third and fourth steps in move two 'Claims' and 'Reference to Previous Research', and the first step in move three 'Implications' have been in the last position as optional for Didactics of Foreign Languages Master Students.

The analysis has revealed that Didactics of Foreign Languages Master Students have followed all the moves which the model recommends. This means that the first hypothesis is refuted. But, the absence of the fourth step in move two 'Reference to Previous Research' in all the concluding chapters that have been analyzed, and the additional step 'Limitations of the Study' which has been added by the students means that Didactics of Foreign Languages Master Conclusions do not reflect the recognized generic structure of the conclusion part-genre (Bunton, 2005). Therefore, they do not have a common way of writing conclusions. That is to say the last articulated hypothesis is disconfirmed.

According to (Yang & Allison, 2003) the fundamental goal of the conclusion part-genre is to summarize the dissertation by emphasizing the findings, evaluating and outlining potential directions for future research, as well as outlining implications for teaching and learning. Thus, students in the current study differ in how in-depth their conclusion sections are, indicating that this is a part of the dissertation genre that still needs to be studied and taught. Therefore, emphasis should be placed on the practices and processes of academic writing.

Conclusion

This study has aimed at revealing the different moves and steps followed by Didactics of Foreign Languages Master Students while writing their dissertation conclusions. So, this chapter has reviewed and discussed all the major findings of this study. Additionally, the research questions have been answered and the results have been discussed following the analytical framework of Bunton (2005) for the move occurrences which is identified in the

review of the literature. Therefore, the results of the research questions have revealed some variations in the composition of their dissertation conclusions with having the tendency to prefer some steps at the expense of the others.

Conclusion

The study has begun first by stating the fundamental theoretical background in which definitions of different concepts have been mentioned such as genre, move and conclusion. To clarify for the readers the field of genre, a comparison has been made between three different genre theories which are ESP, the Sydney School and New Rhetorical School. The second which is the methodology chapter. It has been designed to describe the corpus to analyse data analysis procedure relying on the model which has been chosen as a theoretical framework. The third chapter has summarized the results that have been obtained from the analysis. Finally, the last chapter has aimed at discussing the findings.

The aim of conducting this work has been to investigate the generic structure of the concluding chapters of Didactics of Foreign Languages Master Dissertations written by students of MMUTO from 2018 to 2020. Consequently, this study has three specific goals. The first one is to clarify the various moves and steps which have been followed by Didactics of Foreign Languages Master Students at Tizi-Ouzou University. The second aim of our investigation is to increase the students' disciplinary awareness. The final objective is to raise student's generic awareness by explicitly teaching the different generic templates such as Bunton's (2005) for conclusions. To conduct the analysis, these research questions are asked; the first one is about the moves found in Didactics of Foreign Languages Master Dissertation Conclusions written from 2018 to 2020 by students from the Department of English at MMUTO. The second question is about the steps found in Didactics of Foreign Languages Master Dissertation Conclusions written from 2018 to 2020 by students from the Department of English at MMUTO. Whereas the third and last question seeks to know the extent to which Didactics of Foreign Languages Master Conclusions reflect the recognized generic structure of the conclusion part-genre (Bunton, 2005). Then, three hypotheses have been put forward in an attempt to answer these research questions.

Bunton's (2005) model has been chosen as the theoretical framework of this analysis for some reasons. He has proposed it after analyzing the concluding chapters of 45 doctoral theses from different faculties such as science, medicine, architecture and engineering. Hence, this model has been widely used by researchers to capture the textual organization of many conclusions from many disciplines. Furthermore, it has included five interesting moves; each move was realized through a number of steps or sub-moves.

To conduct this study, a corpus of twenty Master Dissertation Conclusions written in the discipline of Didactics of Foreign Languages submitted from 2018 to 2020 have been selected. These conclusions, which have been composed of 2 to 4 pages, have been chosen randomly. The study has adopted the mixed method approach which integrates both move analysis to analyze the moves and steps used in each dissertation conclusion's and the quantitative research technique for the analysis of data. Therefore, the findings have been presented quantitatively as statistics using the rule of three.

Concerning the move structure, the findings of the current research have revealed that move four (Future Research) had an obligatory status in all the concluding chapters that have been analyzed, it is the most frequent one that has been found in Didactics of Foreign Languages Master Conclusions written from 2018 to 2020 by students from the department of English in MMUTO. Move one (The Introductory Restatement) and move five (The Concluding Restatement) are quasi-obligatory. Whereas move two (The Consolidation of Research Space) and move three (Practical Implications and Recommendations) are ordinary. The second move has been ordinary because of the total absence of the fourth step which is (Reference to Previous Research) even if the first two steps have been fully achieved.

The findings have shown that all of the five moves have been presented in the conclusions of the corpus. This means that Didactics of Foreign Languages Master Students have followed all the conventional moves which have been presented in the literature.

However, as previous analyses this study has shown some variations between one student to another concerning the steps. Students prefer to include some steps rather than others. They have been totally agreed to abandon the fourth step from move 2 which is 'Reference to Previous Research'. Moreover, the majority of Didactics of Foreign Languages Master Students have opted for adding a new step to their conclusions which is 'Limitations of the Study'.

Broadly speaking, Move 4 (Future Research) has been the most frequent used with a frequency of 100%. Didactics of Foreign Languages Master Students have preferred to indicate further avenues for other researches. Move 1 (The Introductory Restatement) has come in the second place with a percentage of 65% where all the students have reaffirmed the Purpose of their study, but just some of them have mentioned their Research Questions or Hypotheses again in their concluding chapters. In the third place, move 5 (The Concluding Restatement) has been presented with a proportion of 60%. In this move some students have summarized their Findings, and some others have mentioned their Overall Claims. Move 3 (Practical Implications and Recommendations) has been presented with a frequency of 42.5% in the fourth place, the students have preferred to mention Recommendations more than Implications. Whereas the second move (Consolidation of Research Space) has been in the last position with a percentage of 15%. All the students have mentioned the Method of their research and all of them have recapitulated their study Results. Then, some students have provided us with their Claims but did not refer to Previous Research at all. As for the steps, the first step from the first move 'Purpose' and the two first steps from the second move 'Method' and 'Findings' are the mostly used ones by Didactics of Foreign Languages Master Students with a percentage of 100%. We conclude that the first and last advanced hypotheses are refuted, whereas the second one is confirmed.

There are many previous studies that have been conducted in the field of genre analysis to address the issue of analyzing the overall organization of the dissertation conclusions. For example, the study conducted by Hanane Ait Hamouda at MMUTO (2015) treating the issue of three sections (Abstracts, Introductions and Conclusions) of Master Dissertations moves. The results obtained from the study have revealed that the dissertations have not been organized following the same moves, and the study that has been conducted by Amara Farida at MMUTO (2009) dealing with the analysis of the moves of Algiers University's Magister Theses.

It is important to raise student's awareness of the concluding chapter's communicative function, and bringing their focus to the important moves and steps while doing their dissertation conclusions. As a consequence, teaching genre approach is crucial for students, simply because it introduces the learner to how to write a high standard dissertation relying on genre studies. We think that this research is interesting and helpful to the students who are writing their dissertations, because they need to understand the moves and steps that are required for writing their dissertation conclusions correctly. So, analyzing Didactics of Foreign Languages Master Dissertation Conclusions is beneficial, hence it provides a major understanding of the different features that have been allocated to the moves and steps that have been established in the concluding chapters.

As in all the previous works, there are always limitations in the research study. Consequently, in our research the first limitation to mention is the size of the corpus. Only twenty Master Dissertation Conclusions have been analyzed. Therefore, an extensive analysis based on a larger corpus may be undertaken for further studies. The second limitation that we have had is the absence of questionnaire or interview as data collection tools, this is because as have already been mentioned, our research is about analyzing Didactics of Foreign

Languages Master Dissertation Conclusions written from 2018 to 2020, so the problem is that we have not been able to contact the students that have been concerned with our research.

Based on the findings and limitations of the present study, several recommendations could be made for future research. First, in the present study, as mentioned before only twenty conclusions were analyzed. For that reason, other studies on larger corpus of Didactics of Foreign Languages Master Dissertation Conclusions may be undertaken. Besides, the conclusions belong to one option only, and they were written by non-native speakers of English. So, it would be useful to extend a comparison with the conclusions produced by native speakers of English. Finally, our study was based on one part of research dissertation. It would be interesting to conduct the same study on other sections such as introduction, literature review and discussion in the field of Didactics of Foreign Languages.

To conclude, the present study examined the move and step structure of Didactics of Foreign Languages Master Dissertation Conclusions written from 2018 to 2020 by students of the department of English at MMUTO. It is hoped that our study has contributed to the field of genre analysis, so that it will open new perspectives for future research in this field of study.

References

- Aijmer, K., & Lewis, D. (2017). *Contrastive Analysis of Discourse-pragmatic Aspects of Linguistic Genres*. Switzerland: Springer International Publishing.
- Ait Hamouda, H (2015). 'Genre Analysis of Abstracts, Introductions, and Conclusions of Master Dissertations Moves: A Case Study: Department of English, UMMTO', University of Mouloud Mammeri: Tizi -Ouzou.
- Allison, D. (1999). 'Genre' . *ELT Journal*, 53 (2), 144.
- Amairi, H (2012). 'Move Analysis of Journal Research Articles Abstracts: The Case of Applied Linguistics and Language Learning & Technology', University Abdelhamid Ibn Badis: Mostaganem.
- Amara, F (2009). 'A Genre Analysis Study of Algerian Magister Dissertations in Linguistics and Didactics: The Case of English Department of the University of Algiers', University of Algiers: Algiers.
- Aslam, I., & Mehmood, A. (2014). 'Genre Analysis of Conclusion Sections of Pakistani Research Articles in Natural and Social Sciences' . *Journal of Natural Sciences Research* , 4 (22), 106-112.
- Babbie, E. R. (2001). *The Practice of Social Research* . Belmont: Wadsworth Thomson Learning .
- Bawarshi, A. S., & Reiff, M. J. (2010). *Genre: An Introduction to History, Theory, Research, and Pedagogy*. The United States Of America: Parlor Press and The WAC Clearinghouse.
- Bazerman, C. (1994). *Constructing Experience* . Carbondale: Southern Illinois University Press.
- Bazerman, C. (2003). 'Textual Performance: Where the Action at a Distance Is'. *Journal of Advanced Composition* , 23 (2), 379-396.
- Beghtol, C. (2005). 'The Concept of Genre and its Characteristics' . *Bulletin of the American Society for Information Science and Technology* , 27 (2), 17-19.
- Bellahsene, Z (2019). 'Enhancing EFL Students' Motivation through Teachers' Kinesics: A Case Study in the Private School "HiMi" Tizi-Ouzou, University of Mouloud Mammeri: Tizi-Ouzou.
- Bhatia, V. (1991). 'A Genre-Based Approach to ESP Materials'. *World Englishes* , 10 (2), 153-166.
- Bhatia, V. K. (1993). *Analyzing Genre : Language Use in Professional Settings*. London and New York: Longman.

- Bhatia, V. K. (2002). 'Applied genre analysis : A multi-perspective model'. *Ibérica: Journal of the European Association of Languages for Specific Purposes* , 4, 3-19.
- Biber, D., Connor, U., & Upton, T. (2007). *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure* . Amsterdam: John Benjamins Publishing .
- Bonsu, E. M. (2021). 'Genre Analysis of Undergraduate Dissertation Abstracts in Two Disciplines'. *Linguistics, Literature and English Teaching Journal* , 11 (2), 79-104.
- Bouabida, F (2016). 'Genre Analysis of Master Theses Abstracts across Three Options: The Case of the English Language Department at Bejaia University' University of Abderrahmene Mira: Bejaia.
- Brett, P. (1994). 'A Genre Analysis of the Results Section of Sociology Articles'. *English for Specific Purposes* , 13 (1), 47-59.
- Bruce, I. (2008). *Academic Writing and Genre: A Systematic Analysis*. Great Britain: Bloomsbury Publishing.
- Bunton, D. (2005). *The Structure of PhD Conclusion Chapters* . *Journal of English for Academic Purposes* , 4 (3), 207-224.
- Connor, U. (1996). *Contrastive Rhetoric : Cross-Cultural Aspects of Second Language Writing* . The United States of America : Cambridge University Press.
- Cope, B., & Kalantzis, M. (1993). Introduction: How a Genre Approach to Literacy Can Transform the Way Writing Is Taught . Dans B. Cope, & M. Kalantzis, *The Powers of Literacy: A Genre Approach to Teaching Writing* (p. 21). London: Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston : Pearson.
- Douglas, B., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure*. Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Figueiredo, D. (2010). 'Context, Register, and Genre: Implications for Language Education'. *Revista Signos* , 43, 119-141.
- Flowerdew, J. (2011). Reconciling Contrasting Approaches to Genre Analysis: The Whole Can Equal More Than the Sum of the Parts. Dans D. Belcher, A. M. Johns, & B. Paltridge, *New Directions in English for Specific Purposes Research* (pp. 119-140). USA: University of Machingam Press.

- Flowerdew, L. (2005). 'An Integration of Corpus-Based and Genre-Based Approaches to Text Analysis in EAP/ESP: Countering Criticisms Against Corpus-Based Methodologies'. *English for Specific Purposes*, 24 (3), 321-332.
- Freedman, A., & Medway, P. (2005). *Genre and the New Rhetoric*. London, United Kingdom: Taylor and Francis e-Library.
- Gibbs, G. R. (2007). *Analyzing Qualitative Data*. London: Sage Publications .
- Hassan, H. (2015). 'A Review of Genre Approaches Within Linguistic Traditions'. *LSP International Journal*, 2 (2), 53-68.
- Henry, A., & Roseberry, R. L. (1996). 'A Corpus-Based Investigation of the Language and Linguistic Patterns of One Genre and the Implications for Language Teaching'. *Research in the Teaching English*, 30 (4), 472-489.
- Holmes, R. (1997). 'Genre Analysis, and the Social Sciences: An Investigation of the Structure of Research Article Discussion Sections in Three Disciplines'. *English for Specific Purposes*, 16 (4), 321-337.
- Hsieh, H.-F., & Shannon, S. E. (2005). 'Three Approaches to Qualitative Content Analysis'. *Qualitative Health Research*, 15 (9), 1277-1288.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning Centred Approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2004). *Genre and Second Language Writing. The United States of America*: The university of Michigan Press.
- Hyland, K., & Paltridge, B. (2011). *The Continuum Companion to Discourse Analysis*. London, New York : Continuum .
- Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. Great Britain : Routledge.
- Hyon, S. (1996). 'Genre in Three Traditions: Implications for ESL'. *TESOL QUARTERLY*, 30 (4), 693-722.
- Hyon, S. (2018). *Introducing Genre and English for Specific Purposes*. London and New York: Routledge.
- Kaies, S (2019). 'A Corpus Based Comparative Study of the Use of Interactional Metadiscourse Markers in Master Theses General Conclusions: The Case of Postgraduates of Oum El Bouaghi and Lowa Universities', University of Oum El Bouaghi: Oum El Boaghi.
- Kanoksilpatham, B. (2005). 'Rhetorical Structure of Biochemistry Research Articles'. *English for Specific Purposes*, 24 (3), 269-292.

- Kothari, C. (2004). **Research Methodology: Methods and Techniques**. New Delhi: New Age International (P) Limited, Publishers.
- Lorés, R. (2004). 'On RA Abstracts: from Rhetorical Structure to Thematic Organisation' . *English for Specific Purposes* , 23 (3), 280-302.
- Mackay, R., & Mountford, A. (1978). **English for Specific Purposes: A Case Study Approach**. London: Longman.
- Martin, J. R. (1992). **English Text: System and Structure** . Philadelphia/Amsterdam: John Benjamins Publishing Company.
- Martin, J. R. (1984). 'Language, register and genre' . *Children writing : reader* , 1, 21-30.
- Martin, J. R. (1985). 'Process and Text: Two Aspects of Human Semiosis'. *Systemic Perspectives on Discourse* , 1 (15), 248-274.
- Miller, C. (1984). 'Genre as a Social Action'. *Quarterly Journal of Speech* , 70 (2), 151-167.
- Miller, C. (1994). Rhetorical Community: The Cultural Basis of Genre. Dans A. Freedman, & P. Medway, **Genre and the New Rhetoric** (pp. 57-64). London: Taylor and Francis e-Library.
- Mohellebi, H (2017). 'A Cross-cultural Study of Master Conclusions in English, Arabic and EFL Contexts: A Genre-based Approach', University of Mouloud Mammeri: Tizi-Ouzou.
- Nodoushan, M. A., & Montazeran, H. (2012). 'The Book Review Genre: A Structural Move Analysis' . *International Journal of Language Studies* , 6 (1), 1-30.
- Nwogu, K. N. (1997). 'The Medical Research Paper: Structure and Function' . *English for Specific Purposes* , 16 (2), 119-138.
- Paltridge, B. (2012). **Discourse Analysis: An Introduction**. London: Bloomsbury Discourse Series.
- Paltridge, B., & Starfield, S. (2013). **The Handbook of English for Specific Purposes**. Boston: Wiley-Blackwell.
- Paltridge, B., & Starfield, S. (2007). **Thesis and Dissertation Writing in a Second Language** . London : Routledge .
- Perryman, L. A., & Coughlan, T. (2011). 'Something for Everyone? The Different Approaches of Academic Disciplines to Open Educational Resources and the Effect on Widening Participation'. *Journal of Open, Flexible, and Distance Learning* , 15 (2), 11-27.
- Qian, L., & Pramoolsook, I. (2015). 'Research Article Abstracts in Two Subdisciplines of Business-Move Structure and Hedging Between Management and Marketing'. *English Language Teaching* , 8 (1), 52-62.
- Richards, J. C., & Schmidt, R. W. (2002). **Longman Dictionary of Language Teaching and Applied Linguistics** . London : Longman Publishing Group.

- Renu, J., Lim, J. M.-H., & Nor, A. M. (2014). Communicative Moves in Forestry Research Introductions: Implications for the Design of Learning Materials. *Procedia-Social and Behavioral Sciences* , 134, 53-69.
- Sandoval, M. (2010). 'Stance-Taking Strategies in the Written Discourse of Research Papers Conclusion Sections'. *First International TESOL Convention* .
- Santos, M. B. (1996). 'The Textual Organization of Research Paper Abstracts in Applied Linguistics' . *Text & Talk* , 16 (4), 481-499.
- Simmons, M. H. (2005). 'Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy'. *Libraries and the Academy* , 5 (3), 297-311.
- Swales, J. M. (1981). *Aspects of Article Introductions* . England : University of Michigan Press.
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2004). *Research Genres: Exploration and Applications*. United Kingdom : Cambridge University Press.
- Swales, J. M., & Feak, C. (2003). *English in Today's Research World: A Writing Guide*. Ann Arbor: University of Michigan Press.
- Waters, A., & Hutchinson, T. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
- Yang, R., & Allison, D. (2003). 'Research Articles in Applied Linguistics: Moving From Results to Conclusions'. *English for Specific Purposes* 22(4) , 22 (4), 365-385.
- Zerka, H (2017). 'A Contrastive Genre Analysis Study of Dissertations Introductions Written by Literature Postgraduates of Bejaia University and Natives', University of Mouloud Mammeri Tizi-Ouzou.

Appendices

DI1: A Social Semiotic Analysis of the Representation of Algerian Harragas in Selected Local and Foreign Newspapers.

The present research has examined the way the Algerian harragas are represented in the selected news articles of printed media. It has particularly dealt with the pictorial and the textual portrayal of Algerian undocumented emigrants in four distinct broadsheet newspapers, namely: Echorouk, El-Watan (Algeria), The Guardian (UK) and The New York Times (USA). To do so, two theoretical frameworks have been adopted. The first one is the social semiotic theory called “Visual Grammar” (Kress and Van Leeuwen, 1996, 2006) used to analyze the visual mode in relation to the three metafunctions (representational, interactional and compositional metafunction). The second one is the “Socio-semantic Inventory” (Van Leeuwen, 1996, 2008) employed to investigate the way the chosen newspapers linguistically depict the Algerian harragas relying on nine representational categories: exclusion, role allocation, genericization, specification, functionalization, identification, assimilation, individualization and indetermination.

In our research, three main objectives have been stressed. The first aim is to examine the visual depiction of the Algerian harragas in the selected images. The second one is to investigate the textual representation of the Algerian illegal emigrants in the chosen news articles. As for the last objective, we have opted for a comparison between Algerian, British and American newspapers to shed light on the main points of convergence and divergence in their representation of the Algerian harragas. To attain these objectives, the mixed methods approach combining both the quantitative and the qualitative research has been adopted in the process of data analysis for the sake of providing answers for the research questions and test the reliability of the advanced hypotheses in the General Introduction. These two approaches have been applied on a randomly collected corpus of eight selected articles and seven images.

The pictorial analysis of the harragas has shown that almost all the selected images are ‘narrative’, since they include participants that create a vector that are called ‘actor’ and others that receive it named ‘the goal’. Regarding the interactional metafunction, except for image 1 of Echorouk and image 4 of El-Watan, the represented participants in all the selected images are looking away from the camera, this entails that they offer the viewers an item of information creating less interaction with them. Social distance is another means within the interactional metafunction. The findings reveal that out of seven images three of them (images 2, 5 and 7) are photographed from a long shot (the whole figure with space around them), one from a close shot which is image 1 of Echorouk while the three remaining images (3, 4 and 6) are viewed from a medium close shot, thus far social, intimate and far intimate relations are created between the depicted participants and the viewers. The interactive meaning of pictures is also transmitted through ‘angle’ or ‘point of view’. The results indicate that the represented participants in the majority of the chosen corpus are viewed from a horizontal oblique angle which suggests detachment between them and the audience. In terms of vertical angle, medium angle and low angle are reflected in both the local and the foreign images.

Concerning the compositional metafunction, the findings show the Algerian harragas in all the selected images are placed in the middle part of the picture, their centralization makes them the core of the depiction, because they are considered as being the nucleus of information; the most valued elements within the images. Adding to this, we have noticed that the represented participants in the selected corpus are given salience by putting them in the foreground in order to attract the viewers' attention. Framing is the last component within this metafunction which has been investigated in the selected corpus so that connections or disconnections between the portrayed participants and interactive ones are accomplished. We have found out that the Algerian harragas are connected in the entire images. This indicates that there is closeness and unity between them.

The findings reached from the textual examination of the Algerian harragas in the selected news articles, reveal that these latter are included in the plurality of their activities as active and dynamic social actors. Moreover, the Algerian illegal emigrants are highly depicted as specific individuals in the entire corpus mainly in Echorouk and The New York Times.

Functionalization and Identification are two other categories used within this study. The results show that the Algerian illegal emigrants are more frequently identified in terms of 'classification' and 'relational identification' in order to provide more information about the social actors to the readers. In terms of assimilation and individualization, which are two sub-categories of specification, we have noticed that in all the eight chosen news articles, the Algerian illegal emigrants are represented most of the time as groups than as individuals, especially in El-Watan and The New York Times. Finally, we have found out that the frequency of indetermination is higher in the international newspapers mainly in the New York Times rather than in the local newspapers in their portrayal of the Algerian harragas.

The outcomes gathered from the visual and the linguistic analysis indicate that the Algerian harragas are not criminalized nearly in the entire corpus, since most of the time the newspapers try to justify the causes that led them to leave their homeland illegally. Except in the second article of Echorouk, where they are not blamed at the textual level. However, the visual level shows the ramifications that may result from this act. Hence, this suggests that these two modes complete each other in the Algerian, British and American newspapers, except in image 2 of Echorouk where they do not. Furthermore, although the newspapers which are the corpus of our study, share some common points but they also differ in others. Accordingly, this confirms the accuracy of the hypotheses stated in the General Introduction.

It is hoped that our research has contributed to provide more insightful knowledge and clarification about the field of media and the two theoretical frameworks: 'the Visual Grammar' and 'the Socio-semantic Inventory', to unveil the hidden messages and ideologies used in the visual and the linguistic analysis of the Algerian harragas in the selected corpus.

However, in the present work only printed media are taken into account to investigate the portrayal of the Algerian harragas in their news articles. Thus, further studies can be conducted on the same subject by using other types of media such as broadcast. Another suggestion can be the investigation of the representation of black African refugees in Algeria.

DI2: Teaching Through Behavioral Objectives to Enhance EFL Learning.

This present study has investigated teaching through behavioral objectives to enhance EFL learning. The case is teachers of second year students in the Department Of English at MMUTO. This research has aimed at investigating whether teachers using behavioral objectives, and to what extent the use of behavioral objectives influence positively students' language performance. The investigation was built up around the theoretical framework elaborated by Robert Mager (1962). To carry this research, two tools have been used which are a questionnaire for teachers and a classroom observation. The results gathered support the reliability of the framework.

Our research was carried out using a questionnaire for teachers of second year students and classroom observation. The study adopted the mixed research method, combining quantitative and qualitative approaches in collecting and analyzing the data, for the sake of answering the research questions asked in the general introduction and confirming or disconfirming the hypotheses.

The methodological choice was appropriate. The methods or tools used to carry the research were also suitable. The questionnaire helped us to collect a large amount of data in a short period of time; and thanks to the anonymity of the questionnaire, we gathered opinions from the respondents participated to respond to the questionnaire. To reinforce the validity of the questionnaire, we used another tool which was a classroom observation. For the sake of analyzing the quantitative data, a software package known as SPSS has been used. In addition to the statistical analysis, qualitative content analysis is used for analyzing and explaining the qualitative data obtained from the open-ended questions of the questionnaires and classroom observations.

The study revealed that most teachers have a great knowledge about performance and they put emphasis on the use of different important techniques like assessment, feedback and authentic materials to improve learners' performance. Therefore, the results showed that teachers see behavioral objectives important in their instructions to influence students' performance.

The discussion also indicates that most teachers of second year students in the Department of English at MMUTO give their students the opportunity to practice in order to go further in their learning. Therefore, most of teachers assess their learners either by providing them tasks or let them express themselves orally and freely in kind of conversations. It is also mentioned that the teachers consider evaluation as a main factor to judge students' performance and help them see to what extent the objectives are realized.

The discussion of the results of classroom observations leads us to confirm the two (02) hypotheses. Thus, we found that teachers of second year students teach their students using behavioral objectives, and in case behavioral objectives are implemented by the teacher, the benefits might be the improvement of students' performance and understanding. Hopefully this humble work has contributed in improving the educational system, as well as the rate of success in the Department of English at Mouloud Mammeri University of Tizi-

Ouzou. Moreover, knowing that teaching through behavioral objectives encourage students to improve their performance in class and is going to help the instructors and the curriculum designers. If these objectives are to be taken into consideration, the outcome would be beneficial for both teachers and students, to have motivated students to teach, and students who will be fully engaged with the learning task and give all their best.

However, we cannot deny the fact that this study encountered some limitations. To begin with, the gathered data from the questionnaires were not sufficient since some participants did not answer some questions.

Our hope is that our research has contributed to the field of teaching and learning in a way or another. Accordingly, we wish that it would open doors for further research and suggest to those interested in the field to conduct a further study on the phenomenon in relation to other variables.

DI3: A Social Semiotic Analysis of the Representation of the Algerian Hirak Protestors in El Watan and the New York Times.

The present study has endeavored to investigate the way national and international news media represent the Algerian Hirak protesters in their news articles. More precisely, it has dealt with the visual and the linguistic representation of the Algerian protesters in two different broadsheets namely the Algerian El Watan, and the American The New York Times.

Three main objectives have been set for this study to be achieved. As a first objective, to identify the different visual representations of the Algerian protesters in the eight selected images. As a second objective, it attempted to shed light on the linguistic representation of the Algerian demonstrators in the eight selected news articles devoted to the Hirak movement. The third objective, to establish a comparison between the selected newspapers in order to ascertain the similarities and the differences in their portrayal of the Algerian protesters. The analysis was framed by two theoretical frameworks for the sake of reaching the objectives of the study. The first is the Visual Grammar approach developed by Kress and Van Leeuwen (1996, 2006) in their joint book called *Reading Images: the Grammar of Visual Design*, in which the three metafunctions constituting their approach have been employed. The second is Socio-semantic Inventory put forward by Van Leeuwen (1996, 2008) in his book named *Discourse and Practices: New Tools for Critical Discourse Analysis*, whereupon nine representational categories have been used in the analysis. These discursive categories are: exclusion, role allocation, genericization, specification, assimilation, individualization, nomination, functionalization and identification.

The study has adopted the mixed method of research which integrates both the qualitative and the quantitative research techniques for the analysis of data. The quantitative research technique has been employed to examine the images under study, while the qualitative research is used to calculate the frequency distribution of the selected representational categories in the selected news articles.

The social semiotic analysis of the selected images has revealed that nearly all the images are ‘narrative’ since they are hinged on ‘vectors’, and the Algerian protesters are represented as active social actors. As for the interactional metafunction, the findings have demonstrated that the images of El Watan and The New York Times involve gaze in order to demand something from the viewers when it is present or offer information to the audience when it is absent (image 6, 7 and 8). Distance is another system within this metafunction employed to establish virtual relationships between the represented Algerian protesters and the audience. In fact, far intimate and close social relations are established between the protesters and the viewers in the pictures under the study. Angle is the third system underlying the interactional metafunction. It is comprised of two parts: the horizontal and the vertical angles which are employed in the selected images. The former can be frontal to suggest involvement between the participants and the viewers or oblique to signify detachment between them. The frontal angle is reflected in all the selected images except in image 2 of El Watan and image 6 of The New York Times where the oblique angle is reflected. Concerning the vertical angle, it is associated with power and status, and the different angles from which the participants are viewed whether from below, above or at eye level. In fact, both low angle and eye level are reflected in nearly all the images under the investigation.

Concerning the compositional metafunction, the results collected from the analysis have shown that the depicted Algerian protesters are placed in the center of all the selected images, this indicates that they are the most valued elements. Saliency is the second system within this metafunction. It is achieved in all the selected images through representing the Algerian protesters in the foreground in order to attract the viewers’ attention to them, and to involve the viewers in their popular movement. Due to their significant scale, the demonstrations have attracted both national and international coverage and have provoked reactions from manifold scholarly figures and heads of states. Framing is the third system constituting the compositional metafunction. It is concerned with the connectedness which signifies ‘group identity’, and disconnectedness which signals ‘individuality’ and ‘differentiation’ of the represented participants. Framing is used in the selected images in which the Algerian protesters are represented as connected to one another.

The findings of the linguistic analysis of the selected news articles, which relies on the ‘Socio-semantic Inventory’ approach have demonstrated that the Algerian protesters are significantly included as regards to their actions through attributing them a dynamic role rather than a static one. In addition, in the two representational categories of genericization and specification, the protesters are most frequently depicted as generic and collectively identified. In the categories of assimilation and individualization, the Algerian protesters are most of the time portrayed as groups through using the two types of assimilation: aggregation and collectivization. As for nomination, the demonstrators are nominated in semiformalization in all the selected images through mentioning both their family name and their name. Ultimately, functionalization and identification are two other representational categories utilised to depict the Algerian protesters in the selected news articles. The Findings

indicate that the demonstrators are more represented by the category of functionalization through associating them with high-status jobs and activities.

The present study has drawn the following conclusions: first, both El Watan and The New York Times have provided a positive depiction of the Algerian protesters in their Hirak movement both visually and linguistically. However, in image 7 of The New York Times, on the one hand, the protesters are represented positively at the linguistic level but, on the other hand; they are portrayed negatively at the visual level. Therefore, both the visual and the linguistic modes complement each other in the selected newspapers except in image 7 of The New York Times, where they are not complementary. In addition, the results have identified some points of convergence and divergence between the selected newspapers while representing the Algerian protesters in their Hirak movement. Accordingly, the findings of the investigation have confirmed the hypotheses that are advanced in the General Introduction. Furthermore, the research study has faced few limitations which can be taken into consideration in further studies. The present study has relied on a small number of news articles, and they are extracted from only two daily printed newspapers namely, El Watan and The New York Times.

Hopefully, this humble work has contributed to the field of social semiotics and media discourse analysis, specifically the Algerian protesters discourse produced by national and international news media. This present study was conducted on one type of newspapers which is referred as 'broadsheet' and still images. In terms of directions for future studies, it will be interesting to conduct a research using the other type of newspapers which is known as 'tabloid' as a corpus to investigate the Algerian protesters representations. In addition, videos or documentaries produced by news channels about the Algerian Hirak protesters can be used instead of still images. As a final suggestion, this study has dealt with the representation of the Algerian protesters in regard to the mixed method of research, future studies can rely on the qualitative method of research to provide an in-depth analysis of how the Algerian Hirak protesters are represented in both national and international news media.

DI4: The present study aimed at casting some light on the educational potential of teachers'

Kinesics in developing EFL learners' motivation in the private school "HiMi". It also sought to discover the extent to which teachers' kinesic behaviour can enhance learners' motivation to learn English language. And it investigated the students' perceptions and attitudes about the use of teachers' kinesics as a means for language learning purposes. It also strove to discover whether EFL teachers use their body language in the private school HiMi.

This study conducted in the light of a theoretical framework based on a multimodal approach for SL or FL teaching and learning theory of motivation. Hence, the study tried to shed light on the role of teachers' kinesics in promoting their pupils' learning process.

In this research, we used the mixed method research which integrates both the quantitative and the qualitative techniques in the process of data analysis in order to answer the research questions and test the accuracy of the advanced hypotheses and while the

quantitative technique used to examine the results of the questionnaire. The qualitative method adopted to analyze the participants' perceptions about the use of teachers' body language as a language learning tool collected by means of a classroom observation.

The results of both the questionnaire and the classroom observation answered the research questions and confirmed all the hypotheses stated in the general introduction. Indeed, the results of the questionnaire revealed that the majority of English language teachers in the private HiMi in Tizi-ouzou used their body language, namely gestures, facial expressions, body posture, head motion in their EFL Classes as a source for English language teaching to make their message comprehensible to their pupils. It also revealed that body language used in the educational setting which serves as a teaching and communicative strategy beside language as it plays a positive role in the field of English language teaching and learning. As far as the participants' perceptions about the teachers' use of kinesics to enhance their motivation is concerned, the results revealed that the majority of them expressed their agreement on the fact that their positive attitudes are developed through their teachers' use of their kinesic behaviour.

As concerns the classroom observation, it revealed that the majority of the teachers used their body language in the class to achieve many purposes. For instance, to emphasize a point, encourage learners' motivation and participation, enhance their positive attitudes, etc. Additionally, during the observation sessions, teachers tended to use their body motion when they presented their lessons due to the learners' difficulties in understanding some difficult words. Thus, the more teachers used their body movements, the more learners understood better the subject matter.

However, we cannot deny the fact that this study encountered some limitations. To begin with, a small number of participants who represented only three groups that constituted first-year EFL students in the private school "HiMi" were the target population of this study. Second, the findings of this investigation cannot be generalized to the remaining levels the students in private school at tizi-ouzou since our participants were only first-year students. Third, the scope of the data should be improved to make the findings more convincing. That is to say, to make the research more reliable, the observation should have been conducted for the whole year not just for few weeks.

We hope that this humble work will open opportunities for further research in this field of study to explore the use of teachers' body language in learning disabled students. In addition our study is limited to the first year level in the private school. Further research in the same study can be conducted with different levels.

DI5: Teachers' and Students' Attitudes Towards the Use of Social Media to Develop the Students' Speaking Skill.

The dissertation has investigated teachers' and students' attitudes towards the use of social media to improve the students' speaking skill. It sought to find out students' and teachers' opinions about the implementation of social media and the use of social networking sites as means to develop the students' speaking skill. The study was carried out to determine

the effectiveness of the use of social media for educational purposes. It aimed to find out teachers' acceptance or rejection of social media use to teach and develop the students' speaking performance.

The research is significant and important, because during this period of the COVID-19, social media were present in all the domains and it is part of humans' daily life. It has facilitated the spread of information and all the statistics of the development of the virus all over the world. It is used as a prominent tool to advise, communicate, share the health protocols to be safe from the virus, a tool to sensitize people and finally, an effective tool for students, in which they have continued to study online, especially for master students where they have pursued their investigation, through getting in touch with their supervisors via Gmail. The study is significant since, it was conducted relying on Davis' technology acceptance model, basically on the two main concepts; perceived usefulness and perceived ease of use.

All the results obtained through the use of questionnaires and interviews have answered the research questions of the study and confirm all the hypotheses provided in the general introduction, that content communities are the frequently used by the students of the Department of English as a sub category of social media. Both teachers and students support the use of social media to improve the students' speaking skill and they have positive attitudes towards that.

The investigation relied on two basic objectives. The first objective was to find out which type of social media is frequently used by teachers and students in the Department of English at MMUTO. While, the second objective was concerned with the attitudes that teachers and students hold towards the use of social media to improve the students' speaking skill.

The mixed method was the approach used in the study in order to answer the advanced research questions and to confirm or refute the hypotheses set in the General Introduction. It includes both quantitative and qualitative methods to collect the required data. The questionnaires were answered by fifty-seven (57) third year students from the Department of English at MMUTO. They have provided the answers online, as the questionnaire was posted on the Department of English' Facebook page. The interviews were conducted with five (05) teachers of the oral expression module in the same Department. The data collected were analyzed through the use of the Statistical Package for Social Sciences (SPSS) for the interpretation of the results obtained from students' questionnaires and transform it to numerical data and statistics. Whereas, content analysis was adopted to interpret the data gathered from the interviews.

The factual results and findings provide clear answers to the research questions mentioned in the general introduction. The type of social media which is frequently used by students is content communities. Both teachers and students have positive attitudes and support the use of social media as a mean to develop the speaking performance. Concerning the difficulties that they can encounter during the use of social media, students do not face any difficulties, whereas teachers face the problem that students don't give their feedback and

some don't have internet access. Furthermore, from the results obtained, social media have both advantages and disadvantages on students' improvement of the speaking skill.

This research can have some limitations that students should consider for their future investigations. If students are interested in our study and want to conduct their research about social media, they have to consider the following: first, this study was conducted only with third year students and teachers of the oral expression module from the Department of English at MMUTO. Second, it was concerned with one skill among the four main skills, that is the speaking skill. Third, concerned with both teachers' and students' attitudes towards the use of social media to improve the speaking skill.

The future investigation treating the same topic of research should concentrate on different participants collected from other departments such as: The Department of French or even private schools and secondary schools. It would also be preferable to deal with other skills, and focus more on students' attitudes towards using social networking sites to improve the writing skill.

DI6: Investigating EFL Teachers' Perceptions Classroom and Their Practices to Develop Student' Autonomy.

The present study has investigated EFL teachers' classroom ideologies to develop students' autonomy. As it is mentioned in the previous chapter, this research relies on three main objectives. As the first objective, it aims to find out what UMMTO university teachers' beliefs about students' autonomy. As for the second objective, it aims to identify the teachers' current practices to encourage students' autonomy in and outside the classroom. As for the third objective of this dissertation, it aims to investigate whether teachers' ideological beliefs are reflected in the classroom practices. To reach the aforementioned objectives, this study opted for Camilleri (1999) and Voller (1997) theories on the teachers' role to develop learners' autonomy, to explore the different ideologies that teachers held, and to find out the practices teachers use to encourage their students' autonomy.

The results were gathered from the two data collection tools that consist of: a questionnaire which was distributed to sixteen (16) EFL teachers of the department of English at Mouloud Mammeri University of Tizi-Ouzou, and an interview which was conducted with five (5) teachers who helped us obtain some findings, which serve as answers to our research questions. In order to analyse the collected data, the mixed-method approach was used, that is, the qualitative and quantitative analysis were used to confirm or refute the hypotheses suggested in the introduction which are: teachers believe in the importance of students' autonomy, teachers' ideological influence positively their practices in the classroom, are teachers' ideological beliefs are reflected in the classroom practices.

To conclude, teachers hold different beliefs about the notion of autonomy that can be inferred in their roles. Indeed, these beliefs are reflected in their teaching practices inside and outside the classroom. In fact, teachers hold conflicting views regarding the concept of autonomy. Teachers believe that autonomous learners are the ones who refuses spoonfeeding, they are capable of taking right decisions, and they are aware about what, how and why they

learn. On the other hand, they think that their students do not have the potential to become autonomous, because they do not know their learning interests in their life. Besides, teachers hold a positive view towards students' autonomy. That is, they put into practice their ideological beliefs in and outside the classroom. Most teachers claim to facilitate the learning process to the students, and they also claim to guide and manage their classroom through different practices. For example, they advise students to use the net in a positive way, they also encourage them to read extra books and they provide sources of articles and books.

Based on the outcome gathered from the results chapter, the findings have given some evidence to the research questions and hypothesis. Indeed, though, most of EFL teachers of the department of English believe in the importance of being a guide, a facilitator, a counsellor and a resource, still the most and predominant ideologies are the teacher as a facilitator, a guide and a counsellor. However, when it comes to the interpretations of the results, it is not clear how they guide their students and help them to use them outside the classroom. Said differently, the study results confirmed that teachers' ability and willingness to deal with the emerging difficulties depends on their own beliefs concerning the learning process. In fact, the findings resonate with Camilleri (1999) and Voller (1997) theories that argue that teachers' perceptions are essential and really necessary as their thoughts will be mirrored in their teaching process and students will be influenced and affected by them to a certain degree. In other words, teachers' beliefs can powerfully shape what teachers do inside the classroom.

In addition, the results indicate that there is divergence in many instances among all the teachers regarding their claimed ideological beliefs, and the results also reveal that there is a clash between the answers of the questionnaire and the interview. In fact, teachers view learner autonomy as students' right to choose what to learn, how to learn and when to learn, and work independently inside and outside the classroom with the guidance and help of the teacher. Indeed, they reveal that they promote learner autonomy by encouraging their students to use modern media, to make presentations on topics of their own choice, and to provide them with advice concerning learning strategies. Teachers also claim to give their students freedom to make their own decisions concerning their learning. However, the interview contradicts teachers' answers. Teachers were against full autonomy, because they believe that it reduces their responsibility in the classroom. Add to that when we asked them to clarify about the way they promote autonomy, when using different strategies, they did not provide us with explicit answers.

Moreover, the hypotheses of this research are partly confirmed mainly the first and the second hypotheses; though teachers believe in the importance of students' autonomy, they support partial autonomy. Also, their ideological beliefs influence positively on their practices in the classroom, because they believe they should be facilitators, resources, guides and counsellors, which they foster the development of their students' autonomy. As for the third hypothesis, it is partly confirmed. Teachers' ideological beliefs are reflected in the classroom practices to only a certain extent, because there is divergence among the answers of the teachers.

It is hoped that our study has contributed to the field of EFL though slightly, so that it will open new perspectives for future research in this field of study. The major limitations of this study are related to the fact that it cannot be generalized to the whole population, another limitation resides on the category of participants. So, it is recommended for future research, to include classroom observation in their future studies. It is also preferable to design a questionnaire for students to provide a more comprehensive picture of teachers' practices in the classroom. Also, it is beneficial to investigate students' attitudes towards teachers' practices in the classroom.

DI7: Media Representation of Mothers in Their International Day.

This research aimed to explore the way mothers are depicted by media in their international day. It has concerned with the visual and the linguistic representation of mothers in four broadsheet newspapers which include: Arab News, Daily News Egypt, The Guardian and The News York Times.

The present study has selected three main objectives, to understand the visual depiction of mothers in the chosen pictures, then to examine the linguistic representation of mothers in the selected articles, finally to establish a comparison between the four broadsheet newspapers to reveal the similarities and differences in the portrayal of mothers in their international day. In order to achieve these objectives, three metafunction underlying the theory of "Visual Grammar" (1996, 2006), and seven representational categories related to Van Leeuwen framework named the "Socio-Semantic Inventory" (1996, 2008) have been adopted. The categories are: exclusion, role allocation, genericization, specification, nomination, functionalization and identification. The analytical tools are used in the selected corpus which contains eight pictures along with eight articles.

To answer the research questions and to examine the validity of the advanced hypotheses, the mixed-methods approach that combines the qualitative and quantitative techniques has been used in the process of data analysis. The qualitative technique is used to examine the chosen images of the newspapers, while the quantitative technique is adopted to count the frequency distribution of some categories related to the articles under study.

Starting by the representational metafunction, the results of the study have revealed that almost all the selected images are narrative and the represented participants are dynamic, this means that they perform actions. In relation to the interactional metafunction, the findings show that gaze is not direct in the images, in order to offer information to the audience since the depicted participants look away from the viewers. Another feature within this metafunction is distance. In fact, far personal and far social relations are established between the depicted participants and the audience in the selected pictures. Point of view is the third means that is used in this metafunction, the horizontal and the vertical point of view. In fact, in both pictures of Arab News and Daily News Egypt, the frontal and the oblique angles are reflected, whereas in the Guardian and The New York Times, the oblique angle is used in all the selected images of these newspapers. As regards to the vertical angle, nearly all the selected pictures are seen from low angle to show that the participants are superior to the audience.

Concerning the compositional metafunction, the result shows that most of the depicted mothers are placed in the central position in the selected images to indicate that they are the most important elements. Another element within this metafunction is 'saliency'. The depicted participants are put on the foreground to draw the attention of the audience to them. Framing is the third factor of the composition. It is noticed that the majority of the represented participants are connected and represented as unified unit of information.

The findings of the linguistic analysis of the selected texts have revealed that mothers are never excluded from their action in all newspapers except The New York Times, it excluded mothers by adopting the category of backgrounding. In addition, in both of Arab News and Daily News Egypt, the depicted mothers are included in the articles actively; this means that they are presented as active and dynamic social actors. In The Guardian and The New York Times, however, mothers are represented as passive social actors. In the categories of the specification and genericization, Arab News and Daily News Egypt represent mothers as specific individuals to inform the readers that mothers are considered as independent social actors, whereas in the Guardian and The New York Times mothers are depicted through genericization.

In terms of nomination, mothers are enormously nominated in formalization in Daily News Egypt, The Guardian and The New York Times by mentioning their names. In Arab News they are more nominated in semi-formalization by addressing them using their first names and surnames. The categories of functionalization and identification are also used to represent mothers in the articles. The results reveal that three newspapers namely: Arab News, Daily News Egypt and The Guardian represent mothers in terms of their function which is associated with high status activities. The New York Times, in contrast, depicts mothers mostly through classification and relational identification.

In brief, the results of the pictorial and the textual representations of mothers provided further evidence; we come to draw the following conclusions. First, the selected newspapers portray mothers positively in their international day both visually and linguistically. Moreover, this study also revealed combination of the visual and the linguistic modes to achieve a greater effect on the audience. Finally, the discussion of the results highlighted some points of convergence and divergence while depicting mothers. Hence, these findings proved that the hypotheses mentioned in the general introduction are confirmed.

This study has examined the representation of mothers in their international day in the selected newspapers. We hope that the present research contributes in the field of Social Semiotics in analysing the visual and the linguistic discourses and open new ideas for further researches from different perspectives. Future studies can be conducted on other forms of resources such as videos or advertising to investigate the gender dimension in relation to mothers, in order to throw light on gender differences in the representation of mothers in a given context, by adopting qualitative research method.

DI8: Exploring the Use of ‘Inside the American Kitchen’ Instructional Videos in Developing the Learners’ Intercultural Competence in the American Cultural Center of Algiers (ACCA).

Developing the learners’ ability to appropriately, effectively, and successfully interact with the target culture members is the main goal of intercultural competence. The current study had for an aim to assess the intercultural competence of the American Cultural Centre of Algiers’ learners. It also strived to discover the role of the instructional culinary videos in enhancing the learners’ cultural skills in general, and intercultural competence in particular.

The current study has been conducted in the light of a theoretical framework based on the process model of Intercultural Competence which is proposed by Deardorff (2006). Her framework is based on a grounded-research approach employing a survey to collect data from university international administrators and scholars of intercultural competence. From this point, Deardorff designed five (5) essential constituents forming the frame of intercultural competence which are: (1) attitudes including respect, openness, curiosity and discovery; (2) knowledge comprising cultural-self awareness, culture specific knowledge, sociolinguistic awareness, and grasp of global issues and trends; (4) skills constituting of observation, listening, evaluating, analysing, interpreting and relating; (5) internal outcomes and external outcomes. In accordance with this theoretical framework and its constituents, a structured questionnaire consisting of twenty one (21) questions comprising open-ended, closed-ended and multiple choice questions was designed to assess the learners’ IC. Furthermore, an accurate analysis of the selected videos for this survey was carried out to investigate how the instructional culinary videos as a cultural exchange programme of the American Embassy of Algeria enhance the learners’ intercultural competence.

Whilst the sample group comprised fifty three (53) participants enrolled in the ACCA of different levels, the corpus of this study consists of two (2) instructional culinary videos which have been randomly selected from YouTube. Ideally, to describe the phenomenon more accurately, to answer the research questions, and to test the accuracy of the advanced hypotheses, the mixed-method research, which integrates both the quantitative and the qualitative techniques, has been used in the process of data analysis. While the quantitative technique was used to get numerical data from the closed-ended questions, the qualitative method was adopted to analyse the open-ended questions, as well as for the analysis of the videos.

Starting with the questionnaire, the findings revealed that the majority of the participants are competent and qualified while being exposed to diverse cultural backgrounds. In addition, the outcomes exhibited that a large group the participants expressed their agreement on the fact that the produced cooking show by the American Embassy, as a means of cultural exchange, is beneficial to lead the learners to a progressive learning level. In addition, their intercultural competence can be improved through these videos. Last but not least, the results derived from the analysis of the selected videos for this study proved that these videos are effective in enhancing the students’ IC.

Considering these results, the conclusions that can be drawn from this investigation are the following: The sample group selected for this survey claim to be competent and qualified while being exposed to diverse cultural backgrounds. This is mainly due to their involvement in the cultural settings, and their received teaching from the native speakers of English. Furthermore, the authenticity of the instructional culinary videos proved to be helpful to enhance the learners' intercultural competence in addition to other language skills as stated by the participants vis-à-vis to the captivating features that they offer such as the mediated translation from English to Arabic and vice versa, cooperative learning strategy (how to work in a team group), correct pronunciation using American English, and the introduction to new vocabulary which makes the use of authentic material consisting of the kitchen utensils, ingredients, vegetables etc, all of which do not only facilitate the learning process, but also act as key motivators for the students in their learning. Besides, the students had demonstrated a positive view point about the educational potential of these culinary videos as they advocate they are interesting, motivating and effective in learning the English language in general and improving their IC in particular.

Accordingly, on one hand, the obtained results come to refute the second and forth advanced hypotheses which state that "The learners of the American Cultural Centre of Algiers are incompetent and unqualified while being exposed to different cultural backgrounds" and "The content of culinary videos is not effective in enhancing the learners' intercultural competence". On the other hand, the first and third hypotheses maintaining that "The learners are competent and qualified while being exposed to different cultural backgrounds" and "The content of the culinary videos is effective in enhancing the learners' intercultural competence" are confirmed.

Throughout this investigation, many obstacles have been encountered. The major limitation of this study was the fact that the questionnaire was sent online. In fact, one of the common weaknesses of online questionnaires is the lack of reliability, infallibility, and trustworthiness of the participants behind the screens. Another drawback during this enquiry is time constraints. When the Covid-19 spread, it generated a huge waste of time, hoping that schools and educational institutions would open their doors again to allow the research to take place. After a long wait, schools had not reopened. Therefore it was necessary to choose other options in a short period of time. Besides, it is notably clear that the number of the population sample (53) is not large enough to mainstream the findings of this study, thus the results obtained from this research cannot be generalised to EFL learners as a whole. However, in the hope that the importance of the findings of the current research would not be disregarded despite all these constraints, and they would be considered as contributions of knowledge to the wider scope of the scientific research studies.

In the hope that the ongoing research work contributes to the fields of English Language Teaching methodology in particular and Applied linguistics in general. Recommendations for further research in the same area can be conducted through investigating the role of these culinary-art-videos in enhancing the students' 'Vocabulary learning' using a quasi-experimental research method.

DI9: Teachers' Scaffolding to Promote EFL Students' Speaking Skill.

The present study has investigated teachers' implementation of scaffolding techniques in the Department of English at Mouloud Mammeri University of Tizi-ouzou, aiming at determining its importance and role in promoting first-year students' speaking skill. Moreover, it has attempted to identify teachers' attitudes towards scaffolding as a technique to reduce the students' speaking problems.

For the sake of answering the advanced research questions and confirming or refuting the suggested hypotheses in the General Introduction, a mixed method approach has been used. Both of the quantitative and qualitative methods have been adopted in order to analyze the data collected. Indeed, regarding the instruments used in our research, it was limited to a questionnaire and an interview; a classroom observation has been canceled. Cohen et al. (2000: 396) explain: "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts."

In fact, although we have not adopted the classroom observation, a semi-structured interview has been deliberately designed to teachers so that to get more details and deeper information. Thus, the findings collected from the two used instruments in our research have provided the needed data. Ten teachers of the speaking module have been selected to fulfill the questionnaire, and five of them have cooperated as interviewees. In order to analyze the quantitative data gathered from the questionnaire, a rule of three has been implemented. In addition, a qualitative content analysis method has been used to examine the data collected from the open-ended questions of the interview designed to teachers.

The discussion of the results of the questionnaire and the interview has provided answers to the fundamental research questions. The results revealed that teachers in the Department of English at MMUTO help students to overcome the speaking difficulties they usually encounter while practicing the English language orally; namely the linguistic and psychological problems suggested in the hypothesis of the first research question. Besides, teachers proceed in solving those problems by applying a set of scaffolding techniques as it is stated that 'Bridging, Text representation, Schema building, Contextualization and Developing Meta cognition' as the most implemented ones, confirming the second research hypothesis. It is shown as well that the 'modeling' strategy is implemented by less than half of teachers, in which the third hypothesis of the question is partially supported. In addition, teacher sopt for these strategies in order to scaffold students to accomplish challengeable tasks that are beyond their current capacities, in which the suggested hypothesis of the third research question which states that 'scaffolding challenges students to do things they have not been able to do before on their own in a way that it does not only improve their linguistic knowledge, but it rises their self confidence and regulation as well' is confirmed.

Indeed, the findings have been interpreted regarding the Zone of proximal development, Vygotsky's theory of scaffolding, which is to be applied through providing students with tasks that are beyond their current abilities. The latter should be already

determined through assessing students' ZPD; that is, to know what tasks they can accomplish independently without any assistance and what they can do with teachers' temporary help, aiming at scaffolding them to reach higher level by their own. In addition, it is affirmed by teachers that scaffolding contributes to students' promotion of their abilities in a way that it improves not only their linguistic knowledge but also raises their self-confidence which confirms as well the hypothesis of the third research question previously mentioned.

The scaffolds provided to students enable them to be more focused when speaking, in which that develops their communicative competence and creativity, that is, it allows them to interact freely, cooperate with one another and go beyond their anxiety and shyness. Hence, teachers have positive attitudes towards scaffolding, as it is declared that it is an effective method to be implemented in speaking sessions.

Furthermore, some suggestions for further research have been recommended for better promotion of students' speaking skill. Indeed, teachers are required to use authentic materials with their learners during the oral classes. For instance, teachers are recommended to use songs, subtitled videos and games that motivate students to promote their fluency and accuracy. Besides, teachers should provide topics that students are interested in so that to let them speak freely and increase their talking time, that is to say, making them more active and involved in the classroom. In addition, teachers should be creative in teaching the speaking module in order to fit students' learning styles; such as, choosing stories students may appreciate so that they will always be interested and enthusiastic when learning English. Additionally, teachers should pay attention to the way they correct their students' speaking mistakes, that is, not to interrupt them while speaking, allowing them carry on talking despite their errors and correct them at the end of their speech.

To conclude, Scaffolding is a useful method that helps students to develop their speaking abilities. Thus, it is up to teachers to use the appropriate oral scaffolds that correspond to students' needs and interests. Hopefully, our work will open new perspectives for further researchers regarding Vygotsky's theory of scaffolding; zone of proximal development and its implementation for the enhancement of the students' speaking skill.

DI10: The Use of Formative Assessment by Teachers in Writing and Learners Perception of its Use.

The present study has investigated the use of FA by teachers to promote 2nd year students' writing skill and learners perception of its use. This research has been conducted at both Laadlani Amar and Amar Khodja M'Henna secondary schools of Tizi-Ouzou. It has intended to shed light on the use of FA to improve students' writing.

The research has relied on 'sandwich approach' introduced by Haines (2004) and Westwood's (2008) FA techniques as a theoretical framework. This investigation has three main objectives. The first objective attempts to know whether English language Teachers use FA in assessing their students' writing. The second looks to know the different techniques used by teachers in implementing FA in the writing task. The last looks at to know whether learners has a positive perception of FA and their teacher's feedback.

The present research has adopted the mixed method approach, which is a combination of quantitative and qualitative methods for data collection and analysis. The data consists of one hundred and seven (107) questionnaires that were administered randomly and given to 2nd year learners and a recorded interview conducted with five (5) teachers. For the analysis of these data, we have used a statistical package for social sciences to analyze the quantitative data obtained from the close-ended questions of the questionnaire. As for the qualitative part, we have used content analysis to interpret and explain the results gathered from the interviews and the open-ended questions of the questionnaire.

The findings that are derived from the questionnaire indicated that students have a positive perception towards the use of FA and teacher's feedback, as they consider FA as an integral part in the teaching learning process. Indeed, from the results, it is clear that FA has a great impact on learners' writing performance, as indicated by the participants, FA affects them in many ways because it helps them to improve their level, diagnosis their weaknesses and identify their strengths. In addition, the findings showed that students want from their teachers to correct their errors during the course and give them a feedback about their writings that includes their strengths, weaknesses and guidance to how to improve their writings.

The content analysis of the interview showed that the interviewees are aware of the necessity of FA in the learning process as a while and during the writing task, since they apply it in the writing session with their learners to guide them and help them to promote their writings. thus, through, the participants assert that they use different types of techniques and activities of FA to help students' overcome their writing problems and take their abilities to a higher level such as Observation, Tests, classroom activities and homework activities (Westwood, 2008) and other techniques. Four teachers confirmed that they use the feedback sandwich approach when assessing their students' writing, thus through providing students with their lucks and how to improve their performance between two positive feedback in order to motivate them and help them to develop their writings. Whereas one teacher said that even though he provides his students with the feedback sandwich features, but he does not follow its process and steps and he does not use the feedback sandwich approach as a method to assess his students' writing skill. Furthermore, the outcomes demonstrated that teachers view FA as a tool that motivates and helps to increase students' performance. It is worth mentioning that the results of the interview reveals that sometimes some students overlook their teacher feedback and do not take into account their feedback for that teachers adopt different methods to convince students that the feedback is worthy and to ensure its effectiveness.

The discussion of the findings gathered from both research tools provided answers to all research questions of the study. The findings indicated that EFL teachers implement FA in the writing task as a tool to help students' overcome their difficulties. In fact, both teachers and students claimed that FA is an effective tool in writing as it allows students to improve their writing and their learning in general. Indeed, to ensure the best effect of FA on learning, the teachers make use of different activities that fit students' needs and abilities.

Certainly, there is no research without obstacles. Concerning the present study, the quarantine imposed because of the pandemic “Covid-19”, prevented us from conducting a classroom observation that would provide us with more concrete, valid and reliable data about the way teachers make use FA during the writing session. Despite the limitations, we hope that our research will contribute to the field of English Language Teaching.

Hopefully, this research is the beginning of further investigations by analyzing teachers’ written feedback when making use of FA in secondary schools and the effect of using peer-assessment to promote students’ critical thinking.

DI11: A Study of Ideologies Behind Visual and Linguistic Representations of Men in International Vogue Magazine (American/Asian/Arabic).

The present dissertation has dealt with a social semiotic multimodal analysis of man portrayal in international Vogue magazine. It has particularly dealt with the visual representation of man in international Vogue magazine (American, Asian and Arabic), and the ideologies behind these representations. In addition to a study of the writings in each cover has been conducted.

Three main objectives have been targeted in this study are: to investigate the visual representation of the selected images, and to analyze the writings in each cover, and then to reveal the ideologies behind such representations in the different magazines. In order to reach the research aims and answer the research questions, the three meanings in the Kress and Van Leeuwen’s framework Grammar of Visual Design by (1996, 2006), in addition to David Machin’s method “Introduction To Multimodal Analysis “(2007) have been used. These two frameworks are applied on a corpus of fifteen images. Five images taken from American vogue magazine, Six from Asian and Four from Arabic one.

A qualitative research method has been applied for the process of data analysis and collection which permits us to interpret the findings collected from the social semiotic analysis from each images, thus, so that to answer the research questions and test the accuracy of the advanced hypotheses. Important results are revealed from the social semiotic analysis. In the representational meaning: the majority of the participants were interacting with the viewers except two images were not interacting with the audience.

Concerning the interactional meaning the results show that the gaze is present in most of the American, Asian and Arabic Vogue covers, that is to invite the viewers to check the magazine or to watch a new film or to buy a new album or to have a confidence on their projects or also to be solidary with a particular case or issue (the case of Palestine) , while in the images (6, 9) it is not directed at the viewer, so that to show respect and formality towards the audience since avoiding eye contact in the Asian culture is a sign of respecting the others.

Another means that is used for establishing imaginary relations between the depicted participants and the viewers is ‘social distance’. In fact, in American Vogue covers, two of them were in close shot which means one can hold or grasp the other person, then the others were in medium long and long which means that they were taking a distance to allow

to the viewers to look the whole participant. Next to that, in Asian Vogue magazine, the majority of covers were in close and medium close shot showing close personal distance and far personal distance which means the viewer can touch and hold the participant. Then, in Arabic Vogue magazine, the covers were taken in long and close shot which establish a far social distance and a close personal distance which states the distance between people who are unknown to each other and who are to remain strangers, the second means the familiarity between the participant and the viewers.

With regard to the compositional meaning the results show that in American Vogue covers the majority are in medium modality to show how realistic the images are, except the image (1) is in a high modality to show that the concept of the image are real so that the audience will directly trust what the image reflects. Besides, in Asian vogue covers also the majority are in medium modality. While, the image (6) is in low. Finally, in Arabic vogue covers there is a balance since the two firsts images are in medium modality, then, the two lasts are in low modality.

Concerning the study of typography, we find that in American Vogue magazine the writings show the importance of the issues and their domination rather than the other subjects and it shows formality, harshness, masculinity, and elegance touch for the items. Finally, the majority of the writings are without serifs, which signify the simplicity of the topics. Then, in Asian Vogue magazine the writings are showing timidity, reservation and gentleness, aspiration, and the elegance. Finally, in Arabic Vogue magazine, the majority of writings suggest that the subjects written have a kind of solidity and confidence and they are the center of interest of the magazine, also the writings show formality, masculinity, and elegance of the items discussed.

From all these results, we certify that the writings were a way to describe the different characteristics of the models to understand better what each model wants to express. Two ideologies have been drawn from our research behind the visual representation of men in international Vogue magazine. The first is the ideology of globalization which is creating a global style across borders and cultures to eliminate differences between the races, religions and traditions. The second is the ideology of ethnocentrism, which is contradictory to the first ideology where Vogue tried to turn out the American culture over the other cultures which is a glance to say that the American nation is the powerful part in the world in lots of domains by introducing some positive elements of the American cultures and showing just negative aspects of the other cultures. From this we recognize that Vogue magazine is not objective but subjective.

Our study hopefully contributes to the field of social semiotics in analyzing the ideologies behind the visual representation of men in international Vogue magazine (American, Asian and Arabic). We have analyzed images and writings, but in future researches other forms of resources such as advertising videos can be useful for the topic.

This work has dealt with the portrayal of men in American, Asian and Arabic Vogue magazine, future studies can investigate their representation in other parts of the world like French, British and Italian.

DI12: Investigating the Effectiveness of Using Story Telling in Enhancing Students' Listening Skill.

These researches investigate the effectiveness of using storytelling in enhancing the listening skill from teachers' and students' perspectives. It aimed at finding out whether or not storytelling is an effective teaching technique used in the classroom to improve learners' listening abilities. That is, this topic was conducted in order to know if teachers and students find storytelling a good source to be implemented in the classroom in order to develop students' listening skill.

To conduct this research we have adopted the Mixed Method Approach in which qualitative and quantitative methods have been employed for collecting and analyzing data. In fact, forty (40) questionnaires have been received from fourth year students in "les canaries" privet middle school in DBk. In addition, an interview has been conducted with four (4) teachers in the same school. As for data analysis, the Statistical Package for the Social Sciences has been used to analyze the numerical data obtained from the close- ended questions of the students' questionnaire. On the other hand, Qualitative Content Analysis (QCA) is adopted to interpret the open- ended questions of the interview. The Mixed Methods Approach was adopted in order to answer the questions and test the suggested hypothese relying on communicative Language Teaching.

According to the findings that are interpreted in the fourth chapter, students and teachers find out that storytelling is a helpful tool used to develop the listening skill. Moreover, storytelling is considered as an example of Authentic Material that allows students to acquire new information, enrich their vocabulary, and other aspects of language. This goes with Hymes' (1972) Communicative Approach which considers authentic material a source of input for EFL learners. It is also found that Storytelling plays a significant role in motivating students to learn the English language in a more relaxed environment .This lead to reduce boredom and encourage students to make efforts for the sake of developing their capacities in learning the English language in general and in their listening skill in particular.

Likewise, the majority of students see that storytelling offer them opportunities for discovering the target language including different accents and vocabulary which help them to enhance their listening skill. When it comes to teachers' interview, the results indicate that teachers sometimes implement storytelling in the learning process. This implies that teachers regard storytelling as an efficient technique and a useful authentic material to teach English and ameliorate students' listening abilities.

The outcomes of this study obtained from the students' questionnaire and teachers' interview sheds light on the main difficulties encountered by students while listening and propose some strategies to deal with the them.

Finally, storytelling is an important teaching technique in the teaching- learning process. Because it makes students at ease, enjoy their lessons and pay attention to everything happen in the classroom. Storytelling is beneficial if it is used appropriately.

DI13: Investigating Students' Strategies for Revision for Their Exams.

The present study aimed to investigate 3rd year learners' strategies for revision for exams, in "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou secondary schools. Two main objectives were set for this research. First, it aimed at identifying the main strategies used by 3rd year learners of secondary schools. Second, it sought to investigate whether learners use these strategies effectively when they revise for their exams.

This study has been conducted in the light of the theoretical framework entitled SQ3R method, which is a reading strategy used to increase comprehension and familiarize learners with materials (textbooks, documents, articles...). In addition, it helps learners to improve their memory. It was developed by Francis Robinson (1970). It consists of five steps: survey-question, read-recite and review, which are useful for reading more effectively. We integrated this theory with its different steps since our research dealt with different revision strategies used by 3rd year learners of "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou when they prepare for their exams.

In order to check the hypotheses and answer the research questions advanced in the General Introduction, mixed method was adopted. It consists of both qualitative and quantitative methods. For the data collection instruments, we have distributed 100 questionnaires to 3rd year learners of both "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou secondary schools. As to the data analysis procedures, we used statistical package for social sciences (SPSS) which is a system to analyse the results of the questionnaire. In fact, the results gathered from this research tool have been interpreted relying on Francis Robinson (1970) SQ3R theory.

The results of the investigation indicated that 3rd year learners of both "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" secondary schools used different strategies and techniques to revise for their exams. In fact, 3rd year learners were aware of the importance of revision in their process of learning since it is the key of success and progress for them. Most of time learners' revision starts with motivation, which plays an essential role for learners when they prepare for their exams, because it is the motor that moves them to improve their performance in the exams. Moreover, learners tended to draw a timetable to plan and organize their revision process, therefore they relied on different and effective strategies such as summarising key ideas, rereading several times, revising in groups and mind –mapping; that they found more useful for them. Indeed, they facilitated the task of revising for a better understanding and memorising key points and concepts. In addition, learners needed help, more explanations and clarifications to understand and get more data. For this reason, they searched on the net since it was the easiest way to get information. They also asked their mates and their teachers during the classroom revision sessions that were beneficial; in a way that teachers checked the weaknesses and the strengths of their learners then corrected their mistakes.

In order to obtain their objectives and succeed in their revision process, most of 3rd year learners of "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou secondary schools followed the effective and useful techniques and strategies that are included in the

five steps of SQ3R method (Survey-Question- Read-Recite and Review) to understand and retain written information.

The current study encountered some limitations and constraints. Time limitation is one constraint encountered during this study. If not restricted in time, we would have adopted an experimental study with 3rd year learners of secondary schools. This could permit us to gather more concrete, valid and reliable data about the strategies they use while revising. In addition to this, the lack of documentation that deals with learners' strategies for revising for their exams.

We hope that further researches on the same issue in different setting with different levels can be conducted through using experimental study. Because revision for exams is of great importance in the learning process of students. From our research, we have noticed that this topic of investigation is neglected by researchers and less consideration and attention is given to it.

DI14: Enhancing EFL Learners' Autonomy Through Lesson Planning.

The present dissertation investigates the promotion of learner autonomy in secondary schools in relation to the role of teachers' lesson plan to foster learner' autonomy. The current research aims to examine, whether the concept of learner autonomy is perceived to be promoted in English language teaching through lesson plan. It takes first-year literary learners at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou as a case study to carry out this research.

To bring an answer to the advanced research questions, Leni Dam (2011) theory to Develop Learner Autonomy in an Institutional Context, and Hunter (1982) WIPPEA Model of Lesson Plan are adopted as the theoretical framework of the present study. Additionally, it adopts the quantitative, and the qualitative research techniques for both data collection, and data analysis to investigate the research questions, analyse the data, and confirm or refute the advanced hypotheses. The quantitative data gathered from the pupils' questionnaire are analysed using the computer program (SPSS), while the results of the classroom observation checklist are interpreted relying on Leni Dam (2011) and Hunter (1982) theoretical frameworks. The quantitative data collected from the teachers' interview are analysed using the Qualitative Content Analysis (QCA).

The discussion of the outcomes of the interview, the classroom observation, and the questionnaire give evidence to the research questions of this study. The present research reveals that; the results obtained from a classroom observation checklist, and teachers' interview show that; EFL teachers at Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou are familiar with the new role designed for teachers in an autonomous classroom, and they plan various practices and adopt different strategies to help their learners to develop their autonomy. In addition to this, the results of this inquiry reveals that; first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou are unwilling to be responsible of their learning, and consider the teacher as the only leader of knowledge and decision maker. Besides, they do not know how to learn alone.

As a final conclusion that can be drawn from the data collected through this investigation ;Hammadi Mohamed and Hamki Idir EFL teachers consider the notion of autonomy ,and make a significant efforts to help their learners to move a step towards autonomy .However, as it is obviously clear from the pupils' questionnaire, first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou, are not yet ready to take charge of their own learning, as stated by the third interviewed teachers in Hammadi Mahammed and Hamki Idir “learners are not able to assimilate the point that, they have to do everything alone, and rely more on themselves rather than on their teachers”. Therefore, in accordance to the obtained results, the first hypothesis advanced in the present investigation which states that; EFL teachers at Hammadi Mohamed and Hamki Idir desing their lesson plan in a way it contributes in developing learners' autonomy is confirmed. Whereas, the second hypothesis claiming that ; first-year literary pupils can learn autonomously is refuted.

In hope that the present inquiry contributes in the field of English Language Teaching, it is important to mention that; the present work is targeted only to firstyear literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. Therefore, the collected data in the present research cannot be generalized to other EFL teachers and learners. Thus, this provides the implications for future research. Other works can be conducted, by changing the investigated population. Moreover, more empirical research can be carried out to explore the needed knowledge, and conditions for language teachers to promote learner autonomy.

DI15: An Analysis of Cohesion, Ties and Coherence and Moves in Abstract and Introduction Sections.

The current research has attempted to investigate and analyze the students' problems and weaknesses in using coherent and cohesive devices, both grammatical and lexical cohesive devices were under the scope of analysis. It was also concerns with the analysis of the different moves used by master two students in writing the abstracts and introductions of their dissertations, as to identify the different rhetorical moves that constitute each part.

The aim of this study was to identify the different difficulties that master two students face in the use of cohesion ties and coherence, and the use of rhetorical moves in the abstract and introduction parts of their dissertation.

To do so, this three main research questions are advanced, the first one is about whether master two students of English at the department of English at Mouloud Mammeri university face problems of cohesion and coherence while writing the abstract and introduction of their dissertations, and what is the most frequent type of cohesion and coherence problems do students encounter. Through the second question we aim to reveal whether the problems of cohesion and coherence encountered by students affect their writing quality. Whereas the third and last question seeks to know whether all students follow the same moves while writing the abstracts and introductions of their dissertations.

As a tentative to answer this research questions three hypotheses were put forward, the first one suggest that Master two students of English at the department of English at Mouloud Mammeri university do not encounter any problems in writing in coherent and cohesive style since they have a good mastery of English language and its rules. However, the second suggest that problems of coherence and cohesion ties encountered by students of English at the department of English at Mouloud Mammeri University while writing their dissertations may affect the quality of their productions .Whereas, the third and last one suggest that students do not follow the same moves in writing the abstracts and introductions of their dissertations.

The theoretical section of this research is a combination to three distinct analytical frameworks. It started with Halliday and Hassan (1976) who focused on the cohesion ties and coherence. Furthermore, we have the rhetorical moves to follow in any abstract put up by Bathia (2000). Lastly, Swales and Feak (1994) introduced the rhetorical moves to follow in any introductions.

To conduct this study, twenty MDs from different specialties were selected. It is worth mentioning that those selected abstracts and introductions were chosen randomly from four different specialties: Language and Communication, Didactics of foreign languages, Literature and Civilization, Comparative Literature.

The results were reported qualitatively in form of texts and quantitatively in form statistics. This research firstly has showed that all the abstracts were written in one block paragraph. Then the way the moves should be ordered, a slight difference from the ones introduced in the literature has been noticed. Moreover, four of Bhatia's moves were respected to a certain extent; some of the abstracts included the aim, the methodology, summary of the work and the main conclusions. However, presenting the finding was absent in the majority of the abstracts that have analyzed. Moreover, an additional move has been noticed which is the key words. It was noticed also that the length of the introductions were about four to five pages, besides the order of the moves were not respected fully. In addition, the moves developed by Swales and Feak were respected in some introductions and not in others. Finally, two additional moves were revealed which are motivation and anticipating obstacles.

Likewise ,the analysis of cohesion and coherence have revealed that students abstracts and introductions displayed lexical ,reference and conjunction ties ,ellipsis and substitution were absent because ,they are present in verbal discourse (Halliday and Hassan 1976) .The finding were that students depends largely on lexical ties followed by conjunction and then reference to write cohesive abstracts and introductions .Moreover, the results of the analysis have demonstrated that students have problems with cohesion .Weakness identified included excessive repetition of lexical items ,indiscriminate use of conjunction ,misuse of pronoun and the use of pronoun without antecedents .Other problems identified were syntactic errors ,prevalent among them was sentence fragment ,while some of these weaknesses resulted in monotony ,others distorted the smooth flow of communication in sections of the texts .

From the analysis of the abstracts and introductions moves, we deduce that the students do not have a unique way of writing abstracts and introductions. Said differently, there are some of master students of English that have respected the moves, whereas, some of them did not follow them. It has been found that some students prefer to follow other moves different from the proposed ones. This study also reveals that students have problems using cohesive devices; which mean that there is no correlation between the number of textual cohesive relations and the coherence of a text. The findings achieved confirm the claims of Halliday and Hassan (1976) that the presence of linguistic resources in a text does not necessarily lead to coherence, because can display abundant cohesive markers and yet, be incoherent (Witte and Faigley, 1981; Carrell, 1982; Brown and Yule, 1983). Furthermore, cohesion measures the vocabulary proficiency of learners and students who have low level of vocabulary over depend on repetition to achieve cohesion.

From the above findings we conclude that the first articulated hypothesis is refuted, whereas the second and third ones are confirmed. This leads us to suggest further studies that can be conducted to investigate whether other factors such as textbooks, the content of the syllabus, teacher's feedback can have an influence on students effective use of cohesive markers.

This humble work can be a departure point to enlarge this parameter of research. The first practical solution that we provide students with is tool that can help them improve the coherence of their writing and this tool is using a concept map which is used by students to make an outline of their paper after they write the main ideas. A second effective solution for students to avoid problems of cohesion and coherence is reforming the traditional way of teaching writing in English and encourage the teachers to pay equal attention to cohesion and coherence as well as grammar and vocabulary .A third solution is raising the student's awareness of cohesion and coherence in writing composition in English and assisting them to learn some cohesive devices to express their ideas more logically. In addition to this, it would be beneficial to provide the English teachers with some practical advice to help them in their teaching journey. We consider it very important that teachers introduce student from the beginning to the methodology of writing a dissertation respecting and following the moves which constitute each section in order to familiarize with them.

DI6: Investigating the Techniques Teachers Use to Engage Learners in the Speaking Class.

The current work aimed at investigating the techniques teachers use to engage learners in the speaking class. This study aimed to explore the techniques that EFL teachers use to engage learners to speak. Furthermore, its purpose was to find out whether teachers incorporate the Boomerang Procedure (EASA) of the ESA Teaching model to engage their learners in the speaking module, and to discover the difficulties the EFL teachers encounter to engage their learner. The study relied on Jeremy Harmer's (1998) Boomerang Procedure (EASA) of the (ESA) Teaching model which was explained in his book 'How to Teach English'.

For the sake of answering the research questions which were first, what are the techniques EFL teachers use to engage learners to speak. Second, do EFL teachers incorporate the Boomerang Procedure of the ESA (Engage, Study, and Activate) teaching model to engage learners in the speaking module. Third, what are the difficulties EFL teachers encounter to engage their learners. To test the hypotheses suggested in the general introduction, a Mixed-Methods approach was adopted, combining both qualitative and quantitative methods for analyzing and interpreting data. These data were obtained from two resources. A semi-structured interview was conducted with Nine (9) teachers in charge of the speaking module. It contained Nine (9) questions. Moreover, to reinforce the validity of the data obtained from the semi-structured interview, we attended Thirteen (13) classroom observation sessions in the department of English MMUTO during the academic year of (2019).

To analyze the qualitative data, Qualitative Content Analysis (QCA) was used. For analyzing the quantitative data obtained from the close ended questions of the semi-structured interview the rule of three was used. For the classroom observation it was analyzed on the basis of the theoretical framework ‘the Boomerang Procedure (EASA) of the ESA Teaching Model

The findings of both research tools: the semi-structured interview and the classroom observation confirm our main hypotheses. That is, EFL teachers use Videos, Songs, and Games to engage the learners to speak. Besides, they incorporate the Boomerang Procedure (EASA) of the (ESA) Teaching Model to engage the learners in the speaking module. Moreover the difficulties they encounter to engage the learners are: inhibition, fear of making mistakes, and lack of motivation.

Our investigation has some limitations. First, because of time constraints we could not attend more sessions, we have worked with only three groups of the first year level. In addition, considering the focus of the study, our findings cannot be generalized to all the levels. In fact, we have worked only with the teacher in charge of the speaking module of the first year level.

Relying on the research findings and the data obtained from the semi-structured interview, and classroom observation, the current study provides some suggestions for future research. First, further studies may examine EFL teaching techniques to engage students in reading writing module. Moreover, other investigations can be conducted using, experimental research.

DI17: Investigating the Role of Students’ Self Confidence in Enhancing Their Speaking Skill.

This study has aimed at shedding light on the great importance and the role of students’ self-confidence in enhancing and develops their speaking abilities. It consists in showing and proving the relevance and the role of students’ self-confidence in enhancing their speaking skill, where the study was conducted with 1st year students of English at Mouloud Mammeri University of Tizi Ouzou. It consists also inn raising students’ and teachers’

awareness about the effectiveness and the importance of self-confidence in achieving academic goals.

This research has been conducted relying on theoretical framework based on the social cognitive theory of self-efficacy by Albert Bandura (1977). It consists of four sources of self-efficacy that are: Mastery experience, vicarious experience, verbal persuasion and physiological arousal. These sources of self-confidence are included in this research to analyse the obtained results through the research tools which are a student's questionnaire and a classroom observation in order to achieve the research objectives. The corpus contains 100 questionnaires delivered to the first year students in the Department of English at MMUTO and classroom observation conducted with different classes and different sections of first year students in the oral module.

The mixed-methods research, which integrates both quantitative and qualitative methods, has been used in the process of data analysis in the purpose of answering the research questions and test the hypotheses advanced in the General introduction. The quantitative technique is used to interpret the data gathered from the students' questionnaire by using SPSS, while the qualitative method is adopted to collect and analyse data about the effectiveness and the role of students' self-confidence to enhance their level in the speaking skill.

The results of the questionnaire and classroom observation have revealed on the one hand that the students' self-confidence plays a great role in their academic achievement especially their speaking skill. The students with high level of self-confidence feel motivated to speak, use the English language fluently and find the learning process enjoyable by sharing information between each other and learn the language more and more with developing their speaking abilities. On the other hand the students' who lack self-confidence tend to be quiet or they rarely participate, and this is due to their shyness and fear of making mistakes. They feel like they don't have enough knowledge or that the answers that they have are not correct. For this they prefer to remain silent which affects their oral performance negatively since they don't try to use their speaking skill and try to develop it.

Relying on the results, the conclusions that can be drawn from this research are the following: high level of self-confidence improves and enhances 1st year students' speaking skill because having a high amount of confidence pushes and motivates the learners to do their best in order to attain their objectives. In addition, students' fear and shyness are the main causes behind students' lack of self-confidence. Due to the mentioned psychological factors students lose their confidence and this influences negatively their academic attainment. Self-confidence influences positively the students' speaking abilities since it helps them to develop and improve their skill and the lack of it influence negatively on their academic attainments and also on their real life situations.

Throughout this research, the researcher has encountered many obstacles. The core limitation is time. Because of the insufficient amount of time, we haven't succeeded to do more sessions in classroom observation to get more information to enrich and enlarge this

research, and do more sessions with different groups in different sections of the first year in order to get more information.

Other studies can investigate whether the obtained results of this study can be applied on other EFL learners.

Recommendations for further studies

This work ends up with some potential recommendations for further researches concerning the significant role of self-confidence to the students' achievements, which are as follows:

- The psychological factors that hinder students' self-confidence;
- The role of teachers to improve students' self-confidence to attain their academic achievements;
- The teachers of oral module should motivate their students' in order to raise their selfconfidence.

DI18: Teachers and Students' Attitudes Towards the Teaching and Learning of the American Culture.

The present issue aims at identifying teachers and students' interests, curiosity about teaching and studying the American culture. The purpose of teaching and learning this foreign culture helps to acquire the cultural knowledge and raise awareness of the different cultural American aspects. This research issue used two different models of acquiring the cultural knowledge and competence namely used by Pedersen (2003) on Cultural and Cross Cultural Competence and Deardorff (2006) model of Intercultural Competence.

Being an exploratory research, the methods used are important to gather the data. Therefore, the results gathered from these procedures answered all the research questions advanced in the introduction. As the questionnaire is a necessary research tool, it enabled the researcher to identify the students' attitudes towards studying the American culture. Another research used to conduct this research issue, which a classroom observation conducted with different groups of the civilization module. In addition to a structured interview for American civilization teachers to identify their attitudes towards the teaching about American culture. After analyzing and interpreting the data gathered from these procedures, we noticed that the outcomes obtained were nearly the same.

The outcomes obtained in this research issue reveal that both American civilization teachers and junior students of the department of English at MMUTO have positive attitudes towards the teaching and the learning about American culture. That is to say, American civilization teachers expressed their interests and openness in teaching this foreign culture. They use different techniques and methods; as well encourage students to engage in debates, share opinions and ideas about specific American cultural aspects. In addition, they promote their cultural knowledge through projects works and presentations. In order to raise awareness and acquire the cultural skill, it is important to accept the cultural differences between diverse cultures. Other result of students' attitudes demonstrates that junior students refer to the

importance of learning this foreign culture in the academic settings. As the American culture is the most powerful culture, it is essential for students to learn the American cultural aspects. Therefore, they determine their interests and discovery by encouraging the communication process with American citizen, using interactive materials to study this foreign culture, in addition to the integration of students' opinions, and ideas about different aspects in the American culture. Junior students engage in personal researches to extend their cultural knowledge about American culture and refer to the importance of studying the American cultural aspects in relation to the English language.

This research issue has encountered some hard difficulties related to time limitations, starting by the questionnaires administered to different students, since not all of them succeeded to answer all the questions. In addition to classroom observation, since only six (06) observations were conducted with different groups of students. The same difficulty was also encountered when conducting interviews with teachers. For this reason, the researcher could not be able to gather more data.

The teaching and learning of the American culture in relation to the English language is essential. However, we cannot study a language without referring to its cultural background, namely to its people including traditions, customs, beliefs, behaviors, and literature. Therefore, the emphasis in teaching and learning of the American culture in EFL classes is linked to the view of American civilization teachers and junior students and their endeavor to teach and learn the English language in the context of MMUTO.

The present issue enables teachers and students to raise their awareness and enhance the acquisition of the cultural knowledge of the English language. For further research, it is important to investigate the role of teaching and learning foreign cultures by making reference to the teachers' and students' own cultures.

DI19: Images of New Headway Textbook From a Multimodal Perspective.

The present study based on the investigation of the impact of images used in the New Headway textbook on learning English vocabulary. Images are viewed as an important tool in enhancing learners' vocabulary learning in facilitating learners' comprehension of new words.

Our investigation targets three main objectives. The first objective was to find out whether there is relationship between texts and images and to investigate the impact of images on EFL vocabulary learning. The second objective is to discover the attitudes of EFL learners towards the usefulness of images in learning new English vocabulary. And the third objective was to figure out teachers' attitudes towards the usefulness of images in teaching new English vocabulary.

In order to conduct our research and confirm our hypotheses, we have analyzed three images used in the New Headway textbook that are taught in Ecomode private school at TiziOuzou, and a questionnaire designed for the learners of the third level, in addition to an interview which is conducted with the teachers of same private school.

The New Headway textbook is analyzed by the use of Kress and Van Leeuwen's theory "Reading Images: The Grammar of Visual Design" which consists of the role of images in holding the learners' attention and creating a context with which they interact with each other to make meaningful sentences. This eventually helps in the acquisition of the new English words. The corpus gathered from the analysis of images in New Headway textbook indicated that images attract the attention of the learners to concentrate on the courses and the content of the textbook in reading, listening and speaking, so that help them to learn more English vocabulary.

The analysis of the learners' questionnaire demonstrated that all the learners have a positive attitude towards the use of images in EFL textbook for the purpose of learning new English vocabulary and shows that the majority of learners are able to learn more English words and store new words in their memories when images are present during the course. For the result of the questionnaire, the learners declare that images make them more motivated and help them to improve their vocabulary and to understand the meaning easily.

The data gathered from teachers' interviews demonstrate that teachers use images as an effective tool for facilitating the task of teaching new English vocabulary; and all teachers believe that images enhance the learners' understanding of new items and increase the intrinsic motivation of learners' by creating a good classroom environment, which attracts learners' attention during the course.

After the investigation we conclude that images are used in EFL textbook as an important technique to enhance EFL vocabulary learning. The analysis of the collected data about the effects of images on learning new English vocabulary in the third level we have confirmed the research hypotheses states that images are a good technique to learn new English items and facilitate the EFL teaching task.

Our hope is that this study has contributed to the field of education and multimodality and pave the way to further researches in this field of investigation. Researchers may investigate EFL textbook visuals as semiotic resources for teaching ESP vocabulary, in addition to raising awareness regarding the importance of EFL multimodality textbooks in the learning process. They may also investigate EFL multimodal textbooks as a supportive tool in learning.

DI20: The Combination of Group Work Activities and Classroom Management Techniques to Promote Students' Learning of English.

This dissertation has investigated the combination of CMT and GWA by teachers to promote 2nd year students' learning of English. The research has been conducted at both Sahoui Aldjia and Brothers' Hamdi secondary schools of Tizi-Ouzou. It has attempted to shed light on the necessity of CMT during GWA.

The research has been based on the essential conditions of cooperative learning developed by Stevens and Slavin (1995) in addition to 'small group components' established by Commings (2000) in his work *Winning Strategies for Classroom Management*. Our study

has three main objectives. The first objective is to know whether English language teachers use CMT to involve their learners in GWA. The second seeks to confirm the necessity to use CMT to maintain effective and successful GWA. The last looks for 2nd year students' attitudes towards those techniques.

The present study has adopted the mixed method combining both quantitative and qualitative methods for data collection and data analysis. The data collection tools consist of one hundred and four (104) questionnaires that have been given back by 2nd year learners' and a recorded interview conducted with six (6) teachers. For the analysis of these data, we have used a statistical package for statistical sciences to analyze the quantitative data obtained from the close-ended questions of the questionnaire. As for the qualitative part, we have used content analysis to interpret and explain the results gathered from the interviews and the opened questions of the questionnaire.

The SPSS analysis of the questionnaire indicated that learners are often involved in GWA, which motivates them to learn English. The findings showed that the learners like working together in a collaborative way, that the group members try to do their best and help each other to complete the task, and that the feedback is collective. Indeed, from the results, it is clear that CMT have a great impact on learners' performance, in a way that most of them are excited to learn when their teacher sets up an effective CMT.

The content analysis of the interviews showed that the interviewees are aware of the necessity of CMT since they apply them with their learners to ensure an appropriate learning atmosphere, and to establish an organized environment free from problems, especially when dealing with GWA. The outcomes demonstrated the teachers' view that GWA is a motivating method that helps to increase learners' level in EFL. The findings reveal the importance of teachers' selection of group members that is mainly done in relation to the learners' skills levels; also, they highlight the teachers' use of pair work to motivate learners to learn EFL.

The discussion of the findings obtained from both research tools provided answers to all the research questions of the study and confirmed the three main hypotheses included in the general introduction. However, it refuted one hypothesis. The findings showed that EFL teachers use GWA to make their learners practice the language and involve them actively in their learning process. In fact, both learners and teachers claimed that GW is an effective method to learn English especially when it is well managed. This means that GWA are successful with the presence of CMT which makes the environment work-oriented, and learners more motivated to learn. Consequently, teachers are expected to multiply the use of GWA in EFL classes as to give learners the opportunity to practice the language and learn it. To avoid learners' misbehaviors and the chaos created by grouping the students, the research has highlighted the necessity of combining GWA with CMT to promote students' learning of English.

As a final point, the investigation has confirmed that sometimes it is difficult for teachers to get the whole control of the classroom during GWA. Some teachers stated that sometimes the learners tend to use their mother language instead of English when explaining

and completing the task with each other. However, this study stands significant if teachers tend to use all the CMT included in this research.

Certainly, there is no research without obstacles. Concerning the present research, the basic issue was time limitation. The latter prevented us from conducting a classroom observation that would provide us with more concrete, valid and reliable data about the way teachers combine GWA and CMT to involve their learners in the work and promote their learning of the language. Despite the limitations, we hope that our investigation will contribute to the field of English Language Teaching and open opportunities for further research in the same context, using other research tools.

CM is a basic concept in the field of teaching. The presence of its techniques is necessary to set a suitable learning environment. Thanks to CMT, the teacher can get successful and effective GWA that play a great role in promoting students' learning of English. In this respect, we may suggest further studies that promote the use of CMT and GWA such as: Investigating the Teacher's Attitudes towards the Use of GWA in Teaching English, and Teacher's Use of Assertive Discipline as a Motivating CMT to face Students' Misbehaviors.